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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)?

District: _____   **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-6, 2014*	*No gap*	*2020*

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected	* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.
A.1			

- *Activity Implementation Plan*
  Describe the activity. Ideally, campus communities should conduct an inquiry / self-assessment to understand the nature of issues that are leading to gaps in student outcomes, so that interventions actually address the problems. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal (*for example: colleges may plan to collect **disaggregated data** on applications completed vs. students who register in the most recent year; financial aid received (PELL and institutional) in the most recent year; or interviews with students from the target populations who received admission but never registered to understand why they did not register*). If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

A.2
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities

	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*

Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
    - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

    - A timeline of / frequency of data collection and review.

A.3 …, etc.

Success Indicator: Course Completion

Course Completion (*Retention[3]*)
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 are 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.

When presenting the college research results on disproportionate impact to target groups for course completion, provide a short explanation of any local customizations of the indicator in the research and the rationale for using them.

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[3] Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

B. COURSE COMPLETION. 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. Calculate course completion rates by dividing:

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 similar 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.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14**
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					
All Students			*		
Males					
Females					
Unknown					
Current or former foster youth					
Individuals with disabilities					
Low-income students					
Veterans					

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).
Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*
*'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

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

For these three student groups (as applicable) calculate the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap:

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
---	Example Group	14%	.14	x	2567	=	359
Largest Gap				x		=	
Second Largest				x		=	
Third Largest				x		=	

District: _____   **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-14, 2014*	*Gap no > -6*	*2020*

*Expressed as either a percentage or number.   **Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

  Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*

  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*

  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

B.2

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

District: _____   **College**: _____

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*

Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
    - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

    - A timeline of / frequency of data collection and review.

B.3 …, etc.

Success Indicator: ESL and Basic Skills Completion

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 ESL or basic skills 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 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.

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 ESL or basic skills course. Calculate progress rates through basic skills by dividing:

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 similar 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.

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1457**	**247**	**17%**	**24%**	**-7****
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					
All Students			*	■■■■■	
Males					
Females					
Unknown					
Current or former foster youth					

Individuals with disabilities				
Low-income students				
Veterans				

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

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

For these three student groups (as applicable) calculate the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap:

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
---	Example Group	7%	.07	x	1457	=	101
Largest Gap				x		=	
Second Largest				x		=	
Third Largest				x		=	

District: _____   **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-7, 2014*	*No gap*	*2020*

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

District: _____ **College**: _____

- *Activity Implementation Plan*
  Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

C.2

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or		Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- ***Evaluation***

  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

C.3 …, etc.

Success Indicator: Degree and Certificate Completion

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[4].

Colleges are encouraged to utilize data available through the Student Success Scorecard, DataMart and Data on Demand.

---

[4] College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

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. Calculate degree and certificate completion rates by dividing:

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 similar 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.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1947**	**568**	**29%**	**33%**	**-4****
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					
All Students			*		
Males					

Females					
Unknown					
Current or former foster youth					
Individuals with disabilities					
Low-income students					
Veterans					

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion– paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

*'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

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

For these three student groups (as applicable) calculate the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap:

		1	2		3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap				x		=	
Second Largest				x		=	
Third Largest				x		=	

District: _____   **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- *Activity Type(s)* (Mark an X in all that apply. See <u>Student Equity Expenditure Guidelines</u> for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect disaggregated data to identify student semester-to-semester persistence rates, credit-accumulation rates; or interviews with students from the target group to better understand what barriers emerged towards their degree or certificate completion.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

D.2
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
D.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

  Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*

  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

D.3 …, etc.

Transfer

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.

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.

District: _____   College: _____

CAMPUS-BASED RESEARCH: TRANSFER

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. Calculate transfer rates by dividing:

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 similar 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.

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
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					
All Students			*		
Males					
Females					
Unknown					
Current or former foster youth					

Individuals with disabilities				
Low-income students				
Veterans				

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).
Calculated by subtracting the average (all student) rate from the student group's rate of transfer– paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*
'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

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

For these three student groups (as applicable) calculate the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap:

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap				x		=	
Second Largest				x		=	
Third Largest				x		=	

Sample Student Equity Plan Template - 39

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: E. TRANSFER

E.1

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal. (*For example, colleges may plan to collect **disaggregated data** to identify student semester-to-semester persistence rates, credit-accumulation rates; or interviews with students from the target group to better understand what barriers emerged towards transfer completion*.) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

E.2
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** **& # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***
  Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**. 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- ***Evaluation***
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

E.3 …, etc.

