Appendix II

Student Equity Plan

Skyline College
ACHIEVE

San Mateo County Community College District

Skyline College

Student Equity Plan

November 14, 2014

SKYLINE COLLEGE STUDENT EQUITY PLAN

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Student Equity Plan
Signature Page

District: San Mateo Community College District **Date Approved by Board of Trustees**: November 24, 2014

College President: _____
Dr. Regina Stanback Stroud
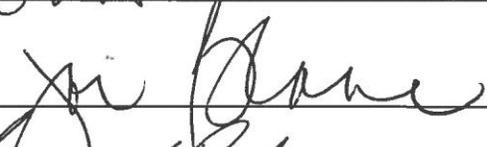
Vice President of Student Services: _____
Dr. Joi Lin Blake

Vice President of Instruction: _____
Dr. Sarah Perkins

Academic Senate President: _____
Kathryn Browne
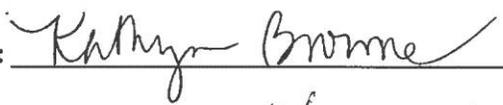
Student Equity Coordinator/Contact Person: _____
Dr. Angélica Garcia, Dean of Counseling
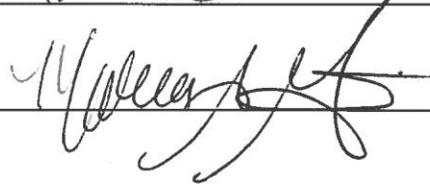
Executive Summary

"The Skyline College Comprehensive Diversity Framework both begins and ends with the firm conviction that educational access is both a right and one of the greatest hopes for humankind."

Dr. Regina Stanback Stroud
Comprehensive Diversity Framework for Realizing Equity and Excellence, Fall 2013

Executive Summary

The following provides the background on the impetus for the Student Equity Plan for Skyline College.

> *Since 2012, the Student Success Act has served as the impetus to review and update the student equity planning process. In December of 2012, the Chancellor's Office convened a Student Equity Workgroup, made up of representatives of community college stakeholders across the state with members from the Academic Senate for the CCCs, Career Technical Education, Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Equity Coordinators, Researchers, and the Student Senate for the CCCs. The Workgroup was responsible for reviewing and updating the student equity planning process in light of the new student success legislation and Title 5 regulations. SB 1456 requires colleges to coordinate the development of the Student Success and Support Program (SSSP) Plan with the Student Equity Plan to ensure that each college has identified strategies to address and monitor equity issues as well as attempt to mitigate any disproportionate impact on student access and achievement. Colleges were further required to coordinate interventions or services to students at risk of academic progress or probation (Title 5, §55100). ... Doing so, will help colleges adopt an institution-wide, holistic approach to planning, budgeting, and delivery of instruction and services to support equity in student access and success. The plan is required for American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (Title 5, §54220). The student equity plan contains student success indicators (metrics) as they relate to the Board of Governors policy on student equity implementation for each college. In addition, recent revisions to the California Education Code (Sec. 78216) resulting from passage of the Student Success Act (SB 1456) requires that college Student Success and Support Program plans be coordinated with college Student Equity plans. (From: Memorandum, March 11, 2014, California Community Colleges, Chancellor's Office, Linda Michalowski, Vice Chancellor, Student Services and Special Programs Division)*

The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our ***Comprehensive Diversity Framework*** (See Appendix A). After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

The students first philosophy that drives the Mission-Vision-Values and Goals of the College is deeply grounded in a "strengths framework" that understands diversity as value added rather than something to be "overcome" or "transcended" and as a necessary starting point rather than the entire goal. In order to create an equitable and rigorous educational environment, the value of diversity must go beyond celebration and be embedded in policy and practice, be reflected throughout the institution, and address equitable impact as well as intent.

The current Student Equity Plan process called on us to conduct Campus-Based Research in the five success indicators: A) Access, B) Course Completion, C) ESL/Basic Skills Completion, D)

Certificates and Degrees Awarded, and E) Transfer. Conducting campus-based research in these areas has refocused our efforts to address the disproportionate impact that some of our student groups experience in their education. The identified goals in each success indicator are data driven and the activities listed include the comprehensive input from faculty, staff, and students.

Access

GOAL A.1. Skyline College will achieve proportional population representation at the 80% index across all races/ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.

GOAL A.2. Increase foster youth student population by 20% by the 2017-2018 academic year.

Course Completion

GOAL B.1. To increase success rates in credit courses at the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.

GOAL B.2. To increase the rates of course completion for students on academic probation and dismissal to the 80% index or higher.

ESOL/Basic Skills Completion

GOAL C.1. Increase the number of Basic Skills students who succeed through Transfer-level English 100 to the 80% index or higher.

GOAL C.2. Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

GOAL C.3. Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.

Degree and Certificate Completion

GOAL D.1. Increase certificate and degree completion among disproportionately impacted student populations to the 80% index or higher.

Transfer

GOAL E.1. Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher

GOAL E.2. Develop a data informed tracking system for a student equity transfer model.

Skyline College's equity plan includes the implementation of activities that range from direct student support, such as instruction, tutoring, workshops, and counseling, as well as professional development activities that are specific to faculty and staff. There is significant planning to provide

professional development opportunities for faculty and staff as needed in each success indicator. These professional development opportunities will be directed by the Center for Transformative Teaching and Learning (CTTL) faculty and staff and will be made available to all full- and part-time faculty and staff, as well as for those working in the evenings or in the distance education programs. Additionally, while the equity plan addresses the disproportionate impact among students in the success indicators, Skyline College will continue to sustain the academic instruction and support services provided through those departments and programs that are not specifically geared towards certificate, degree, or transfer completion, as there are many students attending Skyline College for personal enrichment.

Upon evaluation, Skyline College will be able to measure our success by ensuring that diversity and equity at all levels of the institution reflects Skyline College's mission-vision-values, and strategic goals and priorities, enriches curricular content and pedagogical approaches, deepens critical thinking, enhances cultural fluency, strengthens campus community, and increases student success. (Skyline College, Comprehensive Diversity Framework, p. 5). This plan underscores the College's commitment to student equity and responds to the economic and intellectual development of all communities served.

The contact person for the Student Equity Plan is Dr. Angélica Garcia, Dean of Counseling/Advising and Matriculation.

Campus-Based Research

Skyline College has a strong foundation of Campus-Based Research (CBR) to support student equity. Equitable outcomes with regard to access, student learning, success, and achievement have long been a focus of Skyline College, its faculty, administration, and staff. In general, the CBR included in this Student Equity Plan reinforces the need for continued action to address issues of equity. Disproportionate impact is evidenced for each of the five areas of Access, Course Completion, ESOL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Although groups that appear to be disproportionately impacted vary across the five areas, our CBR shows that new and continued activities and resources must be directed to address those who are impacted.

The CBR included in the plan is considered the first step in addressing issues of student equity. Where disproportionate impact is identified in each section below, additional inquiry and analysis will be needed to inform the specific activities that are implemented to address that impact. Further disaggregation of data, the incorporation of qualitative approaches to understanding current barriers, and targeted evaluation of specific activities are planned as part of a comprehensive approach to addressing the identified gaps in student equity. As a clearer understanding is achieved, activities will be targeted and refined, and additional activities will be developed and implemented.

Each section below begins with a description of the CBR that informed the development of the plan, the criteria used to identify disproportionate impact, and the areas that demand greater attention based on that identified impact.

When an option presents, this plan will use the term "Latino" instead of the term, "Hispanic."

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Overview
Central to the mission of the community college system is providing open access to higher education. Skyline College is committed to providing this access to the communities it serves. Based on both the CBR presented below and the criteria described to determine disproportionate impact, there are two primary groups that are underrepresented at Skyline College based on the surrounding community's characteristics: Latino and White, non-Latino students. Common throughout contemporary higher education, the underrepresentation of Latino students demands greater focus, attention, and efforts. Our CBR revealed a surprising finding which is the underrepresentation of White, non-Latino students. The reasons for this are potentially varied and as of yet undetermined. Areas for further exploration include the impact of lower socioeconomic status on Access, as well as alternative attendance at 4-year institutions of higher learning, both of which could be impacting the data on Access for White students, as well as others.

Data Included:
- Table A1: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table A2: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table A3: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table A4: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table A5: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

Key Findings:
- The proportional enrollment of all San Mateo County residents enrolling at Skyline is presented in Tables 1-5. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:

   1. Ethnicity
   2. Gender
   3. Age
   4. Disability status
   5. Low income economic status
   6. Veterans
   7. Foster Youth

- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality (See Appendix B). That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Skyline students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00

indicates that a specific San Mateo County population is <u>under</u>-represented in Skyline's student body. Conversely, any value greater than 1.00 indicates that a group is <u>over</u>-represented.

- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will be informed by the Skyline Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline's programs, services, and the larger college participation rates of these 2 groups.

- Based on this methodology, both Latino and African American residents are seen as underrepresented among the student body at Skyline College.

Table A1: Access by race/ethnicity

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
African American	16,070	2.6%	235	2.4%	**0.91**
American Indian/ Alaskan Native	1,003	0.2%	16	0.2%	**0.80**
Asian	165,048	27.0%	3,298	33.1%	**1.23**
Hispanic	142,187	23.3%	1,999	20.1%	**0.86**
Multi races	14,661	2.4%	1,815	18.2%	**7.59**
Pacific Islander	8,317	1.4%	166	1.7%	**1.19**
White	263,736	43.2%	2,166	21.7%	**0.50**
Other	N/A	N/A	N/A	0.0%	**--**
Unknown	N/A	N/A	274	2.7%	**--**

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database (2012/13).

