

Solano Community College

Student Equity Plan



June 2004

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Solano Community College

Student Equity Plan

Signature Page

District: Solano County Community College District

College: Solano Community College

President, Board of Trustees Date

District Superintendent/President Date

Academic Senate President Date

Student Equity Coordinator Date

Executive Summary

Target Groups

African-Americans, Latinos, and males are the primary target groups for Solano Community College's efforts to enhance student equity. Other groups include Native Americans and students with disabilities.

Goals

The goals of this Student Equity Plan can be summarized under the following:

- Increase the number of Latinos and of males who enroll at SCC.
- Increase course completion rates for African-Americans, Latinos, Native-Americans, and students with disabilities, especially in basic skills courses.
- Improve the success rate of African-Americans and DSP students in pre-collegiate level and college-level English courses.
- Improve the success rate of African-Americans and Latinos in Math courses.
- Increase the numbers of Latino and male students earning degrees and certificates.
- Increase the transfer rate of all ethnic groups.
- Improve the identification of DSP students and follow-up of the success of DSP and ESL students.

Activities

There are many activities recommended, subject to funding and staffing availabilities, to accomplish the goals specified in this Student Equity Plan. Activities can be categorized as follows:

- Increased outreach, "in-reach," and recruitment efforts emphasizing the targeted populations, Improved cooperation with and higher visibility at all feeder high schools, especially those serving targeted populations
- Enhanced orientation programs and "prep" academies for new/continuing students
- Focused research on the identification and follow-up of targeted populations and on pathways/barriers to success
- Accelerated efforts to improve the diversity of faculty, counselors, and other staff who can serve as role models for targeted populations
- Increase the number of learning communities that combine counseling courses with English and/or mathematics courses

Resources

Solano Community College operates several support programs, services, and partnerships in its effort to increase student success.

Existing Support Programs:

1. MESA (Mathematics, Engineering, and Science Achievement) Program — provides strong academic assistance to economically disadvantaged students majoring in the areas of math, engineering, and science
2. Puente Program — a one-year writing, counseling, and mentoring program to empower students to access four-year colleges and universities

3. STAP (Student Transfer Assistance Program) — operated by the SUCCESS Consortium, serves students from groups with historically low college eligibility and attendance rates through informational and motivational workshops and one-to-one advisement
4. Tutoring Center — provides free peer tutoring in most subjects offered at Solano
5. Transfer Center — allows students to research information about UC/CSU campuses and programs throughout the UC and the CSU systems, as well as many colleges & universities both within and outside of California; hosts the annual College & Universities Day and the Historically Black College and Universities Day, visitations from university representatives, transfer admission agreement (TAA) programs, and fieldtrips to four-year colleges and universities
6. Re-entry Resource Center — a meeting place where re-entry students can meet other re-entry students and build support networks
7. Matriculation — a coordinated process for new, non-exempt students that includes assessment, orientation, and counseling to help them realize their educational objectives
8. Learning Communities — courses in which instructors, students, materials, and assignments are combined across disciplines to create a “community” of learners
9. Individualized Learning Labs — personalized assistance in ESL, math, reading, writing, computer programming & applications, and nursing
10. Information Commons — centralized, open access to computers and for access to electronic databases
11. Library — features multiple resources and instructional services to support Solano’s diverse college community, including: Spanish/English OPAC, multi-language database options, an ESL collection, computer workstations reserved for DSP students, and librarians available for one-on-one research instruction
12. EOPS (Extended Opportunity Programs & Services) — offers services (e.g., counseling, grants, priority registration) to students who are both financially and educationally disadvantaged
13. CARE (Cooperative Agency Resources for Education) Program — provides additional support services (e.g., assistance with childcare, transportation, books and supplies) to EOPS students
14. DSP (Disability Services Program) — supportive services (e.g., readers, note takers, specialized equipment) for students with physical, communication, learning, psychological or other medical problems
15. Financial Aid Programs — offers qualified students fee waivers, grants, loans, and federal work-study
16. Children’s Program — full and part-day programs for children (4 mo. to 5 yrs.) also morning and afternoon preschool programs for three- and four-year-olds

New (2002-2003) Support Programs:

17. Student Services In-Reach Event — highlights the various support services and programs available for Solano students
18. Students-Helping-Students Book Grant Program — funded by student/staff donations, assists a limited number of needy students each semester with \$200 grants
19. Workability Program for Disabled Students — provides support for students seeking to re-enter the job market
20. Phi Theta Kappa International Honor Society — recognizes academic excellence and qualifies students for various awards and grants
21. Community Resource and Health Faire — presents representatives from various community-based programs and services available to students
22. CalWORKs services — funded through a County grant, supports students receiving TANF/AFDC through special educational programs and provides childcare facilities
23. New Horizons Book Grant Program — provides limited stipend for a small number of returning/non-traditional students
24. Planned New Construction of Off-Campus Centers — increases the number of classrooms and laboratories available for scheduling courses at “prime” times during the day and minimizes transportation issues for local students

Contact Person

James M. Bracy, Vice President, Student Services

CAMPUS-BASED RESEARCH

Overview

This plan was written with the input of campus faculty, staff, managers, and students. Some of the data were provided by the California Community College Chancellor's Office, Management Information Systems (CCCCO/MIS) and the rest were provided through local research.

Indicator Definitions and Data

ACCESS —

Indicator: Compare the percentage of each group that is enrolled to the percentage of each group in the adult population of Solano County.

Table 1. Access Statistics

	Solano College		Solano County	
	2002-2003	%	2002*	%
<i>Female</i>	11,273	58.8	200,643	50.8
<i>Male</i>	7,903	41.2	194,274	49.2
<i>Unknown</i>	4	0.0		0.0
<i>TOTAL</i>	19,180	100.0	394,917	100.0
Ethnicity				
<i>Asian</i>	1,408	7.3	15,335	3.9
<i>African Amer.</i>	3,102	16.2	59,835	15.2
<i>Filipino</i>	2,096	10.9	41,035	10.4
<i>Latino</i>	2,668	13.9	76,020	19.3
<i>Native American</i>	178	0.9	1,287	0.3
<i>Other Non-White</i>	400	2.1	1,496	0.4
<i>Unknown</i>	400	2.1	12,670	3.2
<i>White</i>	8,928	46.5	187,239	47.4
<i>TOTAL</i>	19,180	100.0	394,917	100.0
Age				
<i><18</i>	2,947	15.4	115,056	29.1
<i>18-19</i>	3,473	18.1	19,249	4.9
<i>20-24</i>	4,471	23.3	260,612	66.0
<i>25-29</i>	1,909	10.0		
<i>30-34</i>	1,419	7.4		
<i>35-39</i>	1,214	6.3		
<i>40-49</i>	2,408	12.6		
<i>50+</i>	1,339	7.0		
<i>unknown</i>		0.0		0.0
<i>TOTAL</i>	19,180	100.0	394,917	100.0
DSPS Status (not institutionalized civilians)				
<i>DSPS</i>	719	3.7	57,343	15.8
<i>Non DSPS</i>	18,461	96.3	304,946	84.2
<i>TOTAL</i>	19,180	100.0	362,289	100.0

*2002 estimates based on US Census 2000 (ref. Appendix A and B for more details).

