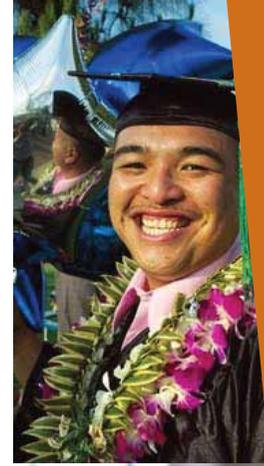


Student Equity Plan 2010





**San Diego Miramar College
Student Equity Plan
2010**

Document Approved by:
Classified Senate
Academic Senate
Associated Students
College Executive Committee

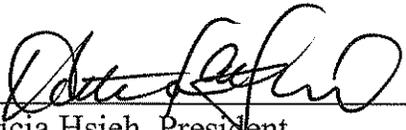
SAN DIEGO MIRAMAR COLLEGE STUDENT EQUITY PLAN

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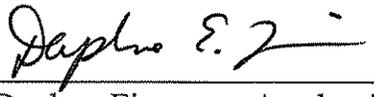
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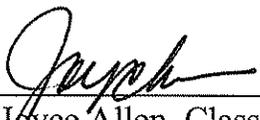
Patricia Hsieh, President

10-12-2010
Date



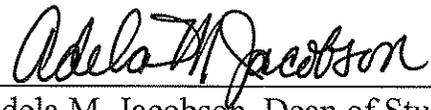
Daphne Figueroa, Academic Senate President

10-12-2010
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Adela M. Jacobson, Dean of Student Affairs

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

I. OVERVIEW

San Diego Miramar College developed and evaluated the Student Equity Plan (SEP) in order to understand the needs of the students. The SEP is targeted to develop, implement and evaluate programs and practices and to improve access, course completion, graduation and transfer rates.

Previously the SEP was coordinated by the Diversity and International Education committee. However, due to the importance of this work, a work group comprised of representatives from the Academic Senate, Classified Senate, managers and students was created to ensure campus-wide discussion during the Spring 2010 semester. The college is pleased to share this work with our campus community in an effort to spark dialogue and once again affirm our commitment to promoting access and success for all students enrolled at the college.

The work of various programs targeted to meet the needs of special population is instrumental in helping to improve access, persistence and success. Likewise, committees such as the Student Equity work group and the Diversity and International Education committee review initiatives and support efforts that ensure an appreciation of diversity in a climate of acceptance and inclusion for all students enrolled at San Diego Miramar College.

The groundwork for the college's commitment to student equity is reflected through our mission statement: "Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity." In addition, important documents such as the strategic plan frame goal setting and activities for the college.

II. GOALS

Student Equity Goals have been developed for overall coordination as well as for each of the five student equity indicator areas.

Goals were identified based on current data and research for the targeted equity groups which include ethnic, gender and/or disabled status. San Diego Miramar College will conduct additional research in these areas as it relates to the targeted equity groups and will continue to refine its goals and activities based on that research.

Overall Coordination

In order to have an effective SEP for the college, the work group understands that it is important to concentrate on Access, Course Completion, ESOL/Basic Skills and Degree and Certificate Completion by population group and evaluate impact on equal opportunity by these groups.

A. Access

1. To continue to enroll students reflective of the demographics of the service area
2. To increase the proportion of the underrepresented student enrollment

B. Course Completion

1. To increase the successful course completion rates among students in the targeted equity groups where disparities are noted
2. To increase the completion rate for degree applicable and transfer courses for underrepresented student populations

C. ESOL/Basic Skills Completion

1. To increase the successful course completion rates among students in targeted equity groups in ESL and Basic Skills courses
2. To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs

D. Degree and Certificate Completion

1. To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs
2. To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers

3. To increase number of associate degrees awarded

E. Transfers

1. To increase the number and percentage of transfer students to the UC, CSU, and private/independent institutions among the targeted equity groups
2. To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs

[* Due to limitations in MIS data collection at the State Chancellor's level, the areas of ESOL & Basic Skills Completion, Degree & Certificate Completion, and Transfer are optional. However, Miramar College has provided some data in these areas and has set some goals to promote equity in access and student success.]

III. SUMMARY OF ACTIVITIES

The development of the SEP reinforces our existing college mission and strategic plan. Several activities and resources have been identified to achieve the goals listed. The activities strive to promote equitable access and success among all student populations. The activities are summarized as follows:

Overall Coordination

Goal

- 1.0 To implement the SEP given consideration to key success indicator data and college planning documents related to population groups who may be impacted by issues of equal opportunity

Activity

- 1.1 The Student Equity Work Group will meet as needed in order to evaluate progress and adjust planning goals and activities as necessary. This requires the review of campus functions and their impact on student success
- 1.2 The Student Equity Work Group will share the revised plan with the various governance groups for input and for final approval at the College Executive Council
- 1.3 The Student Equity Work Group will post to college website for open access and review by entire campus community

Access

Goal

- 2.0 To continue to enroll students reflective of the demographics of the service area

Activity

- 2.1 Meet with college Marketing and Outreach Committee on a regular basis to improve communication
- 2.2 Meet with District Marketing and Outreach Committee on a regular basis to improve communication
- 2.3 Meet with District Outreach Coordinators on a regular basis to collaborate and maximize representation
- 2.4 Conduct High School Prospective Student presentations
- 2.5 Participate in local and community street fairs, parades and festivals i.e. Poway Street Fair, Martin Luther King Parade and Multicultural Festival
- 2.6 Host prospective students at San Diego Miramar College and provide campus tours as needed
- 2.7 Meet with High Schools staff, faculty, and administration to improve existing services
- 2.8 Meet with college counseling department to provide updates and to discuss Outreach and needs of prospective students
- 2.9 Provide Online counseling services to students through e-mail correspondence with students. In addition, during the Fall 2010 semester one-on-one and face-to-face interactive on-line counseling will be piloted
- 2.10 Increase awareness and participation in student financial aid programs through outreach activities
- 2.11 Provide counseling and courses at Marine Corps Air Station (MCAS) for interested active military personnel and their dependents

Goal

- 3.0 To increase the proportion of the underrepresented student enrollment

Activity

- 3.1 Meet with High Schools staff, faculty, and administration to improve existing services and transition from high school to the college for these specific populations
- 3.2 Examine ways of improving multilingual communication to various ethnic/cultural communities including websites, posters, ads, and multilingual publications
- 3.3 Provide outreach services to designated middle school and high school with our GEAR Up and CalSOAP (California Student Opportunity and Access Program partners)
- 3.4 Provide outreach services to prospective EOPS, CARE, DSPS, and CalWORKs students from the local service area

Course Completion

Goal

- 4.0 To increase the successful course completion rates among students in the targeted equity groups where disparities are noted

Activity

- 4.1 Develop student success strategies posters to be affixed to all classrooms
- 4.2 Focus efforts on the development of Student Learning Outcomes (SLO's) associated with Basic Skills instruction
- 4.3 Provide staff development activities on different learning styles and teaching methods as part of the San Diego Miramar College Teaching Institute
- 4.4 Provide activities and services which impact retention such as Freshman Year Experience Program, Jets Jump Start, Mental Health Counseling, Academic/Career Counseling, Veterans Services, Evening with the Expert

