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DATE   August 24, 2015
To: Student Equity Coordinators
             Chief Student Services Officers
             Chief Instructional Officers
             Presidents/Superintendents and Chancellors
             Institutional Researchers
             Student Success and Support Program Coordinators
             Basic Skills Coordinators
             Academic Senate Presidents

From: Denise Noldon, Interim Vice Chancellor
             Student Services and Special Programs Division

Subject: 2015-16 Student Equity Plan Template

Introduction
The intent of student equity funding and planning is to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances. For purposes of this plan, student equity is defined as a helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups. Each community college is required to maintain a student equity plan that includes campus-based research as to the extent of equity for high-need student groups; goals for access to, and completion of courses, basic skills improvement, transfer and degree and certificates for all students and for high-need students; and a set of evidence-based activities to help students and the college meet these goals. Colleges should also use student equity planning as an opportunity to determine how campus policies and practices foster or hinder equitable outcomes for students and to develop the capacity of campus practitioners to address the specific student needs. This memorandum provides background on student equity planning in California Community Colleges, instructions for completing and submitting the required college student equity plan, and a plan template to assist colleges in this task. It also provides information on associated statutory and regulatory requirements, as well as guidelines and resources to assist colleges as they work to develop and/or update their plans.

Background
Legislative Purpose, Target Populations and Plan Requirements
The California Legislature in 1991 charged all segments of public education with providing educational equity "through environments in which each person ... has a reasonable chance to

fully develop his or her potential" (Education Code §66010.2c). In keeping with this requirement, from 1992 through 2002, the California Community Colleges (CCC) Board of Governors (BOG) adopted a student equity policy and title 5 regulations and plan template to ensure that groups historically underrepresented in higher education have an equal opportunity for access, successful course completion, English as a Second Language (ESL) and basic skills completion, and completion of degrees, certificates and transfer to baccalaureate degree granting institutions.

The Governor and legislature created additional requirements in June 2014 (Education Code §78220 – 78221) specifying additional student populations that must be addressed in equity plans. At a minimum, colleges must address students in the following ethnic and racial categories, as defined by the US Census Bureau for the 2010 Census:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino

- Native Hawaiian or other Pacific Islander
- White
- Some other race[1]
- More than one race

In addition, plans must address students with the following characteristics:

- Males
- Females
- Current or former foster youth

- Students with disabilities
- Low-income students
- Veterans

Colleges *may* also conduct research and develop goals or activities for any of the racial groups above, foster youth, disabled or low income students, or veterans *by gender*, if data seems to indicate it would be beneficial to students. There is *no* requirement to address students by *age*.

Funding
In June of 2014, in recognition and support of equity and success for all students, the State also provided $70 million specifically earmarked to close achievement gaps in access and success for these student groups, as identified in local student equity plans. In June of 2015, the Governor and the legislature appropriated an additional $70 million for student equity planning, bringing the total available statewide for equity implementation to $140 million for 2015-16.

Coordination with Other Equity Related Programs and Services
Since 2012, Education Code (Sec. 78216) created by the Student Success Act (SB 1456) has required colleges to coordinate the development of Student Success and Support Program (SSSP) plans with their Student Equity Plan to ensure that colleges identify strategies to monitor

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[1] According to the US Census definitions, some other race includes all other responses not included in the "White," "Black or African American," "American Indian or Alaska Native," "Asian," and "Native Hawaiian or Other Pacific Islander" race categories. Multiracial, mixed, interracial, or other responses reported to the race question are included in this category. See http://quickfacts.census.gov/qfd/meta/long_RHI505210.htm for more detail on the 2010 US Census definitions.

and address equity issues in the delivery of SSSP core services and attempt to mitigate any resulting disproportionate impacts on student access and achievement. Therefore, student equity plans should clearly identify strategies and criteria associated with SSSP. To the extent that data are available, colleges should research and report on the effect of the new SSSP requirements related to mandatory participation of new students in SSSP services and enrollment priority on student equity.

