

**STUDENT EQUITY**

**PLAN**

**COLUMBIA COLLEGE**  
**JANUARY, 2005**

**COLUMBIA COLLEGE**  
**STUDENT EQUITY PLAN**

**JANUARY, 2005**

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## Executive Summary

The Student Equity Plan was developed in 1993 in response to a request from the State Chancellor's Office. The plan was to include goals and related activities in the areas of: Access, Course Completion, ESL and Basic Skills, Degree and Certificate Completion, and Transfer. These areas have been determined to be indicators of success for the community colleges in California. The colleges developed the plan as required at that time. It is important to note that these goals were established without benefit of baseline data. In 2003, the Chancellor's Office asked the colleges to revisit the 1993 goal for each success indicator, analyze the results and develop a new Student Equity Plan.

With respect to ACCESS, Columbia College achieved the 1997 – 1998 enrollment goal for Hispanics but enrollments have since fallen behind the proportion of the population that is Hispanic. Blacks and Disabled also enroll at rates below their representation in the population. Asians and Native Americans enroll at a rate higher than could be expected. On COURSE COMPLETION, the goals were not achieved except with some subgroups in some years. The discussion provides some explanation for this outcome. On DEGREE AND CERTIFICATE COMPLETION the college achieved the goal for four of the last 10 years; the college achieved the goal three of the 10 years. BASIC SKILLS results revealed that the metric selected in 1993 for mathematics was inappropriate; this is fully explained in the discussion. The English data provided valuable information for establishing goals in 2004 – 2005. TRANSFER data reveal that the college met the 1993 goal of increasing transfers by 5% each year in six of 13 years. In 2002 – 2003, Asians comprised a higher rate of transfers to both UC and CSU than expected given the percent of the student body who were Asian. American Indians transferred to UC at a rate nearly double that of the percent of American Indians in the student body; no American Indian transferred to CSU in 2002 – 2003. No Blacks transferred to either UC or CSU; Blacks comprised 2% of the student body. Hispanics comprised 7% of the student body, 7.69% of the transfers to UC and 3.9% of the transfers to CSU.

A new Student Equity Plan is included. The goals are informed by the 1993 results and are more realistic. Activities and a budget for each goal are included as is an evaluation process and schedule. Columbia plans to assess the results in 2009; ten years appears to be too long to wait. Also included is campus based research related to equity.

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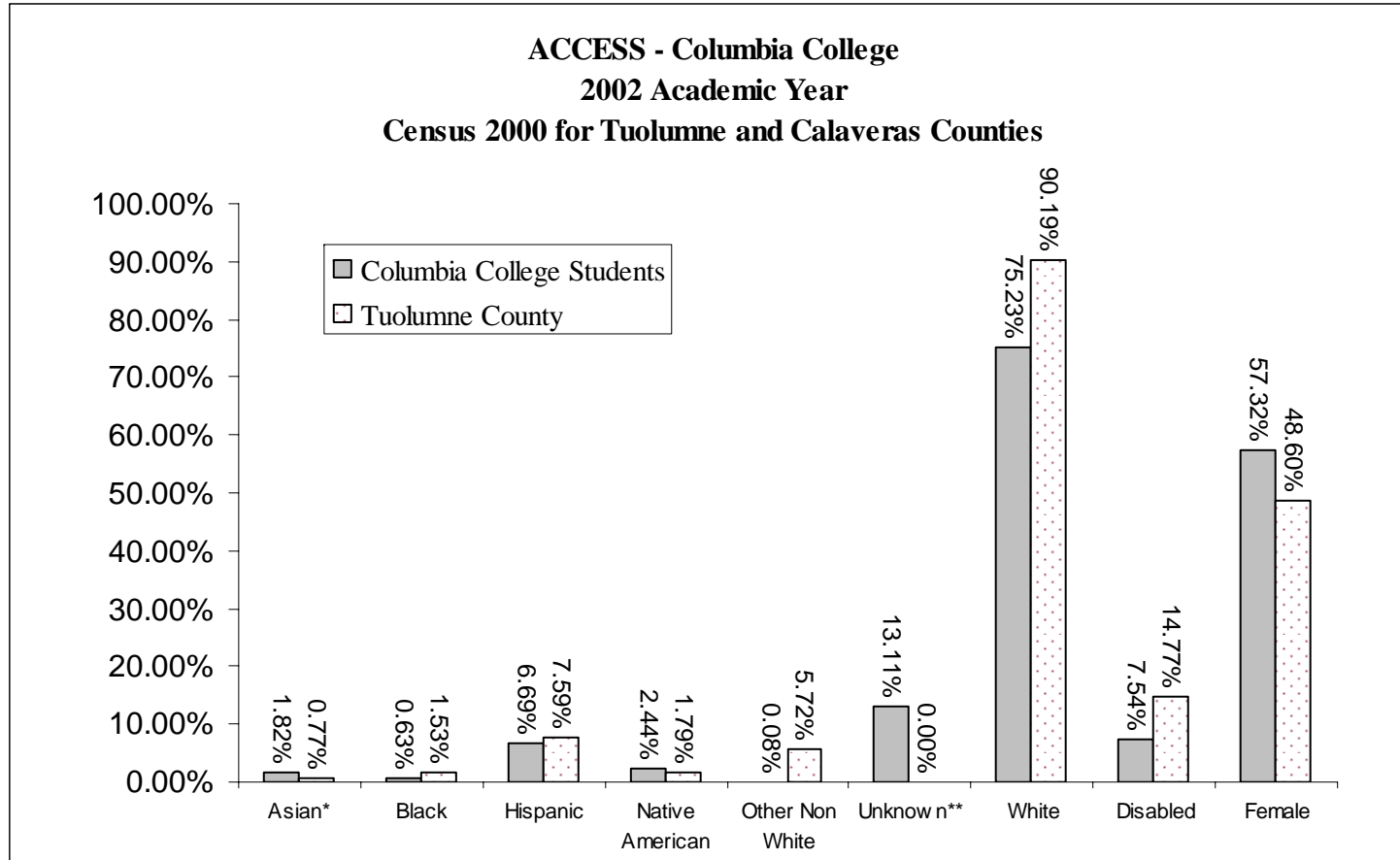
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# ACCESS – Columbia College

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

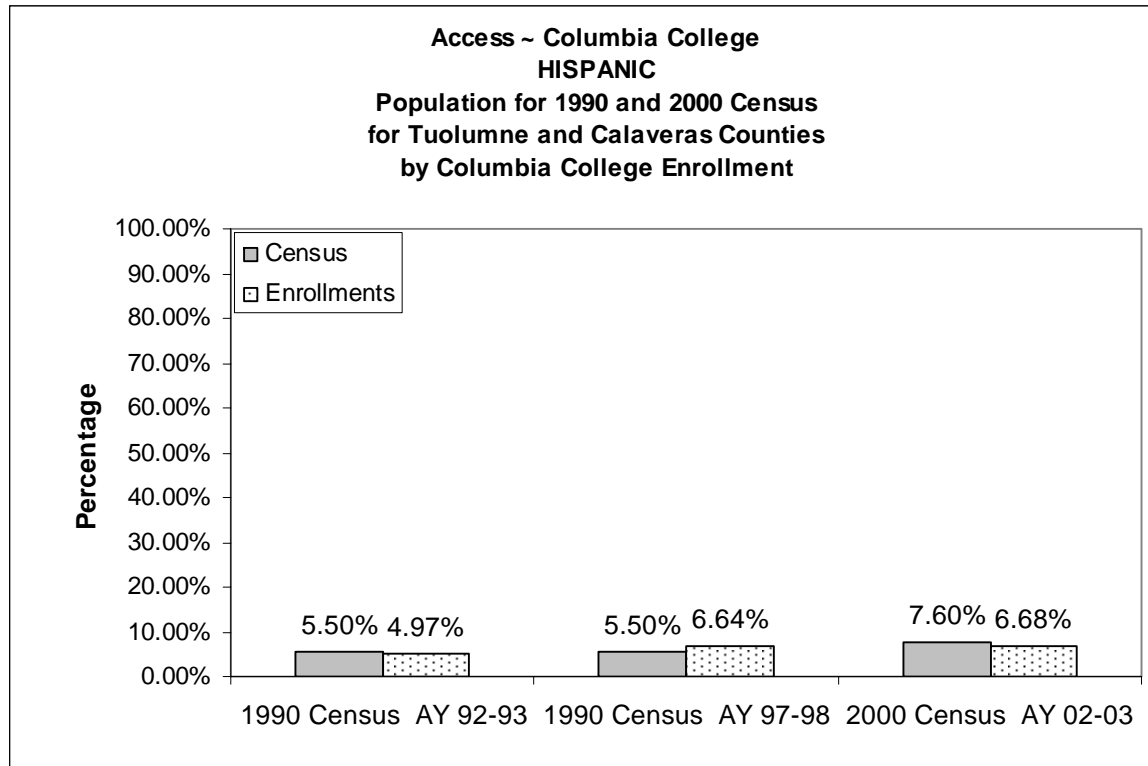


\*Filipino students (.45%) are included in the Asian category, as is done by the US Census 2000.

\*\*US Census 2000 does not have a category of “Unknown”.

## ACCESS – Columbia College

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



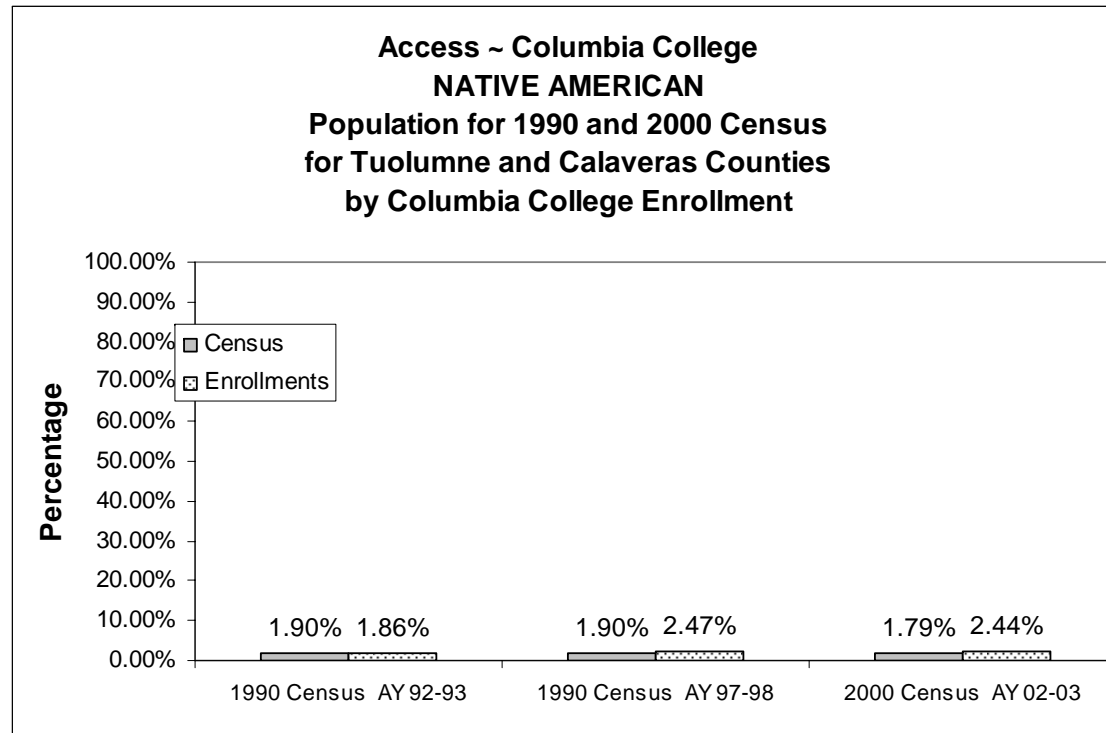
Goal: 1) Increase the proportion of Hispanic student enrollment by 0.5% per year to reach at least 5.7% by 1997-1998.