Table A2: Access by Gender

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
Male	298,662	48.9%	4481	44.9%	**0.92**
Female	312,360	51.1%	5271	52.9%	**1.03**
Unrecorded	N/A	N/A	217	2.2%	**--**

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database (2013/14).

Table A3: Access by Age

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
15 to 19 years	40,913	6.7%	2132	21.4%	**3.19**
20 to 24 years	41,625	6.8%	3891	39.0%	**5.73**
25 to 29 years	49,603	8.1%	1424	14.3%	**1.76**
30 to 39 years	108,606	17.8%	1,183	11.9%	**0.67**
40 to 49 years	111,108	18.2%	609	6.1%	**0.34**
50 to 59 years	107,454	17.6%	447	4.5%	**0.25**
60 years or older	151,713	24.8%	283	2.8%	**0.11**

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database (2013/14).

Table A4: Access by Disability Status

	San Mateo County Residents			Skyline College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Total				9969			
Persons under 18 years	N/A	N/A	N/A	457	6	1.3%	N/A
Persons 18 to 64 years	461,948	23,394	5.1%	9,376	610	6.5%	1.28
Persons 65 years and over	94,802	28,751	30.3%	136	29	21.3%	0.70

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2013/14).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Skyline College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	56,852	12.3%	9,969	4,349	43.6%	3.54
Persons 65 years and over	94,802	12,774	13.5%	183	22	12.0%	0.89

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).
Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards (2013/14).

Table A6: Access by Veteran Status

	San Mateo County Veterans Residents			Skyline College Veteran Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Veterans (2008 - 2012)	611,022	33,337	5.5%	9,969	204	2.0%	0.38

Sources: U.S. Census Bureau, State & county QuickFacts (http://quickfacts.census.gov/qfd/states/06/06081.html); SMCCCD Student Database (2013/14)

Table A7: Access by Foster Youth Status

	San Mateo County Foster Youth Residents			Skyline College Foster Youth Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Foster Youth	44,937	130	0.3%	9,969	91	0.9%	3.16

Sources: Lucille Parkard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3 State and County Population Projections by Race/ Ethnicity, Detailed Age, and Gender, 2010 - 2060; SMCCCD Student Database (2013/14)

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Overview

Successful course completion continues to be an area of focus for Skyline College as part of its commitment to student success. The CBR presented below and the criteria described to determine disproportionate impact highlight the relatively low success rate of Pacific Islander students, those ages 20-24, and Foster Youth. Additionally, the successful course completion rates for Latino students are < 60% and demand attention, regardless of exceeding the 80% Index threshold.

Data Included:
- Table 1: Successful Course Completion, Fall 2013 – Spring 2014

Key Findings:
- Table 1 displays successful course completion rates of Skyline students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.

- The 80% Index data column highlights the extent to which various populations' successful course completion rates are within or outside of the 80% standard (See Appendix A for definition).

Table B1: Course completion by population group

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
Ethnicity	African American	552	2,131	1,080	50.7%	71.7%
	American Indian/Alaskan Native	23	103	67	65.0%	92.0%
	Asian	2,650	9,910	6,999	70.6%	99.9%
	Filipino	2,373	10,279	6,861	66.7%	94.4%
	Hispanic	2,672	10,497	6,187	58.9%	83.4%
	Multi Races	2,546	10,329	6,453	62.5%	88.4%
	Pacific Islander	218	811	438	54.0%	76.4%
	White	3,147	10,261	7,253	70.7%	100%
	Unknown	424	1,323	915	69.2%	97.8%
	Total	14,605	55,644	36,253	65.2%	92.2%
Gender	Female	7,547	28,620	18,765	65.6%	100%
	Male	6,707	26,009	16,798	64.6%	98.5%
	Not recorded	351	1,015	690	68.0%	103.7%
	Total	14,605	55,644	36,253	65.2%	99.4%

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
Age	Younger than 20	2,799	13,263	8,735	65.9%	82.2%
	20 – 24	**2,680**	**24,135**	**15,224**	**63.1%**	**78.8%**
	25 – 29	2,332	7,432	4,805	64.7%	80.7%
	30 – 39	1,828	5,455	3,634	66.6%	83.2%
	40 – 49	916	2,610	1,818	69.7%	87.0%
	50 – 59	643	1,736	1,236	71.2%	88.9%
	60 and older	396	959	768	80.1%	100%
	Not recorded	**11**	**54**	**33**	**61.1%**	**76.3%**
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**81.4%**
Disability Status	Receives DSPS services	817	3,680	2,367	64.3%	98.6%
	No DSPS services	*13,788*	*51,964*	*33,886*	*65.2%*	*100%*
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**99.9%**
Economic Status	Low income student	5,808	26,597	16,427	61.8%	90.5%
	Not low income	*8,797*	*29,047*	*19,826*	*68.3%*	*100%*
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**95.5%**
Probation 1 Status	**On probation 1 status**	**1,255**	**4,150**	**933**	**22.5%**	**32.8%**
	Not on probation 1 status	*13,350*	*51,494*	*35,320*	*68.6%*	*100%*
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**95.0%**
Probation 2 Status	**On probation 2 status**	**823**	**2,418**	**752**	**31.1%**	**46.6%**
	Not on probation 2 status	13,782	53,226	35,501	66.7%	100%
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**97.7%**
Dismissal Status	**On dismissal status**	**768**	**2,046**	**469**	**22.9%**	**34.3%**
	Not on dismissal status	*13,837*	*53,598*	*35,784*	*66.8%*	*100%*
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**97.6%**
Veteran Status	*Veteran*	*328*	*1,227*	*858*	*69.9%*	*100.0%*
	Not a Veteran	14,277	54,417	35,395	65.0%	93.0%
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**93.2%**
Foster Youth Status	**Foster Youth**	**138**	**654**	**336**	**51.4%**	**78.7%**
	Not Foster Youth	*14,467*	*54,990*	*35,917*	*65.3%*	*100%*
	Total	**14,605**	**55,644**	**36,253**	**65.2%**	**100%**

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.
Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

C. **ESOL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Overview
The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is a critical area with regard to student equity. The CBR below suggests that African American, Filipino, and Latino students are not progressing, disproportionate to the highest performing group. However, the lack of successful progression rates for all groups and types of students are viewed as troubling, and therefore in need of attention. As efforts and resources are dedicated to addressing the low success rates of all groups, attention on equity of outcomes will be maintained.

Data Included:

1. ENGL 846 Student Progression to ENGL 100, 2011/12 – 2013/14
2. MATH 120, 122, 190 Student Progression to MATH 130 or 200, 2011/12 – 2013/14
   (does not include data for student progression into MATH 241, 201, or PSYC 171)
3. ESOL 840, or 864Student Progression to ESL 400, 2011/12 – 2013/14

Key Findings:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2011-12 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ENGL 846 ► ENGL 100). All course outcomes are tracked through Spring 2014.

Table C1: English completion by population group

		Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index
			Count	Rate		Count	Row N %	
Ethnicity	**African American**	**159**	**93**	**58.5%**	**71**	**51**	**32.1%**	**67.9%**
	American Indian/Alaskan Native	5	2	40.0%	2	2	40.0%	84.7%
	Asian	*455*	*359*	*78.9%*	*259*	*215*	*47.3%*	*100.0%*
	Filipino	744	562	75.5%	407	305	41.0%	86.8%
	Hispanic	**746**	**516**	**69.2%**	**344**	**252**	**33.8%**	**71.5%**
	Multi Races	**664**	**461**	**69.4%**	**322**	**240**	**36.1%**	**76.5%**
	Pacific Islander	**63**	**44**	**69.8%**	**33**	**23**	**36.5%**	**77.3%**
	White	400	300	75.0%	211	167	41.8%	88.4%
	Unknown	43	37	86.0%	30	22	51.2%	108.3%
	Total	**3,279**	**2,374**	**72.4%**	**1679**	**1277**	**38.9%**	**82.4%**
Gender	*Female*	*1581*	*1184*	*74.9%*	*847*	*660*	*41.7%*	*100%*
	Male	1660	1170	70.5%	818	606	36.5%	87.4%
	Not recorded	**38**	**20**	**52.6%**	**14**	**10**	**26.3%**	**63.0%**
	Total	**3,279**	**2,374**	**72.4%**	**1679**	**1276**	**38.9%**	**93.2%**
Age	Younger than 20	1706	1326	77.7%	777	638	37.4%	87.7%
	20 – 24	*1067*	*684*	*64.1%*	*645*	*455*	*42.6%*	*100%*
	25 – 29	269	198	73.6%	141	100	37.2%	87.2%
	30 – 39	153	108	70.6%	83	60	39.2%	92.0%
	40 – 49	**57**	**39**	**68.4%**	**27**	**19**	**33.3%**	**78.2%**
	50 – 59	**21**	**15**	**71.4%**	**4**	**4**	**19.0%**	**44.7%**
	60 and older	**5**	**3**	**60.0%**	**1**	**1**	**20.0%**	**46.9%**
	Unknown	**1**	**1**	**100.0%**	**1**	**0**	**0.0%**	**0%**
	Total	**3,279**	**2,374**	**72.4%**	**1679**	**1277**	**38.9%**	**91.3%**

		Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	226	158	69.9%	111	78	34.5%	87.9%
	No DSPS services	*3,053*	*2216*	*72.6%*	*1568*	*1199*	*39.3%*	*100%*
	Total	**3,279**	**2,374**	**72.4%**	**1679**	**1277**	**38.9%**	**99.2%**
Economic Status	*Low income student*	*1733*	*1260*	*72.7%*	*947*	*700*	*40.4%*	*100%*
	Not low income	1546	1114	72.1%	732	577	37.3%	92.4%
	Total	**3,279**	**2,374**	**72.4%**	**1679**	**1277**	**38.9%**	**96.4%**
Probation 1 Status	**On probation 1 status**	**428**	**121**	**28.3%**	**99**	**25**	**5.8%**	**13.3%**
	Not on probation 1 status	*2,851*	*2253*	*79.0%*	*1580*	*1252*	*43.9%*	*100%*
	Total	**3,279**	**2374**	**72.4%**	**1679**	**1277**	**38.9%**	**88.7%**
Probation 2 Status	**On probation 2 status**	**193**	**89**	**46.1%**	**88**	**41**	**21.2%**	**53.0%**
	Not on probation 2 status	*3,086*	*2285*	*74.0%*	*1591*	*1236*	*40.1%*	*100%*
	Total	**3,279**	**2374**	**72.4%**	**1679**	**1277**	**38.9%**	**97.2%**
Dismissal Status	**On dismissal status**	**163**	**48**	**29.4%**	**61**	**16**	**9.8%**	**24.3%**
	Not on dismissal status	*3,116*	*2326*	*74.6%*	*1618*	*1261*	*40.5%*	*100%*
	Total	**3,279**	**2374**	**72.4%**	**1679**	**1277**	**38.9%**	**96.2%**
Veteran Status	**Veteran**	**58**	**40**	**69.0%**	**18**	**12**	**20.7%**	**52.7%**
	Not a veteran	*3,221*	*2334*	*72.5%*	*1661*	*1265*	*39.3%*	*100%*
	Total	**3,279**	**2374**	**72.4%**	**1679**	**1277**	**38.9%**	**99.2%**
Foster Youth Status	**Foster Youth**	**33**	**14**	**42.4%**	**8**	**6**	**18.2%**	**46.4%**
	Not Foster Youth	*3,246*	*2360*	*72.7%*	*1671*	*1271*	*39.2%*	*100%*
	Total	**3,279**	**2374**	**72.4%**	**1679**	**1277**	**38.9%**	**99.5%**

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C2a: MATH 120 completion by population group

		Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index
			Count	Rate		Count	Row N %	
Ethnicity	African American	117	60	51.3%	46	34	29.1%	90.1%
	American Indian/Alaskan Native	**4**	**2**	**50.0%**	**1**	**1**	**25.0%**	**77.5%**
	Asian	518	384	74.1%	225	167	32.2%	100.0%
	Filipino	**723**	**508**	**70.3%**	**265**	**175**	**24.2%**	**75.1%**
	Hispanic	**657**	**416**	**63.3%**	**231**	**146**	**22.2%**	**68.9%**
	Multi Races	**639**	**415**	**64.9%**	**226**	**137**	**21.4%**	**66.5%**
	Pacific Islander	**54**	**34**	**63.0%**	**22**	**12**	**22.2%**	**68.9%**
	White	**569**	**368**	**64.7%**	**166**	**120**	**21.1%**	**65%**
	Unknown	**82**	**45**	**54.9%**	**21**	**15**	**18.3%**	**56.7%**
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**74.4%**
Gender	Female	1700	1125	66.2%	588	384	22.6%	88.4%
	Male	*1620*	*1077*	*66.5%*	*606*	*414*	*25.6%*	*100.0%*
	Not recorded	43	30	69.8%	9	9	20.9%	81.9%
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**93.9%**
Age	Younger than 20	1279	966	75.5%	414	299	23.4%	86.6%
	20 - 24	*1319*	*771*	*58.5%*	*569*	*356*	*27.0%*	*100%*
	25 - 29	**399**	**248**	**62.2%**	**119**	**81**	**20.3%**	**75.2%**
	30 - 39	**234**	**158**	**67.5%**	**72**	**48**	**20.5%**	**76.0%**
	40 - 49	**95**	**64**	**67.4%**	**21**	**16**	**16.8%**	**62.4%**
	50 - 59	**28**	**18**	**64.3%**	**6**	**5**	**17.9%**	**66.2%**
	60 and older	**6**	**4**	**66.7%**	**1**	**1**	**16.7%**	**61.8%**
	Unknown	3	3	100.0%	1	1	33.3%	124%
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**88.9%**

		Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index
			Count	Rate		Count	Row N %	
Disability Status	**Receives DSPS services**	**153**	**92**	**60.1%**	**46**	**19**	**12.4%**	**77.3%**
	No DSPS services	*3,210*	*2140*	*66.7%*	*1157*	*516*	*16.1%*	*100%*
	Total	**3,363**	**2232**	**66.4%**	**1203**	**535**	**15.9%**	**99.0%**
Economic Status	*Low income student*	*1763*	*1154*	*65.5%*	*668*	*427*	*24.2%*	*100.0%*
	Not low income	1600	1078	67.4%	535	380	23.8%	98.1%
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**99.1%**
Probation 1 Status	**On probation 1 status**	**212**	**36**	**17.0%**	**35**	**2**	**0.9%**	**3.7%**
	Not on probation 1 status	*3,151*	*2196*	*69.7%*	*1168*	*805*	*25.5%*	*100%*
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**93.9%**
Probation 2 Status	**On probation 2 status**	**189**	**46**	**24.3%**	**27**	**10**	**5.3%**	**21.1%**
	Not on probation 2 status	*3,174*	*2186*	*68.9%*	*1176*	*797*	*25.1%*	*100%*
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**95.6%**
Dismissal Status	**On dismissal status**	**153**	**26**	**17.0%**	**25**	**3**	**2.0%**	**7.8%**
	Not on dismissal status	*3,210*	*2206*	*68.7%*	*1178*	*804*	*25.0%*	*100%*
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**95.8%**
Veteran Status	Veteran	65	9	13.8%	23	17	26.2%	100.0%
	Not a veteran	3,298	2223	67.4%	1180	790	24.0%	91.6%
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**91.8%**
Foster Youth Status	**Foster Youth**	**19**	**10**	**52.6%**	**7**	**3**	**15.8%**	**65.7%**
	Not Foster Youth	*3,344*	*2222*	*66.4%*	*1196*	*804*	*24.0%*	*100%*
	Total	**3,363**	**2232**	**66.4%**	**1203**	**807**	**24.0%**	**99.8%**

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.
Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).
Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C3a: ESOL 840 completion by population group

		Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Ethnicity	African American	4	3	75.0%	3	3	75.0%	156%
	Asian	*223*	*177*	*79.4%*	*135*	*107*	*48.0%*	*100.0%*
	Filipino	**18**	**15**	**83.3%**	**7**	**6**	**33.3%**	**69.5%**
	Hispanic	**62**	**39**	**62.9%**	**30**	**20**	**32.3%**	**67.2%**
	Multi Races	**23**	**20**	**87.0%**	**11**	**5**	**21.7%**	**45.3%**
	Pacific Islander	**2**	**2**	**100.0%**	**0**	**0**	**0.0%**	**0.0%**
	White	**40**	**30**	**75.0%**	**19**	**15**	**37.5%**	**78.2%**
	Not declared	13	13	100.0%	10	7	53.8%	112.2%
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**88.2%**
Gender	*Female*	*200*	*171*	*85.5%*	*121*	*101*	*50.5%*	*100%*
	Male	**181**	**126**	**69.6%**	**93**	**61**	**33.7%**	**66.7%**
	Not declared	**4**	**2**	**50.0%**	**1**	**1**	**25.0%**	**49.5%**
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**83.8%**
Age	**Younger than 20**	**74**	**61**	**82.4%**	**31**	**26**	**35.1%**	**73.2%**
	20 - 24	*152*	*116*	*76.3%*	*96*	*73*	*48.0%*	*100.0%*
	25 - 29	53	38	71.7%	31	21	39.6%	82.5%
	30 - 39	56	47	83.9%	31	25	44.6%	93.0%
	40 - 49	26	20	76.9%	14	10	38.5%	80.1%
	50 - 59	**18**	**13**	**72.2%**	**9**	**6**	**33.3%**	**69.4%**
	60 and older	5	3	60.0%	3	2	40.0%	83.3%
	Not declared	1	1	100.0%	0	0	0.0%	0%
	Total	385	299	77.7%	215	163	42.3%	88.2%

		Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Disability Status	**Receives DSPS services**	**7**	**5**	**71.4%**	**4**	**2**	**28.6%**	**67.1%**
	No DSPS services	*378*	*294*	*77.8%*	*211*	*161*	*42.6%*	*100%*
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**99.4%**
Economic Status	*Low income student*	*250*	*199*	*79.6%*	*148*	*106*	*42.4%*	*100.0%*
	Not low income	135	100	74.1%	67	57	42.2%	100%
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**99.9%**
Probation 1 Status	**On probation 1 status**	**27**	**7**	**25.9%**	**10**	**1**	**3.7%**	**8.2%**
	Not on probation 1 status	*358*	*292*	*81.6%*	*205*	*162*	*45.3%*	*100%*
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**93.6%**
Probation 2 Status	**On probation 2 status**	**16**	**8**	**50.0%**	**5**	**1**	**6.3%**	**14.2%**
	Not on probation 2 status	*369*	*291*	*78.9%*	*210*	*162*	*43.9%*	*100%*
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**96.4%**
Dismissal Status	**On dismissal status**	**8**	**1**	**12.5%**	**6**	**1**	**12.5%**	**29.1%**
	Not on dismissal status	*377*	*298*	*79.0%*	*209*	*162*	*43.0%*	*100%*
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**98.5%**
Veteran Status	*Veteran*	*6*	*5*	*83.3%*	*5*	*3*	*50.0%*	*100.0%*
	Not a veteran	379	294	77.6%	210	160	42.2%	84.4%
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**84.7%**
Foster Youth Status	Foster Youth	13	11	84.6%	7	5	38.5%	90.6%
	Not Foster Youth	*372*	*288*	*77.4%*	*208*	*158*	*42.5%*	*100%*
	Total	**385**	**299**	**77.7%**	**215**	**163**	**42.3%**	**99.7%**

Reference group is shaded _white_, subgroups suffering disproportionate impact are shaded _red_.
Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).
Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C3b: ESOL 864 & 874 completion by population group

		Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Ethnicity	African American	1	1	100.0%	1	1	100.0%	228%
	Asian	57	48	84.2%	30	25	43.9%	100.0%
	Filipino	5	3	60.0%	2	1	20.0%	45.6%
	Hispanic	27	12	44.4%	8	7	25.9%	59.1%
	Multi Races	8	5	62.5%	5	3	37.5%	85.5%
	White	20	11	55.0%	9	7	35.0%	79.8%
	Unknown	5	2	40.0%	3	2	40.0%	91.2%
	Total	123	82	66.7%	58	46	37.4%	85.3%
Gender	Female	64	48	75.0%	31	26	40.6%	100%
	Male	55	32	58.2%	25	19	34.5%	85.0%
	Not recorded	4	2	50.0%	2	1	25.0%	61.5%
	Total	123	82	66.7%	58	46	37.4%	92.1%
Age	Younger than 20	9	7	77.8%	2	2	22.2%	41.7%
	20 - 24	32	22	68.8%	16	12	37.5%	70.3%
	25 - 29	32	23	71.9%	16	15	46.9%	87.9%
	30 - 39	24	14	58.3%	9	6	25.0%	46.9%
	40 - 49	15	12	80.0%	10	8	53.3%	100.0%
	50 - 59	8	3	37.5%	3	2	25.0%	46.9%
	60 and older	3	1	33.3%	2	1	33.3%	62.5%
	Total	123	82	66.7%	58	46	37.4%	70.1%
Disability Status	Receives DSPS services	0	0	0.0%	0	0	N/A	N/A
	No DSPS services	123	82	66.7%	58	46	37.4%	100%
	Total	123	82	66.7%	58	46	37.4%	100%

		Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Economic Status	*Low income student*	73	44	60.3%	38	29	39.7%	100%
	Not low income	**50**	**38**	**76.0%**	**20**	**17**	**34.0%**	**85.6%**
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**94.1%**
Probation 1 Status	**On probation 1 status**	**13**	**3**	**23.1%**	**3**	**0**	**0.0%**	**0.0%**
	Not on probation 1 status	110	79	71.8%	55	46	41.8%	100%
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**89.4%**
Probation 2 Status	**On probation 2 status**	**6**	**1**	**16.7%**	**2**	**1**	**16.7%**	**43.3%**
	Not on probation 2 status	117	81	69.2%	56	45	38.5%	100%
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**97.2%**
Dismissal Status	**On dismissal status**	**4**	**0**	**0.0%**	**2**	**1**	**25.0%**	**66.1%**
	Not on dismissal status	119	82	68.9%	56	45	37.8%	100%
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**98.9%**
Veteran Status	Veteran	0	0	N/A	0	0	N/A	N/A
	Not a veteran	123	82	66.7%	58	46	37.4%	100.0%
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**100.0%**
Foster Youth Status	**Foster Youth**	**6**	**5**	**83.3%**	**1**	**1**	**16.7%**	**43.3%**
	Not Foster Youth	117	77	65.8%	57	45	38.5%	100%
	Total	**123**	**82**	**66.7%**	**58**	**46**	**37.4%**	**97.2%**

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Overview

Student Achievement in the form of Degree and Certificate Completion is the focus of several initiatives at the federal, state, and local levels of higher education. Skyline College is committed to helping students achieve their goals of completing an associate's degree or obtaining career and technical certification. The CBR data presented below identifies students who experience academic probation and dismissal status as being most at-risk for not competing their degree or certificate. While intuitive, it nonetheless demands that attention be devoted to identifying successful interventions for those students. Skyline College seeks to increase degree and certificate attainment across the institution by removing barriers to success. The rates of achievement for students who self-identify as degree and/or certificate seeking suggest that action is needed in this area.

Data Included:

- Table D1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2011 – Spring 2014

Key Findings:

- The data presented in Table D1 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2011-12 (Summer-Fall-Spring) <u>and</u> indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.
- Based on this data and the consideration of the Student Equity team, African American students have been identified as experiencing a disproportionate impact.

Table D1: Degree and Certificate by population group

		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
Ethnicity	African American	255	51	20.0%	81.3%
	American Indian/Alaskan Native	12	3	25.0%	101.6%
	Asian	1,101	249	22.6%	91.9%
	Filipino	*1,114*	*274*	*24.6%*	*100.0%*
	Hispanic	1,253	283	22.6%	*91.8%*
	Multi Races	583	108	18.5%	*75.3%*
	Pacific Islander	125	36	28.8%	*117.1%*
	White	1,111	232	20.9%	*84.9%*
	Unknown	372	98	26.3%	*107.1%*
	Total	5,926	1,334	22.5%	*91.5%*
Gender	*Female*	*3,077*	*704*	*22.9%*	*100.0%*
	Male	2,739	603	22.0%	96.2%
	Not recorded	110	27	24.5%	107.3%
	Total	5,926	1,334	22.5%	98.4%
Age	**Younger than 20**	**1,177**	**205**	**17.4%**	**66.9%**
	20 – 24	2,560	628	24.5%	94.2%
	25 – 29	927	217	23.4%	89.9%
	30 – 39	691	148	21.4%	82.2%
	40 – 49	*334*	*87*	*26.0%*	*100.0%*
	50 – 59	160	36	22.5%	86.4%
	60 and older	**40**	**4**	**10.0%**	**38.4%**
	Unknown	37	9	24.3%	93.4%
	Total	5,926	1,334	22.5%	86.4%
Disability Status	*Receives DSPS services*	*409*	*99*	*24.2%*	*100%*
	No DSPS services	5,517	1,235	22.4%	92.5%
	Total	5,926	1,334	22.5%	93.0%
Economic Status	*Low income student*	*3,138*	*747*	*23.8%*	*100%*
	Not low income	2,788	587	21.1%	88.4%
	Total	5,926	1,334	22.5%	94.6%

		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
Probation 1 Status	**On probation 1 status**	**283**	**6**	**2.1%**	**9.0%**
	Not on probation 1 status	*5,643*	*1,328*	*23.5%*	*100.0%*
	Total	5,926	1,334	22.5%	95.7%
Probation 2 Status	**On probation 2 status**	**366**	**3**	**0.8%**	**3.4%**
	Not on probation 2 status	*5,560*	*1,331*	*23.9%*	*100.0%*
	Total	5,926	1,334	22.5%	94.0%
Dismissal Status	**On dismissal status**	**503**	**9**	**1.8%**	**7.3%**
	Not on dismissal status	*5,423*	*1,325*	*24.4%*	*100.0%*
	Total	5,926	1,334	22.5%	92.1%
Veteran Status	**Veteran**	**137**	**24**	**17.5%**	**77.4%**
	Not a Veteran	*5,789*	*1,310*	*22.6%*	*100%*
	Total	5,926	1,334	22.5%	99.5%
Foster Youth	**Foster Youth**	**9**	**0**	**0.0%**	**0%**
	Not Foster Youth	*5,917*	*1,334*	*22.5%*	*100%*
	Total	5,926	1,334	22.5%	99.8%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.
Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Overview
Student Achievement represented by transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. The CBR data presented below suggests that Latino and Filipino students experience a disproportionately low rate of success in this area. Similar to degree and certificate achievement rates cited above, Skyline College is also seeking to increase transfer across the institution for by removing barriers to success.

Data Included:
- Completion Rates of Transfer-level Ready Students 2008/09 – 2013/14

Key Findings:
- Transfer data is obtained from a match of Skyline College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest thing the U.S. has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Skyline College students _may be_ omitted from the NSCH database.
- Using the 80% Index, both Filipino and Latino student sub-groups are identified as having disproportionately low transfer rates.