Lecture Series, Ethnic/Cultural Clubs, Multi-Cultural Courses, Transfer Admission Guarantee programs and workshops, Annual Transfer Fairs, Fall Welcome Week, Fall and Spring Festival, Phi Theta Kappa Honors program, Scholarfest, Transfer Achievement Celebration, Constitution Day, International Education Activities, Veterans Resource Fair and Disability Awareness Month activities

Goal

5.0 To increase the completion rates for degree applicable and transfer courses for underrepresented student populations

Activity

5.1 Promote and recruit students for support services such as EOPS and DSPS that serve underrepresented student populations

5.2 Analyze data provided by District Institutional Research and Planning, examine trends and discuss ways to improve goal attainment, specifically examining ethnic and gender distributions

5.3 Develop SLO's that address student needs by all departments and programs. Student Services has completed SLOs for all programs and services, and of all Miramar College Courses, 78% have completed SLOs and 100% of all instructional programs have SLO's

Degree & Certificate Completion

Goal

6.0 To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs

Activity

6.1 Develop student learning outcomes that address student needs by all departments and programs

6.2 Incorporate student needs into annual program review process

6.3 Analyze data provided by District Institutional Research and Planning, examine trends and discuss ways to improve goal attainment

Goal

- 7.0 To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers

Activity

- 7.1 Analyze data provided by District Institutional Research and Planning, specifically examining ethnic and gender distributions and develop informed strategies to improve representation if needed

Goal

- 8.0 To increase number of associate degrees awarded

Activity

- 8.1 The associate degree will be promoted to all students and to those “close” to obtaining a degree will be identified and information will be disseminated on the process on how one might obtain the degree
- 8.2 Provide face-to-face and online counseling to interested students
- 8.3 Provide individual educational planning
- 8.4 Provide follow up counseling through the Freshman Year Experience program

ESOL and Basic Skills Completion

Goal

- 9.0 To increase the successful course completion rates among students in targeted groups in ESOL and Basic Skills courses

Activity

- 10.0 Students will be encouraged to seek tutorial help through referrals from faculty and staff
- 10.1 Work closely with the District Office of Institutional Research and Planning to conduct research on ESOL and Basic Skills completion among various student populations

10.2 Survey students to monitor the development of their attitudinal changes towards successful course completion

Goal

11.0 To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs

Activity

10.1 Evaluate the use of tutorial services by students enrolled in basic skills courses

10.2 Collaborate with the District Institutional Research and Planning Office to evaluate the progress and success of students in basic skills writing and math courses and the impact it has on underrepresented students

Transfers

Goal

11.0 To increase the number and percentage of transfer students to the UC, CSU, and private independent institutions among the targeted equity groups

Activity

11.1 Strengthen outreach and marketing of UC, CSU, and private independent institution transfer opportunities such as Transfer Admission Guarantee programs and campus services such as workshops, transfer fairs, and counseling to targeted equity groups

Goal

12.0 To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs

Activity

12.1 Collect and monitor annually statewide and campus specific transfer rate and transfer trends for targeted equity groups. Utilize data to identify annual Transfer Center programmatic goals

12.2 Transfer Center Director meets with local community college counterparts and local transfer institutions in order to improve transfer access to local universities

- 12.3 Transfer Center Director analyzes transfer data to identify trends and develops strategies in order to improve transfer strategies and opportunities
- 12.4 Articulation Officer works with college faculty and local universities in order to design transfer level curriculum
- 12.5 Provide informational brochures to students regarding Career/Transfer programs in the San Diego Community College District

The contact person for Miramar College is:

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Dean, Student Affairs
10440 Black Mountain Rd.
San Diego, CA 92126
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CAMPUS-BASED RESEARCH DOCUMENTS

ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

—As defined by State Chancellor's Office—

ACCESS: Gender

The following table shows the ratio of males and females within the senior class of the San Diego Unified School District. You will note that the local feeder high schools have been outlined. On average 52% of the graduating high school class are female and 48% male. You will note on the following table that for the Fall 2007 semester, the overall college enrollment was 46% female and 54% male. This represents a minimal 2% variance. Therefore one can conclude that in terms of access, the college has a close representation of the local service area.

High School	Senior Class 2007	Gender			
		Female		Male	
		N	%	N	%
Clairemont	283	135	48%	148	52%
Crawford	286	136	47%	151	53%
Garfield	179	105	59%	74	41%
Gompers	145	79	54%	66	46%
Henry	502	260	52%	242	48%
Hoover	348	173	50%	175	50%
Kearny	327	144	44%	183	56%
La Jolla	363	191	53%	172	47%
Madison	305	160	52%	145	48%
Mark Twain	250	117	47%	133	53%
Mira Mesa	554	257	46%	297	54%
Mission Bay	279	142	51%	137	49%
Morse	506	251	50%	255	50%
Point Loma	344	165	48%	179	52%
San Diego	479	292	61%	187	39%
Scripps Ranch	531	292	55%	239	45%
SDC&PA	190	120	63%	70	37%
Serra	388	208	54%	180	46%
University City	416	220	53%	196	47%
TOTAL	6,675	3,446	52%	3,229	48%

2008 Miramar High School Pipeline Report, p.6

Miramar College Section I: Headcount and Student Characteristics

Headcount by Gender: On average, the male student headcount (55%) was higher than their female counterpart (45%), which has remained consistent from Fall 2003 to Fall 2007. Both male and female student headcounts increased between Fall 2003 to Fall 2007, which was consistent with the overall student population trend.

Figure 1.2: Miramar College Headcount by Gender

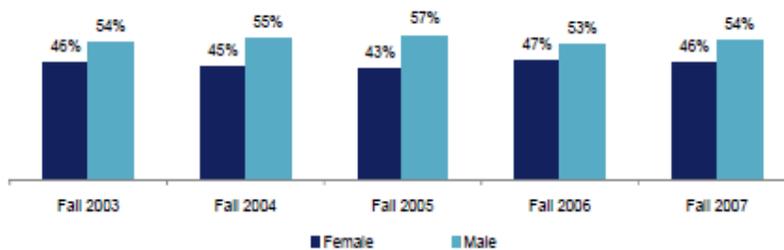


Table 1.2: Miramar College Headcount by Gender

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		% Change Fall 03 and 07	College Average Fall 03-07	Districtwide Average Fall 03-07
	#	%	#	%	#	%	#	%	#	%			
Female	4,701	46%	4,707	45%	4,800	43%	4,845	47%	5,304	46%	13%	45%	55%
Male	5,504	54%	5,837	55%	6,276	57%	5,544	53%	6,330	54%	15%	55%	44%
Unreported	18	0%	9	0%	14	0%	6	0%	7	0%	-61%	0%	0%
Total	10,223	100%	10,553	100%	11,090	100%	10,395	100%	11,641	100%	14%	100%	100%

Miramar College Fact Book 2008, p.7

ACCESS: Ethnicity

Evaluation of Ethnicity Comparison between Service Area and Miramar College

Upon review of the data from the 2008 High School Pipeline report (Table 3 below) and the Miramar College Fall 2007 demographics (Table 1.3), the enrollment is fairly similar to the high school feeder institutions. The one ethnic group that shows disproportionate enrollment is with African-American students. This may be due to the smaller population of African American students in the feeder schools and the desire of students to attend school with others in the their ethnic group.

