Cerro Coso Community College

Student Equity Plan
15 November 2004

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Executive Summary

The Student Equity Committee at Cerro Coso Community College is made up of faculty, staff, administrators, a community representative, and a student representative. The charge of this committee is to identify and analyze each student success indicator required, describing strategies implemented to provide equal opportunity for each population group of student. The committee met and reviewed the previous plan, which was written in 1995-1996. They proceeded to analyze the data sets that were provided to us by the California Community College Chancellor's Office and by selective statistic reports based on our District MIS system which represented the areas of access, course completion (retention), ESL and Basic Skills completion, degree and certification completion, and transfer. Through this effort the committee identified goals and activities in each of the areas that need our attention in the up-coming year.

In the area of access, the committee set a goal to increase our total Hispanic population served by 6% during the upcoming academic year. This goal is due to the significantly low percent of Hispanic students that are being served as compared to the 15% percent of Hispanics that reside in our service area per the 2000 Census data. This will be achieved through increasing our outreach efforts to recruit members of the Hispanic community throughout the College's service area. Activities to support this effort are to create outreach materials in Spanish for financial aid, EOPS/CARE, DSPS, TRIO Student Support Services, and CalWORKs. The information will be disseminated via already established outreach efforts made in the various programs. Additionally, we plan to partner with local Adult Schools in our various locations to identify who is providing Limited English Speaking courses in an attempt to offer a smooth transition service between them and the College's ESL (English as a Second Language) courses. In the future the committee will attempt to review additional data that is collected by our local K-12 Public Schools which identifies households where English is their second language. This will allow us to reach and provide access information to various pockets of populations.

In the area of course completion the committee identified that some ethnic groups have a significantly lower success rate in all categories of credit courses: transfer, basic skills, and vocational education. It was noted that there are obvious services that assist these students in succeeding in classes as the college already offers those support services through tutoring, provision of learning strategies and academic accommodations for those who qualify, and student success and study skills classes. However, there is an additional missing link. It is being suggested that through the provision of a more nurturing environment and encouraging a culture of connectedness and sense of belonging on the college's campus it will provide an impetus for these students to increase their success in classes. Therefore, the goal for this area is to increase the overall student success rate for the underachieving ethnic students by 5% over the next two academic years. Activities to support this goal include promoting and encouraging faculty to become faculty mentors to individual members of the targeted ethnic group, particularly to guide and assist them in their educational endeavors; organize clubs involving the targeted ethnic groups to encourage the development of their leadership skills; encourage the targeted ethnic groups who are interested in student leadership to become participating members of their statewide student lobbying organization and caucuses.

In the area for ESL and Basic Skills completion, the committee found the percent of students who actually enroll in the next level of Basic Skills or credit courses to be significantly low; those individuals who proceed have an average of a 61.5% success rate in the next course level. The English, reading, and math faculty have

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already identified this issue and have revised their curriculum in all areas in the attempt to accommodate the lack of preparedness that is present. Therefore, the committee's goal and activities will focus on analyzing the success rates after implementation of the new curriculum in order to see if there is an increase in students' success, whether they proceed to the next level, and to identify what is happening to the segment of students who are not enrolling in the next level of study.

There are two other areas, which are indicated as student success indicators, but are not required at this time: degree/certificate completion and transfer. For degree/certificate completion, the State is looking for the 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. For the transfer indicator, they are wanting 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 of students in that group who actually transfer after one or more (up to six) years. Both of these success indicators provide valuable data, which can assist in efforts of serving any one under-represented student group. Therefore, this committee will attempt to acquire the information needed to do the analysis by requesting this be developed as a report from our Banner system through the Banner Student Implementation Team. As for the transfer indicator, we are going to subscribe to the National Student Clearinghouse in order to acquire a more extensive list of students who have transferred to all sectors of Higher Ed in and outside of California and the CSU/UC system. This will then give us a data set to do the respective research.

Institutional and categorical funding will support the above goals and activities. It will support the ongoing efforts of faculty in their endeavors of program review and our self-studies for accreditation. Through this committee's efforts, students will be better served and our communities will have greater access to life long learning.

2004 Committee Members: Jill Board/Dean of Student Learning for Student Services (Chair), Dr. Bill Norlund/Interim V.P. for Student Learning, Bob Weisenthal/Director of Financial Aid/Veterans, Athletics, and Student Support Services, June Wasserman/Director of Counseling, Dean Bernstein/Math faculty, Norm Stephens/English faculty, Yehfin Chen/Institutional Researcher, Kathy Salisbury/Classified Senate President, Mary Peoples/Director of Special Services, Bob Peoples/Community member, and Natalie Stevens/Student Representative.

For further information regarding the Student Equity Plan, contact Ms. Jill Board, Dean of Student Learning for Student Services at (760)-384-6249.

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Campus-Based Research

Overview—

The committee conducted an analysis of the research data provided by the California Community College Chancellor's Office and selective statistic reports that could be generated out of our District's MIS data in each of the success indicators required. This data was compared to the previous data set used to write the original Student Equity Plan in 1996. The committee looked for trends and discrepancies that could be barriers to student success. From this our goals and activities were derived to better serve our student community.

Indicator Definitions and Data—

Access— Compare the percentage of each population group that is enrolled to the percentage of each group in the population within the community served.

Two data sets were utilized to construct the information in this section. Each data set contains information about gender, age, ethnicity, and DSPS status for the population of interest. The first data set, referred to as Cerro Coso Student Population, was obtained from the California State Chancellor's Office for school years 1992 thru 2002. The second data set, referred to as Cerro Coso Service Area, was estimated from the 2000 U.S. Census.