Table E1: Transfer by population group

		Transfer Ready	Transferred to a four-year institution		80% Index
			Count	Rate	
Ethnicity	African American	55	29	52.7%	91.1%
	American Indian/Alaskan Native	**6**	**1**	**16.7%**	**28.8%**
	Asian	*456*	*264*	*57.9%*	*100%*
	Filipino	**377**	**155**	**41.1%**	**71.0%**
	Hispanic	311	144	46.3%	80.0%
	Multi Races	1	1	100.0%	172.7%
	Pacific Islander	47	21	44.7%	77.2%
	White	*333*	*183*	*55.0%*	94.9%
	Unknown	188	109	58.0%	100%
	Total	1,774	907	51.1%	

Gender	Female	874	427	48.9%	91.9%
	Male	*865*	*460*	*53.2%*	*100%*
	Not recorded	35	20	57.1%	107.5%
	Total	1,774	907	51.1%	96.1%
Age	Younger than 20	581	297	51.1%	97.9%
	20 - 24	*883*	*461*	*52.2%*	*100%*
	25 - 29	170	83	48.8%	93.5%
	30 - 39	87	42	48.3%	92.5%
	40 - 49	29	14	48.3%	92.5%
	50 - 59	8	4	50.0%	95.8%
	60 and older	**2**	**0**	**0.0%**	**0%**
	Unknown	14	6	42.9%	82.1%
	Total	1,774	907	51.1%	97.9%
Disability Status	Receives DSPS services	86	43	50.0%	97.7%
	No DSPS services	*1,688*	*864*	*51.2%*	*100%*
	Total	1,774	907	51.1%	99.9%
Economic Status	*Low income student*	*905*	*482*	*53.3%*	*100%*
	Not low income	869	425	48.9%	91.8%
	Total	1,774	907	51.1%	96.0%
Probation 1 Status	**On probation 1 status**	**22**	**6**	**27.3%**	**53.0%**
	Not on probation 1 status	*1,752*	*901*	*51.4%*	*100%*
	Total	1,774	907	51.1%	99.4%
Probation 2 Status	On probation 2 status	7	3	42.9%	83.8%
	Not on probation 2 status	*1,767*	*904*	*51.2%*	*100%*
	Total	1,774	907	51.1%	99.9%
Dismissal Status	On dismissal status	20	9	45.0%	87.9%
	Not on dismissal status	*1,754*	*898*	*51.2%*	*100%*
	Total	1,774	907	51.1%	99.9%
Veteran Status	Veteran	236	91	38.6%	83.5%
	Not a Veteran	*1,767*	*816*	*46.2%*	*100%*
	Total	1,774	907	51.1%	111%
Foster Youth	Foster Youth	114	7	6.1%	12.0%
	Not Foster Youth	*1,754*	*900*	*51.3%*	*100%*
	Total	1,774	907	51.1%	99.9%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded red.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth Data began available in Fall 2012. Thus, many of them currently are studying at Skyline College.

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number to students in that group who actually transfer after one or more (up to six) years.

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

Skyline College's mission to transform and educate a global community of learners calls for the intentional outreach to our community and local feeder high schools. We understand the continued need to learn more about the challenges that students experience (e.g. financial, structural, social, cultural) in order to mitigate those barriers and improve their ability to access Skyline College. Maximizing access for prospective students comes with a responsibility to ensure opportunities for success. The activities outlined throughout Skyline College's Student Equity Plan aim to achieve this goal. Additionally, while US Census population demographic data uses the descriptor of 'Hispanic," the following Student Equity Plan will operationalize that term as "Latino" when an option to do so exists.

GOAL A.1. *Skyline College will achieve proportional population representation at the 80% index across all ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase and strengthen targeted outreach efforts to disproportionately impacted student populations - Increase AB540 student enrollment	A.1.1	**Increase targeted outreach efforts for disproportionately impacted students:** --Strengthen collaborative efforts between the College and local feeder middle schools, high schools, adult schools, and the community --Collaborate and strengthen partnerships with organizations that serve disproportionately impacted student populations and AB540 students (i.e. Educators for Fair Consideration (E4FC) and Hispanic Chamber of Commerce) --Increase targeted outreach efforts to AB540 students to educate them about financial aid assistance through the California Dream Act --Facilitate workshops and presentations for families of prospective and returning students, inform them about the enrollment and financial aid processes	--Outreach Office --Outreach Committee -- Instructional/ Student Services Deans --Marketing, Communications and Public Relations (MCPR) --Office of PRIE	-Formative and Summative Data (i.e. Quantitative and Qualitative)	On-going

-	Implement the established institutional capability framework to increase resources and professional development	A.1.2	**Establish an Access Equity Work Group to identify the barriers of access for students:** --Identify faculty, staff, students and community partners who work closely with disproportionately impacted students and families to be members of the work group --Conduct surveys and focus groups with disproportionately impacted students and families currently enrolled at Skyline College, local feeder middle schools and high schools to gain insight about barriers of access --Develop a resource guide with effective/emerging practices and tools for pre-collegiate and collegiate outreach efforts --Implement *Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)* to increase cultural competency/fluency	--Office of Planning, Research and Institutional Effectiveness (PRIE) --Stewardship for Equity, Equal Employment and Diversity (SEEED) --Outreach Office --Instruction/Student Services Deans	-Completed implementation -Completion of resource guide -Quantitative and Qualitative evaluations and surveys	Spring 2016
-	Obtain Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI) designations	A.1.3	**--Develop and establish collaborative partnerships with community based organizations, businesses, and faith based organizations that serve Latino and Asian American, Native American, Pacific Islander communities.** --Identify effective practices in the recruitment of targeted populations --Early middle school, high school, adult school, and alternative school outreach efforts --Expand collaboration with high school through professional learning communities/councils (e.g. teachers, counselors, administrators) --Develop language specific outreach multimedia, publications and materials --Conduct language specific outreach sessions, workshops in Student Success and Support Program (SSSP) core services --Hire Outreach Ambassadors who are bi-lingual/multi-lingual --Develop and implement an integrated marketing strategy to support access efforts	--Instructional and Student Services Deans --Outreach Office --Stewardship for Equity, Equal Employment and Diversity (SEEED) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR) --English Language Institute (ELI)	--Greater than 25% of the college enrollment is Latino (FTES) --Maintain and/or increase enrollment of AANAPISI students. --HSI and AANAPISI	Spring 2018

GOAL A.2. Increase foster youth student population by 20% the 2017-2018 academic year.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of foster youth enrolled at Skyline College by 20% over the next three years. -	A.2.1	-Conduct outreach efforts that target foster youth students with applicable county social service organizations and non-profit agencies --Conduct outreach efforts that target foster youth students with middle, high school, adult, and alternative schools --Enhance and expand Youth Empowerment Scholars (YES) Program and the Social Justice League Learning Community.	--Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in foster youth population	Spring 2018
--Increase Chafee Grant award recipients will increase by 15% over the next three years.		-- Increase financial aid literacy to prospective and current foster youth through workshops and community presentations	-- Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in Chafee Grant award recipients	Spring 2018
- Operationalize an integrated network of support services to support foster youth	A.2.2	**Cultivate champions**----Identify liaisons on campus and applicable county social service organizations and non-profit agencies who will support and strengthen advocacy programs and resources for foster youth	--Office of Outreach and Community Relations --Instructional and Student Services Administrators --Marketing, Communications,	-Established network of support services	Spring 2015

			and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Develop and implement a Guardian Scholars Program	**A.2.3**	**Design Guardian Scholars Program** --Identify a designated leader (Administrator Level) to guide the initiative and secure grant funding --Create a planning committee and advisory board	--Outreach Office --Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE		Spring 2018

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

Analysis of Completion Rates

The average completion rates for credit courses is 70%, with the highest completion rate among White and Asian students (P- index groups). African American and Pacific Islander students have the lowest completion rates in credit courses, 50.7% and 54% respectively. Latino students demonstrate a 58.9% completion rate for credit courses. Given that Latino students comprise the second largest group in headcount, Skyline College is including the group as one of those which is disproportionately impacted in this success indicator. Additionally, students on probation status have completion rates of 22% (probation 1 status) and 31% (probation 2 status). Therefore, students on probation are disproportionately impacted in this success indicator.

Skyline College understands that ongoing research is needed to understand the needs of those students among the groups of students who are disproportionately impacted. The activities in this success indicator aim to mitigate the disproportionality of students who identify as African American, Pacific Islander, Latino, as well as those students on probation status.