Table 3
2007 High School Senior Class Portrait: ETHNICITY (District Feeders)

High School	Senior Class 2007	Race/Ethnicity													
		American Indian		African American		Asian / Pac Islander		Filipino		Latino		White		Unreported	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Clairemont	283	0	0%	16	6%	17	6%	3	1%	100	35%	147	52%	0	0%
Crawford	286	1	0%	85	30%	72	25%	1	0%	110	38%	17	6%	0	0%
Garfield	179	0	0%	33	18%	6	3%	4	2%	115	64%	20	11%	1	1%
Gompers	145	0	0%	36	25%	28	19%	1	1%	79	54%	1	1%	0	0%
Henry	502	5	1%	57	11%	57	11%	10	2%	123	25%	249	50%	1	0%
Hoover	348	0	0%	58	17%	62	18%	2	1%	212	61%	14	4%	0	0%
Keamy	327	0	0%	57	17%	79	24%	18	6%	114	35%	59	18%	0	0%
La Jolla	383	0	0%	4	1%	41	11%	4	1%	79	22%	235	65%	0	0%
Madison	305	2	1%	43	14%	31	10%	7	2%	128	42%	94	31%	0	0%
Mark Twain	250	3	1%	42	17%	13	5%	28	11%	124	50%	39	16%	1	0%
Mira Mesa	554	1	0%	46	8%	127	23%	175	32%	62	11%	143	26%	0	0%
Mission Bay	279	1	0%	55	20%	28	10%	3	1%	119	43%	73	26%	0	0%
Morse	506	2	0%	100	20%	38	8%	241	48%	101	20%	24	5%	0	0%
Point Loma	344	1	0%	20	6%	13	4%	4	1%	121	35%	185	54%	0	0%
San Diego	479	1	0%	79	16%	14	3%	5	1%	330	69%	59	10%	0	0%
Scripps Ranch	531	2	0%	45	8%	108	20%	37	7%	82	15%	257	48%	0	0%
Serra	388	4	1%	64	16%	55	14%	23	6%	105	27%	137	35%	0	0%
University City	416	4	1%	53	13%	54	13%	41	10%	100	24%	164	39%	0	0%
TOTAL	6,875	27	0%	940	14%	853	13%	625	9%	2,256	34%	1,971	30%	3	0%
AVERAGE	351														

2008 Miramar High School Pipeline Report, p.7

Miramar College Section I: Headcount and Student Characteristics

Headcount by Ethnicity: From Fall 2003 to Fall 2007, the ethnic groups that constituted the largest headcounts were White students (42%), Asian/Pacific Islander students (15%) and Latino students (14%). At Miramar College, the Latino student population increased 30% in contrast to the American Indian student population, which declined 16% between Fall 2003 and Fall 2007. The Latino student headcount at Miramar College (14%) was underrepresented when compared to the districtwide Latino population headcount (28%).

Table 1.3: Miramar College Headcount by Ethnicity

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		% Change Fall 03 and 07	College Average Fall 03-07	Districtwide Average Fall 03-07
	#	%	#	%	#	%	#	%	#	%			
African American	545	5%	541	5%	593	5%	577	6%	612	5%	12%	5%	8%
American Indian	112	1%	107	1%	99	1%	90	1%	94	1%	-16%	1%	1%
Asian/Pac. Islander	1,519	15%	1,514	14%	1,653	15%	1,688	16%	1,787	15%	18%	15%	12%
Filipino	1,193	12%	1,199	11%	1,221	11%	1,182	11%	1,173	10%	-2%	11%	5%
Latino	1,253	12%	1,447	14%	1,511	14%	1,472	14%	1,623	14%	30%	14%	28%
White	4,461	44%	4,553	43%	4,656	42%	4,129	40%	4,828	42%	8%	42%	37%
Other	387	4%	362	3%	422	4%	403	4%	434	4%	12%	4%	3%
Unreported	753	7%	830	8%	935	8%	854	8%	1,090	9%	45%	8%	6%
Total	10,223	100%	10,553	100%	11,090	100%	10,395	100%	11,641	100%	14%	100%	100%

2008 Miramar College High School Pipeline Report, p.7

ACCESS: First Generation

Evaluation of First Generation Comparison between Service Area and Miramar College

Upon review of the data from the 2008 High School Pipeline report (Table below) and the Miramar College Fall 2007 demographics (Table 1.11), the enrollment is fairly similar to the high school feeder institutions. Upon further analysis of the data, it is clear that there is a 4% difference between non first generation at the high schools (average of 81%) compared with non first generation at Miramar College (average of 77%). Therefore, Miramar College has greater representation of first generation college students. It should be noted however that 3% of the population is unreported, preventing further scrutiny of the data trends.

	FALL 03	FALL 04	FALL 05	FALL 06	FALL 07
Total N of Students	969	967	819	836	835
FIRST GENERATION					
Not first generation	82%	80%	82%	82%	79%
First generation	18%	20%	18%	18%	21%

2008 Miramar High School Pipeline Report, p.18

Miramar College Section I: Headcount and Student Characteristics

Headcount by First Generation: From Fall 2003 to Fall 2007, on average, one in five Miramar students reported being first generation college students. Both groups of students, those who were and those who were not first generation college students, displayed an increase in headcount between Fall 03 and Fall 07 (23% and 20%, respectively).

Table 1.11: Miramar College Headcount by First Generation

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		% Change Fall 03 and 07	College Average Fall 03-07	All Colleges Average Fall 03-07
	#	%	#	%	#	%	#	%	#	%			
Yes	1,915	19%	2,116	20%	2,182	20%	2,155	21%	2,362	20%	23%	20%	24%
No	7,665	75%	8,052	76%	8,430	76%	8,109	78%	9,206	79%	20%	77%	73%
Unreported	643	6%	385	4%	478	4%	131	1%	73	1%	-89%	3%	3%
Total	10,223	100%	10,553	100%	11,090	100%	10,395	100%	11,641	100%	14%	100%	100%

Miramar College Fact Book 2008, p.7

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. Note: Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

—As defined by State Chancellor’s Office—

Upon review of the State Chancellor’s Office definition of Course Completion, it is apparent that the San Diego Community College District defines course completion as (Student Outcomes) Student Success Rates. More detailed information is provided by District Research and Planning for the following tables.

COURSE COMPLETION: Gender

Miramar College Section III: Student Outcomes (Success Rates)

Success Rates by Gender: On average, both female (69%) and male (68%) students had comparable success rates between 2004/05 and 2008/09. At Miramar College, both male and female students had higher average success rates compared to the average success rates of the male and female student populations of all colleges in the district (65% and 66%, respectively). Both male and female students at Miramar College had average success rates comparable to the average success rate of the general student population at Miramar (68%). However, the rates exceeded the all colleges in the district general student population average success rate of 66%.