To estimate the population for the Cerro Coso Service Area, zip codes were obtained for each student enrolled at Cerro Coso Community College during the Spring Semester of 2002. Then towns and cities in Cerro Coso's service area were identified by these zip codes. It turns out that 81.26% of the student population at Cerro Coso Community College had a permanent residence within these service areas, while 18.74% of the student population had a permanent residence outside these service areas. Refer to Table 1. For each town and city highlighted ($\geq 1\%$ of Student Population) in Table 1, the 2000 U.S. Census was utilized to obtain the desired information, i.e., gender, age, ethnicity, etc.

The information for each of these towns and cities is combined to make up the Cerro Coso Service Area data set. See Table 2. For easy interpretation of the above data sets, demographic comparisons are presented in the graphs for Gender, Age, Ethnicity, and DSPS status. See Figure 1 thru Figure 4.

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Table 1: Towns and Cities for Cerro Coso Service Area

Campus	Service City or Town	% of Students
Cerro Coso College		**81.26%**
Indian Wells Valley		**42.32%**
	Ridgecrest	39.12%
	Inyokern + China Lake Area	2.48%
	Trona	0.60%
	Johannesburg	0.10%
	Randsburg	0.02%
Kern River Valley		**11.69%**
	Lake Isabella	5.73%
	Wofford Heights	1.71%
	Bodfish	1.50%
	Kernville	1.33%
	Weldon	1.17%
	Onyx	0.25%
	Mountain Mesa	-
	South Lake	-
South Kern		**12.84%**
	Edwards AFB	6.15%
	California City	3.73%
	Rosamond	1.40%
	Boron	1.14%
	Mojave (Fremont Valley)	0.42%
	North Edwards	-
ESCC-Mammoth		**5.98%**
	Mammoth Lakes	5.98%
ESCC-Bishop		**8.43%**
	Bishop	7.24%
	Big Pine	0.58%
	Independence	0.38%
	Lone Pine	0.23%

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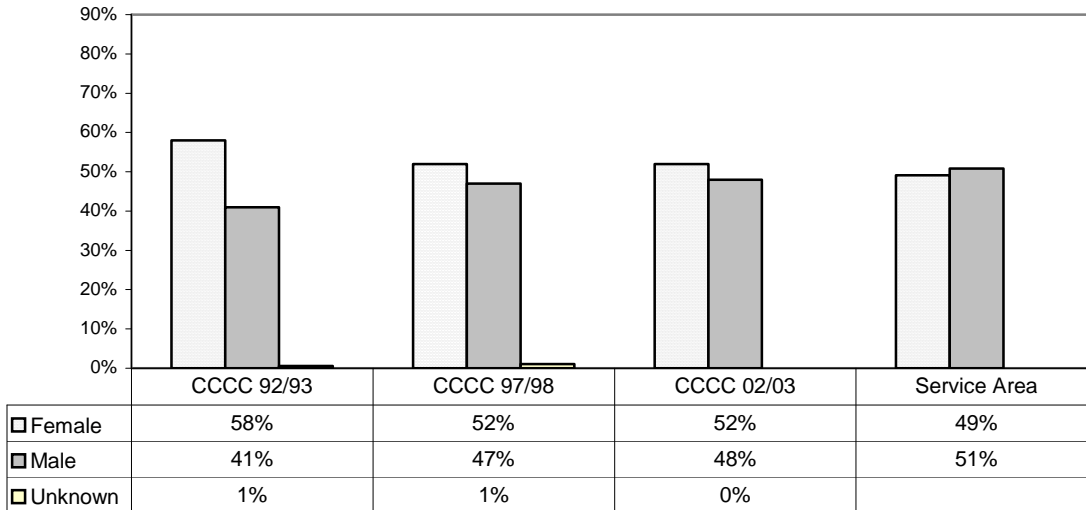**Table 2: Demographics Comparison Between Cerro Coso Student Population and Service Area**

	Student Population 1992-1993		Student Population 1997-1998		Student Population 2002-2003		Service Area Census 2000	
Population	**8,325**	**100%**	**10,508**	**100%**	**10,235**	**100%**	**80,545**	**100%**
Gender								
Male	3,406	**41%**	4,966	**47%**	4,871	**48%**	40,958	**51%**
Female	4,870	**58%**	5,427	**52%**	5,362	**52%**	39,587	**49%**
Unknown	49	**1%**	115	**1%**	2	**0%**	-	**-**
Age								
Under 20 (above 15)	1,318	**16%**	1,869	**18%**	1,771	**17%**	5,909	**7%**
20-24	1,284	**15%**	1,224	**12%**	1,514	**15%**	4,691	**6%**
25-34	2,335	**28%**	2,004	**19%**	2,077	**20%**	9,988	**12%**
35 above	3,341	**40%**	5,334	**51%**	4,861	**47%**	40,857	**51%**
Unknown	47	**1%**	77	**1%**	12	**0%**	-	**-**
Ethnicity								
White	6,813	**82%**	8,153	**78%**	7,282	**71%**	64,468	**80%**
Africa Amer.	310	**4%**	375	**4%**	439	**4%**	3,666	**5%**
Native Amer.	181	**2%**	239	**2%**	230	**2%**	1,129	**1%**
Asian	335	**4%**	404	**4%**	462	**5%**	2,249	**3%**
Other	1	**0%**	1	**0%**	3	**0%**	5,587	**7%**
Hispanic	637	**8%**	842	**8%**	946	**9%**	12,161	**15%**
Unknown	48	**1%**	494	**5%**	873	**9%**	-	**-**
DSPS Status								
DSPS	264	**3%**	378	**4%**	390	**4%**	-	**-**
Non DSPS	8,061	**97%**	10,130	**96%**	9,845	**96%**	-	**-**

* Choice of Race can be more than one for Census 2000

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Figure 1: Age Comparison Between CCCC Student Population and Service Area