Other College- or District-wide Initiatives Affecting Several Indicators

List the indicators and/or goals that will be affected the college or district- wide initiatives. As with the previous sections for the success indicators, indicate the category for the type of activity the college or district proposes to implement; the student groups that are being targeted by the activity; the number of students to be affected, references to any literature or research demonstrating the effectiveness of the activity; other relevant information from research, and the timeline and description of activity to be implemented. Provide a brief explanation of how this activity will help achieve the goal(s) listed. Provide the amount of student equity funding allocated to the activity, if any and other fund sources also allocated to activity. Describe the data that will be collected to measure the impact of the activity on the goal(s) and provide a timeline for activity evaluation and the frequency of data collection and review.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.)**:**

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  Describe the activity. Ideally, campus communities should conduct an inquiry / self-assessment to understand the nature of issues that are leading to gaps in student outcomes, so that interventions actually address the problems. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations' gaps and the actions that will be taken to reach the goal. If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*
Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

F.2
- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.):

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other		Curriculum/Course Development or		Direct Student Support

	Categorical Program		Adaptation		
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.2		

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding**). 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 with student equity funding, and budget including expenditures of student equity funding and other program funding**, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- *Link to Goal*

Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- *Evaluation*
  - Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

  - A timeline of / frequency of data collection and review.

F.3 …, etc.

Summary Budget

Print a completed copy of the Summary Budget spreadsheet and attach after this page.

The Summary Budget spreadsheet uses the CCCCO <u>Budget and Accounting Manual</u> object codes and definitions to account for expenditures. Funding listed for specific activities in the plan narrative under the sections for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer and Other College- or District-wide Initiatives Affecting Several Indicators must also be entered into the Summary Budget spreadsheet. As stated earlier, <u>a list of eligible and ineligible uses of student equity funds</u> is available on the CCCCO website. 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 district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Summary Evaluation

In each activity, in previous sections for the success indicators, colleges should have already described the data that will be collected to measure the impact of the *activity* on the goals, and an estimated timeline for when and how frequently that data will be collected and reviewed.

In this section, 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 (as opposed to specific activities) will be measured. Describe who will be informed of the results of the evaluation, how the results will be used to inform 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.

SUMMARY EVALUATION SCHEDULE AND PROCESS

Attachments

ATTACHMENT B: Planning Committee Crosswalk Guide

GENERAL INFORMATION AND INSTITUTIONAL REQUIREMENTS: The following crosswalk of Student Equity indicators, potential data sources, title 5 citations, and institution-wide, instructional and/or student services-related prompts is intended as an aid to student equity planning committees. The prompts are intended to stimulate conversation and investigation into areas where disproportionate impact may be affecting student success. The Chancellor's Office does not intend that every college address each prompt or that the list is in any way comprehensive. Committees should feel free to add to or change research prompts or questions as appropriate.