Result:

Hispanic student enrollment increased from 4.97% in 1992-1993 to 6.64% by 1997-1998. Thus, the goal as stated was exceeded. Hispanic student enrollment increased to 6.68% by 2002-2003. Hispanics comprised 7.6% of the population of Calaveras and Tuolumne Counties in the 2000 Census. The proportion of Hispanics enrolled in 2002-2003 was slightly lower than might be expected given the proportion of Hispanics in the population served.

ACCESS – Columbia College

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



Goal: 2) Increase the proportion of American Indian student enrollment by 0.5% per year to reach at least 2.1% by 1995-1996.

Result:

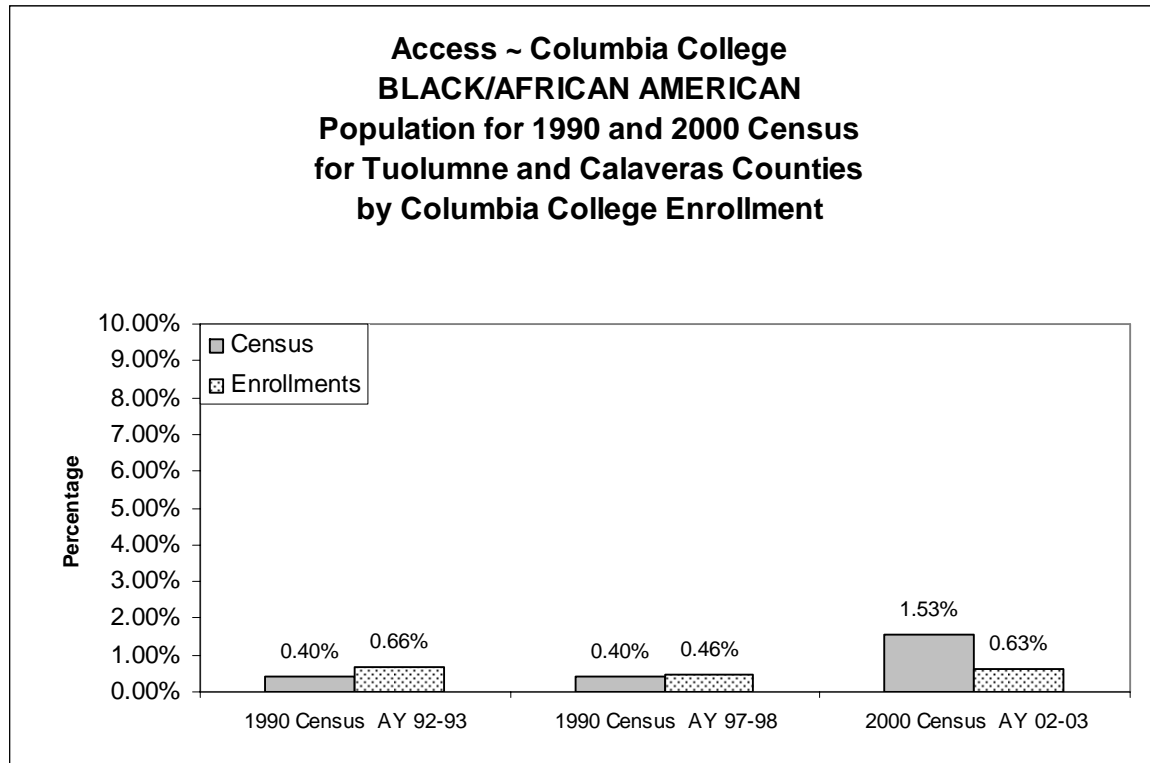
By 1997-1998 American Indian student enrollment increased from 1.86% to 2.47%. American Indian student enrollment decreased to 2.44% by 2002-2003. American Indians comprised 1.79% of the population of Calaveras and Tuolumne Counties in the 2000 Census.



It appears that American Indians enroll at a higher rate than what might be expected given the proportion of the population in the area served comprised of American Indians.

ACCESS – Columbia College

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



Goal: 3) Maintain proportion of other historically underrepresented groups.

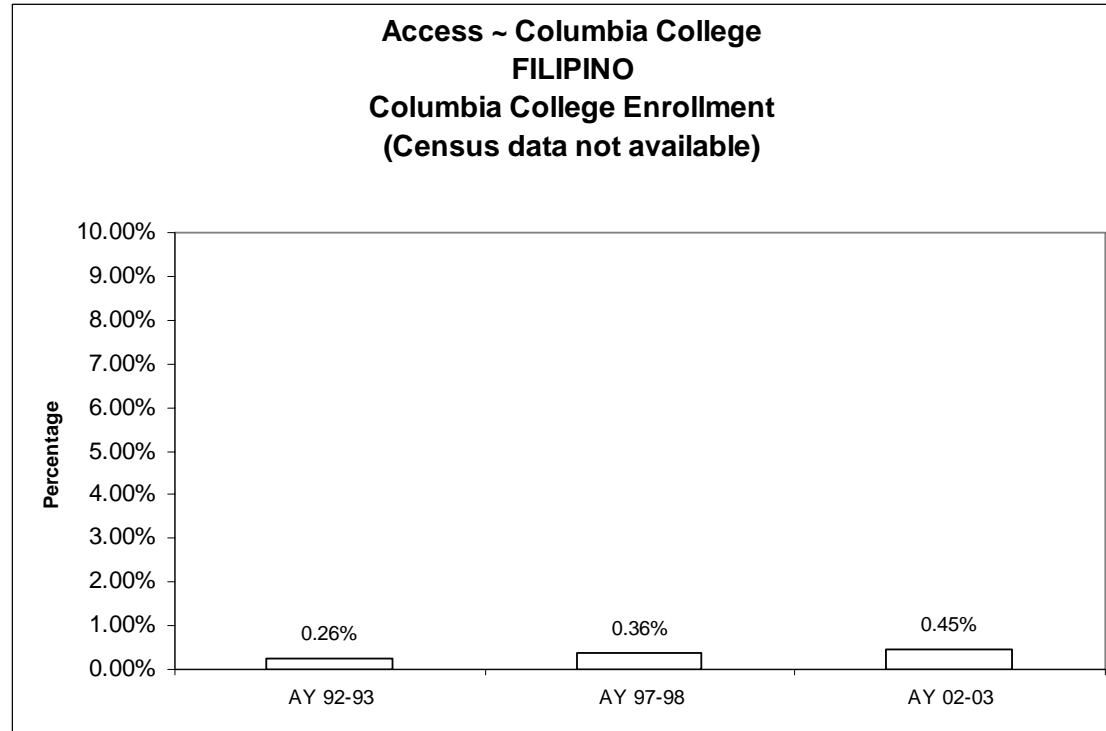
Result:

Black/African American enrollment comprised 0.66% of enrollments in 1992-1993, 0.46% in 1997-1998 and 0.63 in 2002-2003. Black/African Americans comprised 1.53% of the population of Calaveras and Tuolumne Counties in the 2000 Census. Proportion of

Black/African American population has not been maintained from 1992-1993 to 2002-2003; moreover, the proportion of Black/African Americans enrolled is less than half of what might be expected given their proportion of the population served.

ACCESS – Columbia College

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



\*Note: Census numbers are unavailable because FILIPINO is grouped in with the ASIAN category.

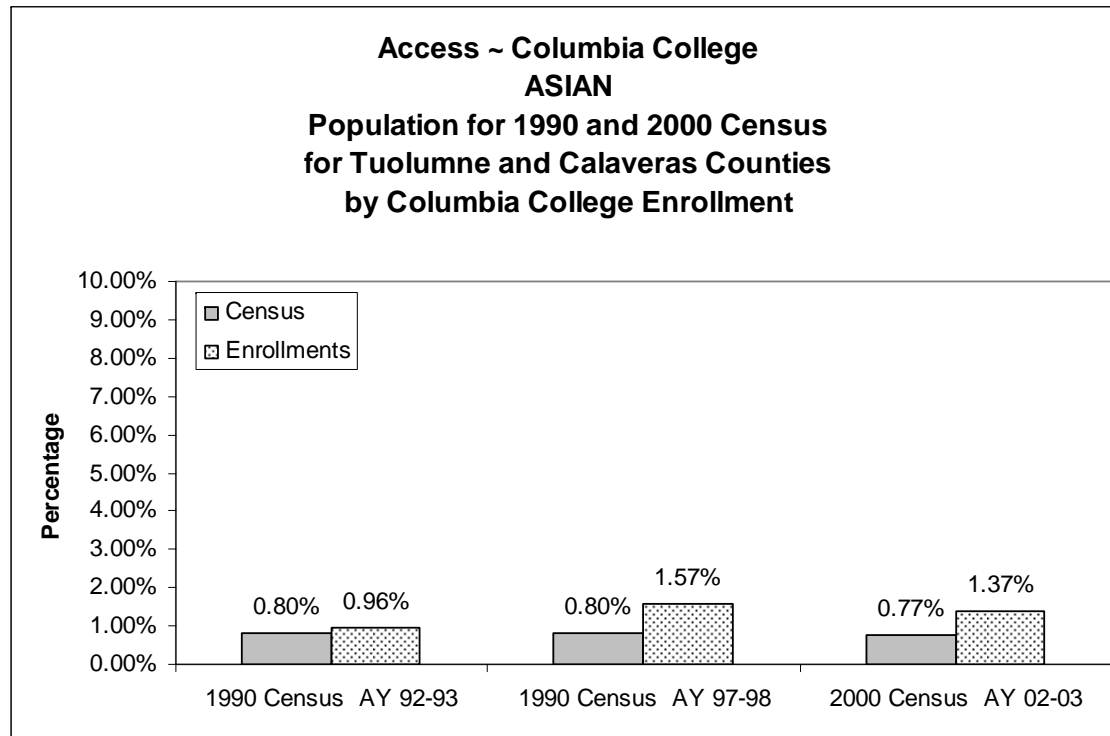
Goal: 3) Maintain proportion of other historically underrepresented groups.

Result:

Filipinos comprised 0.26% of student enrollment in 1992-1993, 0.36% in 1997-1998 and 0.45% in 2002-2003. Therefore, the proportion of Filipino students in 1992-1993 has been exceeded in 2002-2003. Filipinos are not treated separately in the 2000 Census therefore, the proportion of the population in Calaveras and Tuolumne Counties that is Filipino is not known.