Solano County census data from the year 2000 was used as a comparison for the “access” area rather than a 30-mile radius because the great majority of students served are from Solano County.

In reviewing the access data, three areas where goals and activities need to be developed are:

- The percentage of Latino students enrolled at the College is less than that in the community served.
- Need to accurately determine the number of disabled students on campus.
- The percentage of male students enrolled at the College is less than that in the community served.

COURSE COMPLETION —

Indicator: Compare the course completion rate of each population group of Solano Community College Students.

Table 2. Course Completion Rates

AY	Category	Atmpts Transfer	%Success Transfer	Atmpts Basic Skills	%Success Basic Skills	Atmpts Voc Ed	%Success Voc Ed	Atmpts All	%Success All
02 - 03	FEMALE	30,102	71.96%	2,997	62.90%	1,678	82.12%	38,006	70.80%
	MALE	20,815	68.91%	1,776	57.71%	1,413	81.10%	26,626	68.29%
	UNKNOWN	7	71.43%	0	n/a	1	0.00%	10	70.00%
	AFR. AMER.	8,230	62.24%	1,132	54.51%	497	76.26%	10,967	61.43%
	ASIAN	4,081	71.62%	419	60.14%	161	80.12%	5,081	69.69%
	FILIPINO	6,265	70.12%	690	68.55%	364	82.97%	7,949	69.95%
	LATINO	6,800	67.25%	890	57.08%	394	81.73%	8,936	65.69%
	NAT. AMER.	581	67.13%	66	71.21%	40	77.50%	742	67.25%
	OTHER	1,188	73.32%	90	70.00%	94	86.17%	1,474	72.93%
	WHITE	23,182	74.75%	1,436	64.42%	1,504	83.11%	28,735	74.15%
	UNKNOWN	597	68.68%	50	50.00%	38	78.95%	758	67.02%
DSPS	3,299	65.99%	720	51.81%	283	77.74%	4,807	64.72%	
NON-DSPS	47,625	71.04%	4,053	62.60%	2,809	82.02%	59,835	70.17%	

Provided by CCCCO/MIS. See Appendix C for AY97-98 and AY92-93.

In reviewing the course completion data, two areas where goals and activities need to be developed are:

- Increase the course completion rate of African-American, Latino, Native-American, and disabled students.
- Increase the course completion rate of all students enrolled in the basic skills courses.

ESL & BASIC SKILLS —

Indicator: 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.

Table 3 — English includes the percentage of students who successfully completed one or more of the pre-college courses ENGL 305, 350, 355, and/or 370 within the previous four semesters analyzed by group. The ENGL 1 Success column in the table is the percentage of students succeeding in ENGL 1 who had taken one or more of the pre-college-level preparatory courses. Two semesters of data are included in Table 3.

Table 3 — English Completions (Fall 02 + Spring 03)

Factor	GROUP =>	SCC Population (n=19,180)	ENGL 1 Success with Pre-ENGL1 Completions		Success in Pre-ENGL1 Courses		Indicator	Criterion at 80% of Majority Group
	Category	Percent	Number	Percent	Number	Percent	Ratio	
<i>Sex</i>	<i>Female</i>	58.8	238	65.9	456	61.5	0.522	0.344
	<i>Male</i>	41.2	123	34.1	286	38.5	0.430	
<i>DSP Status</i>	<i>Not Served</i>	96.3	338	93.6	662	89.2	0.511	0.409
	<i>Served</i>	3.7	23	6.4	80	10.8	0.288	*
<i>ESL Status</i>	<i>Non-native Speaker</i>	6.9	53	14.7	79	10.6	0.671	0.372
	<i>Native Speaker</i>	93.1	308	85.3	663	89.4	0.465	
<i>Ethnic Group</i>	<i>White</i>	46.5	143	39.6	255	34.4	0.561	0.449
	<i>Asian/Filipino</i>	18.3	104	28.8	197	26.6	0.528	
	<i>African-American</i>	16.2	40	11.1	147	19.8	0.272	
	<i>Latino</i>	13.9	56	15.5	108	14.6	0.519	
	<i>Other</i>	4.2	18	5.0	35	4.7	0.514	
<i>Age Group</i>	<i>Below 40</i>	80.5	344	95.3	683	92.0	0.504	0.403
	<i>40 and older</i>	19.5	17	4.7	59	8.0	0.288	*
	<i>TOTAL</i>	<i>100.0</i>	<i>361</i>	<i>100.0</i>	<i>742</i>	<i>100.0</i>	<i>0.487</i>	

*Subgroup below 80% criterion level.

ESL: No data are presented for movement from pre-college level (300) courses in ESL to college -level ESL courses because there is no required sequence in ESL, and many ESL students move into the pre-college-level English courses either before or along with the college-level ESL classes. There were too few students moving from 300 level ESL courses to transfer-level ESL classes in this data set to include. However, ESL students are included as a subset of the English and Math data.

DSP: No data are presented for movement from pre-college level courses in Learning Skills (LD) within the Counseling Division to college-level courses because the LS courses were not 300 level at the time this data was collected, nor were they in a required sequence to advance to college-level LS courses. However, LS students are included as a subset of the English and Math data.

Table 4 — Math includes the percentage of students who successfully completed the pre-college course MATH 304 within the previous four semesters analyzed by group. The MATH 102/107 Success column in the table is the percentage of students succeeding in MATH 102 or MATH 107+108 who had taken the MATH 304 pre-college-level preparatory course in a required sequence in Math analyzed by group. Two semesters of data are included in Table 4.