GOAL B.1. *To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase success rates in credit courses to at or above 80% of the benchmark group for African American, Latino, and Pacific Islander students	B.1.1	-Conduct student-focus groups with African American, Latino, and Pacific Islander students to factors that influence their success	--Instructional and Student Services Administrators --Stewardship for Equity, Equal Employment and Diversity Advisory Committee -- Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and summative data --Student Surveys and qualitative notes	Ongoing Fall 2015

	B.1.2	-Engage faculty in PUENTE, ASTEP, other Learning Communities, and Programs that work closely with African American, Latino, and Pacific Islander students in round table discussions to address the lower completion rates shown by these groups and share pedagogical strategies that might address this issue -Implement *Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)* to increase cultural competency/fluency	--Instructional and Student Services Administrators --Center for Transformative Teaching and Learning	--Summative data from round table discussions (Quantitative and Qualitative)	Spring 2015
	B.1.3	-In collaboration with the Outreach Office, the learning communities and special programs (e.g. ASTEP, Puente, EOPS, TRiO, SparkPoint, MESA, Career Advancement Academy, etc) that provide support will provide outreach to prospective and current students who identify as African American, Pacific Islander, and Latino	--Instructional and Student Services Administrators -- Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	-Formative and Summative Data (Quantitative and Qualitative) -Increased enrollment of these student populations in special programs and learning communities	Ongoing
	B.1.4	-Provide professional development opportunities for faculty in all subject areas that highlight emerging practices for teaching and support of African American, Latino, and Pacific Islander students -Provide professional development for GE instructional faculty to understand and guide students in their first academic year	--Instructional and Student Services Administrators The --Center for Transformative Teaching and Learning (CTTL)	Summative Data (Quantitative and Qualitative)	Fall 2015
	B.1.5	-Develop a more comprehensive assessment of why students withdraw from courses at the point of withdrawal and post withdrawal -Analyze difference of withdrawals based on student initiation or faculty initiation	--Office of Planning, Research, and Institutional Effectiveness (PRIE) --Instructional and Student Services Administrators	Formative and Summative Data (Quantitative and Qualitative) -Development of course withdrawal assessment	Spring 2016

Goal B.2. *To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase success rates in credit courses to at or above 80% of the benchmark group for students on probation 1, probation 2, or dismissal	B.2.1	-Assess current program model for Early Alert to identify points for improvement and enhancement and avoid duplication of services with the Student Success Program -Ensure that the Early Alert program collaborates a seamless integration of services and communication with the Student Success Program, instructional faculty, and coordinators of key program as appropriate (e.g. Learning Center, EOPS/CARE/CalWORKs, TRiO, SparkPoint, MESA, DRC, Financial Aid, etc) -Explore opportunities to identify pre-probation students based on longitudinal data on success rates in courses -Implement data collection opportunities with students receiving services through the Early Alert and/or Student Success Program	--Dean of Counseling --Early Alert Program Faculty Coordinator --Student Success Program Faculty Coordinator --Office of Planning, Research and Institutional Effectiveness (PRIE)	-Formative and Summative Data (Quantitative and Qualitative) -Assessment of current technology process for Early Alert Program	Fall 2015
	B.2.2	-Review and revise Student Success Program scaffolding approach (using emerging practices in higher education) to provide support and services to probation 1, probation 2, and dismissal students from a strengths-based paradigm -Include review of workshops, individual counseling appointments and other follow up services to determine effectiveness -Develop opportunities for instructional and counseling faculty to discuss in-class support of students on probation or dismissal status	--Instructional and Student Services Deans --Early Alert Program Faculty Coordinator --Student Success Faculty Coordinator --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Develop model for scaffolding support for Student Success Program	Spring 2016
	B.2.3	-Review COUN 102 'Student Success' curriculum for possible connections of designating course for Probation 2 students	--Dean of Counseling --Student Success Program Faculty Coordinator --Counseling Division Faculty	Summative Data (Quantitative and Qualitative) -Recommendation of COUN 102 designation if appropriate	Spring 2015

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

C.1: English Completion (Basic Skills to Transfer English)

The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is an area critical to student equity. Campus-based research suggests that African American, Filipino, and Latino students are progressing disproportionately to the highest performing group. These three student populations comprise over half of the students taking Basic Skills English courses at the level immediately before transfer level coursework, who then complete the subsequent transfer course (English 100) at or below a 40% completion rate.

More data is needed to determine the pace at which students enroll into English 100 after having completed the last course in the Basic Skills sequence. This data will help us understand if students have met their educational goal and do not advance to English 100 or if they decide to transfer to another district. For those students who complete the Basic Skills sequence and enroll in English 100, the following activities will be developed to address the disproportionate impact.

GOAL C.1.   *Increase the number of Basic Skills students who succeed through Transfer-level English 100 at the 80% index or higher.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of disproportionately impacted students who completed Basic Skills and who succeed through Transfer-level English.	C.1.1	**-Increase access to academic and personal support for all students enrolled in Basic Skills English courses** -Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opprotunit9es for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in English pathways for Basic Skills students -Create contextualized pathways	--Dean of Language Arts --Dean of Academic Support & Learning Technologies -Dean of Counseling --Learning Center --College Success Initiative --Center for Transformative	- Formative and Summative Data (Quantitative and Qualitative) - Improvement in Basic Skills to Transfer-level English of 4% (from 40% avg. to 44%).	Ongoing Complete: Fall 2017

		-Provide professional development opportunities for full- and part-time faculty that promote emerging practices for English instruction	Teaching and Learning (CTTL)		
- Increase the number of Basic Skills students who understand and utilize College Pathways over the next three years	**C.1.2**	**Increase student awareness of pathways to college completion, transfer or certificate** -Integrate into the curriculum opportunities for students to learn about and understand pathways for completion -Increase collaboration between instructional and student services divisions to promote pathways to students -Develop one-page sheets pathways handouts and first semester plans for students	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	-Formative and Summative Data (Quantitative and Qualitative) -Increased number of students completing through Transfer-level English, approaching and/or passing the 80% indicator. -Completion of one-page sheets and first semester plans	Spring 2016
-Increase percentage of basic skills students moving to the next level over the next three years	**C.1.3**	**Develop Word Jam program modeled after the best practices of existing Math Jam program** **-**Design, implement, and evaluate pilot Word Jam program to determine effectiveness in progressing students through the Basic Skills sequence -Complete data analysis using placement test scores to determine student population for pilot program	--Dean of Academic Support & Learning Technologies --Dean of Language Arts --Dean of Counseling --Learning Center --College Success Initiative	-Formative and Summative Data (Quantitative and Qualitative) -Number of participants based on student placement test results	Summer 2017
Increase percentage of students who are successful in English 846 over the next three years	**C.1.4**	**Develop a pilot portfolio model of evaluation in English 846**	--Dean of Language Arts	- Students in pilot sections will succeed at a rate of 10% more than students in non-pilot sections.	Fall 2015

C.2: Increased Math Completion (Math Completion by ESOL and Basic Skills students)

Math completion rates for all Skyline College students must be improved. The overall average for students of all ethnicities who enrolled in Basic Skills Math courses (*120, 122, 190) who also complete the subsequent course is at a 25% success rate. African American students in this pathway have a success rate of 42% and were participants of the Math Academy program embedded in the ASTEP learning community. This cohort model math program yielded a 17% higher success rate than all other students.*

GOAL C.2 Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully	C.2.1	**Increase outreach and the number of Basic Skills students participating in Math Jam** (http://www.edexcelencia.org/program/math-jam-0) -Determine the feasibility and effective of expanding Math Jam (length of program and frequency of courses) -Conduct data analysis of Math Jam students using pre- and post- placement tests	--Dean of Science, Math, Technology --Dean of Enrollment Services --Dean of Counseling -- Dean of Academic Support & Learning Technologies College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR) --	-Formative and Summative Data (Quantitative and Qualitative) -Percentage increase of students participating in Math Jam -Increase of student progressing to the next level	Ongoing Fall 2017
-Conduct data analysis of Math Academy program to determine feasibility and scalability of program beyond the ASTEP learning community	C.2.2	**Expand Math Academy** -Pilot Math Academy in learning communities that include math as a hard linked course for students -Expand Math Academy to all Basic Skills math courses	--Dean of Science, Math, Technology --Dean of Language Arts	-Formative and Summative Data (Quantitative and Qualitative) -Findings from data analysis	Ongoing Fall 2017

		-Provide embedded academic and personal support for Basic Skills students (e.g. tutorial support, counseling)	--Dean of Counseling --MESA director --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Increase the number of Basic Skills students who succeed through transfer-level math.	C.2.3	**Increase access to academic and personal support for all students enrolled in Basic Skills math courses** **-**Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opportunities for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in math pathways for Basic Skills students -Create contextualized pathways -Provide professional development opportunities for full- and part-time faculty that promote emerging practices for math instruction	--Dean of Science, Math, Technology --Dean of Enrollment Services --Dean of Counseling --Dean of Academic Support & Learning Technologies --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	- Improvement in Basic Skills to transfer-level math by 10%	Ongoing Fall 2017

C.3: ESOL Completion

Overall, Skyline College has a small population of students enrolled in ESOL courses (n=180). However, ESOL students who progressed to and successfully completed ESOL 400 is 39%. One of the challenges within this student population is that not all ESOL students have the goal to complete the ESOL sequence of courses. Although, faculty in the English and ESOL departments are interested in aligning a course progression to encourage ESOL students who complete ESOL 400 to enroll in English 100

Goal C.3. *Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase number of students who successfully complete ESOL courses	C.3.1	**Increase students' ability to understand their ESOL placement and course enrollment** - Develop a guide for ESOL placement and course selection, through collaboration of ESOL faculty and Counseling Faculty -Develop guide to ESOL curriculum for Counseling Faculty -Provide professional development on the educational and personal needs of ESOL students for full- and part-time faculty (e.g. instructional and counseling) -Complete audit of services provided in International Student Programs and the English Language Institute to enhance communication and information sharing. -Review existing VESL curriculum in partnership with programs with high ESL enrollments, including the Career Advancement Academy and programs in SMT and Business.	--Dean of Language Arts --Dean of Counseling --Dean of Global Learning Programs --English Language Institute	-Formative and Summative Data (Quantitative and Qualitative) -Development of resource guide for student placement into ESOL courses	Fall 2015
-Increase rates of students persisting from pre-transfer ESOL courses to transfer ESOL course	C.3.2	**-ESOL faculty will integrate into ESOL course outlines persistence-building content (e.g. study skills, support resources, academic and career pathways)** -ESOL courses will be offered utilizing a learning community model to facilitate persistence.	--Dean of Language Arts --Dean of Counseling --Dean of Academic Support & Learning Technologies	-Increase persistence and success in ESOL courses by 5% over each year	Ongoing Spring 2016