	CCCC 92/93	CCCC 97/98	CCCC 02/03	Service Area
☐ Female	58%	52%	52%	49%
☐ Male	41%	47%	48%	51%
☐ Unknown	1%	1%	0%	

Figure 2: Age Comparison Between CCCC Student Population and Service Area

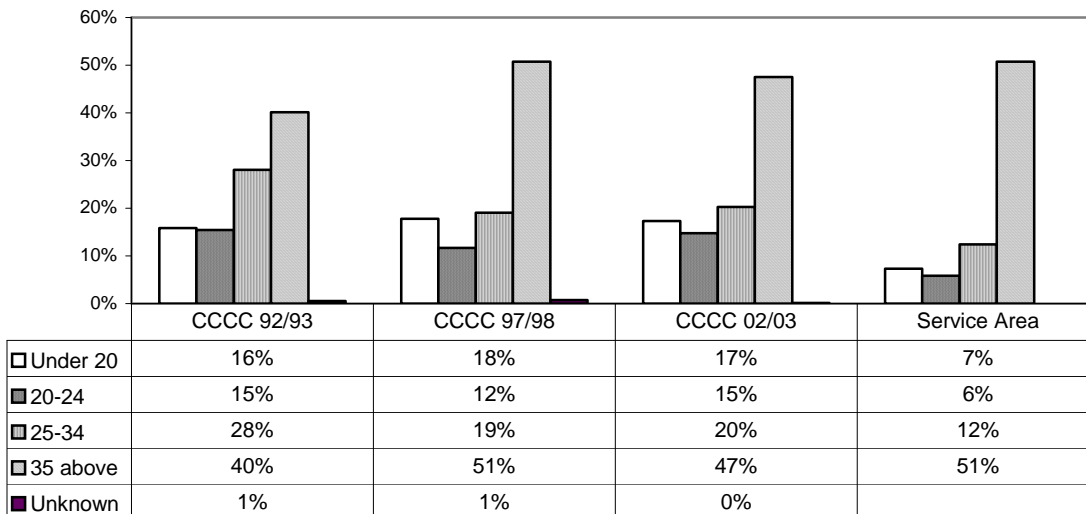|	CCCC 92/93	CCCC 97/98	CCCC 02/03	Service Area
☐ Under 20	16%	18%	17%	7%
☐ 20-24	15%	12%	15%	6%
☐ 25-34	28%	19%	20%	12%
☐ 35 above	40%	51%	47%	51%
☐ Unknown	1%	1%	0%	

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Figure 3: Ethnicity Comparison Between CCCC Student Population and Service Area

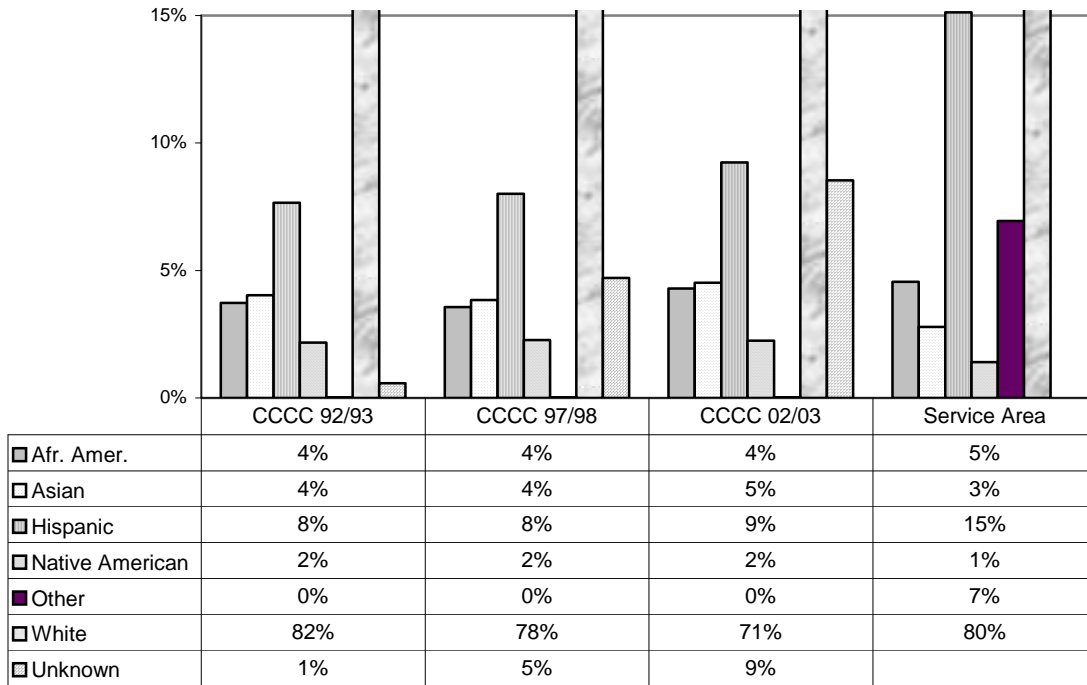|	CCCC 92/93	CCCC 97/98	CCCC 02/03	Service Area
Afr. Amer.	4%	4%	4%	5%
Asian	4%	4%	5%	3%
Hispanic	8%	8%	9%	15%
Native American	2%	2%	2%	1%
Other	0%	0%	0%	7%
White	82%	78%	71%	80%
Unknown	1%	5%	9%	