Table 4 — Math Completions (Fall 02 + Spring 03)

Factor	GROUP => Category	SCC Population (n=19,180) Percent	MATH 102/107 Success with Pre- MATH 102/107 Completions		Success in Pre-MATH 102/107 Courses		Indicator Ratio	Criterion at 80% of Majority Group
			Number	Percent	Number	Percent		
Sex	Female	58.8	90	73.8	344	73.2	0.262	0.203
	Male	41.2	32	26.2	126	26.8	0.254	
DSP Status	Not Served	96.3	94	77.0	397	84.5	0.237	0.190
	Served	3.7	28	23	73	15.5	0.384	
ESL Status	Non-native Speaker	6.9	6	4.9	34	7.2	0.176	*
	Native Speaker	93.1	116	95.1	436	92.8	0.266	0.213
Ethnic Group	White	46.5	70	57.4	190	40.4	0.368	0.294
	Asian/Filipino	18.3	11	9.0	64	13.6	0.172	*
	African- American	16.2	21	17.2	107	22.8	0.196	*
	Latino	13.9	16	13.1	88	18.7	0.182	*
	Other	4.2	4	3.3	21	4.5	0.190	*
Age Group	Below 40	80.5	101	82.8	375	79.8	0.269	0.215
	40 and older	19.5	21	17.2	95	20.2	0.221	
TOTAL		100.0	122	100.0	470	100.0	0.260	

*Subgroup less than 80% criterion level.

DEGREES AND CERTIFICATES COMPLETION —

Indicator: Ratio of the number of students by population group who receive a degree or certificate to the number of students with the same informed matriculation goal.

Table 5. Degrees & Certificates by Group

Year	Group	AAs	%	ASs	%	Cert.	%	TOTAL	%
2002-2003	White	229	20.8	138	12.5	154	14.0	521	47.4
	Asian/Filipino	128	11.6	55	5.0	69	6.3	252	22.9
	African-American	62	5.6	43	3.9	56	5.1	161	14.6
	Latino	53	4.8	36	3.3	42	3.8	131	11.9
	Other	18	1.6	4	0.4	13	1.2	35	3.2
	Female	369	33.3	185	16.7	206	18.6	760	68.6
	Male	126	11.4	92	8.3	130	11.7	348	31.4
	Below 40	436	39.4	196	17.7	215	19.4	847	76.4
	40+	59	5.3	81	7.3	121	10.9	261	23.6
	ESL	31	2.8	20	1.8	38	3.4	89	8.0
	Non-ESL	464	41.9	256	23.1	297	26.8	1,017	91.8
	DSP	35	3.2	32	2.9	48	4.3	115	10.4
	Non-DSP	460	41.5	245	22.1	288	26.0	993	89.6

Note: Figures are NOT unduplicated. Refer to Appendix D for AY 2000-01 and AY 2001-02.

The suggested data comparison by the Chancellor's Office was adjusted for this indicator area. The "Degrees and Certificates" subcommittee determined that a comparison of the ratio of the number of students by population group who received a degree or certificate to the number of students with the same matriculation goal would not be appropriate. The College's student goal data may not accurately reflect what the student plans to accomplish. Student goals change over time, and comparisons of this data would be difficult. Additionally, students' use of telephone registration (RSVP) and the lengthy list of goals on the "Application for Admission" may possibly result in high response error.

The "Degrees and Certificates" subcommittee decided to focus on increasing the number of degrees and certificates awarded as a way to set student equity goals for this indicator area. By increasing this number, the College will work on encouraging student success, with emphasis on special population and underrepresented student groups.

The subcommittee reviewed the data provided by the College's Office of Institutional Research on degree and certificate completions by ethnic group, age group, sex, ESL status, and Disability Services Program (DSP)-served status for Academic Years (AY) 2000-01, 2001-02, and 2003-03. The subcommittee also reviewed Solano County demographic data and SCC enrollment data.

Review of the data reveals the following:

Degree Completions

- The number of degrees awarded to **White/Non-Latino students**, who currently represent 46.8% of the student population, has decreased from 37% of total degrees awarded in AY 00-01 to 33.3% in AY 02-03. Whites represent 47.4% of the Solano County population.

- There is a slight increase in the percentage of degrees awarded to **African-American students**, who currently represent 16.2% of the student population, from 7.5% of total degrees awarded in AY 00-01 to 9.5% in AY 02-03. However, completion rates are still low.
- There is a significant increase in the percentage of degrees awarded to **Asian/Pacific Islander students**, who currently represent 18% of the student population, from 13.7 of total degrees awarded in AY 00-01 to 16.6% in AY 02-03.
- There is a decrease in the percentage of degrees awarded to **Latino students** from 8.4% in AY 00-01 to 8.1% in AY 02-03, despite the fact that they represent 13.8% of the student population and 19.2% of the county population.
- Although currently representing 40.9% of the total student population, the percentage of **male students** who have been awarded degrees has steadily decreased each year from 26.5% in AY 00-01; 25.1% in Y 01-02; to 19.7% in AY 02-03.
- There is a steady increase in the percentage of degrees awarded to **female students** over the three years of data reviewed: from 42% of total degrees awarded in AY 00-01 to 50% of all degrees awarded in AY 02-03. Female students represent 59% of the total student population.
- The percentage of degrees awarded to **DSP-served students** increased from 4.2% in AY 00-01 to 6.1% in AY 02-03.

Certificate Completion

- The percentage of certificates awarded to **White/Non-Latino students** has dropped from 16% in AY 00-01 to 14% in AY 02-03.
- There is a slight increase in the number of certificates awarded to **African-American and Asian/Pacific Islander students**.
- Although currently representing 13.8% of the total student population, only 3.8% of the total certificates awarded in AY 02-03 were to **Latino students**. Additionally, there is no increase in the percentage of certificates awarded to Latino students in AY 00-01 (3.8%) to AY 02-03 (3.8%).
- The percentage of **male students** who have been awarded certificates has decreased from 13.5% in AY 00-01 to 11.7% in AY 02-03.
- The percentage of **DSP-served students** who complete certificates has increased from 3.5% in AY 00-01 to 4.3% in AY 02-03.

The current data indicates that Solano Community College needs to focus on increasing the number of degrees and certificates awarded to Latino students as well as male students. Although completion rates are still low for African-American students, there is some progress being made as reflected in the increased degree and certificate completions over the last three years. Overall, the subcommittee agreed that the College needs to focus on increasing the number of students who are awarded degrees and certificates in all categories.