ACCESS – Columbia College

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



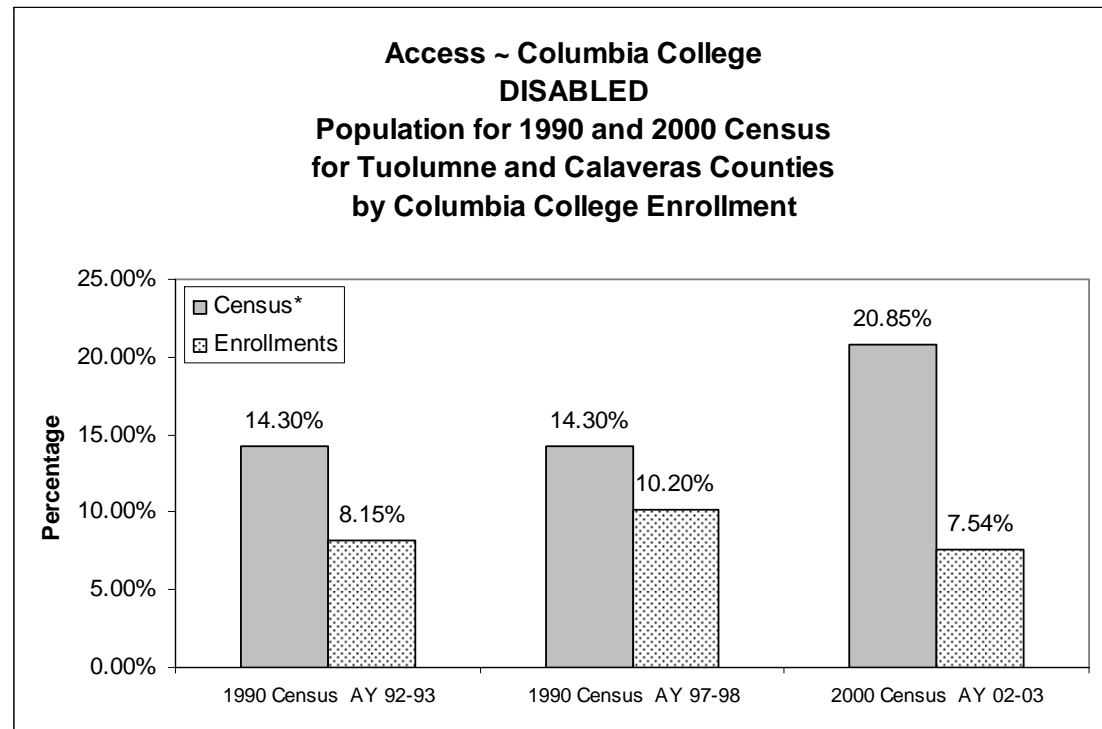
Goal: 3) Maintain proportion of other historically underrepresented groups.

Result:

Asians comprised 0.96% of student enrollments in 1992-1993, 1.57% in 1997-1998, and 1.37% in 2002-2003. Thus, the proportion of Asian students in 2002-2003 exceeds that of 1992-1993. Asians comprised .77% of the population of Calaveras and Tuolumne Counties in the 2000 Census. Asians enroll at a rate nearly twice what might be expected given their proportion of the population served.

ACCESS – Columbia College

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



\*Note: Includes all disabled individuals (16-64 years old). The percentage of disabled “prevented from working” for 1990 Census was 6.5% and in Census 2000 “Employment Disability” was 12.7%

Goal: 4) Further review that data on disabled students at Columbia to determine if all disabled students are counted. Identify any barriers to access.

Result: The percent of 1992-1993 enrollments that were disabled was 8.15%; disabled students comprised 10.20% in 1997-1998 and they comprised 7.54% in 2002-2003.

Barriers to access include: Columbia College continues to make progress, as funds become available, to make the campus more accessible.

# ACCESS

## Discussion:

The area served by Columbia College does not have high percentages or numbers of under-represented ethnic groups in its general population. The largest under-represented ethnic group is Hispanics who comprised 7.6% of the population of Tuolumne and Calaveras County.

Although the geography of the Columbia College campus poses challenges to physically disabled students, the college does continue to attract disabled students. No pattern is observed in the enrollment changes for disabled students. The college continues to make improvements in access as funding is available. Certainly any new construction resulting from the passage of the bond will be accessible.

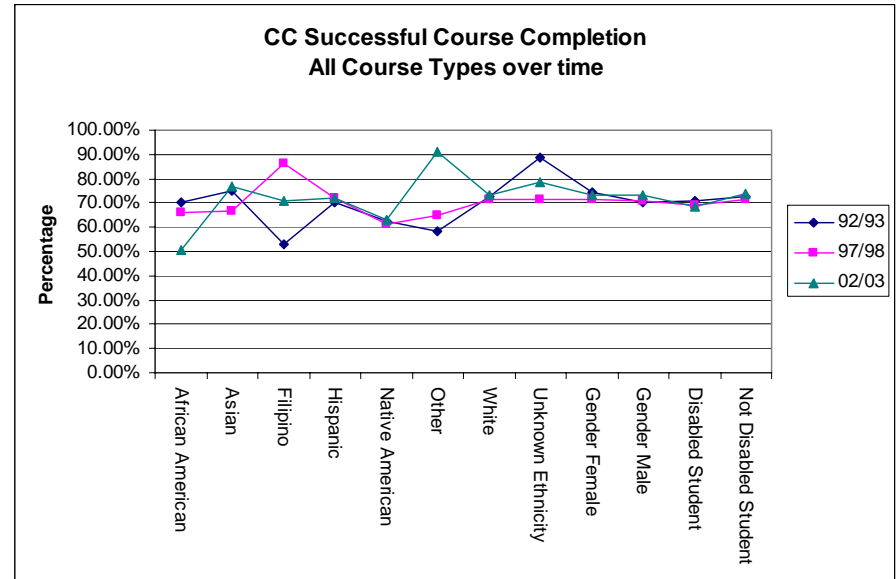
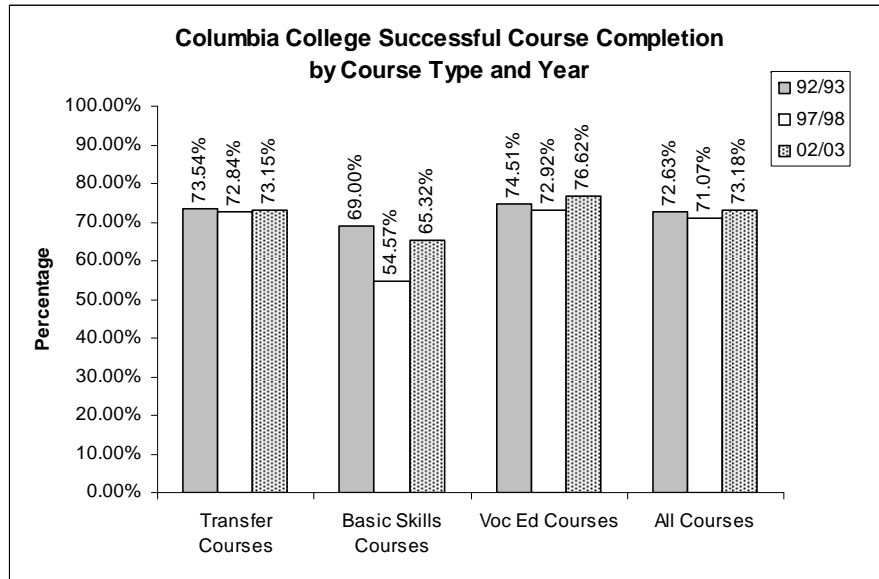
When the “available” population for each ethnic group is defined as 18 years old or over and not incarcerated, for Tuolumne County in the year 2000 there were 112 African-American available to take classes at Columbia College. This is about 10% of the total African-American population listed (1135) on the Census data.

Hispanics fared a little better. In 2000 there were 2013 Hispanics available to take classes at Columbia College, about 45% of the total Hispanic population listed (4445) on the Census data.

When running the actual enrollment figures from Hispanics and African-Americans against the actual numbers of people who are truly available to take courses, it shows that Columbia College is substantially above targets for ethnic minority populations. However, the numbers are so small for both populations that it is not possible to determine if the interventions are working.

## COURSE COMPLETION – Columbia College

“Compare the ratio of the number of courses that students successfully complete (A,B,C,Cr) to the number of courses in which students are enrolled on the census day of the term.”



### Goals:

1. Increase the completion rate for basic skills courses by 2% per year to reach at least 70% successful completion by 1997-1998.
2. Achieve 75% successful completion for degree applicable and transfer courses by 1997-1998.
3. Achieve a 70% rate of success for all subgroups by 1997-1998.

Results:

- 1) The College had not achieved a 70% successful completion rate for basic skills in 1997-1998 nor in 2002-2003.
- 2) The College had not achieved a 75% successful completion rate for degree applicable and transfer courses in 1997-1998 nor 2002-2003.
- 3) All subgroups did not achieve a 70% rate of success in 1997-1998 nor in 2002-2003. The largest subgroups, White and Hispanic, as well as the Females, Males and Non-disabled students did achieve at least a 70% success rate in 1997-1998 and 2002-2003. Disabled students achieved a 70% success rate in 2002-2003.

# COURSE COMPLETION

## Discussion:

Many factors that are out of the college's control contribute to failure to complete a college course. Community college students are more likely to come from lower socioeconomic levels; thus, they are more likely to incur difficulties with transportation, childcare, housing, etc. A problem in any of these areas can be the cause of leaving a course prematurely. Community college students are more likely to be first generation college students; therefore, there can be a lack of support from family and friends for the choice to get an education. Many students coming to the community college are under-prepared for college work; it is possible to find low literacy rates, even nonreaders, among those enroll community colleges. Sometimes students enroll in courses before they have completed all the basic skills courses needed for success in that course. All of these factors, a review of course completion rates at other California community colleges and a need to maintain the academic integrity of college courses lead the college to believe that a 74% rate of completion is a realistic goal for transfer and vocational courses and a 65% completion rate is appropriate for basic skills courses.