-Increase outreach and communication to current and prospective students with certificate, degree, or transfer goals to promote progression from pre-transfer to transfer ESOL course	**C.3.3**	**Increase inreach/outreach to ESOL students with certificate, degree, and transfer goals.** -Increase outreach to middle, high school, and adult schools with ESOL student populations to inform them of educational and career preparation opportunities at Skyline College -Develop pathway programs for adult school students to enter at a Level 3 for ESOL -Increase ESOL counseling availability to meet the needs of ESOL students -Inventory Latino ESOL students to determine what program developments and supports are most likely to increase Latino ESOL persistence and success.	--Dean of Language Arts --Dean of Counseling --Dean of Enrollment Services --College Success Initiative (CSI) --Stewardship for Equity, Equal Employment, and Diversity (SEEED) --Office of Planning, Research and Institutional Effectiveness (PRIE) --English Language Institute Faculty Coordinator --Career Advancement Academy Faculty Coordinator	-Formative and Summative Data (Quantitative and Qualitative) -Increase of 5% in Latino students progressing from Levels 3 & 4 to ESOL 400 -Increase ESOL enrollment in Career Advancement Academy Programs	Ongoing Spring 2016
-Improve data collection and tracking systems for ESOL students	**C.3.4**	**Increase ESOL student data available for review, analysis, and assessment of programs and services** -Develop a data collection system that captures their transition into Skyline College from adult schools -Improve monitoring of ESOL students (e.g. educational goal, student education plan, academic progress) through collaborative efforts between Instruction and Student Services -Provide persistence, success, and retention rates of ESOL students enrolled in all courses to learn about ESOL students' educational pathways -Using local data, work in collaboration with CSI, Instruction, and Student Services the ESOL department will develop ESOL program benchmarks.	--Dean of Language Arts --Dean of Counseling --Office of Planning, Research and Institutional Effectiveness (PRIE) --College Success Initiative --English Language Institute Faculty and Staff	-Formative and Summative Data (Quantitative and Qualitative) -Develop robust database and reports for ESOL student academic progress and success	Ongoing Fall 2015

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

Increasingly more Skyline College students indicate the goal of earning a degree or certificate. Skyline College promotes information regarding degrees and certificates for all students and is especially focused on helping students achieve their goals of completing an associate's degree or obtaining career and technical certification. On average, 23% of students who indicate the goal of earning a degree or certificate actually achieve this goal with. African American students at 20% and students on probation/dismissal status at 2%. Skyline College is committed to improving the completion rates for degrees and certificates and plans to integrate high levels of collaboration across all departments to ensure that prospective and current students, as well as faculty and staff, are knowledgeable about the path towards earning a degree or certificate.

GOAL D.1. Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the rate of Degree/Certificate completion among disproportionately impacted students	D.1.1	**Develop Successful First Semester Program** -Identify prescribed first semester courses for students in all transfer and CTE programs -Practice coordinated scheduling to assure availability of first semester courses -Coordinate with counselors to develop advising strategy (online and face-to-face) for first semester students -Integrate developmental learning assistance and supplemental support services into gateway (high enrollment/low success) first semester courses -Develop career pathways for transfer and CTE programs -Ongoing promotion of the importance of the Student Education Plan, including establishing education plans for majors and programs	--Instructional and Student Services Administrators and Faculty --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	- Formative and Summative data (Quantitative and Qualitative) - Schedule analysis	Ongoing Spring 2018

	D.1.2	Develop and implement strategy for automatic awarding of certificates and degrees	--Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	D.1.3	Develop and implement a two-year, Skyline Promise program designed to accelerate degree completion	--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	D.1.4	Provide professional development opportunities for full- and part-time faculty on teaching strategies and support services needed for first semester course completion -Implement *Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)* to increase cultural competency/fluency	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	--Formative and Summative data (Quantitative and Qualitative) --Schedule analysis --Evaluations and surveys --Participation Rosters	Spring 2015 and ongoing

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

Student achievement in the form of transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. Students in this success indicator have an average transfer rate of 51%. Filipino, Latino, and Pacific Islander students have the lowest transfer rates of 41%, 46%, and 44%, respectively. One of the greatest challenges for determining transfer rates is in the availability of data once students have left Skyline College. Transfer data is obtained from a match of Skyline College students with the national database of students enrolled at four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest proxy that the United States has to a national student-level record system. However, the NSCH database is limited by FERPA-suppressed student records and matching error and it is possible that some Skyline College students may be omitted from the NSCH database. Nonetheless, Skyline College is committed to the continued development of a Transfer Culture where the collective community is responsible for promoting transfer among all students, especially for those who have the goal of transferring to a four-year institution.

GOAL E.1. Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Continue implementation of Transfer Initiative Plan to promote a culture of transfer	E.1.1	**Provide professional development opportunities for full- and part-time faculty and staff that highlight best practices for enhancing student persistence and Transfer Culture.** **-**Increase awareness, adoption, and evaluation of Transfer Initiative Plan strategies that are informed by the Completion by Design framework- Connection, Entry, Progress, and Completion -Explore the integration of transfer information and presentations in various formats, such as classroom presentations, division meetings, and workshops for first year students -Implement *Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)* to increase cultural competency/fluency	Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative Data (Quantitative and Qualitative)	Ongoing Fall 2016

-Increase the number of disproportionately impacted students that transfer to four-year institutions to the 80% index or higher.	**E.1.2**	**-Develop and provide presentations (online and face-to-face) on transfer to all transfer level courses** -Transfer Center staff will attend division meetings to inform faculty of transfer services and programs -Faculty and staff will have access to professional development for transfer related processes and programs -Faculty will have access to presentations on transfer for students in their majors/divisions -Develop cohort tracking model to gather longitudinal data and identify student persistence in transfer level courses -Enhance transfer center programs and services targeting students interested in transfer -Develop prescribed transfer pathways	--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative Data (Quantitative and Qualitative) - Increased number of students earning 12 units and taking a transfer level math or English course -Increase in student participation at Transfer Center programs and services	Ongoing Fall 2015
-Increase transfer options by strengthening institutional relationships with four-year institutions	**E.1.3**	**-Increase collaboration and articulation agreements with private, non-profit colleges/universities, CSU/UC institutions within and beyond the greater Bay Area, and out-of-state colleges/universities (HBCUs, HSI)** -Maintain and increase Skyline College Associate Degrees for Transfer as appropriate -Increase professional development opportunities for faculty, staff, and administrators to learn about Associate Degree for Transfer -Increase participation in transfer guarantee options for students with four-year institutions	--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative Data (Quantitative and Qualitative) -Increase number of students declaring and receiving Associate Degrees for Transfer	Ongoing Fall 2017

GOAL E.2. *Develop a data informed tracking system for a student equity transfer model.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Systematic tracking system to identify students with transfer as a goal, who receive services, and transfer information	E.2.1	**Collaborate with PRIE Office to design systematic data collection process to identify and track transfer and transfer ready students** -Develop capacity for Degree Works to track student progress towards transfer -Develop intentional outreach/in-reach to students who have identified transfer as an educational goal and/or students who are near transfer. -Develop a shared information infrastructure to increase information sharing of student transfer enrollment data between four-year colleges/universities	- Office of Planning Research and Institutional Effectiveness (PRIE) - Vice President of Student Services - Transfer Initiative Advisory Committee - SMCCCD ITS Offices	-Completion of tracking system	Spring 2018
-Pilot the STEM Transfer Pod	E.2.2	Coordinate STEM specific Transfer Center workshops and events, and create additional academic support for STEM students so that transfer programs and academic support are integrated.	- Transfer Center - Transfer Initiative Advisory Committee - MESA Director - Dean of Science, Math, Technology - Dean of Counseling	-Formative and Summative Data (Quantitative and Qualitative)	Fall 2015

Budget

SOURCES OF FUNDING

Skyline College's Student Equity Plan includes developing a campus-wide response of administrators, faculty, staff, and students via activities that address bridging the disproportionate impact of students in each success indicator. Skyline College leadership recognizes that effective equity efforts must intersect all aspects of the institution, including the financial demands. Therefore, activities identified in this Student Equity Plan call on the collaboration of existing institutional dollars with the state allocation to continue the work for equity and student success.

The financial commitment for these activities comes from multiple sources, including but not limited to: Student Equity Allocation, General Fund 1, Basic Skills Initiative, Student Success and Support Program, as well as grant-funded and categorical programs. Leadership at the administration, faculty, and staff level is committed to the successful implementation and evaluation of Skyline College's student equity plan and will ensure that adequate funding is available for the activities outlined in the plan.