The following student support services currently assist students in their efforts to complete certificate and degree requirements: counseling, financial aid, employment, tutoring, assessment, career services, transfer services, SUCCESS Consortium, Extended Opportunities Programs & Services, student development program, student health services, veterans services, wellness program, New Horizons Program, MESA Program, Children's Program, Puente Program, and Disability Services Program.

Through its various instructional support programs, the College has attempted to address potential barriers to student success (i.e., achievement of degrees and certificates), such as the need for financial resources to cover educational expenses (textbooks and class materials), the need for childcare services, transportation needs, and educational under-preparedness. Certainly, more needs to be offered to students by way of orientation, tutoring services, increased counseling services, math assessment, transfer guidance, basic skills instruction, and library services.

It has been noted that a great number of transfer-bound students are not awarded degrees and certificates and/or do not petition to graduate before leaving our College and transferring. A mechanism needs to be developed allowing transfer-track students to earn degrees and certificates.

TRANSFER —

Indicator: 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.

Table 6. Transfer-Prepared Students (Fall 2003)

Group	2002-03 SCC Student Body (n=19,180)	Transfer-Prepared	Percent (n=470)	Average GPA for Transfer Units	s.d.
<i>White</i>	46.5	234	49.8	3.17993	0.39709
<i>Asian/Filipino</i>	18.3	114	24.3	3.08692	0.38397
<i>African-American</i>	16.2	36	7.7	2.96700	0.45534
<i>Latino</i>	13.9	53	11.3	3.07199	0.45062
<i>Other</i>	4.2	33	7.0	3.14012	0.42057
<i>Female</i>	58.8	284	60.4	3.14541	0.40913
<i>Male</i>	41.2	186	39.6	3.09659	0.41042
<i>Below 40</i>	80.5	431	91.7	3.10189	0.39943
<i>40+</i>	19.5	39	8.3	3.39352	0.43390
<i>ESL</i>	6.9	34	7.2	3.08790	0.41855
<i>Non-ESL</i>	93.1	436	92.8	3.12907	0.40956
<i>DSP</i>	3.7	21	4.5	3.16985	0.40856
<i>Non-DSP</i>	96.3	449	95.5	3.12404	0.41030

Students with 55.5 minimum transferable units, who have completed ENGL 1 and a college-level math.

Table 7. Full-time Transfers from Solano to UC/CSU by Ethnicity (Fall 2002)

	Sex	Asian	African - American	Filipino	Latino	NatAm	Other	White	Non-Res.	N/A	Tot	%
<i>UC</i>	Men	3	1	4	3	1	0	17	0	2	31	38.3
	Women	3	2	5	5	0	2	30	0	3	50	61.7
	Total	6	3	9	8	1	2	47	0	5	81	
	Percent	7.4	3.7	11.1	9.9	1.2	2.5	58.0	0.0	6.2		
<i>CSU</i>	Men	4	6	17	12	1	2	31	1	10	84	34.0
	Women	7	19	24	17	2	7	70	2	15	163	66.0
	Total	11	25	41	29	3	9	101	3	25	247	
	Percent	4.5	10.1	16.6	11.7	1.2	3.6	40.9	1.2	10.1		
ALL	17	28	50	37	4	11	148	3	30	328		
PERCENT	5.2	8.5	15.2	11.3	1.2	3.4	45.1	0.9	9.1			

Most recent year available from CPEC.

Considering the difficulty in accessing data that represent an accurate portrayal of Solano students, this report focuses on the role that the College plays in preparing students to transfer at the optimal level (viz., 60 transferable units plus college-level English and math courses). It should be noted that the above data do not take into account any students who transfer to a four-year college or university with less than 55.5 transferable units completed at SCC or without having taken their college-level English and math courses at SCC.

With the above caveats in mind, it appears that, among all groups, African-Americans achieve transfer-preparedness at a level noticeably lower than expected based on their proportion in the SCC student body. This pattern of underachievement is evident across all measures of student equity except that of access.

Goals & Activities

The following goals and activities were proposed by the Task Force on Student Equity, with input from members of the general campus community. Because this Plan is recognized as a “living document” — something to be used and modified, as necessary — its implementation will likely result in the refinement, redefinition, or deletion of some activities and the development of additional ones. The one or more individuals, identified by position, listed after each activity are responsible for assessing its feasibility, making required modifications, establishing timelines and evaluation strategies, coordinating resources, monitoring implementation, and documenting the process and outcomes. Although individuals are associated with the activities, it is our common understanding that such initiatives are, in fact, district-wide responsibilities.

ACCESS —

Goals:

- 1) *Increase the proportion of Latino student enrollment from 13.8% to 20% by 2008-09. Increase by 1% per year.*
- 2) *Increase the proportion of male student enrollment from 30.9% to 50%.*
- 3) *Maintain proportion of all other student groups.*
- 4) *Collect and review institutional data on disabled students enrolled at Solano Community College. Identify and correct any access barriers.*

Activities.

Goal 1: Increase Latino Student Enrollment.

1. Target outreach/recruitment efforts toward potential Latino students. Develop informational brochures, Make campus visits, and conduct financial aid workshops to recruit Latino students.

Responsible: Dean, Counseling/DSP, and Dean, Special Services

2. Host a community Open House for Latino students and their parents at the college.

Responsible: Dean, Counseling/DSP, and Dean, Special Services

3. Hire bilingual student workers for high school outreach to Latino students.

Responsible: Dean, Counseling/DSP, and Dean, Special Services

Goal 2: Increase Male Student Enrollment.

1. Advertise/promote non-traditional career fields and training opportunities at SCC for males (Cosmetology, Nursing, Teaching, Human Services, Pre-School Teachers administrative assistants). Offer workshops and seminars on campus and at off-campus sites.

Responsible: Vice President, Student Services

2. Increase advertisements/promotions of evening, weekend, and on-line education opportunities to potential male students.

Responsible: Vice President, Student Services

Goal 3: Develop Comparison Data for Disabled Students

1. Modify application for admission form (hard copy and on-line) to collect disability data.

Responsible: Dean, Admissions & Records

2. Develop follow-up procedures on self-identified disabled students.

Responsible: Dean, Counseling/DSP, and Director, Research & Planning

3. Assure there are no physical or non-physical access barriers for disabled students.

Responsible: Vice President, Student Services

COURSE COMPLETION —

Goals:

- 1) *Increase the course completion rate for all Solano Community College students, especially African-American, Latino, Native American, and disabled students.*
- 2) *Increase the course completion of students enrolled in basic skills courses.*

Activities.