Columbia College  
English 151 Fall 02 Cohort  
Successful Completion of English 1A by Fall 03

	ENGL 151	ENGL 1A	ENGL 1A	ENGL 1A	TOTAL	Ratio of students who passed
	FALL 02	SPRING 03	SUM 03	FALL 03	COMPLETED	ENGL 151 Fall 02 and Completed ENGL 1A by Fall 03
<b>PASSED WITH C OR BETTER</b>	81	42	1	9	52	64.20%
<b>GENDER</b>						
FEMALE	46	26	0	6	32	69.57%
MALE	35	16	1	3	20	57.14%
<b>DISABLED</b>						
YES	3	3	0	0	3	100.00%
NO	78	39	1	9	49	62.82%
<b>ETHNICITY</b>						
AM. IND/ALASKAN NATIVE	1	0	0	0	0	0.00%
ASIAN	3	2	0	0	2	66.67%
HISPANIC	10	6	0	1	7	70.00%
WHITE	61	31	1	6	38	62.30%
DECLINED TO STATE	6	3	0	2	5	83.33%
<b>AGE</b>						
16-19	23	12	0	5	17	73.91%
20-29	43	23	1	3	27	62.79%
30-39	8	4	0	0	4	50.00%
40-49	5	2	0	0	2	40.00%
50-59	2	1	0	1	2	100.00%

Columbia College  
 Math 201 Fall 02 Cohort  
 Successful Completion of Math 101 by Fall  
 03

	MATH 201	MATH 101	MATH 101	MATH 101	TOTAL	Ratio of students who passed
	FALL 02	SPRING 03	SUM 03	FALL 03	COMPLETED	MATH 201 Fall 02 and Completed MATH 101 by Fall 03
<b>PASSED WITH C OR BETTER</b>	73	8	4	7	19	26.03%
<b>GENDER</b>						
FEMALE	54	7	2	5	14	25.93%
MALE	19	1	2	2	5	26.32%
<b>DISABLED</b>						
YES	11	1	0	1	2	18.18%
NO	62	7	4	6	17	27.42%
<b>ETHNICITY</b>						
AM. IND/ALASKAN NATIVE	4	0	0	0	0	0.00%
HISPANIC	6	0	1	2	3	50.00%
WHITE	56	6	3	5	14	25.00%
DECLINED TO STATE	7	2	0	0	2	28.57%
<b>AGE</b>						
16-19	15	2	1	3	6	40.00%
20-29	38	5	2	4	11	28.95%
30-39	9	1	0	0	1	11.11%
40-49	8	0	1	0	1	12.50%
50-59	3	0	0	0	0	0.00%

**Math 101 100A&B Course Completion Progression**

FALL 2001 Cohort

Followed through Fall 2003

Semesters include: Spring 02, Summer 02, Fall 02, Spring 03, Summer 03, and Fall 03

	MATH 101 100A & 100B Fall 2001	%	Math 104 by Fall 2003	%	Transfer Level by Fall 2003	%
<b>PASSED WITH C OR BETTER</b>	133	100.0%	67	50.4%	42	31.6%
<b>GENDER</b>						
FEMALE	88	66.2%	43	48.9%	29	33.0%
MALE	45	33.8%	24	53.3%	13	28.9%
<b>DISABLED</b>						
YES	11	8.3%	5	45.5%	4	36.4%
NO	122	91.7%	62	50.8%	38	31.1%
<b>ETHNICITY</b>						
BLACK	1	0.8%	1	100.0%	0	0.0%
FILIPINO	1	0.8%	0	0.0%	0	0.0%
HISPANIC	7	5.3%	4	57.1%	2	28.6%
NATIVE AMERICAN	1	0.8%	0	0.0%	0	0.0%
PACIFIC ISLANDER	1	0.8%	0	0.0%	0	0.0%
WHITE	114	85.7%	58	50.9%	36	31.6%
DECLINED TO STATE	8	6.0%	4	50.0%	4	50.0%
<b>AGE</b>						
16-19	35	26.3%	20	57.1%	15	42.9%
20-29	73	54.9%	41	56.2%	20	27.4%
30-39	6	4.5%	2	33.3%	2	33.3%
40-49	17	12.8%	4	23.5%	5	29.4%
50-59	2	1.5%	0	0.0%	0	0.0%

## **ESL AND BASIC SKILLS COMPLETION**

The college does not offer ESL courses due to lack of demand.

### Goals:

Analyze the data of persistence to determine if there is any difference in the distribution or total number of completers. If there appear to be concerns, the following might be considered as goals:

Increase the number of students who complete a degree applicable course by \_\_\_\_\_ %.

Assure that the ethnic distribution of completers is comparable to that of the total student body.

## **ESL AND BASIC SKILLS COMPLETION**

### **Results:**

The metric selected for mathematics in 1993 were inappropriate as explained in the discussion for Math 201 and Math 101 is actually an appropriate metric for Transfer and has been shifted there for the 2004 – 2005 plan. The data for English appeared satisfactory. Numbers for subgroups were too small to be considered significant except that males appear to complete English 1A at a lower rate than females.

## ESL AND BASIC SKILLS COMPLETION

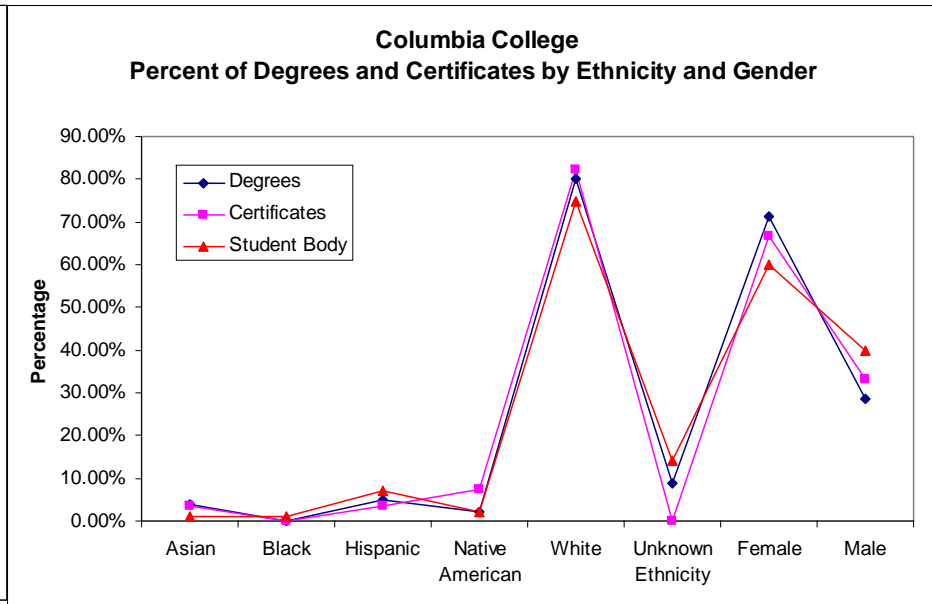
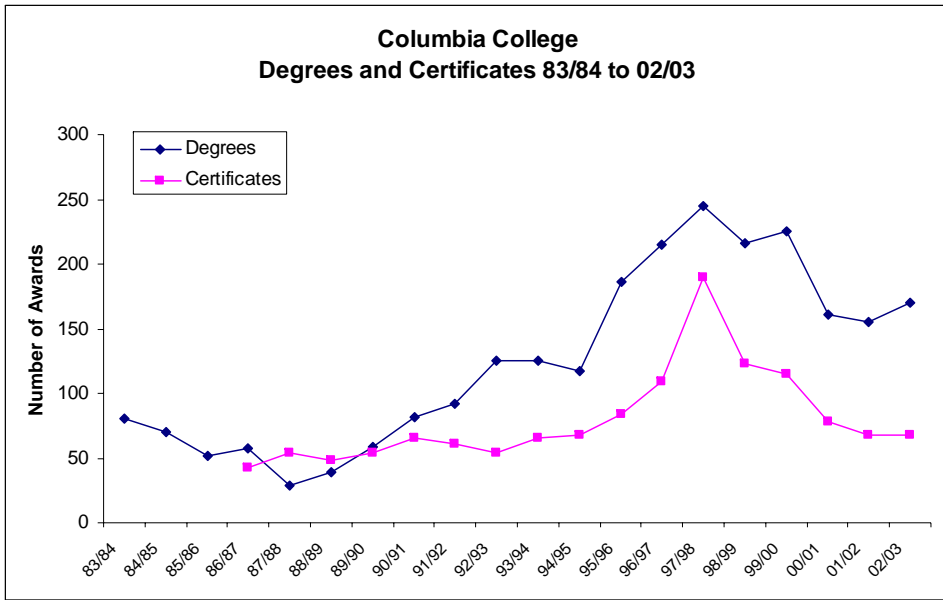
### Discussion:

With respect to math basic skills, and in particular the progression from Math 201 to Math 101, there are several reasons why the percent of students taking 201 fail to complete 101 within one year. There is a natural loss between Math 201 and Math 101 because vocational students are not required to take Math 101; they complete 201 and go right on to their vocational program. In addition, the next course in the math sequence after 201 is 202, not 101. They should have completed 202 before enrolling in 101. Also, some Math 201 students may elect to go on to Math 100A and Math 100B rather than to Math 101 since Math 100A and Math 100B are comparable to Math 101. The 2004 – 2005 metric will be adjusted accordingly.

Increasing the percent of Math 100A and Math 100B students who go on to complete Math 104 or another transfer level course is actually an activity related to increasing transfer. This goal will be moved to the Transfer section.

## DEGREE AND CERTIFICATE COMPLETION COLUMBIA COLLEGE

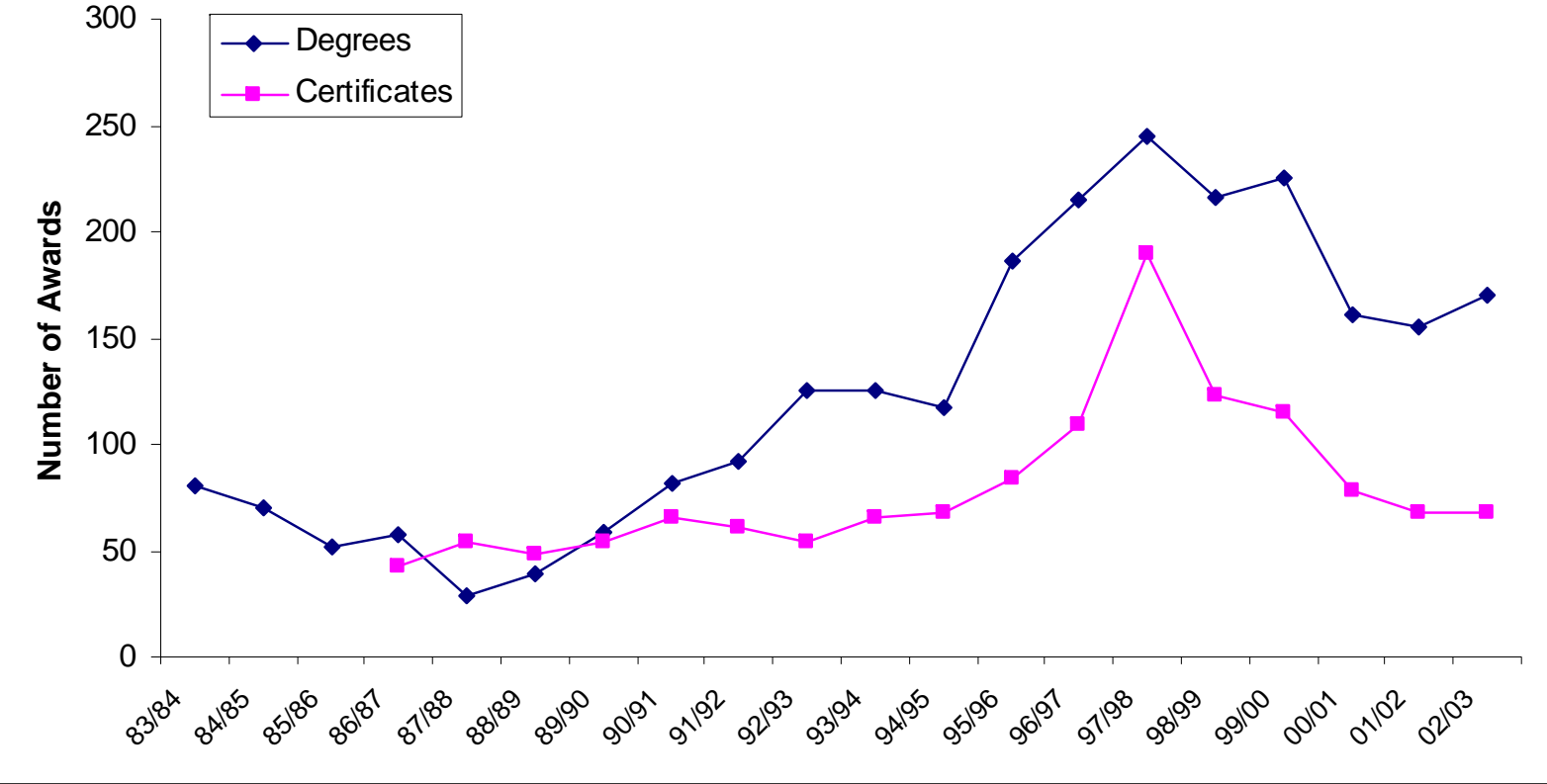
“Compare the number of degrees and certificates awarded with the numbers of degrees and certificates awarded in prior years.”