Figure 4: DSPS Status for CCCC Student Population

	CCCC 92/93	CCCC 97/98	CCCC 02/03	Service Area
DSPS	3%	4%	4%	
Non DSPS	97%	96%	96%	
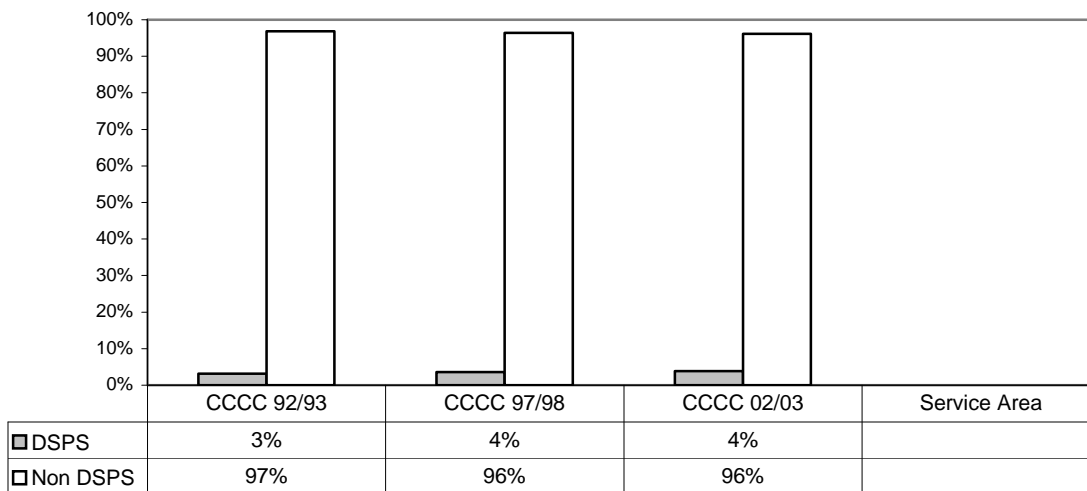
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Course Successful Completion— Ratio of the number of credit courses that students by population group successfully complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. Course Successful Completion means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

When examining the data (see Table 3) received from the California State Chancellor's Office for school years 97/98 and 02/03, a major change was observed for Vocational Education students. For example, 4,465 female students attempted Vocation Education courses during school year 97/98, however, this number dropped dramatically to 630 female students five years later. Given this large shift in data, a comparison with another data set needed to be completed in order to determine if the data was accurate or if, possibly, a processing error occurred in the State Chancellor's Office. Due to our confidence in its accuracy and the availability of school year 02/03 data, the database known as Banner, at Cerro Coso Community College, was chosen to make the comparison.

To compare the results of the two databases, we first needed to identify Vocational Education courses. All courses with SAM codes [Apprenticeship (A), Advanced Occupational (B), and Clearly Occupational (C)] were classified as Vocational Education. The results derived from the Banner database were more consistent with the numbers reported by the State Chancellor's Office in school year 97/98, i.e., the dramatic change in the numbers was not observed. See Table 4.

As an additional check, results for Transfer, Basic Skills, and All courses were also compared to see if Banner's results were in agreement with them. For these courses, Banner and the State Chancellor's Office results were very similar. See Table 4. Based on our comparison with Banner's results, this leads us to believe a processing error has occurred with Vocational Education in the State Chancellor's Office data. Until we are able to reestablish confidence in the State Chancellor's Office data for school year 02/03, we will be using Banner's data in this analysis.

For easy interpretation of the data, successful completion information is presented in the graphs for Gender, Ethnicity, and DSPS status. See Figure 5 thru Figure 7.

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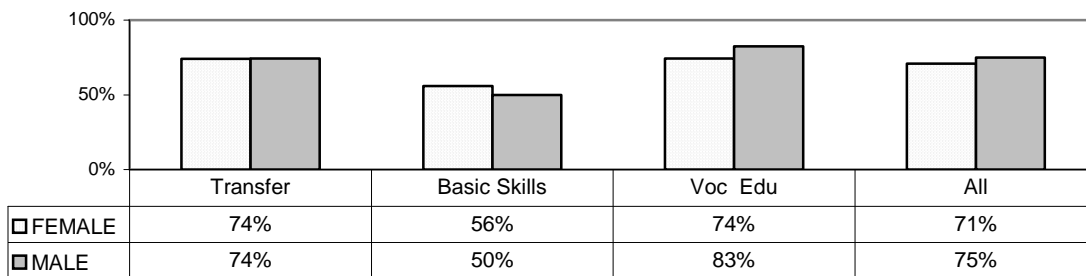### Table 3: Course Successful Completion Data from State Chancellor's Office