Goal 1: Increase the Course Completion Rates (especially for African-American, Latino, Native American, and disabled students).

1. Continue and expand the use of a variety of teaching styles directed toward the different learning styles of students with the intent of improving student success.

Responsible: Vice President, Academic Affairs

2. Increase the availability of student tutoring and mentoring on campus.

Responsible: Vice President, Student Services, and Vice President, Academic Affairs

3. Create profiles of recent successful Solano College graduates and make information available to students via our web site, orientation materials, etc.

Responsible: Vice President, Student Services

4. Conduct more orientations for new and continuing students showing casing panels of successful students that include topics such as college expectations, time management, goals, and careers.

Responsible: Vice President, Student Services

5. Increase the Solano College presence at local high schools with large African-American and Latino populations.

Responsible: Vice President, Student Services, Vice President, Academic Affairs, and division deans

6. Increase outreach efforts with an emphasis on new students receiving information about financial aid before enrolling at the campus.

Responsible: Dean, Special Services, and Vice President, Student Services

7. Formally adopt a local high school with a large African American and Latino population creating contact between the local high school administrators, counselors, and teachers with corresponding Solano Community College administrators, counselors, and instructors.

Responsible: Vice President, Student Services, Vice President, Academic Affairs, division deans, and Academic Senate

8. Increase awareness of new students of math placement procedures and/or establish math articulation agreements with local high schools.

Responsible: Dean of Math/Science, and Vice President, Academic Affairs

9. Develop position of full-time Athletic Counselor and special Tutoring Program for Student Athletes.

Responsible: Dean, Counseling/DSP, Dean, Special Services, and Dean of Physical Education & Athletics

Goal 2: Increase the course completion in basic skills courses.

1. Refer to the Basic Skills Report section.

ESL & BASIC SKILLS —

Goals:

- 1) *Improve the success rate of African-American students in pre-college English courses by a minimum of 6% per year through 2008-09.*
- 2) *Improve the success rate of African-American students in ENGL 1 (college-level) by a minimum of 2-3% per year through 2008-09.*

- 3) *Improve the success rate of African-American and Latino students in Math, particularly in spring semester, by at least 2-3% per year through 2008-09.*
- 4) *Identify reasons for semester disparity in success rate in English for Age 40-and-over students. Once explanations are identified, goals for improvement of rate of success can also be identified.*
- 5) *Identify reasons for semester disparity in success rate in Math for male students, Non-native speakers, Asians, African-Americans, Latinos, and over-40 age group students. Once explanations are identified, goals for improvement of rate of success can also be identified.*
- 6) *Collect data to differentiate types of services provided to DSP students to facilitate identification and success rates of learning disabled students in college DSP database.*
- 7) *Increase the number of Learning Disability students who take and succeed in pre-college level English courses by 1% per year through 2008-09.*
- 8) *Increase the number of Learning Disability students who take and succeed in English 1 by 1% per year through 2008-09.*
- 9) *Improve monitoring of information about ESL student success in pre-college and college-level courses subsequent to completion of ESL courses and determine remedies for any inequity if needed.*

ACTIVITIES.

Goal 1: Improve the success rate of African-American students. in both pre-college level and college level English courses.

1. Increase feeder high school outreach, recruitment, and SCC Counselor presence.

Responsible: Vice President, Student Services

2. Initiate short summer "prep academies" to help African-American, Latino, and other under-prepared students increase their competence in basic academic skills (Reading, writing, math, study skills) and knowledge about requirements and resources of SCC before they enter the regular fall semester.

Responsible: Vice President, Student Services, and Vice President, Academic Affairs

3. Increase the number of learning communities that combine counseling courses with English and/or math courses and evaluate student success.

Responsible: Learning Communities Coordinator, Director, Research & Planning, Dean of Humanities, and Dean, Counseling/DSP

4. Increase opportunities for outside of class student study group formation. One current study of SCC students suggest that although instructors know student study groups to be very effective, many students, especially those in their first or second semesters, do not recognize the value of outside study groups.

Responsible: Vice President, Student Services, and Dean of Humanities

Goal 2: Improve the success rate of African-American and Latino students in Math.

1. Evaluate the success rates of African-American and Latino math students taking the new pre-college math course alternative begun in AY 2004-05.

Responsible: Dean of Math/Science and Introductory Math Instructor

2. Increase opportunities for outside of class student study group formation. One current study of SCC students suggest that although instructors know student study groups to be very effective, many students, especially those in their first or second semesters, do not recognize the value of outside study groups.

Responsible: Vice President, Student Services, and Dean of Math/Science

Goal 3: Improve data collection for DSP students and increase enrollment and success in both pre-college level and college level English courses.

1. Allocate time and method to keep accurate records for DSP students at intake interview and follow-up services and classes.

Responsible: DSP Coordinator and LD Specialist/Coordinator

2. Establish a peer (student) mentoring structure to provide DSP students with role models for student success who will tutor and advise DSP students in how to progress through the academic system.

Responsible: DSP Coordinator and LD Specialist/Coordinator

3. Meet with English instructors in pre-college and college level courses to discuss modifications in teaching methods to increase possibilities for success in English for DSP students.

Responsible: DSP Coordinator and Dean of Humanities

4. Increase coordination between DSP Counselors and LD Specialist to guide DSP students into appropriate LD strategies courses.

Responsible: DSP Coordinator

5. Initiate a learning community that combines an LD strategies course with a basic reading course, co-taught by LD Coordinator and English reading instructor.

Responsible: Learning Communities Coordinator, LD Specialist/Coordinator, English Composition and Reading Instructors, and Dean of Humanities

Goal 4: Collect data about ESL student success in pre-college and college-level courses subsequent to completion of ESL courses.

1. Monitor ESL students who have successfully completed one or more ESL courses to determine their success rates in non-ESL pre-college and college-level courses.

Responsible: Dean of Humanities, and Director, Research & Planning

DEGREE AND CERTIFICATE COMPLETION —

Goals:

- 1) *Increase the percentage of Latino students earning degrees from 8.1% to 13.1% by 2008-09. Increase by 1% each year.*
- 2) *Increase the percentage of Latino students earning certificates from 3.8% to 8.8% by 2008-09. Increase by 1% each year.*
- 3) *Increase the percentage of male students earning degrees from 19.7% to 24.7% by 2008-09. Increase by 1% each year.*
- 4) *Increase the percentage of male students earning certificates from 11.7% to 16.7% by 2008-09. Increase by 1% each year.*
- 5) *Increase proportion of all other student groups.*
- 6) *Revise collection procedures to ensure accuracy of data and review institutional data on matriculation goals for students enrolled at Solano Community College. Identify and correct any barriers to degree and certificate completion for all groups.*

Activities.