**Goals:**

1. Increase the number of degrees and certificates awarded by 5% per year.
2. Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student body four years prior.

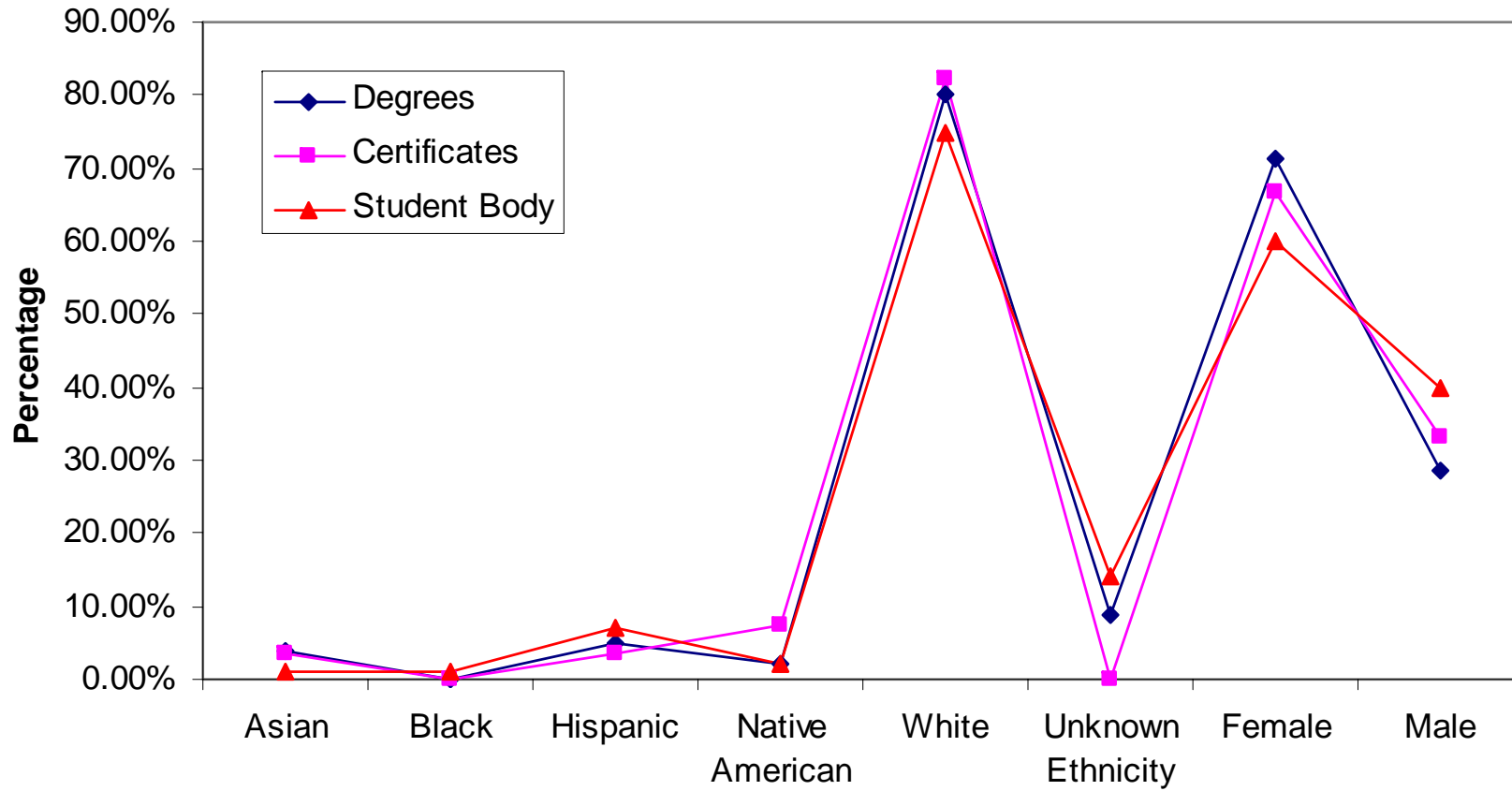
### Columbia College Degrees and Certificates 83/84 to 02/03



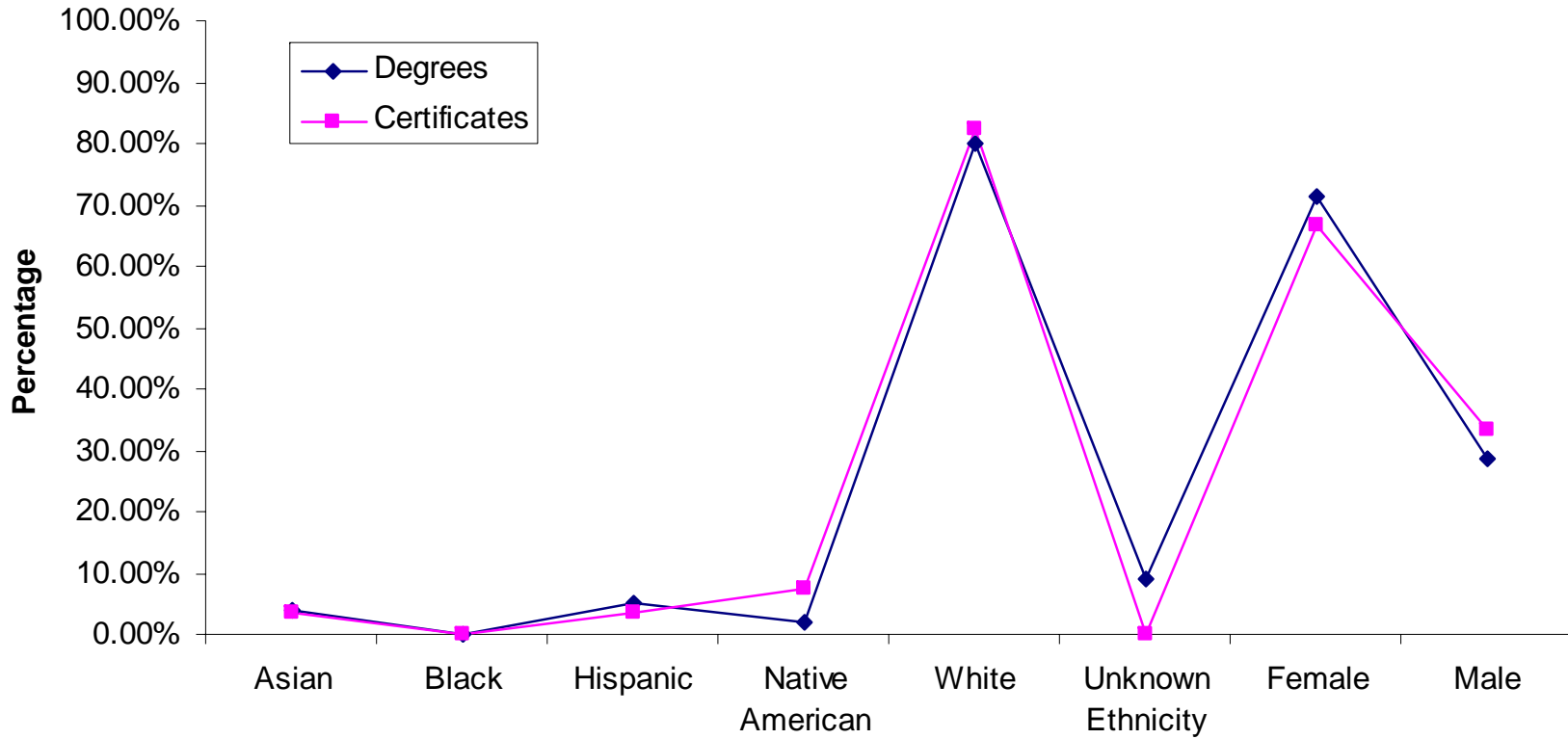


# Columbia College

## Percent of Degrees and Certificates by Ethnicity and Gender



### Columbia College Percent of Degrees and Certificates by Ethnicity and Gender



## **DEGREE AND CERTIFICATE COMPLETION**

### Results:

- 1) The College achieved this goal for degrees in 1993-1994, 1995-1996, 1996-1997 and 2001-2002 or four out of the past 10 years. The College achieved this goal for certificates in 1994-1995, 1995-1996 and 1996-1997 or for three of the last 10 years.
- 2) The College continues to monitor the ethnic and gender distribution of recipients.

# DEGREE AND CERTIFICATE COMPLETION

## Discussion:

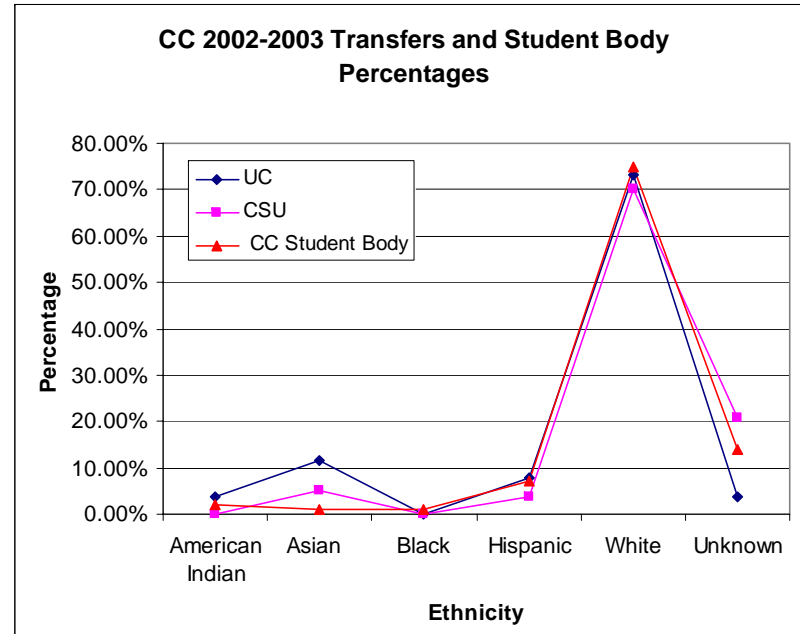
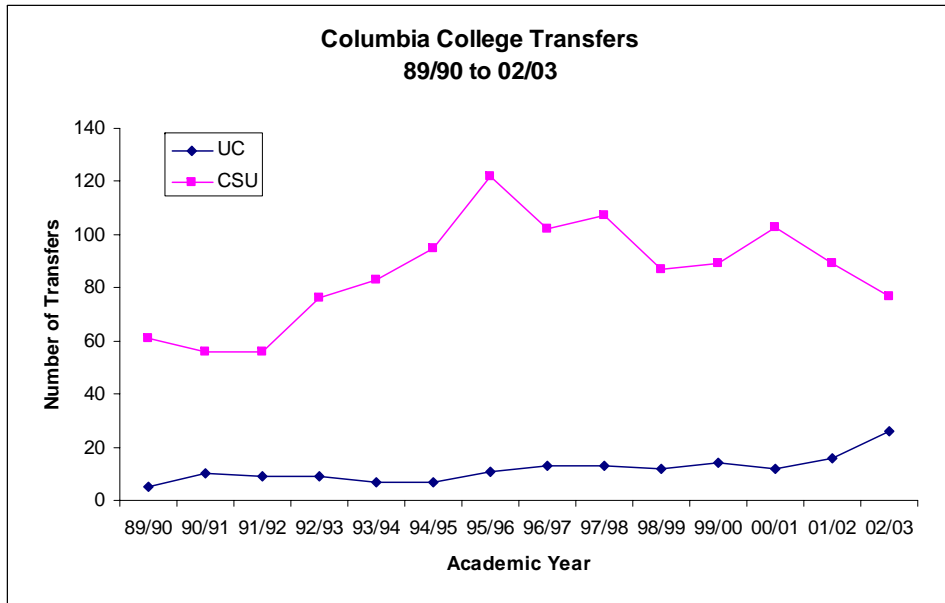
The time required to complete a degree or certificate can present insurmountable problems for some students. Some students self advise or take advice from other students with the result that they may take several courses unrelated to a degree or a certificate. These students then become discouraged at the amount of time it would take them to complete a degree or certificate. Other students spend a considerable amount of time taking courses for exploratory purposes, (many of which cannot be counted for a degree or certificate). When they decide upon a direction, they become discouraged at the additional amount of time needed to complete the desired degree or certificate. Columbia College is a small college; therefore, every course is not offered every semester. Students need to be very attentive to the schedule if they want to complete a degree or certificate in two years or less. This is especially true when courses have a designated sequence.

