
**Glendale Community College
Student Equity Plan**

February 4, 2005

GLENDALE COMMUNITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary

- Target Groups
- Goals
- Activities
- Resources
- Contact Person

Campus-Based Research

- Overview
- Indicator Definitions and Data
 - Access
 - Course Completion (*Retention*)
 - ESL and Basic Skills Completion
 - Degree and Certificate Completion
 - Transfer

Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Budget

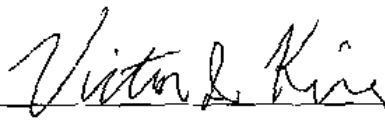
- Sources of Funding

Evaluation Schedule and Process

**Glendale Community College
Student Equity Plan**

Signature Page

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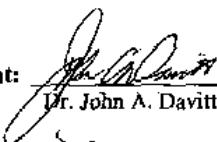


Victor I. King
President, Board of Trustees

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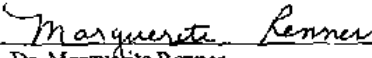
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Superintendent/President:



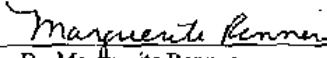
Dr. John A. Davitt

Academic Senate President:



Dr. Marguerite Renner

Acting Student Equity Coordinator:



Dr. Marguerite Renner

Executive Summary

EXECUTIVE SUMMARY

"Glendale Community College is a comprehensive public community college open equally to all adults or high school graduates who can benefit from its programs and services. Its primary purpose is to prepare students for successful transfer to four-year colleges and universities for successful placement or advancement in rewarding careers. Its mission is also to serve its surrounding community through adult non-credit education and community services courses and programs." (College Mission Statement)

In 1992-93, the Student Equity Planning Committee gathered studies and formulated the college's original student equity plan to address three key goals: 1) the college would strive to maintain and enhance equity in access to and success in programs and services. 2) The college would strive to maintain and enhance research and evaluates student access and success. And, 3) the college would strive to maintain and enhance its commitment to ensuring a faculty and staff able to serve a multi-cultural community with 21st century technology. Specifically, in 1992-93, the college identified first-time college students, immigrant students, and Hispanic/Latino students for specialized attention. The college has reported on these goals annually in the *Campus Profile* since that time.

The college incorporated the 1992-93 goals in its ongoing development of services and activities. Specifically, the college created the Office of School Relations and Student Outreach to coordinate contact with area high schools and to work on additional projects with middle schools and K-12 parents. The college has also incorporated these goals in a series of grants, including TRIO Student Support Services and federal Title V grants, to develop capacity and conduct demonstration projects testing approaches to the at-risk populations identified in our Student Equity Plan.

The following report represents Glendale Community College's first effort to develop a revised Student Equity Plan representing new research and realities about the community served. Sixty-four percent (64%) of the students identify themselves as foreign born. This study has identified Hispanic/Latino, African American, and 18-to-24 year olds with no high school diplomas as needing specialized attention to ensure access and success.

The report begins with the tables constructed to show data on groups defined by the student equity regulations (American Indians/Alaskan Natives, Asians/Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities). It also includes additional groups. These additional groups include categories defined by citizenship status (Hispanic citizens, Hispanic residents, Hispanic students served under AB540 regulations, White citizens, and White resident) because immigrant status is considered important in our efforts to establish equity. In these tables, the groups, which have been identified as falling below the equity measures that have been established, are highlighted in bold. These tables of data are followed by our assessment of campus climate.

Next the report offers the Goals and Activities for each of the targeted groups revealed by the data. Included among the goals and activities are a number of on-going projects which have

EXECUTIVE SUMMARY (continued)

been developed by our Office of School Relations and Student Outreach, EOPS, Student Financial Aid Services, the Alliance for Minority Participation, and two Title V grants. In summary, these projects seek to develop vigorous outreach to students. The projects will develop attention to our targeted groups, but also seek to improve access for students who would benefit by having a community college education.

Our equity plan seeks also to increase faculty awareness and understanding of student learning styles, their cultural heritages, and the culture that they bring with them to the campus so that our faculty can use teaching and counseling styles that will help these students to learn. The third set of activities is to develop classes in English that will work with the targeted groups to develop their reading, writing, and critical thinking skills. The equity plan will also seek to develop the support network among counselors so as to aid these targeted groups to complete their certificates/degrees. The fourth set of activities will analyze degree and certificate completion to determine what barriers may not limit successful completion of these programs. Finally, the plan will continue to work in the programs developed by the Office of School Relations and Student Outreach, EOPS, Student Financial Aid Services, the Alliance for Minority Participation, and two Title V grants to promote transfer rates for the targeted groups and all other students. In addition, the plan will continue to offer the Freshman Seminar (English or ESL paired with a Student Development course in which students will explore career and transfer options and complete a Student Educational Plan). Faculty will be encouraged to include discussion of transfer in their classes. The English and Math divisions will work under the guidelines of the Carnegie Grant that they have been awarded to develop new models of instruction of their disciplines. Supplemental Instruction will be continued and proactively encouraged. Students will be encouraged to use their clubs to encourage success at GCC and at transfer institutions. Efforts to take students on trips to transfer institutions will continue. The student newspaper will be asked to provide information on transfer and the counselors will continue to provide information to classes that have large enrollments.

Our report ends with a summary timetable of our goals and assignments.

This report was completed by a committee appointed by the Superintendent/President of Glendale Community College, in collegial consultation with the President of the Academic Senate. The members included: Sue Brinkmeyer (Title V Coordinator), Sharon Combs (Interim Vice President of College Services), Edward Karpp (Director of Institutional Research), Greg Perkins (EOPS Faculty), Marguerite Renner (President of the Academic Senate and Student Equity Contact Person) and Scot Spicer (Associate Dean of Instruction).

Campus-Based Research

**Glendale Community College
Student Equity Plan
January 2005
Campus-Based Research**

The following report describes Glendale Community College's attempt to determine the extent of student equity in access, course retention and completion, ESL and basic skills completion, degree and certificate completion, and transfer. The primary goal of this research is to identify areas where there might be barriers to access and success for student groups identified by the college.

In determining the student groups to investigate, the college decided to report on those groups defined by the student equity regulations (American Indians/Alaskan natives, Asians/Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities) as well as additional groups. These additional groups include categories defined by citizenship status (Hispanic citizens, Hispanic residents, Hispanic students served under AB540 regulations, White citizens, and White residents) because immigrant status is considered an important indicator of cultural background. A large proportion of Glendale Community College credit students are Armenian immigrants, and the standard categories would not provide information about equity for this important group of students. Other groups chosen by the college include males under 25, males 25 and older, females under 25, females 25 and older, international students, and students age 18-24 with no high school diploma. Each of these categories represents a significant group of students at the college; equity is an important issue to study for each of these groups.

For the five success indicators, two criteria are used to determine whether student equity is a potential issue for a particular student group. The first criterion parallels the EEOC "80% rule": if a particular group's success rate is less than 80% of the success rate of the relevant population, then equity may be an issue. The second criterion is statistical significance, measured by a chi-square test of significance. Statistical significance indicates that the difference between groups (for example, Hispanic students and non-Hispanic students) is probably not due to chance. If a difference is not statistically significant, then it cannot be concluded that the difference is "real" and not due to chance, so a statistically non-significant result would be a poor indicator that an equity difference exists. In this report, a difference must meet the 80% criterion and be statistically significant to be considered a potential equity issue. Differences that meet both criteria are highlighted in bold type in the tables below.

In addition to the five success indicators defined by the Board of Governors, this report includes information from campus climate surveys. Survey data are summarized at the end of this report.

I. Access

For the purposes of the student equity plan, access is defined as the percentage of each population group enrolled at the college compared to the percentage of each population group in the adult population within the community served. Data addressing access are shown in Tables 1a and 1b on the following pages.