POTENTIAL DATA SOURCES	STUDENT EQUITY AND SSSP RELATED TITLE 5 SECTIONS	INSTITUTION-WIDE PROMPTS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
• Student Success Scorecard • DataMart • Data on Demand • Basic Skills Tracker • Transfer Velocity Project • **CCCGIS Collaborative:** California Community College District Boundaries Map • Student Success Task Force Recommendations • Student Equity: From Dialog and Access to Action Student Support (Re)defined • Basic Skills as a Foundation for Student Success in California Community Colleges • Ensuring Equitable Access And Success: A Guide To Assessment And Mitigating Disproportionate Impact In SSSP • Guidelines for Measuring Disproportionate Impact in Equity Plans	**G-1:** Each district governing board shall adopt and maintain a student equity plan for each college to include research, goals, activities, fund sources, evaluation schedule, and executive summary addressing access, course completion, ESL and basic skills completion, degree and certificate completion and transfer for: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (54220 and 51026) **G-2:** "Disproportionate impact" is a condition where access to key resources and support or academic success may be hampered by inequitable practices, policies and approaches to student support or instructional practices affecting a specific group. (55502) **G-3:** Each district or college shall establish a program of institutional research for the ongoing evaluation of the services funded through SSSP and use the results as basis for continuous improvement. (55512) **G-4:** Student success is supported by well-coordinated and evidence-based student and instructional services to foster academic success. (55500) **G-5:** Describe the process to identify students at risk for academic and progress probation and the college's plan for referral to appropriate intervention services and coordination with the college's Student Equity Plan. (55510)	• Is there recognition among campus leadership that student equity is important? • What organization(s), or committee(s) is responsible for ongoing planning and monitoring of student equity? • What are the institution's strengths in addressing student equity? • What are related questions posed in the Student Support (Re)defined study that support student equity and success at the college? • Does the college have structures and processes in place to engage faculty, administrators, and staff in an ongoing and intentional examination of student equity? Does it provide a cycle for improvement? • Should the college examine equity issues institution-wide or take a targeted approach, such as in a particular major, or department? What are the priority areas and or indicators to address? • What are campus policies and practices in this/these chosen focus area(s)? • If the college is designated as a Hispanic-Serving Institution does it promote that fact on its web site and in other student centered communications? • Does the college publicly promote programs and support for African American, Hispanic, Disabled or other targeted groups?	•How can curricular and instructional design, assessment, & evaluation processes be modified to improve student equity? •How can tenets from the *Basic Skills as a Foundation for Student Success in California Community Colleges* report be used to support equity? •What resources can be allocated to develop systemic & institutional capacity for the analysis and inquiry of teaching and curriculum? •What professional development is available to college faculty, staff and administrators to help increase awareness of and effect changes in practices that support equity?	• Which questions posed in the report, *Ensuring Equitable Access And Success: A Guide To Assessment And Mitigating Disproportionate Impact In SSSP* could guide us in improving student equity? • What resources can be allocated to develop systemic and institutional capacity for the analysis and inquiry of student support services?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
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 is frequently calculated as a participation rate.	**Scorecard – COLLEGE PROFILE:** Description of the student population and course sections offered in 2011-12. US Census data **CCCGIS Collaborative:** California Community College District Boundaries Map	**A-1:** Increase California community college student access and success through the provision of core matriculation services. (55000) **A-2:** Ensure that Assessment/ Placement services do not have disproportionate impact. (55522) **A-3:** Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522) **A-4:** SSSP services for students who are disadvantaged by economic, social and educational status shall be appropriate to their needs, and colleges shall make modifications as necessary. (55526)	**Assessment** Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures? **Outreach** Is there sufficient outreach to faith based and community leaders of student groups that are not accessing or persisting in college coursework? Is there sufficient outreach to connect students to CTE programs? **Scheduling** Are key courses offered at times and in formats that fit the needs of target student groups? Are there sufficient numbers of sections offered each term? **Alignment** Is there an appropriate bridge linking regional Adult Education offerings such as GED completion and primary/secondary basic skills to credit course offerings? Are certain student groups represented at disproportionately high rates in basic skills English, math, reading or ESL?	**Admissions:** Are certain student groups more likely to register for classes after the start of the term? Are specific student groups more likely to apply for admission after the application deadline? **Priority Enrollment** Are all student ethnic/gender groups equally likely to receive priority enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention? **Orientation** Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group? **Assessment** Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills? Do assessment test processes exclude any otherwise eligible person from admission? **Ed Planning & Counseling:** Are all student groups equally like to receive an abbreviated education plan in a timely manner? Comprehensive education plan for their intended major? How early during their enrollment? What advising resources are available to students, and are students taking advantage of them? Do all student groups access counseling at similar rates? If not, what can be done to improve access to counseling? Are certain counseling services or hours more essential to the success of certain groups more than others? *Accommodations:* Are accommodations for high need students being adequately provided so that students can receive SSSP services when they need them?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
B. Course Completion *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" data as defined and available on CCCCO DataMart **Scorecard - PERSISTENCE:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. **Scorecard - 30 UNITS:** Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Institutional probation data	**B-1:** Conduct research into any disproportionate impact of prerequisites or co-requisites and if discovered, develop and implement a plan to correct it. (55003) **B-2:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **B-3:** Help students develop comprehensive education plans to meet student needs and interests that also satisfy program requirements for EOPS, DSPS, CalWORKs, Veterans, Athletes, etc. and avoid duplicate plans. (55524) **B-4:** Evaluate academic progress of, and provide support services to, at risk students. (55525) **B-5:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525) **B-6:** Notify students who are at risk of losing Board of Governors Fee Waiver (BOGFW) eligibility due to probation for two consecutive terms. (55523) Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621) **B-7:** Notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. (58108)	**Prerequisites** • Does the student population enrolling in the target course differ significantly pre- and post-prerequisite? • Which student groups are successfully completing the proposed prerequisite and target course? **Coordination** • Does the college have a student success committee or other governance structure to allow for instructional and counseling faculty engagement regarding instructional activities that contribute to student success? • How are instruction and student success tied to institutional effectiveness measures? How are they established and through what venue? How do they connect to instruction and student services? **Course and Program Alignment** • Are courses offered in the appropriate sequence? • Does the scorecard or other CCCCO data indicate any change in the number of students moving from under prepared to prepared? **Scheduling and Credit Accumulation** • Are there sufficient course offerings to ensure students have a bridge from basic skills to degree-applicable and/or transfer level courses? • Are courses scheduled during hours and days that meet student need and promote student success? • Are all student groups accumulating credits at an appropriate rate? If not, at which milestones are students being lost? Which groups are being lost at a disproportionate rate? What can be done to improve rates for those groups? **Instructional Methods** • Does faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are instructional support services provided (supplemental instruction, learning communities, embedded counseling & tutoring). Are these services increasing completion rates? • Are faculty making use of early alert and other alert processes to make appropriate referrals to tutoring and other support services?	**Prerequisites** • Which student groups are enrolling in the proposed prerequisite and target course? • Among students who meet the prerequisite skill level, are certain student groups less likely to succeed in the course? **Ed Planning & Counseling** • See prompts under A. Access **Follow-up and Probation** • Are certain student groups more likely to end up on academic and/or progress probation at a disproportionate rate? Why? What actions can be taken to improve the likelihood that they do not?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
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.*	**CCCCO Basic Skills Cohort Tracker Tool:** Progress through sequence and completion of recognized milestones for ESL students **Scorecard - REMEDIAL:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Institutional probation data	**C-1:** Provide follow-up services to evaluate the academic progress of, and provide support services to at risk students. (55520; 55525) **C-2:** Provide targeted follow-up services for at risk students and students enrolled in basic skills courses. (55525) **C-3:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services or curricular offerings. (55525) **C-4:** Provide accommodations for students disadvantaged by economic, social, and educational status. (55526) **C-5:** Ensure SSSP services are accessible for English language learners and appropriate to their needs, including modified or alternative services for students enrolled in ESL programs. (55526) **C-6:** Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621)	**Coordination** • Is developmental education a clearly stated institutional priority? **Scheduling and Credit Accumulation** • Are sufficient sections of basic skills English, Math and ESL offered to accommodate student need? Which courses are in greater demand than supply, that are negatively and disproportionately affecting target student groups? • Are courses scheduled during hours and days that meet student need and promote student success? • Are student groups progressing through and succeeding in remedial math and English, at the same rates? If not, which groups are progressing at lower rates? Which group is the most essential to focus attention on? What can be done to improve their success rates? • Are ESL students less likely to realize their educational goals? **Instructional Methods** • Does developmental faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are specialized instructional support services provided (e.g.: supplemental instruction, learning communities, embedded counseling and tutoring). Are these services increasing completion and success rates? • Does the faculty recognize their importance in providing timely feedback to students' progress so that students may mitigate barriers to their success in the course? • Is faculty making use of early alert and other academic alert processes to make appropriate referrals to tutoring and other support services? • Are faculty informed that students can be at risk of losing BOGW eligibility?	**Prerequisites** • Same as in B. **Assessment** • Are certain groups of students who place into basic skills courses less likely to be retained in the subsequent term at the college? • Among students who place into basic skills English, reading, math and ESL courses, is any group disproportionately less likely to enroll in and complete the next course in the sequence? • Among students who place into basic skills English, math or reading, are certain student groups disproportionately less likely to progress to transfer-level English or math? • What strategies and approaches have colleges successfully implemented to mitigate disproportionate impact in the assessment and placement process? **Follow-up and Probation** • Same as in B.