Table 3.2. Miramar College Success Rates by Gender

	2004-05	2005-06	2006-07	2007-08	2008-09	College Average 2004-09	All Colleges Average 2004-09
Female	70%	69%	69%	69%	70%	69%	66%
Male	68%	67%	67%	66%	68%	68%	65%
Unreported	69%	49%	77%	83%	71%	63%	66%
Average	69%	68%	68%	68%	69%	68%	66%

Miramar College Fact Book 2009, p.31

COURSE COMPLETION: Ethnicity

Miramar College Section III: Student Outcomes (Success Rates)

Success Rates by Ethnicity: On average, the ethnic groups with the highest success rates between 2004/05 and 2008/09 were White and Asian/Pacific Islanders students (71% each). The average success rates of African American, American Indian, Latino, and students categorized as 'Other' ethnicities were lower compared to the average success rates of both the general student populations at Miramar College (68%) and all colleges in the district (66%). The average success rates of Asian/Pacific Islander and White students exceeded the same averages. The average success rate of Filipino students (67%) was higher than the average success rate of the general student population for all colleges in the district, while the same average was lower than the average success rate of the general student population at Miramar.

Table 3.3. Miramar College Success Rates by Ethnicity

	2004-05	2005-06	2006-07	2007-08	2008-09	College Average 2004-09	All Colleges Average 2004-09
African American	56%	56%	57%	53%	57%	56%	54%
American Indian	65%	62%	61%	63%	62%	63%	61%
Asian/Pacific Islander	71%	71%	72%	71%	73%	71%	70%
Filipino	66%	67%	67%	66%	69%	67%	66%
Latino	65%	64%	64%	64%	64%	64%	61%
White	72%	70%	70%	70%	71%	71%	70%
Other	65%	63%	66%	68%	65%	65%	65%
Unreported	72%	66%	69%	69%	70%	70%	67%
Average	69%	68%	68%	68%	69%	68%	66%

Miramar College Fact Book 2009, p.32

COURSE COMPLETION: Age

Miramar College Section III: Student Outcomes (Success Rates)

Success Rates by Age: With the exception of students who were under age 18, a general trend between 2004/05 and 2008/09 showed that as age increased, so did success rates. Students under age 18 had the highest success rate on average (82%). Students ages 40-49 generally showed a mild downward trend in success rates, from 79% in 2004/05 to 74% in 2008/09. The average success rates of all the age groups were higher than or comparable to the average success rates of both the general student populations at Miramar College (68%) and all colleges in the district (66%).

Table 3.4. Miramar College Success Rates by Age

	2004-05	2005-06	2006-07	2007-08	2008-09	College Average 2004-09	All Colleges Average 2004-09
Under 18	75%	82%	80%	89%	79%	82%	81%
18 - 24	66%	65%	66%	65%	67%	66%	63%
25 - 29	72%	71%	70%	70%	71%	71%	68%
30 - 39	75%	72%	73%	72%	73%	73%	69%
40 - 49	79%	76%	76%	75%	74%	76%	71%
50 and >	78%	70%	76%	76%	78%	76%	70%
Unreported	61%	49%	86%	86%	89%	62%	68%
Average	69%	68%	68%	68%	69%	68%	66%

Miramar College Fact Book 2009, p.33

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. Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

Given the difficulties involved in systematically identifying the “final” ESL/basic skills course or the “1A” transferable course in a sequence for all colleges, this metric cannot be provided by the Chancellor’s Office, and is therefore optional.

No data are attached. Districts are urged to assess ESL and Basic Skills Completion by other means not limited to these definitions above. You may design your own evaluation and assessment.

—As defined by State Chancellor’s Office—

The following is the definition that SDCCD uses to address ESL/BSI success rates.

Success Rates: Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

ESL and BASIC SKILLS COMPLETION: Ethnicity—Fall Terms

It should be noted that while the SDCCD Research Office may collect data on ESL and Basic Skills completion related to gender, this information is not provided in the 2009 Basic Skills report. Therefore, inferences related to gender would not be appropriate to draw at this time. However, data is collected related to ethnicity for ESL and Basic Skills. This section of the report examines what the district refers to as Student Outcomes and Success for the following terms, from Fall 2004 to Spring 2009.

Investigation of overall five-year averages showing a comparison across ethnic groups indicated that generally speaking, success rates were lowest for students categorized as ‘Other’ ethnicities who appeared to have a comparatively lower five-year average success rate.

However, with regard to math success rates, generally speaking the two ethnic groups that tend to have lower success rates are African-American and American Indian students. It is also important to note that Asian/Pacific Islander and Filipino students tend to consistently have higher success rates when it comes to BSI math courses than any other ethnic group.

Miramar College BSI Report 2009

Miramar College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2004 – 2008

Figure 43
Basic Skills English success rates by ethnicity (Fall terms)

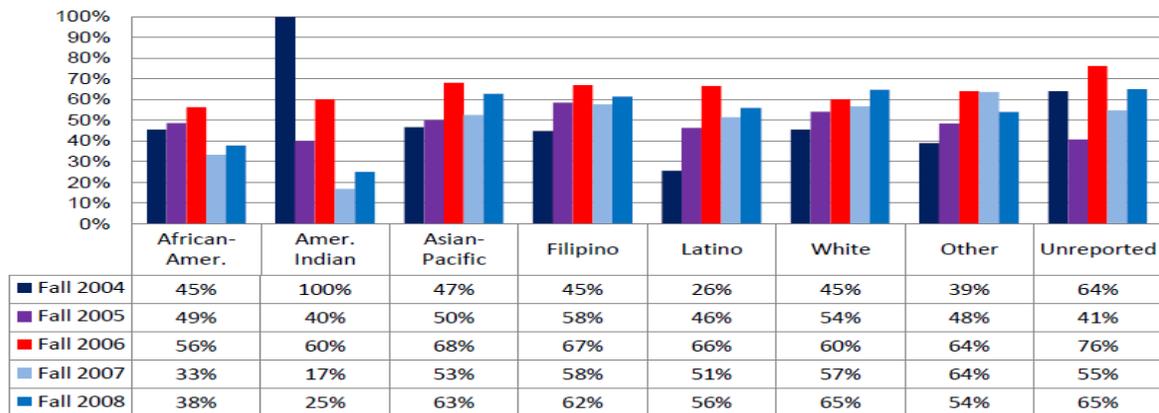
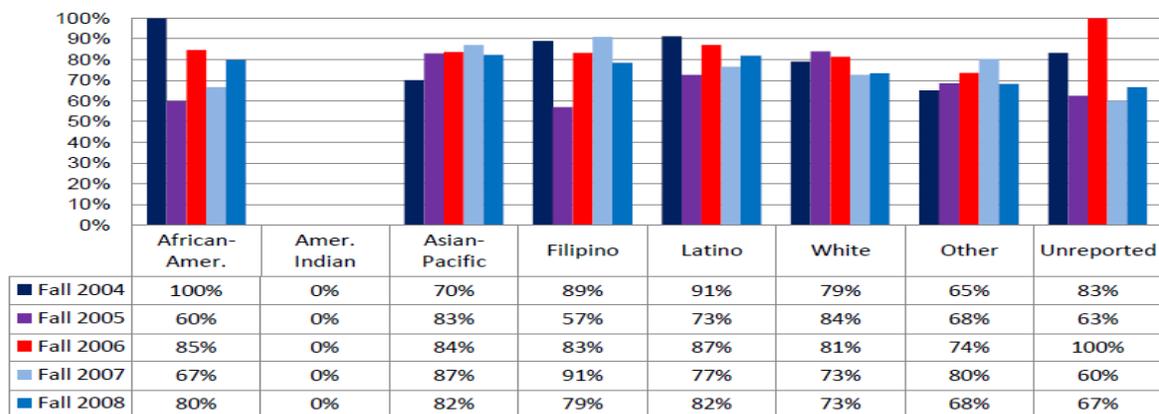
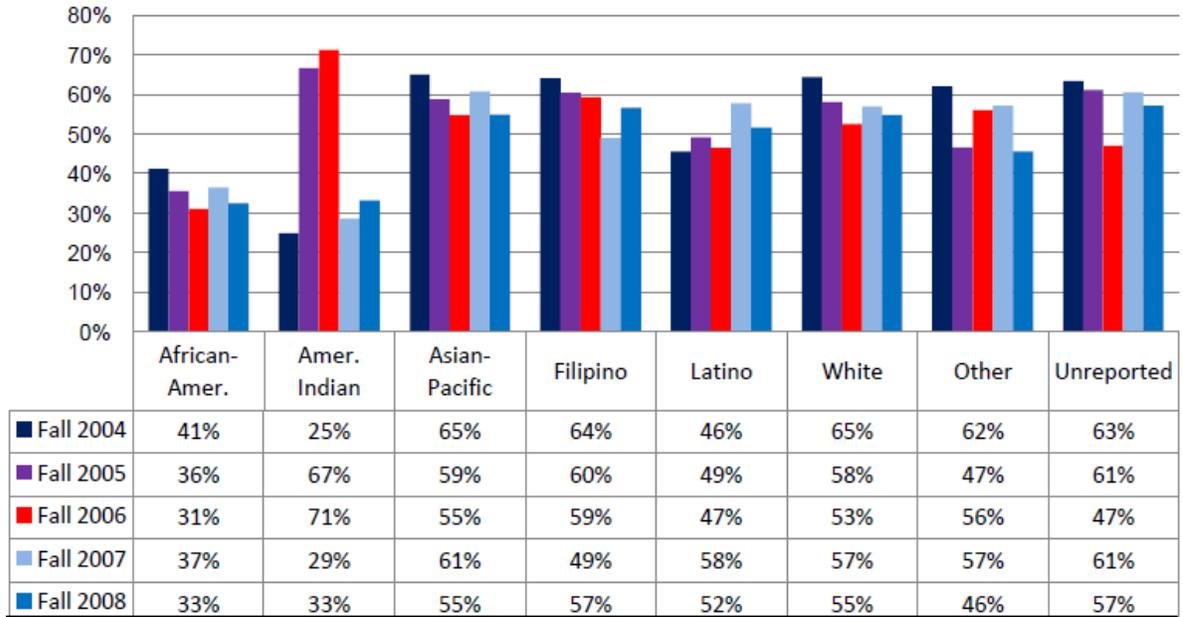