	Transfer			Basic Skills			Vocational Education			All Courses		
	Success	%Success	Attempted	Success	%Success	Attempted	Success	%Success	Attempted	Success	%Success	Attempted
1992-1993												
FEMALE	6,666	76.63%	8,699	902	67.06%	1,345	2,201	78.05%	2,820	9,841	74.44%	13,220
MALE	4,389	74.80%	5,868	368	59.26%	621	1,408	76.56%	1,839	5,898	72.15%	8,175
UNKNOWN	20	80.00%	25	2	33.33%	6	9	81.82%	11	28	71.79%	39
AFR. AMER.	386	71.09%	543	70	52.63%	133	95	70.37%	135	579	66.63%	869
ASIAN	301	77.38%	389	25	62.50%	40	88	78.57%	112	414	75.55%	548
FILIPINO	132	69.11%	191	30	69.77%	43	45	70.31%	64	210	66.67%	315
HISPANIC	710	74.74%	950	76	65.52%	116	228	79.72%	286	1,017	71.32%	1,426
NAT. AMER.	239	71.56%	334	78	82.98%	94	106	75.18%	141	394	72.56%	543
WHITE	9,254	76.40%	12,112	986	64.11%	1,538	3,039	77.72%	3,910	13,075	74.15%	17,634
UNKNOWN	53	72.60%	73	7	87.50%	8	17	77.27%	22	78	78.79%	99
DSPS	923	67.13%	1,375	343	62.59%	548	343	71.16%	482	1,550	64.85%	2,390
NON-DSPS	10,152	76.81%	13,217	929	65.24%	1,424	3,275	78.20%	4,188	14,217	74.65%	19,044
1997-1998												
FEMALE	8,541	75.42%	11,325	502	62.67%	801	3,296	73.82%	4,465	12,104	72.61%	16,671
MALE	5,696	76.52%	7,444	267	60.14%	444	2,841	82.28%	3,453	8,944	76.27%	11,726
UNKNOWN	27	87.10%	31	6	60.00%	10	31	86.11%	36	62	80.52%	77
AFR. AMER.	549	68.11%	806	57	59.38%	96	186	67.64%	275	769	66.52%	1,156
ASIAN	435	77.54%	561	18	51.43%	35	141	75.00%	188	586	74.37%	788
FILIPINO	262	75.29%	348	23	79.31%	29	110	78.57%	140	373	74.30%	502
HISPANIC	1,023	76.17%	1,343	65	56.03%	116	484	80.00%	605	1,612	75.36%	2,139
NAT. AMER.	340	63.79%	533	27	52.94%	51	161	65.45%	246	502	60.77%	826
OTHER	0	#DIV/0!	0	0	#DIV/0!	0	1	100.00%	1	1	100.00%	1
WHITE	11,522	76.73%	15,017	576	63.23%	911	4,768	77.34%	6,165	16,735	74.62%	22,427
UNKNOWN	133	69.27%	192	9	52.94%	17	317	94.91%	334	532	83.78%	635
DSPS	1,339	69.06%	1,939	247	61.44%	402	647	68.39%	946	2,198	65.24%	3,369
NON-DSPS	12,925	76.66%	16,861	528	61.90%	853	5,521	78.78%	7,008	18,912	75.33%	25,105
2002-2003												
FEMALE	9,378	73.15%	12,821	496	55.98%	886	547	86.83%	630	12,118	70.02%	17,307
MALE	5,744	73.31%	7,835	244	49.39%	494	1,543	96.98%	1,591	8,588	73.47%	11,689
UNKNOWN	1	100.00%	1	0	#DIV/0!	0	0	#DIV/0!	0	1	100.00%	1
AFR. AMER.	670	60.14%	1,114	54	43.90%	123	38	79.17%	48	856	56.02%	1,528
ASIAN	630	76.74%	821	30	57.69%	52	33	80.49%	41	828	74.06%	1,118
FILIPINO	249	75.68%	329	6	37.50%	16	16	100.00%	16	302	73.30%	412
HISPANIC	1,255	70.15%	1,789	101	56.74%	178	171	90.00%	190	1,813	68.78%	2,636
NAT. AMER.	324	68.64%	472	18	39.13%	46	31	86.11%	36	447	64.97%	688
OTHER	0	#DIV/0!	0	0	#DIV/0!	0	3	100.00%	3	3	100.00%	3
WHITE	11,430	74.31%	15,381	519	55.15%	941	1,289	94.16%	1,369	15,253	72.18%	21,131
UNKNOWN	565	75.23%	751	12	50.00%	24	509	98.26%	518	1,205	81.36%	1,481
DSPS	1,109	67.83%	1,635	137	48.07%	285	33	68.75%	48	1,657	60.65%	2,732
NON-DSPS	14,014	73.67%	19,022	603	55.07%	1,095	2,057	94.66%	2,173	19,050	72.53%	26,265

Table 4: Course Success Completion Data from Banner

	Transfer			Basic Skills			Vocational Education			All Courses		
	Success	%Success	Attempted	Success	%Success	Attempted	Success	%Success	Attempted	Success	%Success	Attempted
2002-2003												
FEMALE	9,473	74.19%	12,769	496	55.92%	887	3,997	74.21%	5,386	12,606	70.86%	17,789
MALE	5,802	74.27%	7,812	245	49.80%	492	3,463	82.51%	4,197	9,101	74.97%	12,140
UNKNOWN	14	93.33%	15	0	#DIV/0!	0	0	#DIV/0!	0	15	78.95%	19
AFR. AMER.	674	60.94%	1,106	54	43.90%	123	254	54.62%	465	897	57.21%	1,568
ASIAN	636	77.37%	822	30	57.69%	52	258	78.18%	330	879	75.45%	1,165
FILIPINO	249	77.09%	323	6	37.50%	16	92	81.42%	113	314	75.30%	417
HISPANIC	1,271	71.24%	1,784	101	57.06%	177	677	73.51%	921	1,916	70.23%	2,728
NAT. AMER.	327	69.57%	470	19	41.30%	46	140	72.54%	193	470	66.20%	710
OTHER	0	#DIV/0!	0	0	#DIV/0!	0	3	100.00%	3	3	100.00%	3
WHITE	11,561	75.37%	15,340	519	55.15%	941	5,299	78.64%	6,738	15,988	73.23%	21,832
UNKNOWN	571	76.03%	751	12	50.00%	24	737	89.88%	820	1,255	82.30%	1,525
DSPS	1,007	68.04%	1,480	133	48.54%	274	334	65.11%	513	1,628	61.90%	2,630
NON-DSPS	14,282	74.71%	19,116	603	54.57%	1,105	7,126	78.57%	9,070	20,094	73.56%	27,318

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Figure 5: Successful Course Completions By Gender