"Community served" is treated by two different definitions. Table 1a uses an empirically defined service area as the community served. Because approximately 50% of Glendale Community College credit students reside outside district boundaries, the college's service area consists of a much larger area than its district. The empirically defined service area includes all ZIP codes in which an average of at least 20 GCC credit students per year reside. Data for this "empirical service area" are shown in Table 1a, compared with data for all GCC credit students. Service area data are taken from the 2000 United States Census, and data are only reported for those age 18 and older. The one exception is for persons with disabilities; the community disabled population shown is for students in the Glendale Unified School District. However, the definitions of disabilities are somewhat different for Glendale Community College and the Glendale Unified School District, leading to the difference shown in the table.

Table 1b uses the City of Glendale as the community served. In this table, the comparison is between residents of the City of Glendale and Glendale Community College credit students residing in the City of Glendale. This is a much narrower definition of service area than the empirical service area reported in Table 1a but it corresponds more closely to a traditional view of community served as the geographical community college district. Again, U.S. Census data are reported, except for persons with disabilities.

Both access tables indicate potential equity issues for Black and Hispanic students. Access for Hispanic students, in particular, is lower than would be expected given the number of Hispanics in the community. The college has been aware of this issue for many years and has received two Title V grants to make progress in improving access and success for Hispanic students. Both potential issues (for Hispanic students and for Black students) are addressed in the goals of the student equity plan.

Differences for males over 25 and females over 25 are flagged as well; however, these differences are probably an artifact of the comparison groups chosen because the community college population is nearly always younger, on average, than the service area population. The college does not consider these age differences in access to be substantive, based on the data reported here.

Both access tables also indicate potential access issues for disabled students. Although this is an important issue to monitor, its significance is reduced by two points. First, a meaningful comparison group is difficult to define. The percentage of disabled persons in the entire population is not relevant because the general population is significantly older than the college population and, as a result, is more likely to have a higher proportion of disabled persons. The tables show the percentage of students in the Glendale Unified School District who are disabled, but the requirements to be counted as disabled in the K-12 district are less stringent

than the requirements to be counted by Glendale Community College. As a result, the percentage reported for the K-12 district (9%) is higher than the percentage for the college. Second, the Glendale Community College program for students with disabilities serves a large number of disabled students and is considered a model program statewide. If efforts were made to recruit more disabled students to increase access, funding and other considerations would make it nearly impossible to provide the necessary services to this student group. Because of these reasons, access for persons with disabilities is not included as a goal in the student equity plan. However, the college will monitor this potential issue.

**Glendale Community College
Student Equity Data**

Access

Table 1a: All Students

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

	Glendale Community College (All Credit Students)			Empirical Service Area ¹
	2001- 2002	2002- 2003	2003- 2004	2000 ²
American Indian/Alaskan Native	0%	0%	0%	0%
Asian/Pacific Islander	17%	16%	16%	17%
Black	3%	3%	3%	5%
Hispanic	24%	24%	25%	39%
Hispanic Citizen	18%	18%	19%	--
Hispanic Resident	4%	4%	4%	--
Hispanic AB540	0%	0%	1%	--
Hispanic Other	2%	1%	2%	--
White	53%	52%	53%	35%
White Citizen	32%	32%	31%	--
White Resident	12%	10%	10%	--
White Other	8%	10%	12%	--
Other/Multiple	3%	3%	3%	3%
Male	41%	42%	42%	49%
Female	58%	57%	57%	51%
Male Under 25	24%	26%	26%	7%
Male 25 & Over	17%	16%	16%	42%
Female Under 25	28%	30%	30%	7%
Female 25 & Over	30%	27%	28%	41%
18-24, No HS Diploma	2%	2%	2%	5%
Disabled ³	5%	5%	5%	9% (see note 3)
Student (F-1) Visa ⁴	3%	3%	3%	--

Notes

1. Empirical Service Area refers to ZIP codes sending an average of at least 20 students per year to GCC from 2001-2002 through 2003-2004. Data are derived from 2000 U.S. Census data.
2. All U.S. Census data are shown for adults age 18 and over.
3. Community disabled population is percentage of disabled students in Glendale USD in 2003-2004.
4. F-1 students are not included in any category other than "Student (F-1) Visa."
5. Numbers in bold type are less than 80% of the population percentage and statistically significant.

**Glendale Community College
Student Equity Data**

Access

Table 1b: Students from City of Glendale

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

	Glendale Community College (Credit Students from Glendale)			City of Glendale¹
	2001- 2002	2002- 2003	2003- 2004	2000²
American Indian/Alaskan Native	0%	0%	0%	0%
Asian/Pacific Islander	13%	14%	12%	16%
Black	1%	1%	1%	1%
Hispanic	13%	13%	12%	18%
Hispanic Citizen	9%	10%	8%	--
Hispanic Resident	3%	2%	2%	--
Hispanic AB540	0%	0%	0%	--
Hispanic Other	1%	1%	1%	--
White	70%	67%	70%	56%
White Citizen	32%	32%	32%	--
White Resident	22%	16%	16%	--
White Other	16%	18%	22%	--
Other/Multiple	2%	3%	2%	8%
Male	39%	39%	38%	47%
Female	60%	57%	58%	53%
Male Under 25	23%	26%	24%	5%
Male 25 & Over	15%	13%	14%	41%
Female Under 25	27%	29%	28%	5%
Female 25 & Over	33%	28%	30%	48%
18-24, No HS Diploma	3%	2%	3%	2%
Disabled ³	4%	4%	4%	9% (see note 3)
Student (F-1) Visa ⁴	3%	2%	3%	--

Notes

1. Data for residents of the City of Glendale are taken from 2000 U.S. Census data.
2. All U.S. Census data are shown for adults age 18 and over.
3. Community disabled population is percentage of disabled students in Glendale USD in 2003-2004.
4. F-1 students are not included in any category other than "Student (F-1) Visa."
5. Numbers in bold type are less than 80% of the population percentage and statistically significant.

2. Course Completion

Course completion is defined here as the ratio of the number of credit courses students successfully complete by student group compared to the number of courses students enrolled in at census by student group. Table 2 addresses course completion rates.

Students age 18-24 with no high school diploma are the only one group showing substantially lower course completion rates than the average for all credit students. The successful course completion rate for these students is 54% (averaging across three years of data), compared to 70% for the credit student population. This group is addressed in the goals of the student equity plan.

Course completion rates for Black and Hispanic students were considerably lower than those for the overall student population, though these rates did not meet the two criteria to be flagged as potential equity issues. The success rates of these two student groups have been a concern of the college, and the success of Hispanic students has been a major focus of the college's two Title V grants. The course completion rates of Black and Hispanic students will be monitored as part of the college's student equity planning and evaluation.

Research suggests that student success is associated with faculty sensitivity to students' learning styles, cultural heritage, the norms and beliefs that guide their lives, and the traditions their respective cultures use as part of their educational process. Thus it is important for faculty to understand how these factors play into the students' learning experiences. The Glendale Community College Academic Senate seeks to understand the learning styles of our students and develop plans to heighten the faculty's awareness of these learning styles. The college plans to develop workshops and invite guest speakers to help us modify or sharpen teaching skills. The Senate also plans to investigate recruiting new faculty from the ethnic groups for which we have identified the greatest need.