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
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.*	**COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer-related outcomes. **CAREER TECHNICAL EDUCATION:** Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred. Institutional probation data	**D-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in the process of selecting an educational goal and course of study. (55523) **D-2:** Follow-up with students who have not identified an education goal and course of study and students who are on probation or facing dismissal. (55525) **D-3:** Once the student has identified a course of student and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Success and Achievement Gaps** • Are all student groups achieving degrees and certificates in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on? **Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to complete a degree or certificate in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who achieve degrees or certificates from targeted groups. **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve success for the targeted group?	**Ed Planning & Counseling** • Is any student group disproportionately less likely to access counseling/advising services in a timely manner? • Are students who receive counseling/advising services more likely to be retained than students who do not receive services? • Are students who receive educational planning services more likely to succeed in their classes? **Follow Up and Probation** • Are certain groups of students less likely to be identified by early alert programs? • Are certain groups of students more likely to be placed on academic probation? • Are students who receive follow-up services more likely to be retained in the subsequent semester than students who do not receive follow-up services? • Are certain groups of students more likely to respond to an early alert by accessing services?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
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.*	**CCCCO Transfer Velocity project data available on DataMart** **Scorecard - COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate or transfer related outcomes. Institutional probation data	**E-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **E-2:** Once the student has identified a course of study and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to transfer in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who transfer from targeted groups? **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve transfer for the targeted group? **Course and Program Alignment** • Has the college initiated the required number of AA/AS – Transfer (AAT/AST) degree pathways? • Have instructional faculty discussed the role of local degrees that are the same as the AAT/ASTs? • Have instructional faculty engaged with faculty at receiving 4-year universities to assess whether their students are transfer-prepared? Has any plan or pipeline been established or explored? **Success and Achievement Gaps** • Are all student groups transferring in similar ratios? Are all student groups completing transfer degree pathways in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on?	**Ed Planning & Counseling** • Same as in D. • Have counselors been included in the development and dissemination of AA/AS Transfer degree pathways? **Follow Up and Probation** • Same as in D.