San Mateo County Community College District Allocation = $822,568
Skyline College Allocation = $329,000 (40%)

Activity Category		Amount
Classified Hourly (academic support included)		$115,000
Counseling		$115,000
Professional Development		$45,000
Evaluation Process Implementation		$10,000
Travel- Professional Development		$20,000
Supplies, Materials, Assessments		$24,027.20
TOTAL		**$329,027.20**

Evaluation Schedule and Process

Skyline College engages in a robust and participatory process of evaluation and planning to meet the needs of the community and our students. Driven by the Mission-Vision-Values of the College, the Office of Planning, Research and Institutional Effectiveness (PRIE) at Skyline College reports directly to the president and supports the institution's Education Master Plan and strategic priorities as outlined in the Strategic Plan. PRIE informs our understanding of the community we serve and supports the planning and decision-making processes that focus on student success. The evaluation and assessment process at Skyline College includes Program Review, which calls for a department/program to go through this evaluation process every six years. The Dean for PRIE provides the orientation and training workshop for all participants undergoing Program Review, providing information about the integration of key strategic planning priorities which include: the Education Master Plan, the Annual Program Plans, Institutional Learning Outcomes, and now the Student Equity Plan.

In support of the required reporting and evaluation components of the SEP, which are substantial, the PRIE Office will be implementing a robust reporting solution to manage the ongoing requirements of this and other projects. The implementation of SAP Business Objects, the identified solution, will ensure that the current reporting and evaluation needs identified in the SEP are efficiently managed and that all activities outlined to address areas of disproportionate impact can be accurately evaluated for their effectiveness. The Student Success and Support Program (SSSP) legislation, and subsequent SSSP Plan and SEP, are requiring greater levels of data collection and analysis in order to provide timely and accurate program evaluation for activities and interventions designed to improve student success and equity. This in turn requires the evolution of research and planning offices to efficiently and effectively address these requirements. Augmenting an existing integrated research, planning, and resource allocation infrastructure with enhanced tools for reporting and evaluation will result in better data-informed decision-making, and ultimately better outcomes for students as a result.

The SSSP/Student Equity Committee (See Appendix C), in conjunction with the Stewardship for Equity, Equal Employment and Diversity (See Appendix D), will oversee the evaluation schedule and process for Skyline College's Student Equity Plan. The Dean for PRIE is a member of both of these committees and will serve as the conduit for ensuring communication across committees and evaluation processes for the Student Equity Plan.

The following evaluation schedule indicates the time when a given activity will be completed and evaluated.

Success Indicator	Goal	Activity	Person Responsible	Completion Date
Access	**Increase and strengthen targeted outreach efforts to disproportionality impacted student populations Increase AB540 student enrollment**	1.1	Office of Outreach and Community Relations Instructional and Student Services Deans Marketing, Communications, and Public Relations Student Services Program/Departments Planning, Research, and Institutional Effectiveness (PRIE)	Fall 2014 Ongoing
		1.2	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2016
		1.3	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2018
	Increase foster youth student population by 20% in the 2017-2018 academic year	2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018
	Increase foster youth student population by 20% in the 2017-2018 academic year	2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018
		2.2	Office of Outreach and Community Relations Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEEED) Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2015
		2.3	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Dean of Language Arts Division (Learning Community for Foster Youth) Financial Aid Office Planning, Research, Institutional Effectiveness (PRIE)	Spring 2018
Completion Course	**To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino**	1.1	Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee	Fall 2015 Ongoing
		1.2	Learning Communities - Faculty, Staff Deans Instructional Leadership Team	Spring 2015
		1.3	Learning Communities - Faculty, Staff, Deans Instructional Leadership Team Student Services Leadership Team	Fall 2017 Ongoing

		1.4	Center for Transformative Teaching & Learning Student Services Leadership Team Instructional Leadership Team	Fall 2015 Ongoing
		1.5	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee Instruction and Student Services Deans	Spring 2016
	To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.	2.1	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Dean of PRIE	Fall 2015 Ongoing
		2.2	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Counseling Faculty	Spring 2016
		2.3	Counseling Faculty Dean of Counseling Curriculum Committee	Spring 2015
ESL & Basic Skills Completion	**Increase the number of Basic Skills students who succeed through Transfer-level English 100 at the 80% index or higher.**	1.1	Dean of Academic Support and Learning Technologies Learning Center Director SI Coordinator On Course Leader Vice President of Instruction and Student Services College Success Initiative Committee SEEED	Fall 2017 Ongoing
		1.2	Dean of Enrollment Services - Outreach Dean of Counseling - Transfer Center Planning, Research, and Institutional Effectiveness	Spring 2016
	Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.	2.1	Dean of Science, Math, Technology Dean of Enrollment Services - Outreach Dean of Language Arts - English Language Institute College Success Initiative Committee	Fall 2017 Ongoing
		2.2	Dean of Science, Math, Technology Mesa Director HTP Coordinator College Success Initiative Committee Program Services Coordinator- Learning Communities SEEED	Fall 2017 Ongoing
	Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher	3.1	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Early Alert Coordinator Student Success Program Coordinator	Fall 2015
		3.2	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL, Puente, Transfer Early Alert Coordinator Student Success Program Coordinator	Spring 2016 Ongoing
		3.3	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Planning, Research, Institutional Effectiveness (PRIE)	Spring 2016 Ongoing

Degree and Certificate Completion	**Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.**	**1**	Learning Communities- ASTEP, CIPHER Dean of Language Art - Learning Community Instructional Leadership Team Transfer Center	Fall 2016 Ongoing
		1.2	President's Cabinet Vice President of Student Services Vice President of Instruction	Fall 2015
Transfer	**Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher**	**1.1**	Dean of Counseling Transfer Center SSSP/Student Equity Advisory Committee Transfer Initiative Advisory Committee	Fall 2017 Ongoing
		1.2	Transfer Center Faculty and Staff Dean of Counseling Transfer Initiative Advisory Committee Vice President for Student Services	Fall 2015 Ongoing
		1.3	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee	Spring 2018 Ongoing
		1.4	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
		1.5	Dean of Language Arts - Learning Community Puente, Kababayan, CIPHER Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
	Develop a data informed tracking system for a student equity transfer model	**2.1**	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) District IT Services	Spring 2018
		2.2	Dean and Faculty of Science, Math, Technology Mesa Director Dean of Counseling Transfer Center - Faculty	Fall 2015
		2.3	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness District IT Services	Spring 2018 Ongoing
		2.4	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) SEEED	Spring 2018 Ongoing

Attachments

Appendix A – Comprehensive Diversity Framework

The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our ***Comprehensive Diversity Framework***. After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

Please go the link provided to see the Work Plan for Skyline College's Comprehensive Diversity Framework:

Skyline College Comprehensive Diversity Framework

Access – The P Index

- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of <u>all</u> San Mateo County residents <u>and</u> that same population comprised 10.0% of <u>all</u> Skyline students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is <u>under</u>-represented in SKYLINE's student body. Conversely, any value greater than 1.00 indicates that a group is <u>over</u>-represented.

- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the Skyline Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline programs, services, and the larger college participation rates of these 2 groups.

The 80% Index

- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the specific population with the <u>highest</u> rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at <u>less than</u> 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.

- Depending on the indicator, the "Reference Group" used will either be the a) largest sub-group or b) the highest performing sub-group. In some instances, the same sub-group meets both criteria.

- Using this methodology, the 80% Index data column highlights the extent to which various populations' successful course completion rates are within or outside of the 80% standard.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Skyline Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.

- Care should be taken when interpreting results with low subgroup counts (n<50).

Name	Campus Representation
Dr. Joi Blake	Vice President for Student Services
Dr. Angélica Garcia	Dean of Counseling/Advising & Matriculation (SSSP Coordinator & Chair)
Dr. John Mosby	Dean of Enrollment Services
Aaron McVean	Dean of Planning, Research, & Institutional Effectiveness
Lucia Lachmayr	English Faculty, Puente, and SEEED
Nina Floro	Faculty and Center for Transformative Teaching & Learning
Nicole Harris	President, Associated Students of Skyline College
Regina Morrison	Director of Financial Aid
Chris Rico	ESOL Program Services Coordinator
Mary Gutierrez	Dean of Language Arts Division
Lezra Chenportillo	Career Services Center
David Hasson	Math Faculty and SEEED
Chris Gibson	English Faculty, CSI (Basic Skills)
Carla Campillo	Counseling Faculty, Early Alert Program
Donna Bestock	Dean of Social Sciences
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies
David Reed	Director of Learning Center
Jocelyn Vila	Financial Aid, Foster Youth
Ray Hernandez	Dean of Science, Math & Technology
Judy LaRiviere	Disability Resource Center
Goldie Lee	Assessment Center
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies

Appendix D – Stewardship for Equity, Equal Employment & Diversity Advisory Committee (SEEED)

Name	Campus Representation
Lucia Lachmayr	English Faculty, Co-Chair
David Hasson	Math Faculty, Co-Chair
Amory Cariadus	Director of Student Support and Student Services
Arash Daneshzadeh	Interim TRiO Director
Angélica Garcia	Dean of Counseling
Jonathan Gonzalez	ASSC
Gianna Grelli	ASSC
Raymond Jones	Director of Middle College
Jessica Lopez	TRiO Counseling Faculty
Melissa Matthews	DSPS Counseling Faculty
David Reed	Director of Learning Center
Richard Soyombo	Dean of Global Learning Division
Pat Tyler	Classified, SMT Representative
Phillip Williams	Math Faculty
William Watson	Director of SparkPoint
Lavinia Zanassi	Career Counseling Faculty
Serena Chu	Language Arts
Nina Floro	English Faculty
Nathan Jones	English Faculty
Sherrie Prasad	Classified Representative
Jocelyn Vila	Financial Aid, Outreach Representative
Aaron McVean	Dean of Planning, Research and Institutional Effectiveness