	Transfer	Basic Skills	Voc Edu	All
FEMALE	74%	56%	74%	71%
MALE	74%	50%	83%	75%

Figure 6: Successful Course Completions By Ethnicities

	Transfer	Basic Skills	Voc Edu	All
AFR. AMER.	61%	44%	55%	57%
ASIAN	77%	58%	78%	75%
FILIPINO	77%	38%	81%	75%
HISPANIC	71%	57%	74%	70%
NAT. AMER.	70%	41%	73%	66%
WHITE	75%	55%	79%	73%
UNKNOWN	76%	50%	90%	82%
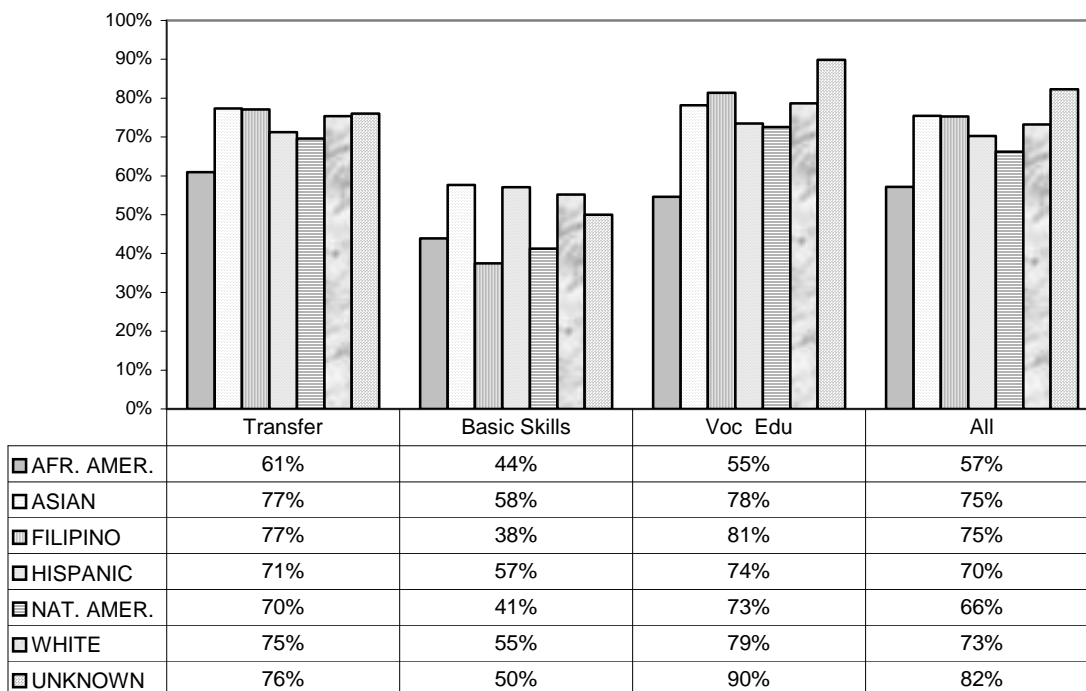
Figure 7: Successful Course Completions By DSPS Status

	Transfer	Basic Skills	Voc Edu	All
DSPS	68%	49%	65%	62%
NON-DSPS	75%	55%	79%	74%
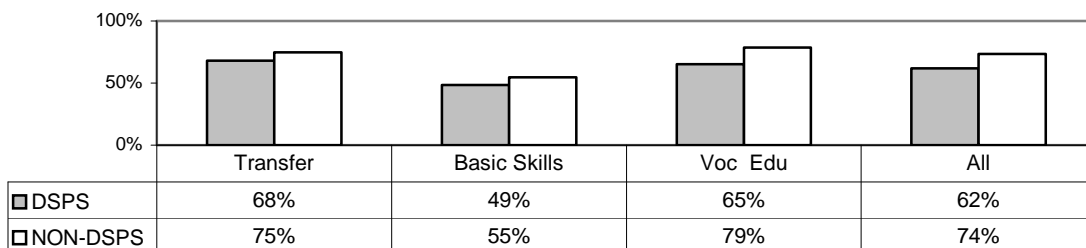
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ESL and Basic Skills Completion— Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course compared to the number of those students who complete such a final course.

The students who successfully completed ESL or Basic Skill programs between Fall 2001 and Summer 2002 are the cohorts for this study. The ratio of interest is the ratio of the number of students, as our cohorts, who successfully completed the next level of degree applicable courses before Fall 2003, after having successfully completed the final ESL or Basic Skill course, compared to the number of those students who successfully completed such final courses.

The final courses for ESL and Basic Skills programs and the corresponding next level degree-applicable courses are listed in Table 5 and the results of the study are listed in Table 6

Table 5: Corresponding Courses for ESL and Basic Skills

	Final Courses	Next Level Courses
ESL	ENSL C049A or (Intermediate ESL Reading and Writing) ENSL C049 B (Intermediate ESL Pronunciation, Listening, Speaking)	ENGL C020 or (Basic Writing Skills) ENGL C026 (Developmental Reading)
Basic Skills: Writing	ENGL C030 (Improving Basic English Skills)	ENGL C070 (Introductory Composition)
Basic Skills: Reading	ENGL C036 (Reading Improvement: Building College Reading Skills)	ENGL C076 (Effective Reading Techniques)
Basic Skills: Mathematics	MATH C040 (Pre-Algebra)	MATH C050 (Elementary Algebra) or MATH C051/ C052 (Elementary Algebra I/II)

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Table 6: ESL and Basic Skills Successful Completion Data

		Cohort	Continuing to Next Level Course			Did Not Continue
			Total	Successful Completion	Unsuccessful Completion	Total
ESL	# Students % of Cohort % Continuing to Next Level	24 100%	7 29% 100%	4 17% 57%	3 13% 43%	17 71%
Writing	# Students % of Cohort % Continuing to Next Level	174 100%	76 44% 100%	45 26% 60%	31 18% 40%	98 56%
Reading	# Students % of Cohort % Continuing to Next Level	35 100%	13 37% 100%	10 29% 77%	3 9% 23%	22 63%
Math	# Students % of Cohort % Continuing to Next Level	322 100%	186 58% 100%	96 30% 52%	90 28% 48%	136 42%

ESL—ENSL C049A (Intermediate ESL Reading and Writing) and ESNL C049B (Intermediate ESL Pronunciation, Listening, Speaking) are the final level of ESL courses offered at Cerro Coso Community College. The next course in the English curriculum sequence is ENGL C020/Basic Writing Skills or ENGL C026/Developmental Reading.