Figure 44
Basic Skills ESOL success rates by ethnicity (Fall terms)



ESL and BASIC SKILLS COMPLETION: Ethnicity—Fall Terms continued
Miramar College BSI Report 2009

Figure 45
 Basic Skills math success rates by ethnicity (Fall terms)



Miramar College Basic Skills Report 2009, p.37

ESL and BASIC SKILLS COMPLETION: Ethnicity—Spring Terms

Between Spring 2005 and Spring 2009, Asian/Pacific Islander, Filipino, African American, and White ESOL students had the highest five-year average retention and success rates, while ESOL students categorized at ‘Other’ ethnicities had the comparatively lower five-year average retention and success rates.

Between Spring 2005 and Spring 2009 for Basic Skills English the data reveals consistent improvements in overall trends for all ethnic groups with the exception of ‘Other’ and ‘Unreported.’

Miramar College BSI Report 2009

Miramar College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2005 – 2009

Figure 46
Basic Skills English success rates by ethnicity (Spring terms)

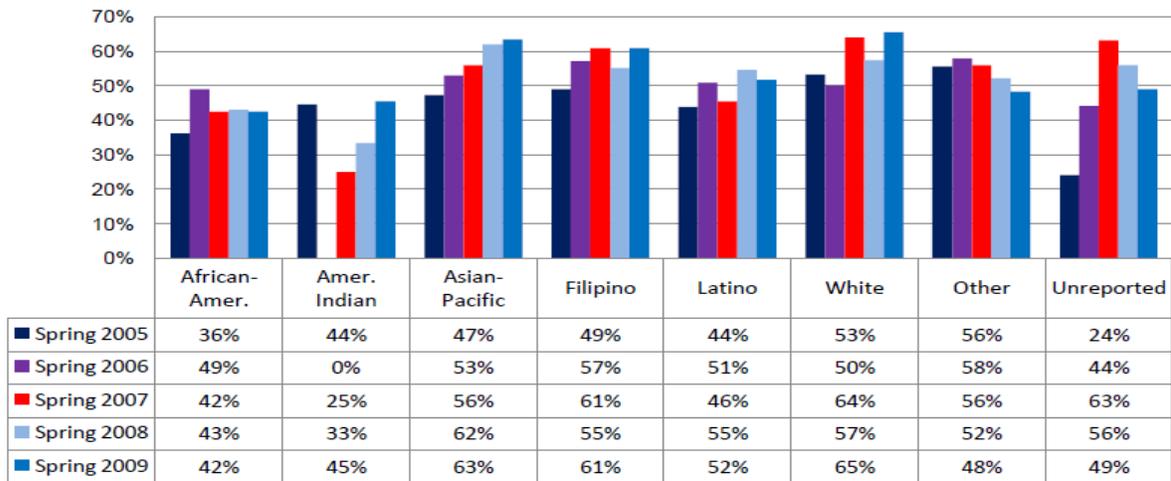
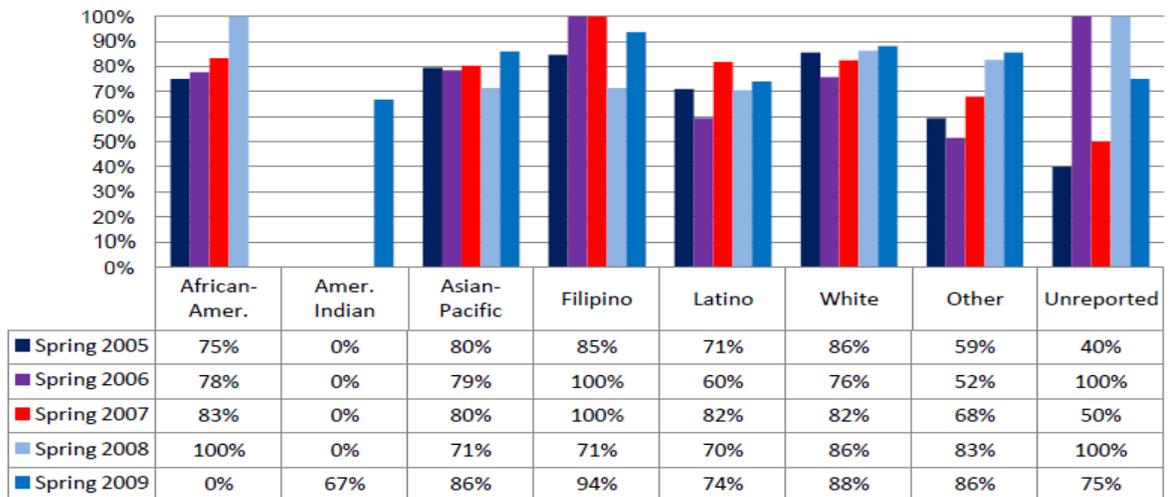