Goal 1: Increase number of Latino and male students earning degrees and certificates.

1. Target student services in-reach efforts toward current Latino and male students. Develop orientations, informational brochures and conduct academic planning workshops to advise Latino and other students about degree and certificate requirements and the need to submit petitions for graduation.

Responsible: Vice President, Student Services, and Dean, Counseling/DSP

2. Hire more bilingual or Latino faculty and staff, and male counselors, to serve as facilitators and role models for students.

Responsible: Vice President, Student Services, Vice President, Academic Affairs, and division deans

Goal 2: Increase degree and certificate completions in all categories.

1. Advertise/promote a “Graduation Faire” open to all students which gives them an opportunity to meet with counselors, advisors, and staff to obtain information on graduation requirements and transfer information, complete petitions to graduation, and view slideshows of past graduation ceremonies.

Responsible: Vice President, Student Services, Dean, Counseling/DSP, and Director, Student Development

2. Approve proposed Option C for completing the General Education requirements for the Associate degree in Liberal Arts.

Responsible: Curriculum Committee, Shared Governance Council, and Governing Board

3. Implement Degree Audit and Reporting software (DARS) for use by the Office of Admissions and Records in automating the degree evaluation process for students, including hiring a programmer analyst and data entry person for OAR.

Responsible: Dean, Admissions & Records, and Director, Computing Services

4. Implement an Option D for transfer-track students to complete degrees and certificates.

Responsible: Counseling Division, Curriculum Committee, Shared Governance Council, and Governing Board

Goal 3: Data Collection

1. Effectively promote on-line registration whereby students update their “Declaration of Goal” information each semester.

Responsible: Dean, Admissions & Records

2. Develop a “Supplemental Application” for updating student goal information and give registration priority to students who submit the form.

Responsible: Dean, Counseling/DSP, and Director, Research & Planning

TRANSFER —

Goals:

- 1) *Using the CCCCCO definition of Transfer Rate, increase the rate of to meet the “expected” Transfer rate as defined by the CCCCCO.*
- 2) *Using the above methodology, increase the transfer rate of all ethnic groups to match Solano county demographics.*

Activities —

GOAL 1: Increase “Expected” Transfer Rate

1. Extend hours of Transfer Center to thirty hours per week (including at least two early evening opportunities) by increasing the positions of Transfer Center Coordinator and support staff to full-time.

Responsible: Dean, Counseling/DSP

2. Outreach to students in gateway courses (such as Math and English) to inform about transfer processes.

Responsible: Transfer Center Coordinator

3. Offer field trips annually to broaden students’ awareness of options.

Responsible: Transfer Center Coordinator

4. Raise the level of awareness of the transfer mission through mailings to students, press releases, transfer recognition event.

Responsible: Transfer Center Coordinator

5. Continue ongoing research to identify barriers to transfer.

Responsible: Transfer Center Coordinator and Director, Research & Planning

GOAL 2: Increase Transfer Rate for All Ethnicities

1. Outreach to students in targeted ethnic studies courses to inform about transfer opportunities and processes.

Responsible: Dean, Counseling/DSP

2. Work collaboratively with other campus programs to extend services to traditionally underrepresented groups.

Responsible: Dean, Counseling/DSP

3. Create Transfer advisory group to provide on-going collaboration and planning.

Responsible: Transfer Center Coordinator

Budget

Sources of Funding

The sources of funding for the proposed activities include both internal and external resources.

Internal Resources:

- Use existing resources by shifting the emphasis in some programs to accommodate the added student equity activities.
- Discuss and consider the reallocation of existing resources for selected student equity activities.

External Resources:

Continue to submit grant applications to address student equity activities. Examples of some potential grant applications that might be submitted to supplement student equity activities include:

- Talent Search
- Title III (Strengthening Institutions)
- Title IV
- TRIO Grant

Evaluation Schedule and Processes

There will be two phases to the evaluation. The first is the “project management” phase, consisting of the evaluation of the implementation of all proposed activities. The purpose of this evaluation phase is to ensure that all aspects of the plan are being implemented. On a semi-annual basis, individuals responsible for each planned activity will be asked to report on: 1) any barriers to the implementation of their activity, 2) the steps taken or required to overcome the barriers, 3) the extent to which the activity has been implemented, 4) the outcomes of the activity, and, finally, 5) recommendation for modification to the activities or new activities.

The second phase of evaluation focuses on “goal achievement.” The data required to assess the College’s progress towards the desired goals in each of the five student equity indicators will become part of and published with the ongoing Instructional Program Review process. The Instructional Program Review is published biennially. This will allow the widest dissemination to the campus community and to the public. Based on these data, the Student Equity Committee will review the data, update the Plan, and submit it to the campus community and Board of Trustees.

Appendices

- A. Access Statistics
- B. Census Figures for Solano County
- C. Course Completion
- D. Degrees & Certificates by Group
- E. Degrees/Certificates by Group (AY02-03)
- F. Transfer-Prepared Students (Fall 2003)
- G. SCC Transfers AY 2002-2003