Beginning in the fall semester, 2001, a cohort of 24 students who successfully completed either ENSL C049A or ENSL C049B was studied. 29% of this cohort (7 of the students) enrolled in either ENGL C020 or ENGL C026. The remaining 71% of the cohort (17 students) did not enroll in either ENGL C020 or ENGL C026.

Of the 7 students who enrolled in either ENGL C020 or ENGL C026, 57% (17% of the original cohort) successfully completed their respective courses, and 43% (13% of the original cohort) failed to successfully complete them.

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Basic Skills Writing— ENGL C030/Improving Basic English Skills is the final level of Basic Skills writing offered at Cerro Coso Community College. The next course in the English writing curriculum sequence, and the first course in the curriculum to count toward an AA degree, is ENGL C070/Introductory Composition.

Beginning with the fall 2001 semester, a cohort of 174 students who successfully completed ENGL C030 was studied. 44% of this cohort (76 of the students) enrolled in ENGL C070. The remaining 56% of the cohort (98 students) did not enroll in ENGL 070.

Of the 76 students who enrolled in ENGL C070, 60% (26% of the original cohort) successfully completed their course, and 40% (18% of the original cohort) failed to successfully complete them.

Basic Skills Reading— ENGL C036/Reading Improvement: Building College Reading Skills is the final level of Basic Skills reading offered at Cerro Coso Community College. The next course in the English reading curriculum sequence, and the first course in the curriculum to count toward an AA degree, is ENGL C076/Effective Reading Techniques.

Beginning with the fall 2001 semester, a cohort of 35 students who successfully completed ENGL C036 was studied. 37% of this cohort (13 of the students) enrolled in ENGL C076. The remaining 63% of the cohort (22 students) did not enroll in ENGL 076.

Of the 13 students who enrolled in ENGL C076, 77% (29% of the original cohort) successfully completed their course, and 23% (9% of the original cohort) failed to successfully complete them.

Basic Skill Mathematics— Math C040/Pre-Algebra is the final level of Basic Skills mathematics offered at Cerro Coso Community College. The next course in the mathematics curriculum sequence, and the first course in the curriculum to count toward an AA degree, is Math C050/Elementary Algebra, or Math C051/Math C052 (a two-semester sequence of elementary algebra).

Beginning with the fall 2001 semester, a cohort of 322 students who successfully completed Math C040 was studied. 58% of this cohort (186 of the students) enrolled in either Math 050 or Math C051/Math C052 sequence. The remaining 42% of the cohort (136 students) did not enroll in Math C050 or Math C051-052.

Of the 186 students who enrolled in either Math C050 or Math C051/Math C052, 52% (30% of the original cohort) successfully completed their respective courses, and 48% (28% of the original cohort) failed to successfully complete them.

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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 compared to the number of students in that group who actually transfer after one or more (up to six) years.

This definition conforms to the Chancellor's Office definition of "transfer rate" as defined in the annual "Persistently Low Transfer College" analysis; it involves a longitudinal analysis using a behaviorally defined cohort of transfer-intent. Transfer data are gathered using data matches with CSU and UC system offices and the National Student Clearinghouse. Given the recent loss of Research staff directly involved in this activity, the Chancellor's office is not able to provide this data at this time, and Chancellor's Office will not require this metric for the report.

We will focus our efforts to retrieve this data using the local matching agreements, the National Student Clearinghouse in the recent future. Table 7 lists the number of Degrees/Certificates awarded from Cerro Coso Community College and the students who transfered to University of California or California State University for references.

Table 7 Degree/Certificate Award and Students Transfer to UC and CSU Systems

	Degree/Certificate Award	Transfer to University of California	Transfer to California State University	Transfer Total
1998-99	238	16	77	93
1999-00	239	17	82	99
2000-01	245	13	53	66
2001-02	256	15	63	78
2002-03	312	15	64	79

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

Goals and Activities

GOAL 1. 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 serve"

The Census 2000 data provided us the information that our service area is made up of 15% Hispanic population, with our student population reporting 9% as Hispanic as of the 2002-2003 academic year. Therefore the goal is to increase our total Hispanic population served by the College by 6% over the next academic year. We will attempt to achieve this by increasing our outreach efforts to recruit members of the Hispanic community throughout the College's service area.

ACTIVITY 1.1—Create outreach material in Spanish that describes the services available to students in the areas of financial aid and special programs such as Extended Opportunity and Services (EOP&S), Cooperative Agencies, Resources, and Education (CARE) Disabled Student Program and Services (DSPS), TRIO Student Support Services, and CalWORKs. Responsible person/Group: Bob Weisenthal (Financial Aid), Mary Peoples (EOPS, CARE, and DSPS), Yolanda Vasques, (TRIO), and Paula Suorez (CalWORKs).
Target Date for completion: Fall 2004

EXPECTED OUTCOME 1.1.1— The Institution will expect to see an increase in serving the Hispanic population at all our collective sites in the specific programs identified and in the general population through the students self-identifying themselves. The Institution will gear up to provide additional services to these students as to not create a barrier to their matriculating.

ACTIVITY 1.2— Partner with local Adult Schools in our various locations and identify who is providing Limited English Speaking courses in order to offer a smooth transition service between them and the College's English as a Second Language course. Responsible person/group: English Department Chair, Christine Abbott, Counseling Department Chair, June Wasserman, and Faculty Directors at each site.
Target date for completion: Spring 2005

EXPECTED OUTCOME 1.2.1— New or additional sections of our ESL courses may need to be added.

EXPECTED OUTCOME 1.2.2—Counseling literature will need to be updated or created to assist the Hispanic student in the College's matriculation process to reflect all sites.