Figure 47
Basic Skills ESOL success rates by ethnicity (Spring terms)

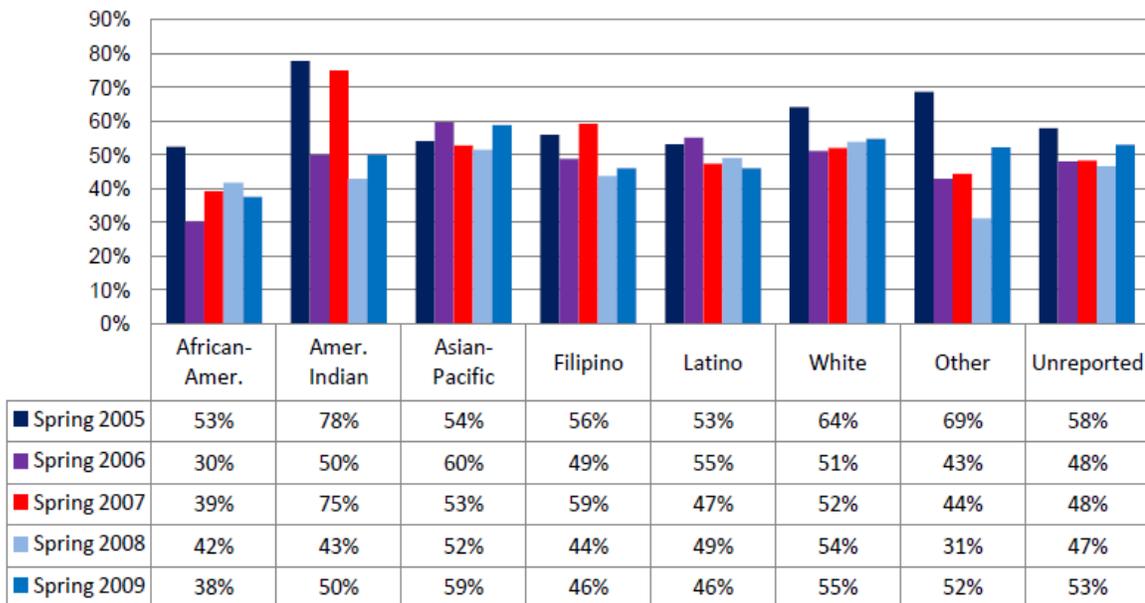


ESL and BASIC SKILLS COMPLETION: Ethnicity—Spring Terms cont.

No clear five-year trends emerged for math subject outcomes by ethnicity, as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that success rates were highest for Asian/Pacific Islander math students across the Fall and Spring terms. The five-year average retention and success rates of African American math students were lowest compared to all other ethnic groups across the fall and spring terms. The five-year average success rates were also for Asian/Pacific Islander and Filipino students, while comparatively lower for students categorized as ‘Other’ ethnicities and Latino students.

Miramar College BSI Report 2009

Figure 48
Basic Skills Math success rates by ethnicity (Spring terms)



Miramar College Basic Skills Report 2009, p.39

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.

Upon further examination of the methodology proposed by this metric, the Chancellor's Office has concluded that the ratio would be a poor measure of effectiveness. We will not be requiring any information for this metric at this time.

No data are attached. Districts are urged to assess Degree and Certificate Completion by other means using your own evaluation and assessment tools. The methodology listed above should not be used.

—As defined by State Chancellor's Office—

DEGREE and CERTIFICATE COMPLETION: Gender

Of the total awards conferred at Miramar College, both male (50%) and female (50%) students, on average, received relatively the same amount of associate degrees between 2004/05 and 2008/09. Both male and female students displayed a decreased trend of 1% and 16%, respectively for associates degrees awarded. However, for certificates requiring 30 to 59 units, both male and female students showed an increased trend between 2004/05 and 2008/09 (1% and 30% respectively).

Miramar College Section III: Student Outcomes (Annual Awards Conferred)

Table 3.14. Miramar College Awards by Gender

		2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09	All Colleges Average 04/05-08/09
AA/AS Degree	Female	309	52%	288	51%	238	50%	226	50%	260	48%	-16%	50%	57%
	Male	289	48%	280	49%	234	49%	226	50%	286	52%	-1%	50%	43%
	Unreported	1	0%	0	0%	1	0%	0	0%	0	0%	-100%	0%	0%
	Total	599	100%	568	100%	473	100%	452	100%	546	100%	-9%	100%	100%
Certificate 60 or More Units	Female	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	63%
	Male	2	100%	0	0%	0	0%	0	0%	0	0%	-100%	100%	37%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	2	100%	0	0%	0	0%	0	0%	0	0%	-100%	100%	100%
Certificate 30 to 59 Units	Female	50	37%	65	42%	60	52%	50	41%	65	43%	30%	43%	50%
	Male	85	63%	89	58%	56	48%	73	59%	86	57%	1%	57%	50%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	135	100%	154	100%	116	100%	123	100%	151	100%	12%	100%	100%
Certificate 29 or Fewer Units	Female	94	35%	73	26%	93	40%	80	34%	92	43%	-2%	35%	42%
	Male	175	65%	205	74%	140	60%	152	66%	120	57%	-31%	65%	58%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	269	100%	278	100%	233	100%	232	100%	212	100%	-21%	100%	100%

Miramar College Fact Book 2009, p.45

DEGREE and CERTIFICATE COMPLETION: Ethnicity

The number of associate degrees conferred at Miramar College increased for African American and Latino students (5% and 19% respectively) between 2004/05 and 2008/09. From 2004/05 to 2008/09, White students received the most awards across all award categories. Asian/Pacific Islander students had the second highest number of certificates requiring 30 to 59 units on average. These trends reflect the fact that these three ethnicities (White, Asian/Pacific Islander and Latino students) constitute the greatest proportions of the student headcount population at Miramar College.

Miramar College Section III: Student Outcomes (Annual Awards Conferred)

Table 3.15. Miramar College Awards by Ethnicity

		2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09	All Colleges Average 04/05- 08/09
AA/AS Degree	African American	22	4%	21	4%	24	5%	25	6%	23	4%	5%	4%	9%
	American Indian	1	0%	5	1%	6	1%	2	0%	5	1%	400%	1%	1%
	Asian/Pacific Islander	102	17%	80	14%	79	17%	77	17%	94	17%	-8%	16%	7%
	Filipino	88	15%	95	17%	65	14%	59	13%	53	10%	-40%	14%	18%
	Latino	57	10%	69	12%	54	11%	52	12%	68	12%	19%	11%	40%
	White	254	42%	229	40%	184	39%	186	41%	229	42%	-10%	41%	40%
	Other	23	4%	19	3%	22	5%	20	4%	23	4%	0%	4%	4%
	Unreported	52	9%	50	9%	39	8%	31	7%	51	9%	-2%	8%	9%
	Total	599	100%	568	100%	473	100%	452	100%	546	100%	-9%	100%	100%
Certificate 60 or More Units	African American	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	4%
	American Indian	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	14%
	Filipino	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	10%
	Latino	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	14%
	White	2	100%	0	0%	0	0%	0	0%	0	0%	-100%	100%	40%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	1%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	18%
	Total	2	100%	0	0%	0	0%	0	0%	0	0%	-100%	100%	100%