Many transfer students are highly motivated to get on to the university of their choice and either see no value in completing a two year degree or do not want to spend more time at home taking the additional courses needed to complete the degree or certificate. Nursing students can do their prerequisite courses at Columbia but must transfer to Modesto Junior College to complete the degree; therefore, these students are not included in the degree completer numbers for Columbia.

Students are more likely to complete degrees and certificates when these are valued and expected in the employment world and in the community in general. Many students have no desire to leave the area and know that they can get comparable compensation and other forms of recognition locally with or without degrees and certificates.

## COLUMBIA COLLEGE TRANSFERS

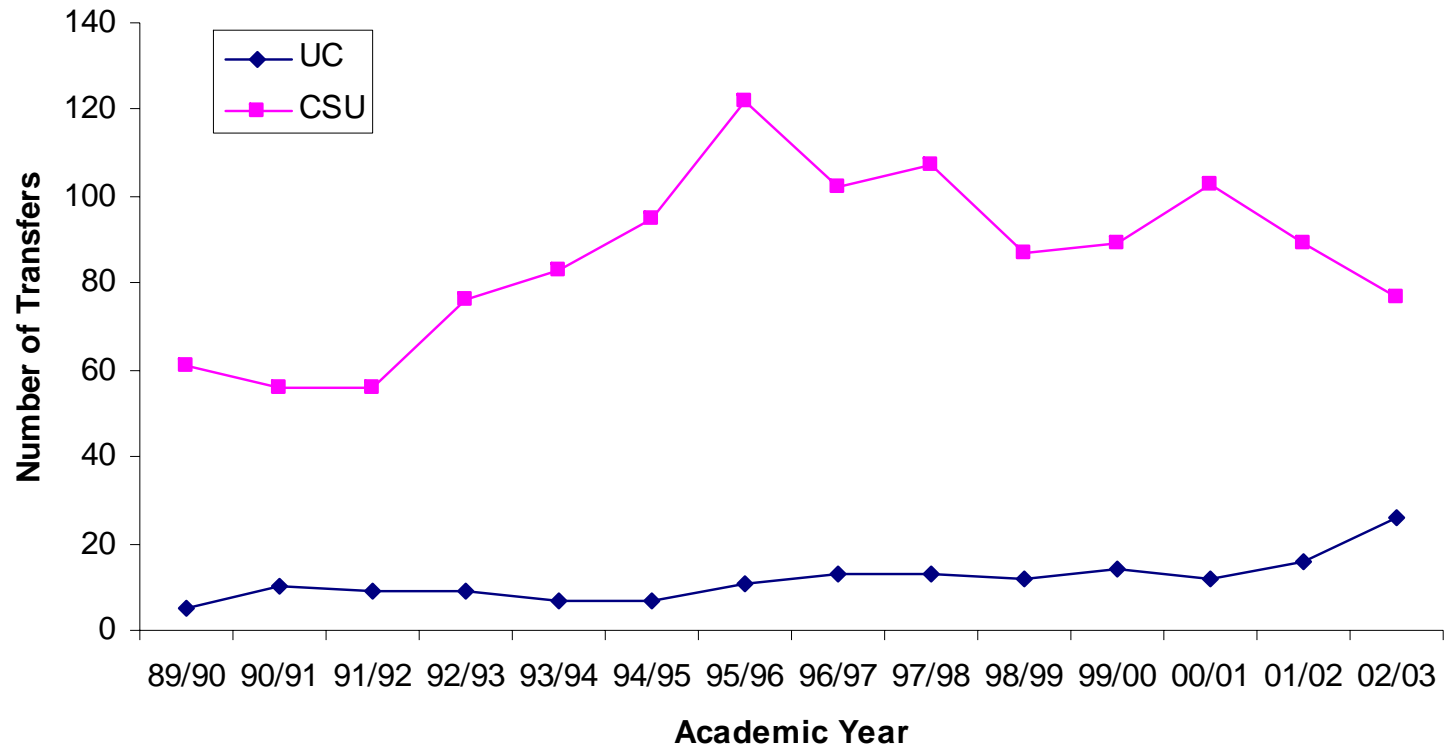
“The combined number of students who transfer to a CSU or UC each fall term and the ethnic distribution of the transfer students.”



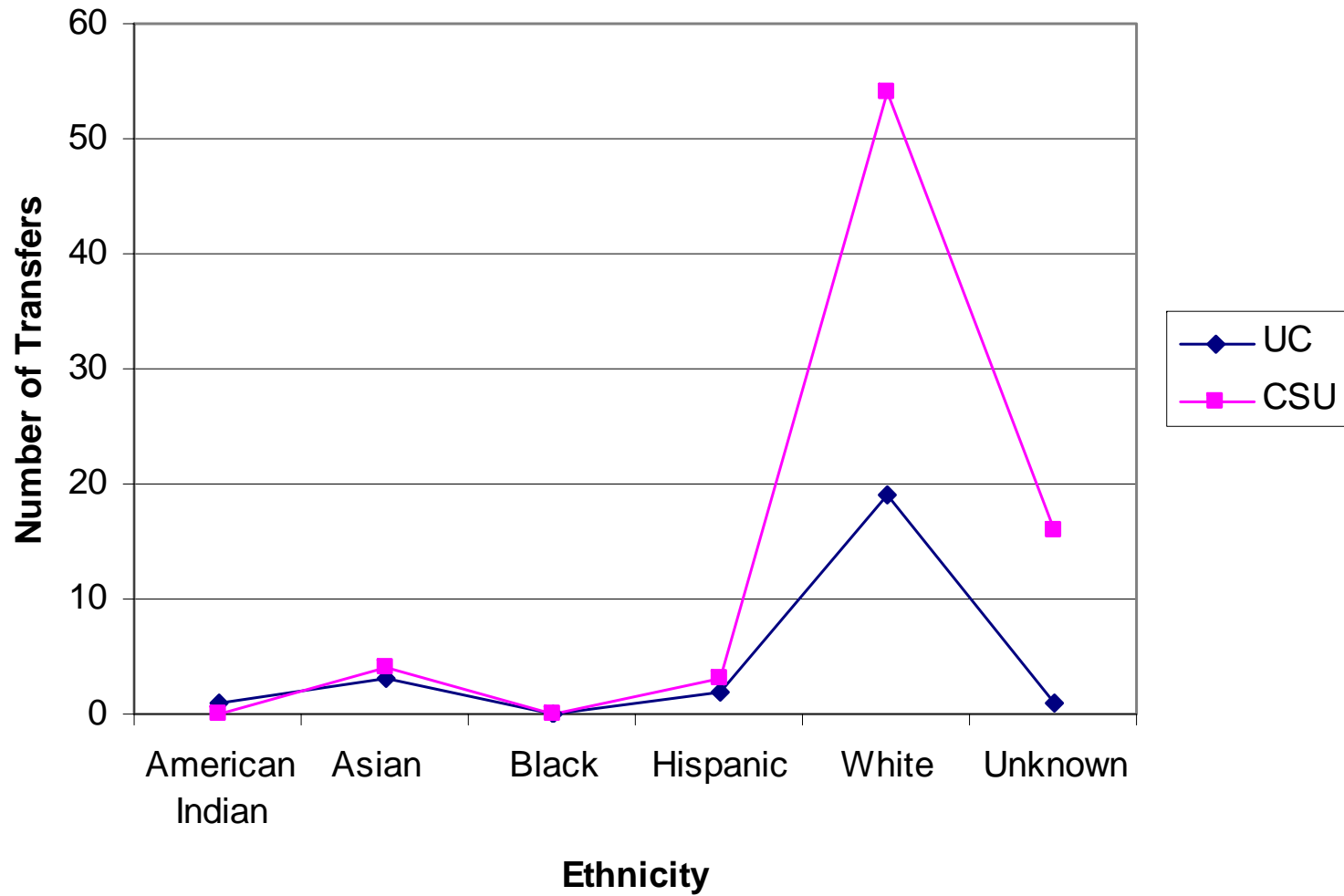
### Goals:

1. Increase the number of student who transfer by 5% each fall.
2. Assure that the ethnic distribution of transfers is comparable to that of the total student body enrollment.
3. Work to obtain better data on the number of students who transfer.

