

Student Equity Plan Feedback Worksheet

College Name:

Team ID #

Reader ID #

Executive Summary

1. Was an executive summary provided? Yes No

2. Did the Executive Summary cover these required topics?

Target Groups	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Goals	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Activities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Resources	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Contact/Coordinator	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. Was the planning process collaborative and were all of the necessary stakeholders included?

Various campus departments were included but there did not seem to be any representation of students or community members.

4. What was done well in the executive summary? What should be improved in the future?

Provided a good overview of the overall goals. It could have provided a little more detail on how the identification of specific target populations was come to.

Campus-Based Research

5. Were all of the required target populations addressed in the research?

Males	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Females	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Am. Indians or Alaskan natives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Asian	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Black or African American	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Hispanic or Latino	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Native Hawaiian or Pacific Islander	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Whites	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Some other race	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
More than one race	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Current or former foster youth	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Students with disabilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Low income students	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Veterans	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

6. Did the college address any other optional populations? If so, which ones? (Age groups, LGBT, etc.)

Age groups

7. A disproportionate impact study compares the performance of each target population to that of a reference group, *and* provides clear, data- Yes No

driven *conclusions* about affected populations. Did the college conduct a disproportionate impact study for each indicator?

8. Which target populations showed a disproportionate impact, and/or were indicated as experiencing an achievement gap and/or needing extra help?

Indicators	Populations
<i>Access</i>	None
<i>Course Completion</i>	Afr Amer, Latino, Pacific Islander, Filipino
<i>ESL and Basic Skills Completion</i>	Afr Amer, Hispanic, Pacific Islander, older students
<i>Degree & Cert Completion</i>	Afr Amer, Hispanic, Pacific Islander, Filipino, economically disadvantaged
<i>Transfer</i>	African American, Hispanic, Pacific Islander, Filipino, older students

9. What problems did the college describe in conducting the research, if any?

None.

10. What was done well in the Research section? What should be improved in the future?

Appreciated the use of probation data in addition to course completion to assess impact. Charts were easy to read and straightforward. The addition of multiple measures for the indicators (e.g. persistence, 30 unit attainment) made for more robust data. Foster youth and veterans were omitted from the data analysis entirely.

Goals and Activities

Access

11. Did the college set goals and plan activities to improve access?

Yes

No

12. Do the goals and activities for *access* address the target populations identified in the research?

Because no disparities identified, activities focused on continuing recruitment of target populations.

13. Are the goals and activities appropriate, achievable and have a reasonable chance of improving *access* for targeted groups?

Largely a continuation of existing activities, which makes sense given current success.

14. What was done well in the plan to improve *access*? What should be improved in the future?

Good description of efforts underway and targeting to impact specific ethnic groups.

Course Completion (*Retention*)

15. Did the college set goals & plan activities to improve course completion?

Yes

No

16. Do the goals and activities for *course completion* address the target populations identified in their research?

Activities identified are vague. It is not clear how these activities are directly linked to the target populations.

17. Are the goals and activities appropriate, achievable and have a reasonable chance of improving *course completion* for targeted groups?

Activities are described in very broad and general terms. No clear sense of the actual steps that will be taken to improve course completion rates for target populations. Outcomes identified are not quantified and no clear strategy for how outcomes will be measured is provided.

18. What was done well in the plan to improve *course completion*? What should be improved in the future?

This section is fairly weak overall as described in the comments above.

19. Did the college set goals and plan activities to improve ESL and basic skills completion? Yes No

20. Do the goals and activities for *ESL and basic skills completion* address the target populations identified in the research?

Goals and activities are only loosely linked to the target populations

21. Are the goals and activities appropriate, achievable and have a reasonable chance of improving *ESL and basic skills completion* for targeted groups?

Goals and activities are very general. Not clear how the activities will lead to improved outcomes.

22. What was done well in the plan to improve *ESL and basic skills completion*? What should be improved in the future?

Good ideas for strengthening professional development, but this seems inadequate as the sole strategy for improving completion rates.

Degree and Certificate Completion

23. Did the college set goals and plan activities to improve degree and certificate completion? Yes No

24. Do the goals and activities for *degrees and certificate completion* address the target populations identified in the research as experiencing a disproportionate impact?

Professional development is specifically targeted towards increasing awareness of African American population.

25. Are the goals and activities appropriate, achievable and have a reasonable chance of improving *degrees and certificate completion* for targeted groups?

Appropriate and achievable, but incomplete. Solely focused on professional development.

26. What was done well in the plan to improve *degrees and certificate completion*? What should be improved in the future?

Good ideas for strengthening professional development, but this seems inadequate as the sole strategy for improving completion rates.

Transfer

27. Did the college set goals and plan activities to transfer? Yes No

28. Do the goals and activities for *transfer* address the target populations identified in the research as experiencing a disproportionate impact?

Much stronger activities section here than in other sections. Many of these will likely impact other indicators and it's not clear why they weren't included elsewhere. More detail is needed however.

29. What was done well in the plan to improve *transfer*? What should be improved in the future?

A good list of ideas, but the linkage between the activities and desired outcomes is not always clear. Many seem to be a continuation of existing programs. Need to provide more evidence of the effectiveness of these programs to justify this approach. Outcomes are not quantified and are very general.

Budget

30. Does the budget section contain a list of funding sources for activities outlined in the plan? Yes No

31. Did the college provide any detail on how they plan to spend their student equity funds? Yes No

32. What was done well in the budget section? What should be improved in the future?

Appreciate the breakout of different activities in the budget. Would like to see further detail on sub line items (e.g. how much is going to Puente vs. Student Athletes; DSPS vs. foster youth; etc.). The budget seems very disconnected from the actual plan activities. More description is needed to make clear how the budget and activities are linked.

Coordination with Other Programs

33. Does the plan show evidence of coordination with the Student Success and Support Program (SSSP)? Yes No

34. Does the plan show evidence of coordination with any other programs? If yes, which ones?

Many programs appear to be funded under the plan, but evidence of coordination is not made clear.

35. What was done well to coordinate with other programs or initiatives? What should be improved in the future?

Many programs appear to be funded under the plan, but evidence of coordination is not made clear.

Evaluation Schedule and Process

36. Did the college describe the evaluation process and provide an evaluation schedule? Yes No

37. The instructions in the student equity plan template state that the evaluation should link the goals, activities and budget sections? Was this link evident?

This link was not evident

38. What was done well in the plan to evaluate student equity implementation at the college? What should be improved in the future?

The evaluation plan was very sparse. In the future a plan that includes specific dates and how each activity will be evaluated would be more robust.

Other Comments?

Foster youth and Veterans were not included in this plan. This is a major oversight. While the available data is not as robust as it is for other populations, data does exist and shouldn't be absent entirely. The budget and the activities seem to not sync up. While the activities focus almost entirely on professional development, the budget seems to direct a large amount of funding to existing academic and student services programs. Overall the plan does not include measurable outcome that can be used to track progress towards overarching goals.

Note that the entire SSSP plan was attached. While providing additional context, this review did not include a complete review of the SSSP plan. If there are activities in the SSSP plan that cross over into equity, these should be articulated in the equity plan. The budget should also be clear about the break out of funds when activities overlap between SSSP and equity to ensure no "double dipping."

This plan was one of the best I have read and should be used as a model for other colleges! (Please mark with an x if you agree with this statement.)

Yes