**Glendale Community College
Student Equity Data**

**Course Completion
Table 2: Successful 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. "Course completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Glendale Community College (Credit Students)				
	2001- 2002	2002- 2003	2003- 2004	Three Years
Am Ind/Alaskan Native	57%	61%	65%	61%
Asian/Pacific Islander	68%	71%	70%	70%
Black	57%	58%	57%	57%
Hispanic	61%	63%	62%	62%
Hispanic Citizen	60%	62%	61%	61%
Hispanic Resident	64%	64%	63%	64%
Hispanic AB540	77%	68%	66%	68%
Hispanic Other	68%	66%	65%	66%
White	74%	75%	75%	74%
White Citizen	71%	72%	72%	72%
White Resident	73%	73%	73%	73%
White Other	80%	80%	80%	80%
Other/Multiple	67%	68%	68%	68%
Male	66%	67%	66%	67%
Female	71%	73%	73%	72%
Male Under 25	63%	65%	64%	64%
Male 25 & Over	72%	72%	72%	72%
Female Under 25	67%	69%	69%	69%
Female 25 & Over	76%	77%	79%	77%
18-24, No HS Diploma	51%	54%	55%	54%
Disabled	66%	66%	66%	66%
Student (F-1) Visa ¹	80%	81%	81%	81%
All Credit Students	69%	70%	70%	70%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Rates in bold type are less than 80% of the overall rate for all credit students and statistically significant.

3. ESL and Basic Skills Completion

Tables 3a, 3b, and 3c each show two success indicators by student group. The left half of each table shows the ratio of the number of students completing a higher-level course after having successfully completed a lower-level course to the number of students successfully completing the lower-level course. This is somewhat different from the definition provided in the student equity sample plan, which specifies students completing a degree-applicable course after completing a final ESL or basic skills course. Because most ESL courses in the writing sequence are degree-applicable, the college decided to use more meaningful indicators of progress from ESL to college-level English, based on the local curriculum.

The right half of each table shows the success rate in the higher-level course of students who have successfully completed the lower-level course. In other words, the right-hand table shows completion rates only for those students who have passed the lower-level course and are attempting the higher-level course. The left-hand table shows completion rates for all students who have passed the lower-level course.

Table 3a shows data for students moving from ESL 141 (level 4, two levels below freshman composition) to ESL 151 (level 5, one level below freshman composition). Two data points meet the criteria to be flagged for potential equity issues in individual years, but no student group shows significant differences for completion averaged across three years. As a result, the ESL 141 to ESL 151 transition is not addressed in the goals of the student equity plan.

Table 3b shows data for students moving from English 191 (level 4, two levels below freshman composition) to English 120 (level 5, one level below freshman composition). Again, a handful of data points meet the criteria as potential equity issues, but only in individual years, not when aggregated across three years. As a result, the English 191 to English 120 transition is not addressed in the goals of the student equity plan.

Table 3c shows data for students moving from English 120 (level 5, one level below freshman composition) to English 101 (level 6, freshman composition). For this transition, three groups met the criteria for potential equity issues when their data were aggregated across three years: Black students, male students over age 25, and 18- to 24-year old students with no high school diploma. It is important to note that these differences are most prominent in the left-hand table, meaning the difference is mainly in the percentage of students transitioning to English 101 rather than the success rate of those who do attempt English 101. This might be due to differential goals of these students, who may be more interested in passing English 120 (which is a degree requirement) rather than continuing on to English 101 (which is a transfer requirement). Further research should be conducted to address this possibility, in addition to the goal and activities of the student equity plan.

Glendale Community College
Student Equity Data

ESL and Basic Skills Completion

Table 3a: ESL 141 to ESL 151

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.

ESL 141 to ESL 151

Percentage of students passing ESL 141 during the target year who passed ESL 151 within 2 academic years.

	% of ESL 141 Passers Passing ESL 151 Within 2 Academic Years				% of Those Taking ESL 151 Passing ESL 151 Within 2 Academic Years			
	1999- 2000	2000- 2001	2001- 2002	Three Years	1999- 2000	2000- 2001	2001- 2002	Three Years
Am Ind/Alaskan Native	--	--	--	--	--	--	--	--
Asian/Pacific Islander	61%	62%	72%	65%	73%	81%	79%	78%
Black	--	--	--	--	--	--	--	--
Hispanic	62%	62%	60%	61%	75%	76%	79%	76%
Hispanic Citizen	69%	53%	55%	58%	90%	82%	75%	81%
Hispanic Resident	62%	58%	57%	62%	76%	75%	76%	76%
Hispanic AB540	--	--	--	--	--	--	--	--
Hispanic Other	59%	62%	80%	63%	68%	73%	--	73%
White	63%	69%	76%	70%	84%	83%	84%	84%
White Citizen	57%	46%	65%	55%	70%	65%	76%	70%
White Resident	59%	70%	66%	65%	81%	84%	77%	80%
White Other	71%	76%	82%	79%	95%	88%	89%	90%
Other/Multiple	--	--	--	40%	--	--	--	--
Male	64%	72%	76%	71%	77%	82%	85%	82%
Female	61%	66%	73%	67%	80%	81%	82%	81%
Male Under 25	67%	80%	80%	76%	76%	84%	89%	84%
Male 25 & Over	60%	57%	72%	64%	79%	77%	81%	79%
Female Under 25	73%	82%	86%	81%	83%	92%	91%	89%
Female 25 & Over	55%	58%	65%	60%	79%	75%	76%	76%
18-24, No HS Diploma	--	90%	--	67%	--	90%	--	67%
Disabled	50%	--	--	54%	--	--	--	68%
Student (F-1) Visa ¹	70%	70%	84%	74%	84%	81%	91%	85%
All ESL 141 Students	62%	66%	73%	68%	79%	82%	83%	81%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Percentages based on fewer than 10 students are not reported.
3. Rates in bold type are less than 80% of the overall rate and statistically significant.

Glendale Community College
Student Equity Data

ESL and Basic Skills Completion
Table 3b: English 191 to English 120

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.

ENGL 191 to ENGL 120

Percentage of students passing ENGL 191 during the target year who passed ENGL 120 within 2 academic years.

	% of ENGL 191 Passers Passing ENGL 120 Within 2 Academic Years				% of Those Taking ENGL 120 Passing ENGL 120 Within 2 Academic Years			
	1999-2000	2000-2001	2001-2002	Three Years	1999-2000	2000-2001	2001-2002	Three Years
Am Ind/Alaskan Native	--	--	--	--	--	--	--	--
Asian/Pacific Islander	83%	47%	62%	64%	85%	56%	73%	72%
Black	--	--	--	53%	--	--	--	56%
Hispanic	67%	64%	58%	63%	74%	74%	68%	72%
Hispanic Citizen	68%	63%	57%	62%	74%	75%	67%	72%
Hispanic Resident	65%	68%	54%	64%	79%	73%	70%	75%
Hispanic AB540	--	--	--	--	--	--	--	--
Hispanic Other	--	--	--	65%	--	--	--	73%
White	72%	72%	68%	71%	82%	77%	76%	78%
White Citizen	58%	71%	65%	66%	76%	75%	77%	76%
White Resident	84%	73%	63%	75%	90%	79%	66%	80%
White Other	--	--	87%	77%	--	--	100%	85%
Other/Multiple	--	--	--	69%	--	--	--	69%
Male	72%	53%	57%	61%	82%	61%	65%	69%
Female	69%	72%	68%	70%	76%	79%	77%	78%
Male Under 25	76%	53%	57%	62%	83%	60%	65%	69%
Male 25 & Over	45%	50%	--	52%	--	--	--	71%
Female Under 25	72%	73%	71%	72%	77%	80%	78%	79%
Female 25 & Over	57%	67%	54%	60%	71%	75%	72%	73%
18-24, No HS Diploma	--	73%	--	74%	--	80%	--	77%
Disabled	30%	64%	57%	56%	--	69%	65%	66%
Student (F-1) Visa ¹	--	--	--	--	--	--	--	--
All ENGL 191 Students	71%	65%	63%	66%	79%	73%	72%	75%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Percentages based on fewer than 10 students are not reported.
3. Rates in bold type are less than 80% of the overall rate and statistically significant.