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

Goals and Activities (cont.):

GOAL 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION
"Ration of the number of 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"

By analyzing the "Successful Course Completions for Ethnicities" (Fig. 6), it is evident that some ethnic groups have a significantly lower success rate in all categories of credit course. Therefore, we will attempt to increase the overall Student Success rate by 5% over the next two years in each area (Transfer, Basic Skills and Vocational Education) for the underachieving ethnic groups. We will focus on retention strategies aimed at the targeted ethnic groups.

ACTIVITY 2.1—Promote and encourage faculty to become faculty mentors to individual members of the targeted ethnic groups. These mentors encourage and assist students in their educational endeavors. (This could be modeled after the District Mentor Program). Responsible person/group: Faculty Chairs.
Target date of completion: Fall 2004

EXPECTED OUTCOME 2.1.1—The Faculty Mentor Program will lead to an increased faculty awareness of the issues that may be hindering the successful completion of the targeted students.

ACTIVITY 2.2—Attempt to organize a club involving the targeted ethnic groups to encourage them to be the leaders. Recruit an enthusiastic faculty member(s) to provide cohesiveness to the club. Responsible Person/Group: Bob Weisenthal, ASCC Advisor and Faculty Chairs.
Target date of completion: Fall 2004

EXPECTED OUTCOME 2.2.1—By providing a group to belong to that is promoting a positive influence on campus, studies state it increases the students' success, retention, and persistence rates from semester to semester. Therefore, for those under-achieving students who participate in the PEEP Club, their academic success rates will increase the overall success rates for this ethnic group.

ACTIVITY 2.3—Encourage the targeted ethnic groups who are interested in student leadership to become participating members of the CalSAAC Caucus, which is affiliated with the Student's Lobbying Organization, CalSAAC. Responsible Person/Group: Bob Weisenthal, ASCC Advisor, ASCC Executive Board, and the CalSAAC Region 9 Rep.
Target date of completion: Ongoing

EXPECTED OUTCOME 2.3.1—Students, who become connected with this lobbying group, will show signs of increased empowerment due to associating with other successful under-represented ethnic students from across California. This will provide an impetus for them to succeed in their classes, which will increase the overall success rate.

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Goals and Activities (cont.):

GOAL 3.   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"

The data provided identifying the cohorts that successfully completed the final section of ESL or Basic Skills course who enrolled into the next level of Basic Skills or credit course showed the need to increase the percent of students who successfully proceed to the next level of course work and the need to identify why the other students do not proceed to the next level at all.

ACTIVITY 3.1—At the end of each semester, analyze the data of those students who successfully complete the new curriculum in English and Reading, who enrolled and completed the next level of English and Reading. Responsible person/Group: English Department Chair or designee, Yihfen Chen/College Researcher and Jill Board/Dean of Student Learning.   *Target Date(s) for completion: January 2005, June 2005*

EXPECTED OUTCOME 3.1.1—Due to the recent restructuring of English and Reading curriculum, of those students who enrolled in the next level of English and/or Reading, the success rates should increase.

ACTIVITY 3.2—At the end of each semester, analyze the data of those students who successfully completed the last level of basic skills math, Math C040, who enrolled and completed either the one semester long Math C050 or the two semester version Math 051/Math C052. Responsible person/group: Math Department Chair or designee, Yihfen Chen/College Researcher and Jill Board/ Dean of Student Learning.
                    Target Date(s) for completion: January 2005, June 2005

EXPECTED OUTCOME 3.2.1—Due to the recent creation of the two-semester long version of Math C050, students needing this structure should be advised to enroll, and this is expected to increase their success rate.

ACTIVITY 3.3—An analysis as to why there is a high percentage of students who do not proceed on to the next level of writing, reading and math will be done. This is to identify if there is a hidden need for further curriculum development, student services, or if the students' needs are being met through the existing structure of the courses having a high repeatability rate built in to serve them. Responsible person(s)/group: Yihfen Chen/College Researcher, Jill Board/Dean of Student Learning, and the designated Math and English Faculty assigned to the Student Equity Committee.   *Target Date of completion: Spring 2005*

EXPECTED OUTCOME 3.3.1—Due to the repeatability of the ESL courses, it is suggested that the students are either reenrolling into the class for additional practice, or their needs are being met, and they are gainfully employed or using their new found skills out in the community. As for the persistence between the basic skills math and English courses and the next credit courses, these students could be preparing to take the GED and that is all they needed for their needs to be met.

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

Goals and Activities (continued):

GOAL 4.   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"

No data available at this time.

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

Goals and Activities (continued):

GOAL 5.   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"*

While the Chancellor's Office is not requiring we address the area of Transfer at this time due to their inability to provide us with this data, Cerro Coso Community College wants to put efforts in to deriving this data using the local matching agreements and the National Student Clearinghouse. This will give us data not only on those students who transfer to the CSU and UC systems, but also to private and out of state institutions.

ACTIVITY 5.1—Re-subscribe to the National Student Clearinghouse (NCS) and begin identifying the transfer data requested by this item using the NSC and local matching agreements.

EXPECTED OUTCOME 5.1.1—This study will be valuable in our efforts to better serve the transfer students in our service area. It will enhance our ability to attract these students by knowing what their needs are to get where they want to transfer.

CERRO COSO COMMUNITY COLLEGE STUDENT EQUITY PLAN

BUDGET

SOURCES OF FUNDING—
Both institutional and categorical funding will support the efforts of this plan to provide ongoing student equity on our campus.

EVALUATION SCHEDULE AND PROCESS

The Student Equity Committee plans to meet twice a year to review the new selected statistical data as it becomes available, the progress we are making toward the goals set, and to prepare an annual report and revise our goals as needed.

ATTACHMENTS (Optional)

None at this time.