The State Budget Act (SB860) of 2014 also added new requirements related to coordinating with other programs. Colleges are now required to coordinate equity planning and activities with the following:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Math, Engineering, Science Achievement (MESA), Puente and Middle College High School Programs
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

Although not required, the CCC Chancellor's Office (CCCCO) also strongly recommends that where possible colleges coordinate student equity planning with the CCC Institutional Effectiveness goal setting process and with the college and/or district accreditation, educational master planning, and program review processes. Doing so, will help colleges adopt an institution-wide, holistic approach to planning, budgeting, and delivery of instruction and services to support equity in student access and success.

Instructions for Completion
Section-by-section instructions for developing a Student Equity plan are included in *Attachment A: Instructions and Sample Student Equity Plan*. Each college will need to conduct research on the status of student groups on the success indicators described in the template, include specific, measurable goals for each success indicator by student group, develop and implement evidenced-based activities to address disparities that are discovered, show how funding will be expended, and evaluate those activities and their impact on improving student outcomes.

Plan Format, Submission Instructions and Deadlines
The Student Equity Plan *must be reviewed and adopted by local governing boards* and submitted to the Chancellor's Office by **November 23, 2015.** Please mail two paper copies of the college student plan, one with original signatures to:

The California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554

Sacramento, CA 95811
Attn: Patty Falero

In addition, please email a complete, *fully accessible, electronic version of the plan* to the Chancellor's Office at studentequity@cccco.edu. The electronic version may be either in Microsoft Word or Adobe Acrobat (or other .pdf format), but must be in a format that electronic readers can interpret, with alternate text provided for images. (See the CCC High Tech Training Center Unit for more information and assistance.) Please do not send .pdf formats that are created through scanning a paper copy of a document, as these files are not searchable or accessible.

Questions regarding student equity plan development should be directed to Debra Sheldon at dsheldon@cccco.edu or 916-322-2818.

Attachments: A. Instructions and Sample Student Equity Plan Template
                    B. Planning Committee Crosswalk Guide
                    C. Guidelines for Measuring Disproportionate Impact in Equity Plans
                    D. Data Procedures
                    E. Percentage Point Gap Methodology

ATTACHMENT A: INSTRUCTIONS AND SAMPLE STUDENT EQUITY PLAN TEMPLATE

General Guidance and Plan Overview

The student equity plan must show the results of campus-based research into disproportionate impact for each of the required success indicators and target groups, and thoroughly describe the goals and activities designed to improve outcomes for disproportionately impacted groups. The plan should demonstrate a clear link between the research, goals, activities, expenditures and evaluation. Goals, activities, expenditures and evaluation should be targeted towards improving outcomes for student groups that the campus research shows are experiencing achievement gaps and that the college has determined are a priority, based on the research. When reviewing plans, readers will be evaluating plans on whether or not this link is evident. When addressing goals, the plan should include a statement and description of the goals and/or success indicators that are being given priority, as well as a justification and rationale, based on the research for why those goals were set and prioritized.

After submitting the plan, colleges will be asked to submit an annual year-end budget report, which will be developed and distributed at a later date.

The plan is divided into twelve sections:

Cover/Table of Contents/Signature page
Executive Summary
Planning Process and Collaboration
Success Indicator: Access
Success Indicator: Course Completion
Success Indicator: ESL and Basic Skills Completion
Success Indicator: Degree and Certificate Completion
Success Indicator: Transfer
Other College- or District-wide Initiatives Affecting Several Indicators
Summary Budget
Summary Evaluation Schedule and Process
Attachments

Instructions for each section can be found printed in red text at the beginning of its corresponding section in the Sample Plan Template. *Please delete the instructions from the final college plan prior to submitting it to the Chancellor's Office*.

Campus Research and Student Equity Success Indicators

"Success indicators" are used to identify and measure areas for which various population groups may be impacted by issues of equal opportunity and disproportionate impact. In 2001, the Board of Governors identified and defined five student equity success indicators for access, course completion, ESL and basic skills completion, degree and certificate

completion, and transfer. Definitions for each of the success indicators and instructions for calculating them are described in further detail in the Sample Plan Template in instructions for each similarly titled section.