Miramar College Fact Book 2009, p.48

DEGREE and CERTIFICATE COMPLETION: Ethnicity continued

Miramar College Section III: Student Outcomes (Annual Awards Conferred)

Table 3.15. Miramar College Awards by Ethnicity (Continued)

		2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09	All Colleges Average 04/05-08/09
Certificate 30 to 59 Units	African American	4	3%	8	5%	7	6%	5	4%	12	8%	200%	5%	8%
	American Indian	2	1%	3	2%	3	3%	1	1%	2	1%	0%	2%	1%
	Asian/Pacific Islander	14	10%	16	10%	15	13%	15	12%	23	15%	64%	12%	12%
	Filipino	9	7%	12	8%	7	6%	7	6%	9	6%	0%	6%	5%
	Latino	18	13%	22	14%	16	14%	18	15%	20	13%	11%	14%	18%
	White	68	50%	75	49%	54	47%	63	51%	62	41%	-9%	47%	45%
	Other	9	7%	3	2%	2	2%	5	4%	7	5%	-22%	4%	3%
	Unreported	11	8%	15	10%	12	10%	9	7%	16	11%	45%	9%	8%
	Total	135	100%	154	100%	116	100%	123	100%	151	100%	12%	100%	100%
Certificate 29 or Fewer Units	African American	11	4%	10	4%	8	3%	11	5%	4	2%	-64%	4%	8%
	American Indian	5	2%	2	1%	7	3%	2	1%	2	1%	-60%	1%	1%
	Asian/Pacific Islander	42	16%	39	14%	37	16%	35	15%	40	19%	-5%	16%	13%
	Filipino	18	7%	12	4%	5	2%	11	5%	5	2%	-72%	4%	4%
	Latino	41	15%	45	16%	40	17%	26	11%	34	16%	-17%	15%	23%
	White	128	48%	130	47%	102	44%	112	48%	102	48%	-20%	47%	41%
	Other	8	3%	9	3%	8	3%	6	3%	13	6%	63%	4%	4%
	Unreported	16	6%	31	11%	26	11%	29	13%	12	6%	-25%	9%	7%
	Total	269	100%	278	100%	233	100%	232	100%	212	100%	-21%	100%	100%

Miramar College Fact Book 2009, p.49

DEGREE and CERTIFICATE COMPLETION: Age

Approximately two-thirds of the total number of associate degrees and 100% of the certificates requiring 60 or more units awarded between 2004/05 and 2008/09 were to students between ages 18-29 years old on average. Students between ages 25 and 29 years old consistently displayed a trend of receiving approximately one-quarter or more of the awards within each award category.

Miramar College Section III: Student Outcomes (Annual Awards Conferred)

Table 3.16. Miramar College Awards by Age

		2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09	All Colleges Average 04/05-08/09
AA/AS Degree	Under 18	0	0%	0	0%	1	0%	0	0%	0	0%	0%	0%	0%
	18 - 24	284	47%	247	43%	186	39%	173	38%	236	43%	-17%	43%	40%
	25 - 29	135	23%	126	22%	138	29%	131	29%	143	26%	6%	26%	26%
	30 - 39	109	18%	110	19%	79	17%	95	21%	99	18%	-9%	19%	20%
	40 - 49	51	9%	64	11%	53	11%	42	9%	41	8%	-20%	10%	10%
	50 and >	20	3%	21	4%	16	3%	11	2%	27	5%	35%	4%	5%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	599	100%	568	100%	473	100%	452	100%	546	100%	-9%	100%	100%
Certificate 60 or More Units	Under 18	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	18 - 24	1	50%	0	0%	0	0%	0	0%	0	0%	-100%	50%	18%
	25 - 29	1	50%	0	0%	0	0%	0	0%	0	0%	-100%	50%	26%
	30 - 39	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	33%
	40 - 49	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	19%
	50 and >	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	4%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	2	100%	0	0%	0	0%	0	0%	0	0%	-100%	100%	100%

Miramar College Fact Book 2009, p.52

DEGREE and CERTIFICATE COMPLETION: Age continued

Miramar College Section III: Student Outcomes (Annual Awards Conferred)

Table 3.16. Miramar College Awards by Age (Continued)

		2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09	All Colleges Average 04/05-08/09
Certificate 30 to 59 Units	Under 18	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	18 - 24	38	28%	28	18%	20	17%	21	17%	36	24%	-5%	21%	19%
	25 - 29	29	21%	38	25%	26	22%	39	32%	33	22%	14%	24%	22%
	30 - 39	40	30%	48	31%	33	28%	37	30%	41	27%	3%	29%	29%
	40 - 49	16	12%	27	18%	24	21%	21	17%	25	17%	56%	17%	20%
	50 and >	12	9%	13	8%	13	11%	5	4%	16	11%	33%	9%	10%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	135	100%	154	100%	116	100%	123	100%	151	100%	12%	100%	100%
Certificate 29 or Fewer Units	Under 18	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	18 - 24	96	36%	91	33%	63	27%	80	34%	71	33%	-26%	33%	22%
	25 - 29	54	20%	77	28%	64	27%	55	24%	52	25%	-4%	25%	25%
	30 - 39	60	22%	52	19%	56	24%	41	18%	58	27%	-3%	22%	28%
	40 - 49	46	17%	50	18%	31	13%	40	17%	22	10%	-52%	15%	17%
	50 and >	13	5%	8	3%	19	8%	16	7%	9	4%	-31%	5%	8%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%
	Total	269	100%	278	100%	233	100%	232	100%	212	100%	-21%	100%	100%

Miramar College Fact Book 2009, p.53

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.

—As defined by State Chancellor’s Office—

The following is the definition that SDCCD uses to address Transfer rates.

Transfer Rate: Data for the transfer rate tables and figures came from the California Community Colleges Chancellor’s Office Data on Demand system. The data are used in the ARCC Report to calculate the Student Progress and Achievement Rate (SPAR). The data included three different cohorts that were tracked for 6 years each. The cohort consists of first-time students who completed 12 units in a six year period and who attempted a degree, certificate, or transfer course. Completing 12 units is a behavioral signal that some researchers advise using to calculate transfer rate compared to a self-reported educational goal (Hom, 2009). To calculate the transfer rate the number of students who successfully transfer to a 4-year institution were divided by the initial cohort and then multiplied by 100. One of the advantages to using the Data on Demand (DOD) system is students can be identified throughout the state’s community college system.

Miramar College Transfer Report 2010, p.3

TRANSFER: Ethnicity

The ethnic groups with the highest transfer rates for the three cohort years were Asian/Pacific Islander and Filipino (46% and 48% respectively). The ethnic groups with the lowest transfer rates were Latino and American Indian (25% and 28% respectively). Latino and American Indian ethnic groups are also among the lowest statewide (average 30% and 32% respectively).

