



# THE 2014 STUDENT EQUITY PLAN: HOW'D THAT HAPPEN?

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2014 Student Equity Plan Draft

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## TIMELINE REVIEW

- **November 2013:** The Student Equity Workgroup was created
- **Fall 2013-Winter 2013:** Initial work, namely analysis, on the Student Equity Plan began
- **March 11, 2014:** The State released the final draft of the Student Equity Plan instructions
- **April 2014:** The Office of Research completed and released the data required by the State
- **April-May 2014:** The Student Equity Workgroup completed the analysis and selected goals and activities for the Student Equity Plan



# DIFFERENCES IN APPROACH

2010 Student Equity Plan	2014 Student Equity Plan
<ul style="list-style-type: none"><li>• State expectations: shelf document</li><li>• Written by VP with input from committee</li></ul>	<ul style="list-style-type: none"><li>• State expectations: actual plan with specific actions</li><li>• The SEW worked collaboratively to generate all analysis and determine goals (although the actual document was still written by a tri-chair).</li></ul>
<ul style="list-style-type: none"><li>• 14 pages long</li></ul>	<ul style="list-style-type: none"><li>• 73 pages long (a March 11 surprise)</li></ul>
<ul style="list-style-type: none"><li>• Included 10 charts and tables</li></ul>	<ul style="list-style-type: none"><li>• Includes 130 tables</li></ul>

- The workload *quintupled* mid-year.
- Thanks, California!



## SO, WHAT IS THE PLAN?

- Increase course success rates for African American, Latino and Filipino/Pacific Islander students by 3% within 3 years (over fall 2013 figures).
- Do a lot of research!
- (We have a lot of questions, but we need answers before we can make plans.)



# THAT'S IT?!? WHY NOT THINK BIGGER?

- Wait, are you publicly committing to join the committee and do some of this work?
- That was not a rhetorical question, said the English professor.
- Here's your real answer:



# WHY JUST FOCUS ON COURSE SUCCESS?

Indicators	Synopsis
Access	<ul style="list-style-type: none"><li>• No real disproportionate impacts</li><li>• Larger questions about declining enrollment warrant further research.</li></ul>
Course completion	<ul style="list-style-type: none"><li>• We have the tools right now to see an immediate impact. This engages the entire campus and provides an opportunity to look at instruction and student services.</li></ul>
ESL and Basic Skills completion	<ul style="list-style-type: none"><li>• Significant programmatic changes.</li><li>• More research is needed</li></ul>
Degree and certificate completion	<ul style="list-style-type: none"><li>• Disproportionate impacts but starting with course completion first.</li></ul>
Transfer	<ul style="list-style-type: none"><li>• AA-T degrees will likely change our transfer rates.</li></ul>

# BUT WE MUST ADDRESS 2010...

## 2010 Goals:

1. Make student equity a part of the program review and resource allocation processes;
2. Establish benchmarks for hiring administrators, faculty, and classified staff;
3. Establish a Student Equity Office in the same vein as the Office of Multicultural Relations that existed a number of years ago;
4. Integrate student equity goals into the college and district strategic plans;
5. Establish periodic external evaluation of equity efforts, using members of the outside community; and 2010 Student Equity Report 4
6. Undertake difficult dialogues campus-wide on race, gender, disability, sexual orientation in order to maintain equity as an important campus goal.

## 2014 Goals:

1. Achieve a three percent (3%) increase in course completion success rates for African American, Hispanic/Latino and Filipino/Pacific Islander students over fall 2013 figures.
2. Conduct research on:
  1. Course success rates
  2. Probation rates
  3. Sequence completion rates in ESL and Basic Skills courses