Research & Planning
12/15/2004

Glendale Community College
Student Equity Data

ESL and Basic Skills Completion
Table 3c: English 120 to English 101

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.

ENGL 120 to ENGL 101

Percentage of students passing ENGL 120 during the target year who passed ENGL 101 within 2 academic years.

	% of ENGL 120 Passers Passing ENGL 101 Within 2 Academic Years				% of Those Taking ENGL 101 Passing ENGL 101 Within 2 Academic Years			
	1999-2000	2000-2001	2001-2002	Three Years	1999-2000	2000-2001	2001-2002	Three Years
Am Ind/Alaskan Native	36%	--	--	45%	--	--	--	59%
Asian/Pacific Islander	60%	52%	59%	57%	78%	62%	72%	70%
Black	32%	38%	39%	37%	60%	50%	67%	58%
Hispanic	54%	53%	46%	51%	68%	64%	59%	64%
Hispanic Citizen	53%	51%	45%	50%	68%	63%	59%	63%
Hispanic Resident	57%	59%	53%	56%	66%	66%	63%	65%
Hispanic AB540	--	--	--	--	--	--	--	--
Hispanic Other	59%	50%	43%	52%	70%	67%	--	69%
White	63%	69%	61%	64%	74%	77%	74%	75%
White Citizen	55%	63%	57%	58%	68%	73%	73%	72%
White Resident	70%	77%	67%	72%	78%	84%	74%	79%
White Other	75%	71%	69%	71%	80%	77%	80%	79%
Other/Multiple	52%	67%	29%	50%	63%	71%	36%	58%
Male	54%	57%	51%	54%	67%	66%	68%	67%
Female	61%	63%	58%	60%	75%	73%	69%	72%
Male Under 25	55%	59%	54%	56%	67%	67%	68%	67%
Male 25 & Over	51%	44%	35%	43%	69%	58%	67%	64%
Female Under 25	66%	66%	60%	64%	76%	74%	70%	73%
Female 25 & Over	47%	50%	49%	49%	73%	71%	67%	70%
18-24, No HS Diploma	46%	50%	43%	46%	50%	56%	48%	51%
Disabled	48%	73%	48%	55%	59%	74%	61%	65%
Student (F-1) Visa ¹	--	81%	71%	76%	71%	93%	80%	81%
All ENGL 120 Students	58%	60%	55%	58%	71%	70%	68%	70%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Percentages based on fewer than 10 students are not reported.
3. Rates in bold type are less than 80% of the overall rate and statistically significant.

4. Degree and Certificate Completion

For the purposes of the student equity plan, degree and certificate completion are defined as the ratio of the number of students receiving a degree or certificate to the number of students with the same informed matriculation goal, by student group. As the college has interpreted the definition of this indicator, the percentages reported must be relatively small, as they compare the large number of students with a degree or certificate goal who are enrolled in a particular academic year with the comparatively small number of students who receive a degree or certificate in that year. A more meaningful indicator might be the percentage of students with a degree or certificate goal who complete a degree or certificate within three years, reported by student group. However, the research reported here uses the definition as presented in the student equity guidelines.

Because the percentages reported are so small, small group differences are more likely to be flagged as potential equity issues. For example, the percentage of all credit students with a degree goal who complete a degree in a given academic year is about 2.64%. The EEOC 80% rule that the college is using requires us to flag a group with a percentage of 2.11% or lower, a difference of only 0.53 percentage points. This makes small differences difficult to interpret.

The following student groups are flagged as potential equity issues for degree completion: Black students, Hispanic citizens, Hispanic students served under AB540, White "other" students (non-citizens and non-residents), male students, male students under 25, and 18- to 24-year-old students with no high school diploma. One possibility is that these differences are due to the disproportionate presence of male students in the flagged groups. Historically, males have been less likely to complete AA and AS degrees than female students, an equity issue that the college should address. Males made up 38% of the credit student population in 2003-2004. However, 52% of Black students were male, 47% of Hispanic AB540 students were male, and 43% of 18- to 24-year-old students with no high school diploma were male. These percentages support the interpretation that the underlying equity issue is that males are less successful at completing degrees than females. This interpretation is also supported by the fact that the correlation between being male and completing a degree is negative and statistically significant, more so than other factors such as citizenship and ethnicity. Further research is necessary to determine the real equity issue and adequately address it.

The following student groups are flagged as potential equity issues for certificate completion: Hispanic residents, White "other" students (non-citizens and non-residents), and females under 25. Additional research is also necessary to determine the equity issues for certificate completers. Further research is a goal of the student equity plan.

Glendale Community College
Student Equity Data

Degree and Certificate Completion
Table 4a: AA/AS Degree 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.

	AA/AS Degrees			Three Years
	2001- 2002	2002- 2003	2003- 2004	
Am Ind/Alaskan Native	0.0%	7.7%	0.0%	2.8%
Asian/Pacific Islander	2.9%	3.5%	3.3%	3.2%
Black	1.2%	2.3%	1.2%	1.6%
Hispanic	2.3%	2.1%	2.0%	2.2%
Hispanic Citizen	2.2%	1.9%	1.7%	1.9%
Hispanic Resident	3.2%	3.0%	3.2%	3.1%
Hispanic AB540	0.0%	0.0%	0.0%	0.0%
Hispanic Other	1.6%	3.4%	3.1%	2.7%
White	2.7%	2.9%	2.8%	2.8%
White Citizen	2.3%	3.1%	3.0%	2.8%
White Resident	4.1%	3.9%	3.4%	3.8%
White Other	1.8%	1.6%	1.9%	1.8%
Other/Multiple	2.8%	1.3%	2.5%	2.2%
Male	1.7%	1.9%	1.9%	1.8%
Female	3.2%	3.3%	3.0%	3.2%
Male Under 25	1.5%	1.5%	1.5%	1.5%
Male 25 & Over	1.9%	2.6%	2.7%	2.4%
Female Under 25	2.8%	3.0%	2.8%	2.9%
Female 25 & Over	3.5%	3.7%	3.3%	3.5%
18-24, No HS Diploma	0.5%	0.5%	0.0%	0.3%
Disabled	2.9%	4.2%	3.1%	3.4%
Student (F-1) Visa ¹	9.6%	9.3%	7.7%	8.9%
All With Informed Goal	2.6%	2.8%	2.6%	2.6%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Percentages shown are the number of students in each group receiving a degree or certificate divided by the total number of students in that group with an informed matriculation goal of degree or certificate completion enrolled during that academic year.
3. Percentages based on fewer than 10 students are not reported.
4. Percentages in bold type are less than 80% of the rate for all students and statistically significant.

Glendale Community College
Student Equity Data

Degree and Certificate Completion
Table 4b: 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.

	Certificates			Three Years
	2001- 2002	2002- 2003	2003- 2004	
Am Ind/Alaskan Native	--	--	0.0%	0.0%
Asian/Pacific Islander	1.3%	3.6%	11.0%	5.2%
Black	5.7%	14.3%	3.5%	7.7%
Hispanic	4.7%	3.5%	1.7%	3.5%
Hispanic Citizen	6.5%	3.7%	2.3%	4.4%
Hispanic Resident	0.0%	0.0%	0.0%	0.0%
Hispanic AB540	--	--	--	--
Hispanic Other	0.0%	--	--	4.0%
White	4.1%	3.5%	7.1%	4.8%
White Citizen	5.0%	5.2%	9.2%	6.3%
White Resident	3.7%	4.6%	5.8%	4.5%
White Other	3.3%	1.1%	5.7%	3.3%
Other/Multiple	3.8%	0.0%	4.5%	2.7%
Male	4.5%	4.3%	4.8%	4.5%
Female	4.0%	3.4%	6.9%	4.7%
Male Under 25	2.1%	3.8%	5.4%	3.6%
Male 25 & Over	5.3%	4.5%	4.7%	4.8%
Female Under 25	1.3%	0.0%	1.6%	0.9%
Female 25 & Over	4.3%	3.9%	7.5%	5.1%
18-24, No HS Diploma	0.0%	--	0.0%	0.0%
Disabled	4.0%	6.5%	4.0%	4.9%
Student (F-1) Visa ¹	--	--	--	14.3%
All With Informed Goal	4.1%	3.7%	6.4%	4.6%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
2. Percentages shown are the number of students in each group receiving a degree or certificate divided by the total number of students in that group with an informed matriculation goal of degree or certificate completion enrolled during that academic year.
3. Percentages based on fewer than 10 students are not reported.
4. Percentages in bold type are less than 80% of the rate for all students and statistically significant.