Appendix A. Access Statistics

Gender	1992-1993	%	1997-1998	%	2002-2003	%
<i>Female</i>	10,197	56.3%	9,615	57.6%	11,273	58.8%
<i>Male</i>	7,901	43.7%	7,086	42.4%	7,903	41.2%
<i>Unknown</i>		0.0%	1	0.0%	4	0.0%
<i>TOTAL</i>	18,098	100.0%	16,702	100.0%	19,180	100.0%
Ethnicity						
<i>Asian</i>	1,025	5.7%	1,033	6.2%	1,408	7.3%
<i>African Amer.</i>	2,478	13.7%	2,652	15.9%	3,102	16.2%
<i>Filipino</i>	1,754	9.7%	1,648	9.9%	2,096	10.9%
<i>Latino</i>	1,796	9.9%	1,947	11.7%	2,668	13.9%
<i>Native American</i>	181	1.0%	165	1.0%	178	0.9%
<i>Other Non-White</i>	245	1.4%	320	1.9%	400	2.1%
<i>Unknown</i>	74	0.4%	171	1.0%	400	2.1%
<i>White</i>	10,545	58.3%	8,766	52.5%	8,928	46.5%
<i>TOTAL</i>	18,098	100.0%	16,702	100.0%	19,180	100.0%
Age						
<i><18</i>	686	3.8%	1,382	8.3%	2,947	15.4%
<i>18-19</i>	2,688	14.9%	2,744	16.4%	3,473	18.1%
<i>20-24</i>	4,293	23.7%	3,741	22.4%	4,471	23.3%
<i>25-29</i>	2,500	13.8%	1,920	11.5%	1,909	10.0%
<i>30-34</i>	2,341	12.9%	1,567	9.4%	1,419	7.4%
<i>35-39</i>	1,976	10.9%	1,597	9.6%	1,214	6.3%
<i>40-49</i>	2,552	14.1%	2,526	15.1%	2,408	12.6%
<i>50+</i>	1,058	5.8%	1,223	7.3%	1,339	7.0%
<i>unknown</i>	4	0.0%	2	0.0%		0.0%
<i>TOTAL</i>	18,098	100.0%	16,702	100.0%	19,180	100.0%
DSPS Status						
<i>DSPS</i>	368	2.0%	547	3.3%	719	3.7%
<i>Non DSPS</i>	17,730	98.0%	16,155	96.7%	18,461	96.3%
<i>TOTAL</i>	18,098	100.0%	16,702	100.0%	19,180	100.0%

Provided by CCCCO/MIS.

Appendix B. US Census Figures for Solano County

TOTAL POPULATION	394,917	100%
Male	194,274	49%
Female	200,643	51%
18 years and over	279,861	71%
21 years and over	260,612	66%
62 years and over	45,677	12%
65 years and over	39,444	10%
RACE		
One race	377,125	100%
White	203,897	54%
African American	60,765	16%
American Indian and Alaska Native	1,287	0%
Asian	54,266	14%
Asian Indian	3,014	1%
Chinese (except Taiwanese)	5,808	2%
Filipino	41,035	11%
Japanese	604	0%
Korean	2,377	1%
Vietnamese	0	0%
Other Asian	1,428	0%
Native Hawaiian and Other Pacific Islander	3,057	1%
Native Hawaiian	N	0%
Guamanian or Chamorro	N	0%
Samoan	N	0%
Other Pacific Islander	N	0%
Some other race	53,853	14%
HISPANIC/LATINO ORIGIN AND RACE		
Total population	394,917	100%
Hispanic or Latino (of any race)	76,020	19%
Mexican	52,887	13%
Puerto Rican	5,270	1%
Cuban	475	0%
Other Hispanic or Latino	17,388	4%
Not Hispanic or Latino	318,897	81%
White alone	187,239	47%
African American alone	59,835	15%
American Indian or Alaska Native alone	1,287	0%
Asian alone	53,694	14%
Native Hawaiian and Other Pacific Islander alone	2,676	1%
Some other race alone	1,496	0%
DISABILITY STATUS OF THE CIVILIAN NON-INSTITUTIONALIZED POPULATION		
Population 5 to 20 years	104,194	100%
With a disability	4,479	4%
Population 21 to 64 years	218,651	100%
With a disability (42.4% employed)	32,345	15%
Population 65 years and over	39,444	100%
With a disability	20,519	52%

Appendix C. Course Completion

AY	Category	Atmptd Transfer	%Success Transfer	Atmptd Basic Skills	%Success Basic Skills	Atmptd Voc Ed	%Success Voc Ed	Atmptd All	%Success All
02-03	FEMALE	30,102	71.96%	2,997	62.90%	1,678	82.12%	38,006	70.80%
	MALE	20,815	68.91%	1,776	57.71%	1,413	81.10%	26,626	68.29%
	UNKNOWN	7	71.43%	0	n/a	1	0.00%	10	70.00%
	AFR. AMER.	8,230	62.24%	1,132	54.51%	497	76.26%	10,967	61.43%
	ASIAN	4,081	71.62%	419	60.14%	161	80.12%	5,081	69.69%
	FILIPINO	6,265	70.12%	690	68.55%	364	82.97%	7,949	69.95%
	LATINO	6,800	67.25%	890	57.08%	394	81.73%	8,936	65.69%
	NAT. AMER.	581	67.13%	66	71.21%	40	77.50%	742	67.25%
	OTHER	1,188	73.32%	90	70.00%	94	86.17%	1,474	72.93%
	WHITE	23,182	74.75%	1,436	64.42%	1,504	83.11%	28,735	74.15%
UNKNOWN	597	68.68%	50	50.00%	38	78.95%	758	67.02%	
DSPS	3,299	65.99%	720	51.81%	283	77.74%	4,807	64.72%	
NON-DSPS	47,625	71.04%	4,053	62.60%	2,809	82.02%	59,835	70.17%	
97-98	FEMALE	26,760	73.86%	2,477	61.08%	7,852	76.92%	32,990	72.42%
	MALE	19,428	71.29%	1,634	54.28%	5,689	77.06%	24,777	70.32%
	UNKNOWN	3	33.33%	0	n/a	0	n/a	3	33.33%
	AFR. AMER.	7,222	62.91%	1,117	48.97%	2,123	66.65%	9,480	61.05%
	ASIAN	3,342	74.60%	325	67.08%	948	78.27%	4,136	73.89%
	FILIPINO	5,355	68.22%	363	53.44%	1,477	75.63%	6,534	67.57%
	LATINO	5,556	69.83%	764	57.98%	1,470	73.40%	7,213	67.91%
	NAT. AMER.	464	70.26%	46	56.52%	171	74.27%	598	69.73%
	OTHER	866	73.09%	60	66.67%	180	76.67%	1,067	73.01%
	WHITE	23,118	77.36%	1,404	65.24%	7,109	81.01%	28,397	76.44%
UNKNOWN	268	76.12%	32	50.00%	63	74.60%	345	73.91%	
DSPS	2,723	70.88%	742	60.78%	949	72.29%	3,933	68.50%	
NON-DSPS	43,468	72.90%	3,369	57.85%	12,592	77.33%	53,837	71.74%	
92-93	FEMALE	27,608	72.44%	3,129	60.34%	8,426	72.36%	36,017	70.75%
	MALE	19,855	68.11%	2,036	50.29%	6,993	72.03%	27,406	67.54%
	AFR. AMER.	7,022	59.73%	1,368	45.91%	2,113	56.51%	9,854	57.10%
	ASIAN	3,089	72.19%	453	64.02%	894	72.93%	4,135	70.98%
	FILIPINO	5,332	68.34%	584	59.93%	1,635	68.75%	7,026	67.92%
	LATINO	4,788	67.96%	795	56.48%	1,581	68.63%	6,728	66.35%
	NAT. AMER.	564	65.25%	59	62.71%	154	66.88%	750	63.33%
	OTHER	752	67.69%	79	68.35%	224	69.64%	969	67.70%
	WHITE	25,801	74.56%	1,806	60.58%	8,767	77.39%	33,795	73.81%
	UNKNOWN	115	74.78%	21	47.62%	51	68.63%	166	71.69%
DSPS	1,823	68.84%	735	51.16%	531	66.85%	2,970	63.97%	
NON-DSPS	45,640	70.70%	4,430	57.25%	14,888	72.40%	60,453	69.63%	

Provided by CCCCOMIS.