As mentioned previously, colleges are required to conduct campus-based research to determine the extent of disparities in student equity for each of the required student groups. This version of the template contains *three methodologies* for college researchers can chose from to assist them in defining and measuring disproportionate impact. The first two methodologies (described in Attachments C and D) are similar to those contained in the Student Equity Plan template published in March, 2014, with minor revisions to conform with (Education Code §78220 – 78221). This version of the template also contains instructions and *optional* tables for a third methodology, "Percentage Point Gap" (see Attachment E) developed by the Center for Urban Education at the University of Southern California for calculating and displaying the results of research that better lends itself to goal setting. *Colleges are free to choose the methodology that best suits their campus.*

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

Several tools and sources of data are made available to colleges to assist in obtaining data and conducting the required research and setting measurable goals. The Student Success Scorecard provides disaggregated data by student demographics, as well as the DataMart, Data on Demand, and the Basic Skills Tracker. *Attachment D: Data Procedures* provides researchers with detailed instructions for accessing related data from the Chancellor's Office Data on Demand site. These tools provide colleges with a wealth of easily accessible data and resources to conduct the disproportionate impact research. Local data and research may supplement the data available from the Chancellor's Office.

Finally, colleges may want to use the methodology brief, *Ensuring Equitable Access and Success: A Guide to Assessing & Mitigating Disproportionate Impact in Student Success and Support Programs (Aug, 2013),* written by the Research and Planning Group to assist them in looking at measuring disproportionate impact in the delivery of SSSP Services.

Goals, Activities, Funding and Evaluation

Each college must develop specific, numerically measurable goals for each success indicator by student group, develop and implement evidenced-based activities to address achievement gaps that are discovered, show how funding will be expended, and evaluate those activities and their impact on improving student outcomes.

Goals
Goals should be reasonable, achievable, and include baseline year, baseline data, and target dates for achieving them. Colleges are free to determine the baseline year. If they have not already chosen baseline years, they may want to consider beginning of the measurement of their progress on goals with the 2013-14 year when possible, since it is the year prior to which student equity first became available. The CCCCO recognizes however, that this will not be feasible for indicators based on Scorecard data, since the most recent data currently available is for the 2008-09 cohort.

In addition, the timeframe for setting achievable goals may vary by the indicator. Some indicators (Course Completion or ESL and Basic Skills Completion) are inherently short or intermediate milestones in student success, whereas other goals (Degrees and Certificates, Transfer) by their nature will take longer to achieve. Student Equity plans should be prepared with a minimum of a three-year timeframe in terms of goals and planned activities and evaluation. But colleges may want to use a four- to six-year time frame or longer for goals related to improvement in transfer or degrees and certificates, if needed.

Activities
Emphasis should be placed on adopting evidence-based models of remediation, implementation of placement tests and policies that more accurately predict student success and identify students' remedial needs, and coordinating with student equity-related categorical and campus-based programs to address achievement gaps and mitigate disproportionate impact among student groups.

Indicate the category for the type of activity the college proposes to implement: Outreach, Student Services or Other Categorical Program, Research and Evaluation, Student Equity Coordination/Planning, Curriculum and/ or Course Development or Adaptation, Professional Development, Instructional Support Activities, or Direct Student Support. Indicate which student groups are being targeted by the activity and the number of students to be affected. If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented. Explain how this activity will help achieve the goal(s).

Activity Funding
Provide amount of student equity funding allocated to the activity, if any and other fund sources also allocated to activity. If student equity funding will be used to augment previously existing programs or services, describe how student equity funds will not be used to supplant other district funds. In general, student equity funds can be used for new positions in categorical programs or to expand existing equity related projects, but cannot be used to supplant funding for existing positions paid for either through other categorical or general funds. See the Student Equity Expenditure Guidelines for more details on allowable and ineligible expenditures of funding. Planned expenditures need only be

described for the current year, 2015-16. As mentioned earlier, funding should demonstrate a clear link to the research.