5. Transfer

According to the definition in the student equity guidelines, the transfer indicator should report the ratio of the number of students by population group who have completed a minimum of 12 units and 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. Because of the lack of accurate student-level information about transfer to four-year institutions, the college is using a somewhat different definition, based on Student Right-to-Know data supplied by the Chancellor's Office. The Student Right-to-Know data show transfer rates for a cohort of entering, full-time students tracked over three years. Table 5 reports data for students who have completed a minimum of 12 units and attempted transfer-level Math or English, but transfer behavior is only tracked over three years. Only transfers to four-year institutions are included (Student Right-to-Know data also reports transfers to two-year institutions).

For cohorts of students entering in Fall 1998, Fall 1999, and Fall 2000 (the latest three cohorts available), Hispanic students show lower transfer rates than other student groups. This is an important issue for the college, and the student equity plan addresses it.

Glendale Community College
Student Equity Data

Transfer
Table 5: 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.

Note: The only individual level transfer data we receive are from the Chancellor's Office Student Right-to-Know project which only tracks students for three years. Data reported here track a cohort of entering students for three years, so these data do not match the student equity definition.

	% of Full-Time Cohort Transferring			Three Years
	Fall 1998	Fall 1999	Fall 2000	
Am Ind/Alaskan Native	--	--	--	--
Asian/Pacific Islander	16%	26%	36%	26%
Black	--	--	--	28%
Hispanic	15%	11%	20%	16%
Hispanic Citizen	13%	8%	23%	16%
Hispanic Resident	25%	--	19%	21%
Hispanic AB540	--	--	--	--
Hispanic Other	--	--	--	--
White	27%	36%	36%	34%
White Citizen	26%	34%	41%	35%
White Resident	31%	40%	28%	32%
White Other	--	36%	36%	34%
Other/Multiple	--	--	--	33%
Male	18%	29%	36%	28%
Female	25%	33%	33%	30%
Male Under 25	18%	30%	35%	29%
Male 25 & Over	--	--	--	19%
Female Under 25	26%	33%	33%	31%
Female 25 & Over	--	--	25%	19%
18-24, No HS Diploma	--	--	--	15%
Disabled	--	--	--	--
Student (F-1) Visa ¹	27%	33%	36%	33%
All Cohort Students	22%	30%	34%	29%

Notes

1. F-1 students are not included in any category other than "Student (F-1) Visa."
 2. Percentages based on fewer than 10 students are not reported.
 3. Students were tracked from entering semester through three years. Only students completing at least 12 units and attempting at least one transfer level English or Math course are included.
- Percentages in bold type are less than 80% of the rate for all students and statistically significant.

6. Campus Climate

The college surveys students annually, and each survey includes items assessing campus climate. The following section describes the results of the most recent survey, administered as a classroom survey in Spring 2004.

The following items related to campus climate were included in the 2004 student survey. Students rated these aspects of their education at GCC on a four-point scale, from "excellent" to "poor."

- Campus friendliness to students
- Student life (clubs, student activities, etc.)
- Faculty concern for students
- Helpfulness of GCC counselors

Because the survey was designed as a general assessment of campus climate and not to address the specific groups identified in the student equity guidelines, results are not available for all of the equity groups. Results are shown for male, female, Asian/Pacific Islander, Black, Hispanic, White/Anglo, and White/Armenian students. Information about disabled students and American Indian/Alaskan Native students is not available.

Figures 6a and 6b show the percentage of students rating campus friendliness to students as "excellent" or "good." A majority of all student groups agree that campus friendliness is excellent or good. There is no real difference for female and male students, but Black and Asian/Pacific Islander students are somewhat less positive than Anglo and Armenian students. These differences do not meet the 80% criterion (the overall rating of all students was 71%), but the perceptions of friendliness of Black and Asian students should be monitored and further research should be conducted.

Figure 6a. Responses to Campus Friendliness by Gender

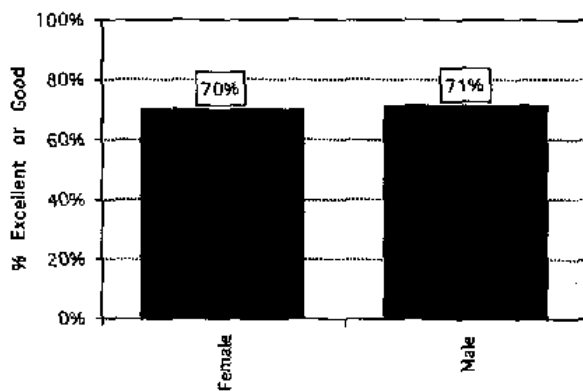
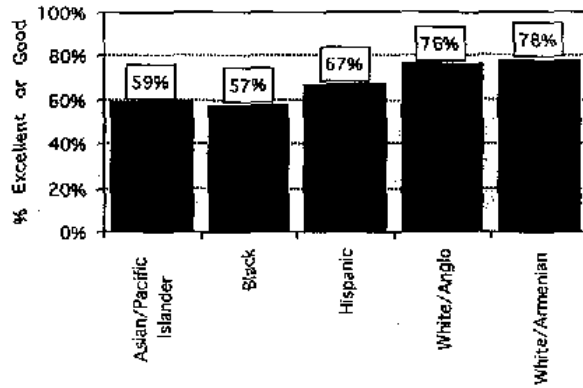


Figure 6b. Responses to Campus Friendliness by Ethnicity



Figures 6c and 6d show responses to the student life item. Student life has traditionally not received positive ratings; for the past four years, the percentage of students rating student life as excellent or good has been about 50%. From the results of the most recent survey, male students are less positive about student life than female students, but the difference does not meet the 80% criterion. Armenian students are most positive about student life, and Asian students are least positive. The response of Asian students, 41%, does not meet the 80% criterion and should be monitored. However, it should be noted that Asian students have been less positive about nearly every issue assessed using surveys over the past 10 years at the college.

Figure 6c. Responses to Student Life by Gender

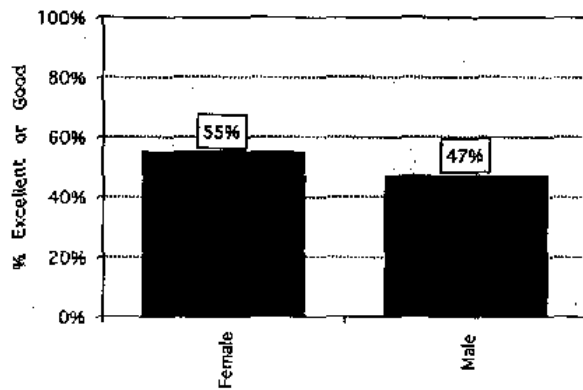
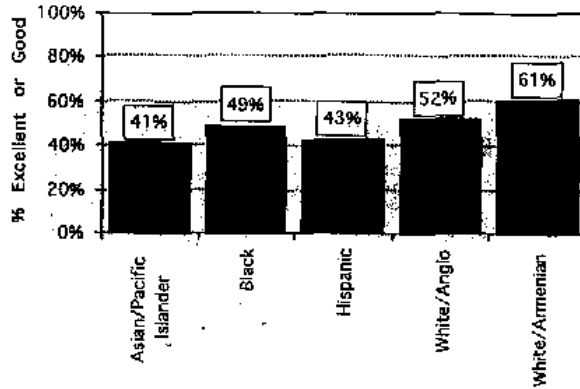


Figure 6d. Responses to Student Life by Ethnicity



Figures 6e and 6f show responses to the item assessing faculty concern for students. Males and females show only a very slight difference. White/Anglo students are most positive about faculty concern for students, while Asian and Black students are somewhat less positive. None of the differences are large enough to meet the 80% criterion.

