

# 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. Student Equity plans are due in the Chancellor's Office annually during the month of July. **Plans for the 2015-16 academic year are due on July 21, 2014.**

## II. Composition of Student Equity Planning Committee

Each college should form a Student Equity Planning Committee to help develop the plan. The selection and composition of the Student Equity Planning group will be influenced by the college organizational culture and needs. Each college will decide the size and make up of its planning committee. Committees should include an appropriate mix of administrators, faculty and classified staff 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 of every part of the institution, it is important to include participation from members 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. Student equity planning should 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 your college. The plans should describe the college's student equity strategies to address the way constituents are affected by the various activities/programs implemented to provide equal opportunity for each student population group. **Should this plan be for one academic year? 3 years? 3 years, with annual sub-plans. What range of dates?**

## 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. 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 Accountability Reporting for the Community Colleges (ARCC) Scorecard, which provides disaggregated data by student

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<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)).

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. The Guidelines for Measuring Disproportionate Impact in Equity Plans (Attachment A) provides detailed guidelines for planning committees and college researchers with instructions for accessing these data sources, as well as examples of methodologies that could be used to identify disproportionate impact. 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, Analysis, and Accountability Unit is attempting to develop a standardized, statewide methodology to define each district's service area and its corresponding demographic makeup. If a valid methodology is devised, the approach or results will be made available to the colleges and districts.

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.

Each college, however, will continue to have the flexibility to define and interpret access based on its individual characteristics including socioeconomic factors, demographics of feeder high schools, educational access and attainment, district boundaries, zip codes, US Census, and service area. Service area is generally part of local education master planning processes and would also be useful and lend consistency in defining access for student equity. 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 to the ethnicity of that community to reveal under-served populations, (c) ethnic breakdown of students who apply for and/or receive financial aid.

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

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.

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

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 in addressing program review recommendations.

### **C. ESL and Basic Skills Completion**

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

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

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, (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 the 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, and (e) appropriate progress on the student educational plan (SEP) through ESL into collegiate work. 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.

### **D. Degree and Certificate Completion**

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

Colleges are encouraged to utilize data available through the Scorecard and DataMart.

### **E. Transfer**

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

In addition, local colleges might capture how many students are prepared by meeting the CSU GE Breadth or IGETC requirements. Colleges are encouraged to use Scorecard data which includes the Student Progress and Achievement Rate (SPAR), and the Transfer Velocity project available on DataMart.

## **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 be 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
2. Activities 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 CCC 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.

**D. Goals and Activities**

Provide sufficient details to illustrate your college's student equity, goals and objectives. List goals set to ensure student equity when 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 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 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 and activities that will address disproportionate impact could be included as part of the Student Equity Plan. For example, the goal of a college to become a Hispanic serving institution is congruent with the goals of student equity. The goals 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, CCCCCO  
(916)-322-2818; [dsheldon@cccco.edu](mailto:dsheldon@cccco.edu)

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

**[Date]**

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# [COLLEGE NAME] STUDENT EQUITY PLAN

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## Table of Contents

### Signature Page

### Executive Summary

Target Groups

Goals

Activities

Resources

Contact Person

### Campus-Based Research

Overview

Indicator Definitions and Data

Access

Course Completion (*Retention*)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

### Goals and Activities

Access

Course Completion (*Retention*)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

**Budget**

Sources of Funding

**Evaluation Schedule and Process**

**Attachments** (*Optional*)





***[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: \_\_\_\_\_

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## **Executive Summary**

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District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXECUTIVE SUMMARY**

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## **Campus-Based Research**

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District : \_\_\_\_\_

College : \_\_\_\_\_

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**CAMPUS-BASED RESEARCH**

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1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

District : \_\_\_\_\_

College : \_\_\_\_\_

*CAMPUS-BASED RESEARCH*

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2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

District : \_\_\_\_\_

College : \_\_\_\_\_

*CAMPUS-BASED RESEARCH*

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3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.



District : \_\_\_\_\_

College : \_\_\_\_\_

*CAMPUS-BASED RESEARCH*

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4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

District : \_\_\_\_\_

College : \_\_\_\_\_

*CAMPUS-BASED RESEARCH*

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

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## **Goals and Activities**

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District : \_\_\_\_\_

College : \_\_\_\_\_

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## GOALS AND ACTIVITIES

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### 1. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

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#### GOAL 1.

**ACTIVITY 1.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXPECTED OUTCOME 1.1.1**



District : \_\_\_\_\_

College : \_\_\_\_\_

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**GOAL 1.** *(Continued)*

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District : \_\_\_\_\_

College : \_\_\_\_\_

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## GOALS AND ACTIVITIES

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### 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

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### GOAL 2.

**ACTIVITY 2.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)



District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXPECTED OUTCOME 2.1.1**



District : \_\_\_\_\_

College : \_\_\_\_\_

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**GOAL 2.** *(Continued)*

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District : \_\_\_\_\_

College : \_\_\_\_\_

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## GOALS AND ACTIVITIES

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### 3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

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#### GOAL 3.

**ACTIVITY 3.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXPECTED OUTCOME 3.1.1**



District : \_\_\_\_\_

College : \_\_\_\_\_

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**GOAL 3.** *(Continued)*

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District : \_\_\_\_\_

College : \_\_\_\_\_

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## GOALS AND ACTIVITIES

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### 4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

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#### GOAL 4.

**ACTIVITY 4.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)



District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXPECTED OUTCOME 4.1.1**



District : \_\_\_\_\_

College : \_\_\_\_\_

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**GOAL 4.** *(Continued)*

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District : \_\_\_\_\_

College : \_\_\_\_\_

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## GOALS AND ACTIVITIES

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### 5. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

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### GOAL 5.

**ACTIVITY 5.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

District : \_\_\_\_\_

College : \_\_\_\_\_

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**EXPECTED OUTCOME 5.1.1**



District : \_\_\_\_\_

College : \_\_\_\_\_

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**GOAL 5.** *(Continued)*

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# Budget

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District : \_\_\_\_\_

College : \_\_\_\_\_

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**SOURCES OF FUNDING**

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## **Evaluation Schedule and Process**

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District : \_\_\_\_\_

College : \_\_\_\_\_

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**EVALUATION SCHEDULE AND PROCESS**

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# **Attachments**

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## **ATTACHMENTS**

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