Activity Evaluation
Colleges should describe the data that will be collected to measure the impact of the activity on the goal and provide a timeline for activity evaluation and the frequency of data collection and review.

Summary Budget

The Summary Budget spreadsheet uses the CCCCO Budget and Accounting Manual object codes and definitions to account for expenditures. As stated above, a list of eligible and ineligible uses of student equity funds is available on the CCCCO website. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Student equity funding does *not* require colleges to provide matching funds. However, equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Summary Evaluation

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan. The college should describe its evaluation plan for understanding if it is achieving the *goals* set for each success indicator. Describe the estimated timeline for when and how frequently progress towards the goals will be measured (as opposed to the evaluation information provided for each *activity* in earlier sections). Describe who will be informed of the results of the evaluation, how the results will be used to improve practice, how those involved in implementing activities will know whether or not what they are doing is having a positive effect on the goals, and when and how actions will be taken to make any necessary changes in approach, based on the results.

Describe any planned coordination or integration with the student equity evaluation process and processes for program review, Institutional Effectiveness goal setting, educational master planning or other related institutional planning or evaluation processes.

Attachments (optional)

Colleges may submit any documents, manuals or similar materials that your district/college has developed as appendices to your plan.

[College Name]

Student Equity Plan

[Date]

[COLLEGE NAME] STUDENT EQUITY PLAN

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Signature Page

[College Name]
Student Equity Plan Signature Page

District: _____   **Board of Trustees Approval Date**: _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]
_____
[College President Name]   Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]
_____
[College Chief Business Officer Name]   Email

[Signature]
_____
[District Chief Business Officer[2]]   Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]
_____
[Chief Student Services Officer Name]   Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]
_____
[Chief Instructional Officer Name]   Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]
_____
[Academic Senate President Name]   Email

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[2] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]
_____
[Classified Senate President Name]   Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]
_____
[Associated Student Body President Name]   Email

[Signature]
_____
[Student Equity Coordinator/Contact]   Email   Phone

Executive Summary

Planning Committee and Collaboration

This section of the plan should include a description of the planning process the college went through should address the steps the college took to ensure the planning process was inclusive, diverse and representative of the target populations and programs related to student equity, as defined in SB 860 (2014). Include in the description how colleges coordinated with the programs and with any larger institution-wide planning efforts listed above.

As part of this section, colleges must also complete the student equity planning committee membership list form (below) with committee member names, titles and the group(s), program(s) or role(s) that they represent.

Planning Committee Resources: Attachment B: Planning Committee Crosswalk Guide, is matrix organized by indicator designed to help planning committees with related Student Equity and SSSP title 5 regulations, recommended reports, data sources, and suggested questions or prompts to guide committees as they look at practices, programs and services in instructional area, student services, and the institution as a whole. These materials are intended to assist in the planning process, but colleges are free to use other materials if they choose.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented

Access

Definition of Access Indicator for Conducting Research
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 has developed 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, however, the CCCCO does not have data on the necessary local *college* service areas, to calculate participation rates by *college*. Each college can therefore choose to use the district participation rate or use professional judgement to define access based on its local 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 can 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 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.

When presenting the college research results on disproportionate impact to target groups on access, provide a short explanation of which definition and research methodology the college chose to use and the rationale for selecting that definition.

A. 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.

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment D. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact. Colleges can choose to complete this table or provide other data for determining potential disproportionate impact using proportionality or the "80/20" methodologies. If an analysis is not relevant for a particular goal and group, please insert 'NA' in the cell.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native				
Asian				
Black or African American				
Hispanic or Latino				
Native Hawaiian or other Pacific Islander				
White				
Some other race				
More than one race				
Total of 8 cells above (Orange cells should = 100%)		**100%**	**100%**	
Males				
Females				
Unknown				
Total of 3 cells above (Orange cells should = 100%)		**100%**	**100%**	
Current or former foster youth				
Individuals with disabilities				
Low-income students				
Veterans				

*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.*

**'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the

community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

Prompt to guide analysis (as applicable): Which three student groups are experiencing the greatest gaps – and how large are these gaps (in percentage points)?