Figure 6e. Responses to Faculty Concern by Gender

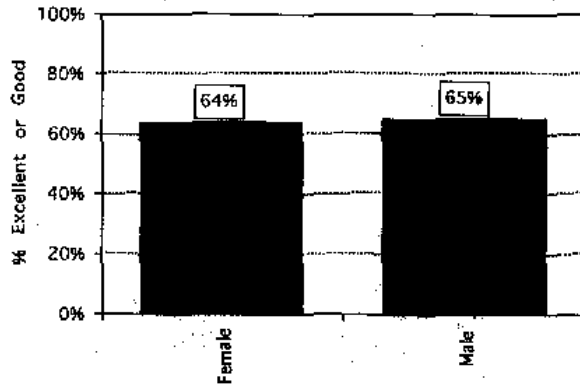
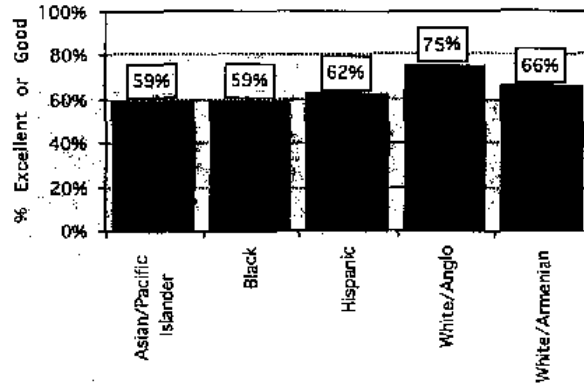


Figure 6f. Responses to Faculty Concern by Ethnicity



Figures 6g and 6h show responses to the counselor helpfulness item. Male and female students show no real difference in their ratings. Black students, however, are least positive about counselor helpfulness, and the difference does meet the 80% criterion. This issue should be addressed by the college, possibly using more surveys and focus groups to identify specific concerns of Black students when using counseling services.

Figure 6g. Responses to Counselor Helpfulness by Gender

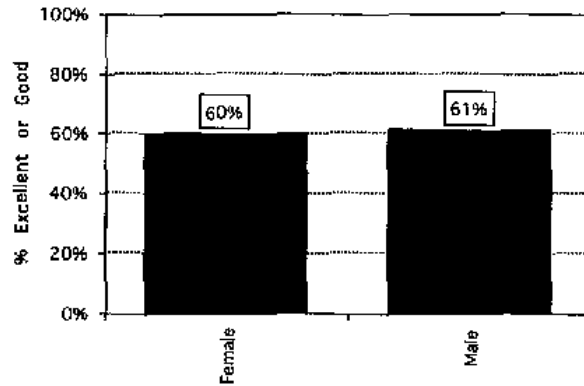
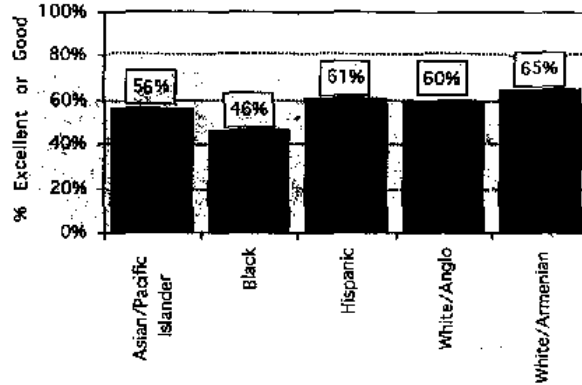


Figure 6h. Responses to Counselor Helpfulness by Ethnicity



In summary, two issues are identified by this campus climate survey that meet the 80% criterion. Asian/Pacific Islander students are less positive about student life than other student groups, and Black students are less positive about counselor helpfulness than other student groups. Both issues should be addressed by further research to identify specific issues, and by strategies to insure that all student groups continue to be treated equitably.

Goals and Activities

District : Glendale Community College District

College : Glendale Community College

GOALS AND ACTIVITIES

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"

GOAL 1.A

Achieve the same level of access to Glendale Community College for Hispanic/Latino students as they are represented in the population of the Glendale and empirical service areas.

ACTIVITIES 1.1.A (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Continue and increase the vigorous outreach to students of predominantly Hispanic/Latino high schools throughout the Glendale and empirical service areas. [Office of School Relations and Student Outreach, EOPS, Student Financial Aid Services, the Alliance for Minority Participation and Title V. Ongoing.]
2. Increase the awareness of local high school counselors and administrators and parents of local high school students regarding the special outreach and support services available to Hispanic/Latino students through the distribution of recruitment materials in both English and Spanish. [Office of School Relations and Student Outreach, EOPS, Student Financial Aid Services, the Alliance for Minority Participation, and Title V. Ongoing.]
3. Continue the presentation of events for students and parents from these targeted high schools and middle schools that include the *Latino Student Success Day* prior to the start of the Fall semester and the biannual *College: Making It Happen*. [Office of School Relations and Student Outreach, EOPS, Student Financial Aid Services, the Alliance for Minority Participation and Title V. Ongoing.]
4. Increase the number of community presentations of financial aid, EOPS and admissions information workshops at predominantly Hispanic/Latino churches, social clubs and similar organizations or any government organizations that service large numbers of Latinos where we can reach potential students and their parents outside of the school system. [College Services and Title V. Ongoing.]
5. Continue to deliver our matriculation support services in a manner that provides access to the most disadvantaged students, including Hispanic/Latino students. [College Services. Ongoing.]

EXPECTED OUTCOME 1.1.1.A

We will increase the enrollment and retention of Hispanic/Latino students by 8 percent of the discrepancy between their percentage in the college population and their population in the empirical service area each year for the next 10 years.

GOALS AND ACTIVITIES

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"

GOAL 1.B

Achieve the same level of access to Glendale Community College for African American students as they are represented in the population of the Glendale and empirical service areas.

ACTIVITIES 1.1.B (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Continue and increase the vigorous outreach to students of high schools with significant African American student enrollments throughout the Glendale and empirical service areas. [Office of School Relations and Student Outreach, EOPS, and the Alliance for Minority Participation. Ongoing.]
2. Increase the awareness of local high school counselors and administrators and parents of local high school students regarding the special outreach and support services available to African American students through the distribution of recruitment materials. [Office of School Relations and Student Outreach, EOPS, and the Alliance for Minority Participation. Ongoing.]
3. Continue the presentation of events for students and parents from these targeted high schools and middle schools that include the biannual *College: Making It Happen*. [Office of School Relations and Student Outreach, EOPS, and the Alliance for Minority Participation. Ongoing.]
4. Continue to deliver our matriculation support services in a manner that provides access to the most disadvantaged students, including African American students. Increase the number of community presentations of financial aid, EOPS and admissions information workshops at predominantly African American churches, social clubs and similar organizations or any government organizations that service large numbers of African Americans where we can reach potential students and their parents outside of the school system. [Office of School Relations and Student Outreach, EOPS, and the Alliance for Minority Participation. Ongoing.]