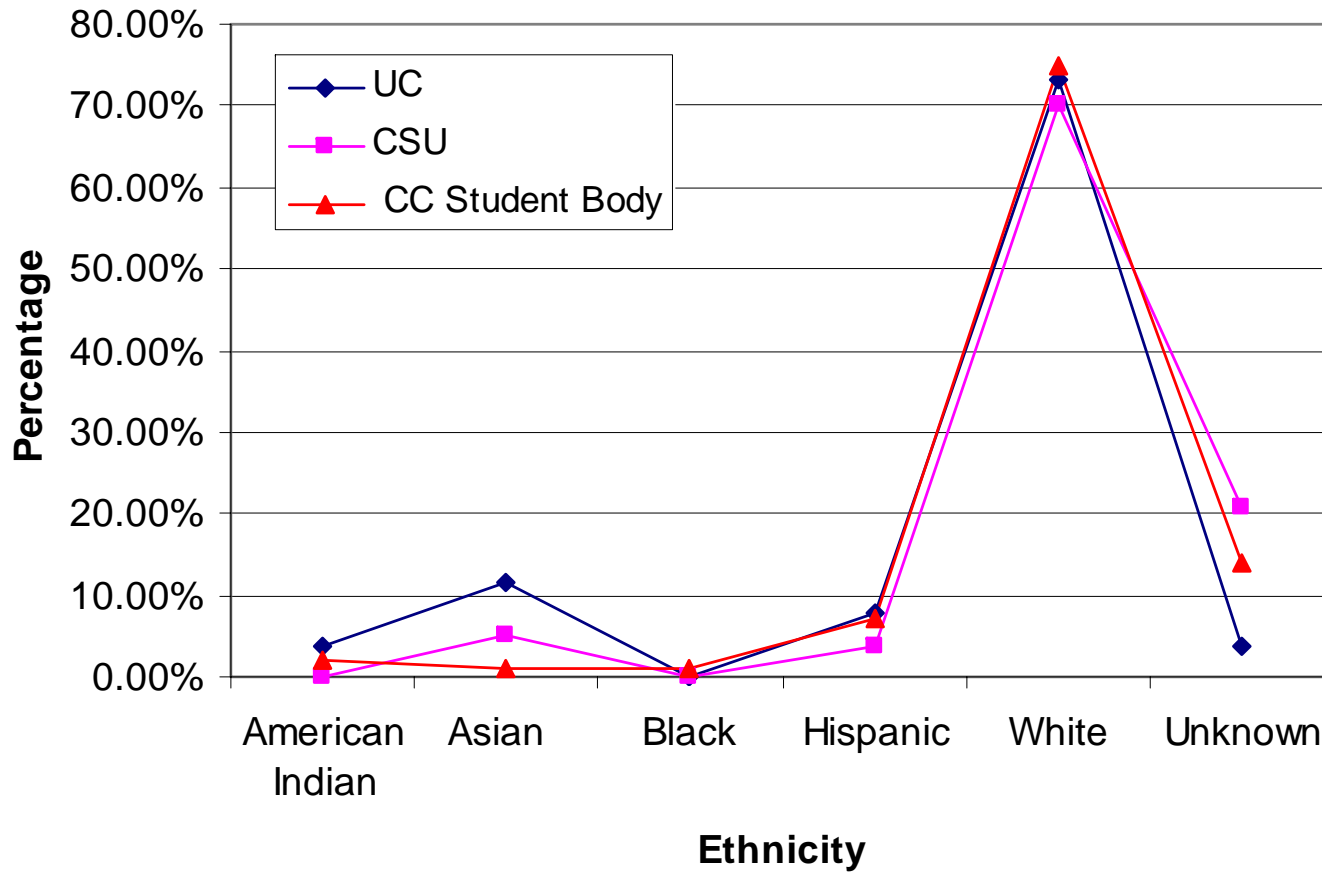
### Columbia College Transfers 89/90 to 02/03



## Ethnicity of CC Students Transferring 2002-2003



### CC 2002-2003 Transfers and Student Body Percentages





# TRANSFER

## Results:

- 1) The College met the goal of increasing number of student transfers in 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1997-1998 and 2000-2001 or six out of the 13 years.
- 2) In 2002-2003, Asians comprised a higher rate of transfers to both UC and CSU than expected given the percent of the student body who were Asian. American Indians transferred to UC at a rate nearly double that of the percent of American Indians in the student body; no American Indian transferred to CSU in 2002-2003. No Blacks transferred to either UC or CSU; Blacks comprised 2% of the student body. Hispanics comprised 7% of the student body, 7.69% of the transfers to UC and 3.9% of the transfers to CSU.

# TRANSFER

## Discussion:

As a community college, Columbia finds itself between the high schools and the universities. Each of these is out of the college's control. For example, the college is observing a widening gap between the preparation of incoming students and their aspirations or the stated goals of successful course, certificate and degree completion. This is a national phenomenon and has been well documented. References are attached.

California universities can decide to refuse to admit students due to lack of funding; this has an impact on transfer rates of community colleges in California.

Columbia students desiring to study biology, chemistry, engineering, mathematics, nursing, and physics have to transfer to take advanced courses, (second level), in these fields. Many transfer to other California community colleges, especially to Modesto Junior College, Columbia's sister college, where these courses are available. As a consequence, these students are not included in the numbers of Columbia College transfers.

Many students have no desire to leave the area and therefore try to make a two year degree "work" for them locally with some success. As stated under degree and certificate completion, most students can gain comparable compensation and other forms of recognition locally with a two year degree or less. Thus, some of the motivation to complete four year degrees is lacking. Students who are willing to leave the area will tend also to be willing to transfer to particular universities offering the specific higher degrees they seek even if the institutions are located quite a distance from the area. The local employment community cannot absorb most of these graduates, however, so the culture here is not necessarily changed by them; i.e., educational expectations are not raised as a result. The opening of UC Merced should help to expand options for Columbia students since it is reasonably close and will offer an array of degree options, especially in the sciences.

Several of Columbia's Black students take advantage of basketball opportunities at out-of-state universities; these transfers are not included in the California numbers.

All of these factors need to be considered when considering the rate of transfer from Columbia College.

## ***Columbia College Student Equity:*** **OVERALL COORDINATION**

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### ***Goal: To implement the Student Equity Plan.***

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To effectively and efficiently implement the activities of the Student Equity Plan, the Columbia College Council has set up a system of coordination. This system involved the establishment of a standing Student Equity Committee as part of the College Council which will provide overall direction to the program and annually evaluate progress towards meeting goals. To conduct the various activities, several “action task forces” or working groups will be established. These groups will have membership related to the tasks they will be conducting (e.g. community members, students, staff who have an interest in a particular area, such as Access). The working groups will work closely with the Student Equity Committee on their tasks.

### **Activities**

1. *Committee*: Establish a standing Student Equity Committee that reports to the College Council for planning, directing, and monitoring the overall student equity program. At a minimum, membership on the Committee should include: College President, Vice President for Instruction, Vice President for Student Services, President of the Academic Senate, Vice President of the Classified Senate, Student Senate President (or appointee) and Director EOPS/DSPS.

*Responsible: President’s Office/College Council*

2. *Working Groups*: Establish working groups to conduct the activities associated with the student equity plan, and to coordinate efforts to assure success is achieved efficiently. These working groups will report to the Student Equity Committee and may have some members in common. Students, staff and community members will be represented on the groups, who will conduct such tasks as: 1) conducting inventory of current student equity-related activities, 2) identifying specific needs, 3) setting priorities, and 4) exploring resources to fund priorities.

*Responsible: President’s Office/Student Equity Committee*

3. *Promotion*: Promote the goals and activities in the Student Equity Plan to all college staff and students through the use of fliers, other printer materials, open forums, and other activities.

*Responsible: President’s Office/Student Equity Committee*

4. *Staff Development*: Establish Student Equity as a high priority for funding Staff Development Programs. Conduct intensive staff development programs which identify

specific methods to use in order to improve student access and success. Workshops could cover such topics as increasing sensitivity to various groups, learning styles of student, etc.

*Responsible: Staff Development Committee*

5. *Resource Development*: Create a group of individuals who have grant-writing skills to develop proposals to fund Student Equity Program activities.

*Responsible: Student Equity Committee*

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**2004 – 2005**  
**STUDENT EQUITY**  
**PLAN**

# ACCESS

## 2004 – 2005 Goals:

- 1) Increase the percentage of Hispanics enrolled at Columbia by 3% by 2007 – 2008.
- 2) Other historically underrepresented groups are represented in the general population in low percentages. The College will continue to strive to enroll these groups in proportion to the composition of the general population as well as to encourage community efforts to become more inclusive.

## Activities:

- 1) All pictures used in marketing the College will reflect the diversity desired.
- 2) Outreach efforts will include students of underrepresented groups as appropriate.
- 3) Student Activities will continue to celebrate diversity through special events; e.g., Black History Month, Women's History Month, Native American Month, National Hispanic Heritage Month, Multicultural Celebration, Me-Wuk Roundhouse events.
- 4) Outreach will set up and meet with focus groups from each underrepresented group to get advice on how to recruit students from that group.
- 5) Vocational education programs will continue to recruit and support gender diversity by program.

- 6) Hold an open house for ethnic-specific organizations to in-service them on employment opportunities related to college programs.
- 7) Increase success of target populations by providing student tutors and student/industry mentors.
- 8) Acquire business sponsors to provide scholarships for ethnic students.
- 9) Promote the web site to targeted agencies that serve these under-represented populations.
- 10) Plan to coordinate Open House/Technician Day activities with Career Day planning committee; invite industry speakers that represent under-represented populations.
- 11) Develop a web page with program information in each area to promote programs to the under-represented populations.
- 12) Offer information sessions off-campus to under-represented populations before fall semester begins.
- 13) Develop strategies to ensure that special populations will not be discriminated against to include:
  - ✓ Identify presenters for special flex topics on strategies for teaching the under-prepared student.
  - ✓ Pursue implementation of an adopt-a-student mentor program.
  - ✓ Formalize a book loan process for economically disadvantaged students.
  - ✓ Develop and conduct workshops for instructors on strategies and methodologies for eliminating bias and discrimination in the curriculum.

Budget: \$300 needed for Vocational Education Open House, source: VTEA



# COURSE COMPLETION

## 2004 – 2005 Goals:

- 1) By 2007 – 2008, at least 74% of the students enrolled in transfer courses will successfully complete these courses.
- 2) By 2007 – 2008, at least 74% of the students enrolled in vocational education courses will successfully complete these courses.
- 3) By 2007 – 2008, at least 65% of the students enrolled in basic skills courses will successfully complete these courses.

## Activities:

- 1) Increase faculty awareness of the importance of course completion.
- 2) Continue to strengthen the Supplemental Instruction Program.
- 3) Continue to strengthen the Basic Skills courses.
- 4) Continue to support the Math Resource Center.
- 5) Encourage vocational students to take INDIS Vocational Reading and Writing.

- 6) Encourage vocational students to participate in Career Tools for Excellence Program.
- 7) Continue to identify financial aid for students so that their work hours can be lowered.
- 8) Systematically integrate specific study skill student learning outcomes in content courses.

Budget: Fund 11, \$1000 to increase support for Supplemental Instruction, Math Resource Center and Tutoring.

# ESL AND BASIC SKILLS COMPLETION

## 2004 – 2005 Goals:

- 1) The College does not have sufficient demand to offer ESL courses.
- 2) Increase the percent of Math 201 vocational students who go on to successfully complete Math 101 or Math 100A and 100B within two years by 5 % by 2007 – 2008.
- 3) Increase the percent of English 151 students who complete English 1A within one year by 5% by 2007 – 2008.

## Activities:

- 1) Continue to strengthen math and English tutoring available in the Academic Achievement Center or Math Resource Center.
- 2) Continue to strengthen Supplemental Instruction available in Math.
- 3) Encourage usage of the Math 298 ALEKS in the High Tech Center or Math Resource Center, an on-line course.
- 4) Create a late start basic skills class so that students can be assessed then placed later in the semester.
- 5) Create a cross-curriculum teaching team that allows for vocational faculty to teach in academic settings and vice versus.

- 6) Conduct assessment of first-semester vocational program materials for reading and math skill levels to ascertain requirements for successful completion of vocational programs. Develop a correlated rapid assessment instrument for entering students to assess reading and math skill level.
  
- 7) Require enrollment for students identified by assessment as not possessing math and reading skills level into the Study Skills class that uses computer software to develop support skills.

Budget: Already included in Course Completion activities.