Table 5.3 Miramar College Overall Transfer Rate by Ethnicity

	Cohort			College Average 00/01 - 02/03	Statewide Average 00/01 - 02/03
	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08		
African American	30%	28%	32%	30%	34%
American Indian	25%	22%	38%	28%	32%
Asian/Pacific Islander	44%	43%	46%	44%	47%
Filipino	38%	43%	48%	43%	39%
Latino	23%	27%	26%	25%	30%
White	32%	34%	35%	34%	42%
Other	40%	43%	38%	40%	47%
Unreported	31%	35%	42%	37%	42%
Total	34%	36%	38%	36%	41%

Miramar College Transfer Report 2010, p.15

TRANSFER: Gender

Overall, the transfer rates for female have been higher than males, showing an ascending trend from 2000-01 to 2007-08. Statewide average indicates parity between females and males overall.

Table 6.3 Miramar College Overall Transfer Rate by Gender

	Cohort			College Average 00/01 - 02/03	Statewide Average 00/01 - 02/03
	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08		
Female	36%	36%	40%	37%	40%
Male	32%	36%	37%	35%	41%
Unreported	43%	39%	20%	37%	40%
Total	34%	36%	38%	36%	40%

Miramar College Transfer Report 2010, p.18

Student Equity Goals 2010

A. ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Goal(s)

1. To continue to enroll students reflective of the demographics of the service area.
2. To increase the proportion of the underrepresented student enrollment.

Performance Measure(s)

1. Comparison of enrolled students by population group to the service area.
2. Comparison of student satisfaction rates by population group in key pre-college services.

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
1. Continue to enhance school, community and business outreach efforts by supporting programs and activities through the Communications, EOPS, Financial Aid, and Outreach Offices	On-going	Student Ambassadors Public Information Officer EOPS Program Coordinator Financial Aid Officer Coordinator of Outreach Dean, Student Affairs	General Fund EOPS Financial Aid CalWORKs
2. Continue to provide instruction and support services through effective scheduling and delivery methods at convenient locations	On-going	Student Services Committee Department Chairs Deans Vice President, Student Services Vice President, Instruction	General Fund
3. Continue to sponsor public activities and events such as "Evening with the Experts" to highlight diverse community interests	Academic Year	Public Information Officer Marketing and Outreach Committee Diversity/International Education Committee	General Fund

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
4. Develop publications reflective of the demographics of the college's service area	On-going	Public Information Officer Marketing and Outreach Committee Matriculation Coordinator	General Funds EOPS
5. Continue to enhance and support pre-college services in the areas of Admissions, Assessment, and Orientation	On-going	Student Ambassadors Assessment Officer Outreach Coordinator Financial Aid Officer Admissions Supervisors Counseling Chair	General Fund

B. COURSE COMPLETION

The ratio of the number of credit courses that students by population group actually complete successfully 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(s)

1. To increase the successful course completion rates among students in the targeted equity groups where disparities are noted.
2. To increase the completion rate for degree applicable and transfer courses for underrepresented student populations.

Performance Measure(s)

1. Comparison of successful course completion rates by population group.
2. Comparison of student satisfaction rates by population group in key student services and instructional areas.

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
1. Enhance and support funding levels for support programs and activities such as EOPS, CARE, DSPS and Tutoring	On-going	President Vice President, Administrative Services Vice President, Student Services Vice President, Instruction	General Fund EOPS/CARE DSPS
2. Conduct relevant staff development/flex activities to explore diverse student needs and enhance successful student learning	On-going	Vice President, Instruction Staff Development Committee	General Fund
3. Enhance the college's "follow-up" system to provide assistance to students before they drop-out/fail	Academic year	Student Services Committee Dean, Student Affairs Vice President, Student Services	General Fund
4. Enhance the "Retention	Academic year	Public Information Officer	General Fund

OBJECTIVES**TIMELINE****PERSON(S) RESPONSIBLE****RESOURCES AVAILABLE**

Strategies" component in
the Instructor's Survival
Guide

C. ESOL AND BASIC SKILLS COMPLETION

The percentage of students in each equity group who successfully complete ESOL and/or Basic Skills courses. (Optional area)

Goal(s)

1. To increase the successful course completion rates among students in targeted equity groups in ESOL and Basic Skills courses.
2. To conduct additional research and analyze data in ESOL and Basic Skills completion among the targeted population and develop refined goals to address any identified needs.

Performance Measure(s)

Comparison of ESOL and Basic Skills completion rates by population group.

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
1. Students will be encouraged to seek tutorial help	On-going	Basic Skills Committee English and Math Faculty Tutors Students	Staffing
2. Work closely with the District Office of Institutional Research and Planning to conduct research on ESOL and Basic Skills completion among various student populations	Annually	Basic Skills Committee Research Committee Basic Skills Project Leaders	Staffing
3. Survey students to monitor the development of their attitudinal changes towards successful course completion	On-going	English and Math Faculty Tutors Basic Skills Project Leaders	Survey Monkey Paper Staffing
4. Evaluate the use of tutorial services by students enrolled in basic skills courses	On-going	Basic Skills Committee Research Committee Basic Skills Project Leaders District Research and Planning Office	Survey Monkey Database Staffing

OBJECTIVES

5. Collaborate with the Institutional Research and Planning Office to evaluate the progress and success of students in basic skills writing and math courses and the impact it has on underrepresented students

TIMELINE

Annual

PERSON(S) RESPONSIBLE

Basic Skills Committee
Research Committee
Basic Skills Project Leaders
District Research and Planning Office

RESOURCES AVAILABLE

Staffing

D. DEGREE AND CERTIFICATION COMPLETION

The percentage of students by population group who receive a degree or certificate compared to the total enrollment. (Optional area)

Goal(s)

1. To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs.
2. To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers.
3. To increase number of Associate Degrees awarded.

Performance Measure(s)

Comparison of the percentage of degrees and certificates awarded by population group to the total enrollment.

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
1. Promote Associate Degree and/or Certificate completion among students who are close to completion of degree and/or certificate requirements	Spring	Evaluations Staff Vice President Student Services	General Fund
2. Continue to increase awareness of associate degrees designated for transfer students (areas of emphasis)	On-going	Transfer Center Director All Instructional and Student Services Staff	General Fund

OBJECTIVES

3. Work closely with District Office of Institutional Research and Planning to conduct research on Degree and Certificate completion among various student populations

TIMELINE

On-going

PERSON(S) RESPONSIBLE

Evaluations Staff
Transfer Center Director
Vice President, Student Services

RESOURCES AVAILABLE

General Fund

E. TRANSFER

The percentage of students by population group who transfer to the UC or CSU compared to the total enrollment. (Optional area)

Goal(s)

1. To increase the number and percentage of transfer students to the UC and CSU among the targeted equity groups.
2. To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs.

Performance Measure(s)

Comparison of the percentage of transfer students to the UC and CSU by population group to the total enrollment.

OBJECTIVES	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES AVAILABLE
1. Collect and monitor annually statewide and campus specific transfer rate and transfer trends for targeted equity groups. Utilize data to identify annual Transfer Center programmatic goals.	On-going	Transfer Center Director	Program Review
2. Enhance and support funding levels for the Career/Transfer Center.	On-going	Dean, Student Affairs Vice President, Administrative Services Vice President, Student Services President	General Fund
3. Strengthen outreach and marketing of UC, CSU, and private/independent institution opportunities such as Transfer Admissions Guarantee programs and campus services such as workshops, transfer fairs, and counseling to targeted equity groups.	On-going	Transfer Center Director	Program Review