EXPECTED OUTCOME 1.1.1.B

We will increase the enrollment and retention of African American students by 8 percent of the discrepancy between their percentage in the college population and their population in the empirical service area each year for the next 10 years.

GOALS AND ACTIVITIES

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"

GOAL 1.C

To develop an institutional plan of operation to address the population of 18-to-24 year olds with no high school diploma in the Glendale and empirical service areas.

ACTIVITIES 1.1.C (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Analyze existing student records from both credit and non-credit for individuals in this targeted population. Develop demographic profiles, trend information, and course-taking and service-using history. [Research & Planning and Carnegie Grant. December, 2005.]
2. Collect from area school districts information on their policies and experiences regarding the re-directing of students unlikely to graduate from high school. [Instructional Services, College Services and Carnegie Grant. December, 2005.]
3. Conduct focus groups of faculty regarding impressions of student needs and issues in serving this population. [Research & Planning and Carnegie Grant. December, 2006.]
4. Conduct focus groups of students from the target population regarding their assessment of their needs and struggles. [Research & Planning and Carnegie Grant. December, 2007.]

EXPECTED OUTCOMES 1.1.1.C

1. A preliminary understanding of the needs of the population in our service area.
2. An understanding of what existing resources will be needed to successfully serve this population towards GED, college admission, and/or workforce training.
3. Constitution of a working task force for making resources available to serve this population which will also advise on resource development to serve this population.
4. Focus for grant applications for developing and testing programs aimed at this population.

GOALS AND ACTIVITIES

2. 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"

GOAL 2.

1. To increase faculty awareness and understanding of student learning styles, their cultural heritage, the norms and beliefs that guide their lives, and the traditions that their respective cultures use as part of the educational experience.
2. To implement new teaching styles and methods that will allow students greater success in their course work.

ACTIVITIES 2.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Establish a task force to identify the teaching styles and methods that will be meet our students' needs. [Academic Senate. April, 2005.]
2. Work with the Staff Development coordinator and governance committee to develop workshops and invite guests to campus who will help us to modify or sharpen our teaching styles so that our classrooms offer a positive learning environment. [Academic Senate and Staff Development. May, 2005 – Ongoing.]

EXPECTED OUTCOMES 2.1.1

1. Anticipated baseline survey completed by June, 2005.
2. Survey will show an increase of 10% toward the goal that 70% of the Faculty have adopted these methods of teaching. To develop a faculty survey to establish how extensively faculty have implemented the various teaching methods and styles that are deemed sensitive to diverse learning styles.
3. Survey will demonstrate that we maintain a continual sense that at least 70% of students feel that Glendale Community College provides them with a positive learning experience.

GOALS AND ACTIVITIES

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"

GOAL 3.

To bring to within 80% of parity with all students who pass English 120 the rate at which African American students, male students over the age of 25, and 18-24 year-old students with no high school diploma enroll in and pass English 101 after successfully completing English 120.

ACTIVITIES 3.1

1. Proactively encourage African American students from the three targeted groups who are eligible for English 120 to enroll in a Freshman Seminar section of English 120 (English course paired with a Student Development course in which students explore career and transfer options and complete a Student Educational Plan, including transfer plans where appropriate; they learn about resources available at Glendale Community College to support their efforts, including financial aid, and they work with counselors and English/ESL Faculty on issues such as self-esteem, motivation, and goal setting. [English and ESL Departments and College Services. Ongoing.]
2. Proactively encourage 18-24 year-old students with no high school diploma to enroll in Pathways to Success program, which provides one-on-one support services from a counselor. [Students Services. Ongoing.]
3. Increase efforts to increase diversity among Faculty, including efforts to hire additional African American Faculty. [Academic Senate and Human Resources. Ongoing.]
4. Offer a special interest section of English 120 focusing on literature written by Black authors or focused on issues of the African American community and encourage Faculty in all sections of English 120 to include works by African American writers. [English Department. December, 2005.]
5. Explore with the College Service Division the advisability of assigning African American students to specific counselors interested in working with and advancing the success of this student population. Through a team approach, these counselors might address such issues as self-esteem, motivation, financial aid, mentoring, tutoring, transportation, strategies for goal setting, orientation, mental health counseling, job placement, and community services such as Vocational Rehabilitation, Social Security, Veterans benefits, Section 8, and, where appropriate, issues related to probation or parole. [College Services. December, 2005.]

ACTIVITIES 3.1 (continued)

6. Conduct further research to discover if these groups of students do not continue from English 120 to English 101 because transfer is not their goal or if other reasons which can be impacted by the institution exist. [Research & Planning. June, 2007.]
7. Hold focus groups with male students over the age of 25 who are enrolled in English 120 to identify barriers to their continuing on to English 101, the transfer-level course, after successfully completing English 120, including level of interest generated by readings used in English 120 classes and topics that might generate additional interest and motivate students to continue studies. [Research & Planning. June, 2007.]
8. If topics of particular interest to male students over the age of 25 are identified in focus groups, offer a special interest section of English 120 with readings on these topics and/or encourage their inclusion in all sections of English 120. A Service Learning component of such a class may also be shown through focus groups to be a possible tactic to increase for the target population interest and motivation to continue studying. [English Department. December, 2008.]

EXPECTED OUTCOME 3.1.1

1. An increase of 10% per year in the rate by which African American students, male students over the age of 25, and 18-24 year-old students with no high school diploma who pass English 120 continue on to English 101.
2. An increase of 10% per year in the rate by which 18-24 year-old students with no high school diploma who continue on to English 101 pass that course.
3. If the activities have the intended impact, African American students will reach 80% of parity with all students who pass English within three years, or by Fall, 2008.
4. If the activities have the intended impact, males over the age of 25 and 18-24 year-old students with no high school diploma will reach 80% of parity with all students who pass English 120 within one year, or by Fall, 2006.

District : Glendale Community College District

College : Glendale Community College

GOALS AND ACTIVITIES

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"

GOAL 4.

Conduct research into student group differences in degree and certificate completion to determine whether differences indicate inequities, particularly affecting Latino, Black, and male students, or the results of local policies that might influence students to forego degree and certificate completion.

ACTIVITIES 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Analyze student group differences in degree and certificate completion to determine the strongest negative predictors of completion, taking multiple variables into account and focusing particularly on Latino, Black, and male students. [Research & Planning, December, 2005.]
2. Research the possibility of automatically awarding degrees and certificates to students who have met requirements. [College Services, June, 2006.]
3. Examine college policies that could influence students to forego degree or certificate completion. [Instructional Services and Academic Senate, June, 2007.]

EXPECTED OUTCOME 4.1.1

Completion of degrees by targeted population will move toward equity with the overall campus population.

GOALS AND ACTIVITIES

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"

GOAL 5.

To bring Hispanics/Latinos to within 80% of parity with all students with regard to transfer rates.

ACTIVITY 5.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Continue the work Hispanic/Latino student ambassadors are doing in local high schools to inform potential students of financial aid, assist them in completing financial aid and college applications, and inform them regarding steps to take to make a successful transition from high school to college, including information about steps to transfer. [Office of School Relations and Student Outreach, Ongoing.]
2. Increase through targeted marketing numbers of Hispanic/Latino students from local high schools currently attending *College: Making It Happen*, both at Glendale Community College and at partner California State University, Northridge. [Office of School Relations and Student Outreach, Ongoing.]
3. Continue targeted retention efforts with regard to Hispanics/Latinos: telephoning students who have listed a certificate, degree, or transfer goal but who have not attended orientation, assessed, applied for financial aid, developed a Student Educational Plan, or begun English or math sequence (steps local campus and regional research has shown to be positively correlated with retention and success). [College Services and Title V, Ongoing.]
4. Proactively encourage Hispanic/Latino students to enroll in a Freshman Seminar (English or ESL course paired with a Student Development course in which students will explore career and transfer options and complete a Student Educational Plan, including transfer plans where appropriate, form a close relationship with other students in a learning community, and learn about resources and services available at Glendale Community College to support their efforts). [English and ESL Departments and Student Services, Ongoing.]
5. Continue efforts to encourage Faculty to include in course syllabi and in discussions with students information about the role of their course in transfer, about the services provided by the Career and Transfer Centers, and about www.assist.org. [Student Services, Instructional Services and Academic Senate, Ongoing.]
6. Continue work by counselors with students taking elementary and intermediate algebra courses, working with each student to create a Student Educational Plan and provide individualized advising and assistance. [Student Services, Ongoing.]