# DEGREE AND CERTIFICATE COMPLETION

2004 – 2005 Goals:

- 1) The College will increase the number of degrees completed by 3 % from 2002 - 2003 to 2007 – 2008.
- 2) The College will increase the number of certificates completed by 3 % from 2002 – 2003 to 2007 – 2008.

Activities:

- 1) Increase faculty awareness of the importance of degree and certificate completion.
- 2) Continue to strengthen the Supplemental Instruction Program.
- 3) Continue to strengthen the Basic Skills courses.
- 4) Encourage vocational students to take INDIS Vocational Reading and Writing.
- 5) Encourage vocational students to participate in Career Tools for Excellence Program.
- 6) Continue to identify financial aid for students so that their work hours can be lowered.

- 7) Encourage participation in the Transfer Academy.
- 8) Counselors will send a letter alerting students who have completed 30 credits encouraging them to make an appointment to see a counselor.
- 9) Develop and offer a class in making career connections to instruct students in: interviewing techniques, resume writing, protocol on the job site, employability/job readiness to run concurrently with subject matter classes.
- 10) Motivate students to make career choices that require degree/certification completion by providing opportunities for career exploration, guest speakers from the field, and financial aid to support continued education in non-traditional industry careers.
- 11) Develop a portfolio building class offered as a course for vocational education students for **exit** to industry upon graduation.
- 12) Encourage all students to meet with a counselor.

Budget: Fund 11

# TRANSFER

## 2004 – 2005 Goals:

- 1) The College will increase the number of students who transfer by 5% from 2002 – 2003 to 2007 – 2008.
- 2) Counselors create and meet with a focus group of Black students to get ideas about how to improve transfer rates for Black Students.
- 3) Increase the percent of Math 100A & 100B or Math 101 students who go on to complete Math 104 or a transfer level math course within two years by 5% by 2007 – 2008.

## Activities:

- 1) Continue to strengthen the Supplemental Instruction Program.
- 2) Continue to strengthen the Basic Skills Program.
- 3) Continue to strengthen the Math Lab.
- 4) Encourage vocational students to take INDIS Vocational Reading and Writing.

- 5) Encourage vocational students to participate in Career Tools for Excellence Program.
- 6) Continue to identify financial aid for students so that their work hours can be lowered.
- 7) Encourage participation in the Transfer Academy.
- 8) Counselors will send a letter alerting students who have completed 30 credits encouraging them to make an appointment to see a counselor.
- 9) Develop articulations to four-year institutions for increased transfer opportunities in vocational programs.
- 10) Visit high school classes to promote four-year career pathways.
- 11) Enhance vocational certification students ability to complete transfer level classes by requiring and providing support for academic skills.
- 12) Increase student awareness of UC Merced.
- 13) Invite successful Columbia graduates who have completed baccalaureate back to speak to students.

Budget: Fund 11



## EVALUATION

PROCESS / ACTIVITY	RESPONSIBLE POSITION	COMPLETION TARGET DATE
1993 Student Equity Plan (SEP) results accepted; 2004 – 2005 SEP approved	President	January, 2005
1993 SEP and 2004 – 2005 SEP presented to College	Vice President for Student Learning (VPSL) with SEP Committee	March, 2005
2004 – 2005 SEP progress on activities assessed	VPSL	March 2006, 2007, 2008
Assessment data for all variables requested from District Office / State	VPSL	January 15, 2009
New SEP Committee established	VPSL	January 30, 2009
Analyze SEP data and discuss results	VPSL SEP Committee	March 15, 2009
Develop 2009 – 2010 SEP	VPSL SEP Committee	April 15, 2009
2004 – 2005 SEP results and discussion accepted by Board; 2009-2010 SEP approved	President	June 15, 2009
Evaluate SEP process and revise if appropriate	VPSL 2004 – 2005 SEP and 2009 – 2010 SEP Committees	Fall, 2010

**VALIDITY OF THE ASSESSMENT  
AND PLACEMENT PROCESS FOR  
COLUMBIA COLLEGE ENGLISH COURSES**

Dr. Alice Murillo  
Vice President of Instruction  
Columbia College  
June 2003

## Abstract

The intent of this research project was to evaluate the validity of the assessment and placement process for Columbia College English courses. Evaluation components included the analysis of:

- ✓ content validity
- ✓ placement validity
- ✓ predictive validity
- ✓ disproportionate impact
- ✓ cut-score validation and
- ✓ instructor variability

English faculty teaching and students enrolled in English courses during the Fall 2002 term participated in the evaluation process through the evaluation of assessment test items and/or the completion of selected surveys. Also, data files of Columbia College students who took the assessment test during the Spring of '01 through the Summer of '02 terms and immediately enrolled in an English class are used for selected portions of the evaluation. The following results were found.

### Content validity

All exams were found to be culturally unbiased. Evidence indicates that the Writing and Reading tests are both content valid for both English 151 and English 1A.

### Placement validity

Of the 221 students that were placed through the assessment process 193 or 87% felt that they were appropriately placed, 2 or 1% believed they should have been placed into a lower level English class and 23 or 10% felt that they should have been placed into a higher-level course.

Generally, faculty also perceived Fall 2002 student placement to be appropriate, whether it be by assessment test, course prerequisite or counselor referral. A summary of faculty evaluation of student placement is presented in Appendix E. For English 151, 74 of 81 placements were perceived to be appropriate. For English 1A, 229 of 240 placements were rated as appropriate. Overall, 303 of 321 (94%) of placements were perceived to be appropriate.

### Predictive validity

There is a weak relationship between the assessment score and student course performance for both the Reading and Writing exams for placements into both English 151 and 1A. Correlations ranged between .089 and .209 where a minimum of .300 is required by Matriculation standards. Although there are several correlations that are statistically significant such as English 1A Reading (W left in,  $r = .163$ ,  $p = .009$ ) and

English 1A Writing (W left in,  $r = .182$ ,  $p = .003$ ; W left out,  $r = .209$ ;  $p = .003$ ), none are meaningful in explaining the variation in student course performance.

#### Disproportionate impact

Females represent 46.7% of the placements in basic skills English and 57% of the placements in non-basic skills English. Therefore, females are not disproportionately placed into basic skills English courses

Although minority and disabled students are placed into basic skills English in higher proportions than into non-basic skills English, the percent differences can be considered negligible amounts given that the sample size of basic skills placements is only 15.

Students 40 and older represent 6.7% of the enrollment in basic skills courses and 11% of the enrollment in non-basic skills courses. Therefore, older students are not disproportionately placed into basic skills English courses.

#### Cut-score validation and

Except for the English 1A cohort assessed with the Reading exam, all other cohorts demonstrated negative or zero net gains for all but a couple of selected cut scores. For English 1A (Reading) positive net gains are only evident for cut scores between 62 and 81, but the net gain never exceeds three percent.

#### Instructor variability

Significant differences in student performance are evident for English 1A instructors at the .05 level of significance ( $n = 181$ ,  $p = .007$  with W excluded;  $n = 288$ ,  $p = .035$  with W included). When W grades are excluded, instructors #1 and #4 are giving final grades that are significantly lower than those given by instructors #2, #5 and #6. When W grades are included instructor #1 is giving final grades that are significantly lower than those given by instructors #2 and #5.

**VALIDITY OF THE ASSESSMENT  
AND PLACEMENT PROCESS FOR  
COLUMBIA COLLEGE MATHEMATICS COURSES**

Dr. Alice Murillo  
Vice President of Instruction  
Columbia College  
May 2003

## Abstract

The intent of this research project was to evaluate the validity of the assessment and placement process for Columbia College mathematics courses. Evaluation components included the analysis of:

- ✓ content validity
- ✓ placement validity
- ✓ predictive validity
- ✓ disproportionate impact
- ✓ cut-score validation and
- ✓ instructor variability

Mathematics faculty teaching and students enrolled in math courses during the Fall 2002 term participated in the evaluation process through the evaluation of assessment test items and/or the completion of selected surveys. Also, data files of Columbia College students who took the assessment test during the Spring of '01 through the Summer of '02 terms and immediately enrolled in a mathematics class are used for selected portions of the evaluation. The following results were found.

### Content validity

All mathematics assessment exams were found to be culturally unbiased.

Evidence indicates that the Elementary Algebra Test is content valid for Math 202-Basic math skills and Math 104, Intermediate Algebra. It was found to not be valid for content contained in Math 101-Elementary Algebra.

The college level math test demonstrated high content validity for trigonometry, Pre-calculus and Calculus. The test did not demonstrate content validity for Statistics, Math for Elementary Teachers, Math for Liberal Arts and Finite Math.

### Placement validity

Of the 185 students that were placed through the assessment process 137 or 74% felt that they were appropriately placed, 6 or 3% believed they should have been placed into a lower level math class and 42 or 22.7% felt that they should have been placed into a higher-level course.

Generally, faculty also perceived Fall 2002 student placement to be appropriate, whether it was by assessment test, course prerequisite or counselor referral. For transfer level math courses, 85 of 95 placements were perceived to be appropriate. For college level courses 190 of 213 placements were rated as appropriate and in basic skills courses 40 of

49 placements were deemed appropriate. Overall, 315 of 357 (88%) of placements were perceived by faculty to be appropriate.

#### Predictive validity

There is a weak relationship between the assessment score on the Elementary Algebra exam and student performance in Math 104 ( $r=.109$ ,  $p=.313$ ;  $r=.223$ ,  $p=.06$ ). There is also a weak relationship between the assessment score on the MAT exam and student performance in Math 101 ( $r=.075$ ,  $p=.484$ ;  $r=.084$ ,  $p=.48$ ), Math 104 (W left in) ( $r=.277$ ,  $p=.083$ ), and Math 202 ( $r=.163$ ,  $p=.243$ ;  $r=.291$ ,  $p=.072$ ).

There is only evidence of a significant, although weak, relationship between the assessment score on the Elementary Algebra exam and student performance in Math 101 ( $r=.231$ ,  $p=.007$ ,  $r=.195$ ,  $p=.037$ ) and the assessment score on the MAT exam and student performance (W left out) in Math 104 ( $r=.576$ ,  $p=.000$ ).

#### Disproportionate impact

Females represent 69.8% of the placements in basic skills math and 47.9% of the placements in non-basic skills math. Therefore, females are disproportionately placed in basic skills math by 21.9%.

Although minority and disabled students are placed into basic skills math in higher proportions than into non-basic skills math, the percent differences are negligible amounts of 3.1 and 3.6%, respectively.

Students 40 and older represent 20.5% of the enrollment in basic skills courses and 12.8% of the enrollment in non-basic skills courses for a difference of 7.7%. Given our small sample size, this difference is negligible.

#### Cut-score validation and

Except for the Math 202 cohort assessed with the MAT exam, all other cohorts demonstrated negative or zero net gains for all but a couple of selected cut scores. For Math 202, which had the smallest sample size, positive net gains are only evident for cut scores between 22 and 24, which are already at the low end of the available cut scores

#### Instructor variability

Significant differences in student performance were evident for Math 101 ( $n=250$ ,  $p<.000$ ), but neither for Math 202 nor Math 104. In essence, the Math 101 instructor whose mean student performance was 3.13 had a mean performance significantly greater than the other instructors and thereby affected the predictability of the assessment test. For Math 101 it would be correct to state that instructor variability had a significant impact on student performance and therefore, 10% of the variability in student course performances can be attributed to the instructor.