Appendix D. Degrees & Certificates by Group

Year	Group	AAs	%	ASs	%	Cert.	%	TOTAL	%
2001-2002	<i>White</i>	232	24.4	121	12.7	133	14.0	486	51.2
	<i>Asian/Filipino</i>	74	7.8	41	4.3	45	4.7	160	16.8
	<i>African-American</i>	39	4.1	35	3.7	56	5.9	130	13.7
	<i>Latino</i>	52	5.5	40	1.2	46	4.8	138	14.5
	<i>Other</i>	14	1.5	10	1.1	12	1.3	36	3.8
	<i>Female</i>	285	29.5	144	14.9	185	19.1	614	63.5
	<i>Male</i>	134	13.9	109	11.3	110	11.4	353	36.5
	<i>Below 40</i>	364	37.6	181	18.7	207	21.4	752	77.8
	<i>40+</i>	55	5.7	72	7.4	88	9.1	215	22.2
	<i>ESL</i>	22	2.3	28	2.9	30	3.1	80	8.3
	<i>Non-ESL</i>	397	41.1	221	22.9	262	27.1	880	91.0
	<i>DSP</i>	40	4.1	17	1.8	51	5.3	108	11.2
	<i>Non-DSP</i>	379	39.2	236	24.4	244	25.2	859	88.8
2000-2001	<i>White</i>	237	21.7	167	15.3	175	16.0	579	53.1
	<i>Asian/Filipino</i>	83	7.6	67	6.1	66	6.0	216	19.8
	<i>African-American</i>	48	4.4	34	3.1	49	4.5	131	12.0
	<i>Latino</i>	61	5.6	31	2.8	42	3.8	134	12.3
	<i>Other</i>	12	1.1	7	0.6	12	1.1	31	2.8
	<i>Female</i>	299	27.1	165	14.9	199	18.0	663	60.0
	<i>Male</i>	147	13.3	146	13.2	149	13.5	442	40.0
	<i>Below 40</i>	405	36.7	213	19.3	209	18.9	827	74.8
	<i>40+</i>	41	3.7	98	8.9	139	12.6	278	25.2
	<i>ESL</i>	14	1.3	30	2.7	41	3.7	85	7.7
	<i>Non-ESL</i>	432	39.1	275	24.9	304	27.5	1,011	91.5
	<i>DSP</i>	33	3.0	13	1.2	39	3.5	85	7.7
	<i>Non-DSP</i>	413	37.4	298	27.0	309	28.0	1,020	92.3

Note: Figures are NOT unduplicated.

Appendix E. Degrees/Certificates by Group (AY02-03)

Group	Degrees	Percent	Certificates	Percent
<i>TOTALS</i>	553	100.0	310	100.0
<i>White</i>	273	49.4	144	46.5
<i>Asian/Filipino</i>	118	21.3	66	21.3
<i>African-American</i>	76	13.7	52	11.0
<i>Latino</i>	62	11.2	34	11.0
<i>Other</i>	24	4.3	14	4.5
<i>Female</i>	390	70.5	188	60.6
<i>Male</i>	163	29.5	122	39.4
<i>Below 40</i>	449	81.2	202	65.2
<i>40+</i>	104	18.8	108	34.8
<i>ESL</i>	33	6.0	36	11.6
<i>Non-ESL</i>	520	94.0	274	88.4
<i>DSP</i>	50	9.0	47	15.2
<i>Non-DSP</i>	503	91.0	263	84.8

Note: Counts are unduplicated within degrees and within certificates, but may be duplicated between degrees and certificates.

Appendix F. Transfer-Prepared Students (Fall 2003)

Group	Prepared	%	Avg. Trans. GPA	s.d.
<i>White</i>	470	51.3	3.19984	0.43020
<i>Asian/Filipino</i>	178	19.4	3.03496	0.39691
<i>African-American</i>	106	11.6	2.91795	0.45905
<i>Latino</i>	109	11.9	3.03731	0.46452
<i>Other</i>	54	5.9	3.04490	0.43422
<i>Female</i>	613	66.8	3.12610	0.45428
<i>Male</i>	304	33.2	3.06790	0.41635
<i>Below 40</i>	712	77.6	3.06253	0.42145
<i>40+</i>	205	22.4	3.26059	0.47988
<i>ESL</i>	59	6.4	3.04570	0.44465
<i>Non-ESL</i>	853	93.0	3.11070	0.44244
<i>DSP</i>	110	12.0	3.05158	0.44269
<i>Non-DSP</i>	807	88.0	3.11434	0.43609

Minimum of 55.5 transferable units completed.

Appendix G. SCC Transfers AY 2002-2003

Ethnicity	All SCC Students AY02-03	Percent of Student Body	SCC Transfers to CSU	SCC Transfers to UC	TOTAL SCC Transfers	Percent of TOTAL Transfers
<i>White, Non-Latino</i>	8,928	46.5	135	52	187	43.49
<i>Native American/Alaskan</i>	178	0.9	3	1	4	0.93
<i>Asian</i>	1,408	7.3	21	6	27	6.28
<i>African-American</i>	3,102	16.2	30	5	35	8.14
<i>Filipino</i>	2,096	10.9	56	9	65	15.12
<i>Latino</i>	2,668	13.9	39	9	48	11.16
<i>Other, non-white</i>	400	2.1	0	3	3	0.70
<i>Not known</i>	400	2.1	56	5	61	14.19
<i>TOTALS</i>	19,180	100.0	340	90	430	100.00

All transfers reported (full-time and part-time).