Budget

SOURCES OF FUNDING

Student Equity Budget

All goals identified in this plan have been assigned to existing college units and committees with the expectation that these goals will be achieved through the use of existing resources. All activities identified are part of the ongoing work of existing groups and/or staff. Approximately \$375,000 annually from a federal Title V grant that runs through September 2006 is being used on outreach projects and capacity development that supports the goals and activities of this plan. Other grants are or will enhance activities identified herein or related to the identified goals.

At this time the college does not have a separate Student Equity budget. There are, however, three stand-alone budget commitments that support student equity. One is a 20 percent release-time position for Student Diversity currently held by a member of the Social Sciences faculty to promote the appreciation of diversity among students through events and activities scheduled during the fall and spring semesters. The second is the 80 percent Title V Coordinator position held by a member of the English faculty; this position is funded by the Title V grant. The third is the 60 percent position funding for a Research Analyst in Planning and Research Unit funded by Title V. GCC also has three GEAR-Up partnership grants, two with Los Angeles Unified School District and one with Glendale Unified School District. Through these partnerships, GCC spends \$150,000 working with Los Angeles and Glendale Unified tutoring middle and high school students as part of an extensive outreach program, and \$50,000 is spent as part of a work study program. Given the college's specific budget challenges, it is unlikely that a separate budget will be identified in the near future. The college has and will continue to incorporate student equity goals in its grant-funded projects.

The college has reported on its Student Equity Goals regularly in the annual *Campus Profile* since the 1992 creation of the college's Student Equity Plan. The goals identified at that time were assigned to campus units and committees and those units absorbed budgetary considerations. Exceptions and augmentations are notable: the 1996-2001 TRIO Student Support Services grant provided for specialized services to high-risk, first-generation students, most of whom were Hispanic, and taught the college much about service needs of such at-risk students. Federal Title V grants awarded in 1999 and 2001 have furthered the diversity of instructional methodologies and outreach. As each of these has matured, the experience of the demonstrations has been incorporated elsewhere on campus.

A \$375,000 three-year grant from the Department of Agriculture is assisting the college in furthering the transfer goals of students in the Culinary Arts and Hotel Management Programs. A \$333,000 three-year grant from the Carnegie Foundation will help the college increase success of students in the developmental levels of English and math, where so many Hispanic and other underrepresented students begin college.

Funding for the current goals will be assumed by existing operations on campus. It is likely, however, that after some of the research commissioned by this plan is completed, that new resources will be needed. In the event that such resources are not available through existing operations, then the college is prepared to identify and pursue grant opportunities.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

EVALUATION SCHEDULE AND ASSIGNMENT

Schedule:

<u>Goal</u>	<u>Date for completion</u>	<u>Assignment</u>
Goal 1A1	on-going	OSR&SO, EOPS, SFAS, AMP, Tiv
Goal 1A2	ditto	ditto
Goal 1A3	ditto	ditto
Goal 1A4	ditto	CSer
Goal 1A5	ditto	CSer
Goal 1B1	on-going	OSR&SO, EOPS, AMP
Goal 1B2	ditto	ditto
Goal 1B3	ditto	ditto
Goal 1B4	ditto	ditto
Goal 1C1	Dec 2005	R&P, CG
Goal 1C2	Dec 2005	ditto
Goal 1C3	Dec 2006	ditto
Goal 1C4	Dec. 2007	ditto
Goal 2 -1	Apr 2005	AS
Goal 2 -2	May 2005	ditto
Goal 3 -1	on-going	Eng, ESL, CSer
Goal 3 -2	ditto	Eng, ESL
Goal 3 -3	ditto	AS, HR
Goal 3 -4	Dec 2005	Eng
Goal 3 -5	Dec 2005	CS
Goal 3 -6	June 2007	R&P
Goal 3 -7	June 2007	R&P
Goal 3 -8	Dec 2008	Eng
Goal 4 -1	Dec 2005	R&P
Goal 4 -2	June 2007	IS, AS
Goal 4 -3	June 2006	CSer
Goal 5 -1	On-going	OSR& SO
Goal 5 -2	ditto	ditto
Goal 5 -3	ditto	CSer
Goal 5 -4	ditto	Eng, ESL, SS
Goal 5 -5	ditto	SS, IS, AS
Goal 5 -6	ditto	SS

EVALUATION SCHEDULE AND PROCESS

Evaluation Schedule and Assignment (continued)

Goal 5 -7	CSer, IS
Goal 5 -8	SA
Goal 5 -9	AS, SS, EOPS, TiV
Goal 5- 10	SS
Goal 5 -11	SS

ACRONYMS USED ABOVE

AMP	Alliance for Minority Participation
AS	Academic Senate
CG	Carnegie Grant
CSer	College Services
Eng	English Division
FSL	English as a Second Language Division
IIR	Human Resources
IS	Instructional Services
EOPS	Extended Opportunity Program and Services
OSR&SO	Office of School Relations and Student Outreach
R&P	Research and Planning
SFAS	Student Financial Aid Services
SS	Student Services

STUDENT EQUITY COMMITTEE

After thoughtful deliberation, the Senate Executive developed the following proposal for completing the work on Student Equity:

Purpose of a Student Equity Committee (SEC):

A Student Equity Committee shall be created to address the issues of student equity, as required by Title V, Section 54220. In order to promote success for all students, this section of Title V requires community colleges to collect data on five variables: access, course completion, success in ESL and Basic Skills completion, degree and certificate completion, and transfer for the several populations of students defined in Title V, Section 54220(d). If these data suggest or indicate that any of the groups so defined live in the districts that the college serves, but are underrepresented in the Glendale Community College student population, then plans must be developed to address these inequities, and measures must be developed to establish the effectiveness of these plans.

Membership of the Student Equity Committee:

A Coordinator will be appointed by the Senate Executive

2 faculty appointed by the Senate

2 faculty appointed by the Guild

1 representative appointed by CSFA

1 administrator

2 students appt. by ASB/C

Members of the committee will serve four-year terms and may be reappointed once.

Reporting:

Title V requires that a report of Student Equity be submitted to the Chancellor's Office in July of every year. To accomplish this goal, the Senate Executive proposes:

1. The SEC will be created as a standing committee of the Academic Senate
2. The second Vice President will include this committee among those that s/he monitors.
3. The Coordinator of the SEC will be provided with 20% release time to attend to the work of compiling the report and moving it through the system to the Chancellor's Office.
4. The administration will provide the SEC Coordinator with the staff support required to meet the work demands of completing the report.
5. The SEC will meet in the fall of each year to review the data on the 5 variables and to assess the success or failure of the plans to achieve equity.
6. The SEC Committee will complete its work by late November and will forward the report to the standing committees of the governance system for their information.
7. The report will be returned to the Senate in a timely fashion so that the Senate can take the report to the Campus Executive by the April meeting.
8. The SEC Committee, with the assistance of the staff support provided by the administration, will prepare the report to be sent to the Chancellor's Office in July.

MST