

# **College Student Equity Plan**



October 2013

Chancellor's Office  
California Community Colleges  
**Student Services and Special Programs Division**

# Instructions for Completion of the College Student Equity Plan

## I. Introduction

In order to promote student success for all students, the governing board of each community college district is required to adopt a student equity plan for each college in the district (Title 5, §54220). The student equity plan contains student success indicators (metrics) as they relate to the Board of Governors policy on student equity implementation for each college. In addition, recent revisions to the California Education Code (Sec. 78216) resulting from passage of the Student Success Act (SB 1456) requires that college Student Success and Support Program plans be coordinated with college Student Equity plans. **Plans for the 2014-15 academic year are due on October 17, 2014.**

## II. Composition of Student Equity Planning Committee

Each college should form a Student Equity Planning Committee responsible for planning, developing, implementing, and monitoring the plan. Each college must decide the size and composition of the committee based on its organization, culture and needs. However, committees should include an appropriate mix of administrators, faculty, classified staff and students representing academic affairs, student services, institutional research, the budget office, the academic senate, the associated student body and others involved with other institution-wide planning and evaluation efforts. Since student equity is affected by the awareness, actions and assumptions of individuals in every part of the institution, it is important to include participants involved in institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program plan, and the Basic Skills plan. If the college deems it appropriate, the Student Equity Committee could be a subcommittee of or coordinated with the committees developing those plans. Student equity planning should also be included in and linked to program review particularly as it relates to indicators that are disaggregated by student demographics.

## III. General Guidelines

The plan should thoroughly describe the implementation of each student success indicator (metric) being addressed. Additionally, the plan should describe policies, activities and procedures as they relate to student equity at the college. The plans should describe the college's student equity strategies to address the way students are affected by the various activities/programs implemented to provide equal opportunity for each student population group. Student Equity plans be prepared with three – five year timeframe in terms of planned activities and improvements, to align with the Student Success and Support Program Plan, but should be updated annually. Annual updates will be due in the Chancellor's Office during the third week of October. **The initial Student Equity plan is due in the Chancellor's Office October 17, 2014.**

#### IV. Student Equity Success Indicators

“Success indicators” or metrics are used to identify and measure areas for which various population groups<sup>1</sup> 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

---

<sup>1</sup> “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)).

areas to reveal under-served populations, (c) ethnic breakdown of students who apply for and/or receive financial aid.

The percentage of each group compared to its representation within a community can also be expressed through a proportionality analysis. Proportionality compares the percentage of a subgroup in a cohort to its own percentage in a resultant outcome group. In terms of access, proportionality compares the percentage of a subgroup in a district's service area to its percentage in the student population. The proportionality methodology is presented with examples in Attachment A.

**B. Course Completion (*Retention*<sup>2</sup>)**

***The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.***

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

Course completion data is available through the DataMart on the Chancellor's Office website. (Please see Attachment A for more detail.) At the college level, course completion is part of program review which should be linked to student equity addressing program review recommendations.

Colleges should also 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.

**C. ESL and Basic Skills Completion**

***The 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 compared to the number of those students who complete such a final course.***



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

The analysis of ESL data can be challenging because (a) many non-ESL students can be included in a cohort since a number of native English speakers often enroll in ESL courses, (b) ESL students do not necessarily intend to persist through ESL programs and may take college courses prior to completing the final ESL basic skills course, or may

<sup>2</sup> Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

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.

#### **F. Student Success and Support Program Services**

***The effect of the requirements related to mandatory participation of new students in SSSP services and enrollment priority on indicators A-E above, as well as the loss of Board of Governors (BOG) fee waiver of new students.***

Recent revisions to the California Education Code (Sec. 78216) resulting from passage of the Student Success Act (SB 1456) requires that Student Success and Support Program plans be coordinated with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement. Therefore, Student Equity plans should clearly identify strategies and criteria associated with monitoring access and achievement under requirements of the Student Success Act.

To address these requirements, colleges should report on the effect of the new SSSP requirements related to mandatory participation of new students in SSSP services and enrollment priority using the indicators described above. They should also report the effect of SSSP mandatory services on the loss of Board of Governors (BOG) fee waivers of new students, disaggregated by ethnicity and gender. Colleges can access data to report on these indicators as specified above.

#### **V. Section-by-Section Instructions**

The plan is divided into seven sections:

- Section A. Cover/Table of Contents/Signature page**
- Section B. Executive Summary**
- Section C. Campus-Based Research**
- Section D. Goals and Activities for each success indicator**
- Section E. Budget (source of funding for activities)**
- Section F. Evaluation Schedule and Process**
- Section G. Attachments (*Optional*)**

##### **A. Cover/Table of Contents/Signature Page**

Signatures required include the student equity coordinator, who should also be designated as the contact person for student equity, the academic senate president, the vice president of student services, the vice president of instruction, and the college president.

Regulations require that each districts governing board formally adopt each college's Student Equity Plan. Districts must be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor's Office by the July annual deadline.

## 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.

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.

**E. Budget**

List sources of funding for activities in the plan. Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity (Title 5 §54220(a)(4)). The budget should link to the goals and the evaluation sections of these guidelines.

**F. Evaluation Schedule and Process**

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan (Title 5 §54220(a)(5)). The evaluation should link to the goals and budget sections of these guidelines. The evaluation process should also link to the college program review process. The process needs to ensure how to address compliance issues, and mitigate disproportionate impact where found.

**G. Attachments (*Optional*)**

You may submit any documents, handbooks, manuals or similar materials that your district/college has developed as appendices to your plan. These materials will be made available to other colleges.

**Additional Information**

Questions regarding the development of the college Student Equity Plan should be directed to:

Debra Sheldon, Ed.D.  
Specialist, Student Success and Support Program  
California Community Colleges Chancellor's Office  
(916)-322-2818; [dsheldon@cccco.edu](mailto:dsheldon@cccco.edu)



**[College Name]**  
**Student Equity Plan**

**[Date]**

---

# [COLLEGE NAME] STUDENT EQUITY PLAN

---

## Table of Contents

### Signature Page

### Executive Summary

- Target Groups
- Goals
- Activities
- Resources
- Contact Person/Student Equity Coordinator

### Campus-Based Research

- Overview
- Indicator Definitions and Data
  - Access
  - Course Completion (*Retention*)
  - ESL and Basic Skills Completion
  - Degree and Certificate Completion
  - Transfer
  - Student Success and Support Program Services

### Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer
- Student Success and Support Program Services

### Budget

- Sources of Funding

### Evaluation Schedule and Process

### Attachments (*Optional*)