

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU



DATE October 10, 2013

To: Student Equity Coordinators
 Chief Student Services Officers
 Chief Instructional Officers
 Institutional Researchers
 Presidents/Superintendents and Chancellors

From: Linda Michalowski, Vice Chancellor
 Student Services and Special Programs Division

Subject: Updated Student Equity Plan

Introduction

This memorandum provides background on student equity planning in the California Community Colleges, instructions and a student equity plan template to assist colleges in completing their plans. It provides information on legislative and regulatory requirements associated with these plans, as well as guidelines and resources to assist colleges to develop and/or update their student equity plans in light of new legislation and regulations. The intent of the process is for colleges to conduct a self-evaluation on their own improvement or lack thereof with the ultimate goal of improving successful outcomes for all students.

Background

In November 2002 the Board of Governors adopted the recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan. The Chancellor's Office first provided guidelines to the colleges for developing plans in June 2003. Colleges were subsequently asked to update and complete plans in 2005. In response to the economic downturn and State budget cuts that began in 2008-09 and continued through 2012-13, the legislature instituted categorical program flexibility that suspended many regulatory requirements related to student equity and other initiatives. In January 2011, in response to SB 1163 (Liu) the Board of Governors embarked on a 12-month planning process to improve student success, creating the Student Success Task Force. The 20-member Task Force published recommendations in early 2012, many of which became part of the Student Success Act of 2012 (SB1456). Among many important changes in the Act, it reaffirmed the importance of focusing on student equity in the effort to improve student success. The Student Success Act has since served as the impetus to review and update the student equity planning process.

College Student Equity Plan



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IV. Student Equity Success Indicators

“Success indicators” or metrics are used to identify and measure areas for which various population groups¹ may be impacted by issues of equal opportunity and disproportionate impact. In 2001, the Board of Governors identified the five student equity success indicators described in further detail below. Recently, the Chancellor's Office has implemented the Student Success Scorecard (formerly known as the Accountability Reporting for the Community Colleges (ARCC) Scorecard), which provides disaggregated data by student demographics, as well as the DataMart, Data on Demand, and the Basic Skills Tracker. These tools provide colleges with a wealth of easily accessible data and resources to help them determine any disproportionate impact for ethnic subgroups in order to identify actions or strategies to address disparities in student equity. Local research may supplement the data available from the Chancellor's Office. The Guidelines for Measuring Disproportionate Impact in Equity Plans (Attachment A) provides detailed suggestions and methodologies for planning committees and college researchers for accessing these data sources, as well as examples of methodologies that could be used to identify disproportionate impact. The Chancellor's Office recently published a report, *Ensuring Equitable Access and Success: A Guide to Assessing & Mitigating Disproportionate Impact in Student Success and Support Programs (Aug, 2013)*, with the help of the CCC Research and Planning Group, that will assist colleges in assessing disproportionate impact in the provision of Student Success and Support Program Services. The success indicators are defined as follows:

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

The Chancellor's Office Research Unit is attempting to develop a standardized, statewide methodology to define each district's service area and its corresponding demographic makeup in order to calculate a district level participation rate. If a valid methodology is devised, the approach or results will be made available to colleges and districts in a separate memo. Each college, however, will continue to have the flexibility to define and interpret access based on its individual characteristics including service area, district boundaries, zip codes, US Census, demographics of feeder high schools, socioeconomic factors, and educational access and attainment. Service areas are generally a part of local education master planning processes and using the same definition of service area for the college education master plan and the student equity plan would lend consistency in defining access. Other options for defining access might include comparing the (a) ethnicity of students in feeder high schools in the service area to the ethnicity of incoming college students, (b) ethnicity of currently enrolled students broken down by community service areas to the ethnicity of those community service

¹ “Each population group of students” means American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (Title 5, §54220(d)).

never complete the final ESL or basic skills course, (c) Non-Credit ESL courses are excluded from both the Scorecard and the Basic Skills Cohort Tracker Tool data.

Options for measuring course completion for ESL and Basic Skills include indicators taken from or related to the (a) ARCC Scorecard "Basic Skills Improvement for ESL" measure, (b) Basic Skills Cohort Tracker Tool, (c) Progress through sequence, (d) Completion of recognized milestones for ESL students, (e) appropriate progress on the student educational plan (SEP) through ESL into collegiate work, and (f) local college options. Although the Scorecard and the Basic Skills tracker offer a slightly different definition of cohorts, colleges could begin to tie efforts to these instruments available on the Chancellor's Office website.

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Colleges are encouraged to utilize data available through the Student Success Scorecard, DataMart and Data on Demand.

E. Transfer

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Colleges are encouraged to use Student Success Scorecard data which includes the Student Progress and Achievement Rate (SPAR), and the Transfer Velocity project available on DataMart.

In addition to the above success indicators (metrics), local colleges have the flexibility to consider additional indicators such as capturing how many students are prepared by meeting the CSU GE Breadth or IGETC requirements, capturing AB540 students, completion of low unit certificates and other indicators which might be captured solely locally.

B. Executive Summary

Include an executive summary, which identifies the groups for whom goals have been set (Title 5 §54220(a)(6)). The summary should also include the:

1. Goals/Outcomes
2. Activities/Actions the college will implement to achieve the goals
3. Resources budgeted
4. Contact person who is also the student equity coordinator

C. Campus-Based Research

Conduct basic research to determine the extent of disparities in student equity in the five student success areas described in Section IV (Title 5 §54220(a)(1)). This may include, but is not limited to, an assessment of success indicators, or other means of identifying areas in which all groups may or may not be best served through the college. Emphasis on campus-based research should be placed on effective strategies to address achievement gaps and/or mitigate disproportionate impact among the subpopulations of the California Community Colleges student groups.

Data

Research should be used to (a) develop shared understandings of the meaning of the data, (b) develop action plans to mitigate the impact of disparities in student equity wherever possible, (c) integrate student equity into other institutional planning processes and program review, and (d) improve data collection and analysis relevant to the groups of students.

D. Goals/Outcomes and Activities

Provide sufficient details to illustrate your college's student equity, goals and objectives. List action activities to ensure student equity outcomes whenever disparity is noted within any success indicator area for any student population group. Goals should include performance measures for determining progress toward achieving the desired outcomes. The measures should identify the baseline data finding/s from the basic research which forms the basis for noting an equity issue, as well as the amount of progress to be achieved. Establish target dates for achieving expected outcomes and list the staff person (position) involved in its completion (Title 5 §54220(a)(2)). Describe implementation actions to activities identified to address student equity goals to include, but not limited to, existing student equity related programs on your campus (Title 5 §54220(a)(3)).

Institutional goals/outcomes and activities/actions that will address disproportionate impact could be included as part of the Student Equity Plan. For example, the goal of a college and actions taken to become a Hispanic serving institution is congruent with the goals and desired outcomes of student equity. The goals/outcomes listed in this section should link to the budget and evaluation sections of these guidelines.

[College Name]
Student Equity Plan

[Date]

[College Name]
Student Equity Plan
Signature Page

District: _____ Date Approved by Board of Trustees: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

District : _____

College : _____

EXECUTIVE SUMMARY