ATTACHMENT C: GUIDELINES FOR MEASURING DISPROPORTIONATE IMPACT IN EQUITY PLANS
CALIFORNIA COMMUNITY COLLEGES CHANCELLORS' OFFICE
AUGUST 2015 REVISION

INTRODUCTION AND REGULATORY AND STATUTORY REFERENCES

This document presents two methodologies to measure disproportionate impact for disaggregated subgroups within the California Community Colleges (CCC) student population. The two methodologies will be demonstrated using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Data Mart.

Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

Colleges are directed to establish a program of institutional research for ongoing evaluation of its matriculation process to ensure compliance. Title 5 states that: " As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact." [Title 5 Section 55512(a)]

The California Community Colleges Student Success Task Force "recommends that system-wide accountability efforts be updated to include the collecting and reporting of both the outcomes and the progression measures for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations whose educational success is vital to the future of the state." (California Community Colleges Student Success Task Force, 2012, p. 7)

Education Code, Article 1.5. Student Equity Plans

78220.
 (a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of

each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

DATA ELEMENTS AND ANALYSIS

Two methodologies can be used to measure disproportionate impact – proportionality and the 80% Rule. Both methodologies compare a disaggregated subgroup's presence in a cohort to its corresponding presence in its related outcome group. Proportionality is recommended as a preferred methodology and is presented in the body of this document. The 80% Rule methodology can also be used if preferred, and is presented in the next section.

There are five success indicators outlined in the CCCCO Equity Plan with which to assess disproportionate impact:

- Access;
- Course completion;
- ESL and Basic Skills Completion;
- Degree and Certificate Completion; and
- Transfer.

The following six disaggregated student subgroups are specified in Senate Bill 680:

- Gender;
- Foster youth;
- Disability;
- Low-income;
- Veteran; and
- Race-ethnicity.

Data for some of the success indicators and student categories are available from two CCCCO sources: The Data Mart and Data on Demand. The Data Mart is fully available to the public and provides information about students, courses, student services, outcomes and faculty and staff. The purpose of the Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. Data on Demand provides the Scorecard data sets for researchers at the colleges and is password-protected. Specific steps to access data from the Data Mart and Data on Demand are detailed in the Data Procedures section.

Table One lists the success indicators and student categories available from the two data sources. Six of the eight success indicators presented below are contained in the CCCCO Scorecard. The Scorecard is the latest version of the Accountability Reporting for the Community Colleges (ARCC), the annual report produced by the California Community Colleges Chancellor's office to meet the requirements of Assembly Bill 1417. This performance measurement system contains a set of success indicators for the system and its colleges.

Scorecard success indicators - available from Data on Demand - include Remedial English, Remedial ESL, Remedial Math, and Completion. Subcomponents of the Scorecard Completion outcome are available for analysis: 1) certificates awarded, 2) degrees awarded, and 3) transfer to a four-year college. The Scorecard methodology is available here. The Data-On-Demand file layouts are available here.

Two success indicators – Course Retention and Success and Transfer Velocity – are systemwide indicators available from the Data Mart .

There are no CCCCO data sources for the Access indicator.

Table 1. CCCCO Data Sources for Student Categories and Success Indicators

Success Indicator	Student Category					
	Gender	**Ethnicity**	**Foster Youth**	**Disabled**	**Low-Income**	**Veterans**
Course Completion	DM[a] Course Retention/ Success Rate	DM Course Retention/ Success Rate				
	DOD[b] Scorecard Remedial English	DOD Scorecard Remedial English		DOD Scorecard Remedial English	DOD Scorecard Remedial English	
	DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL		DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL	
	DOD Scorecard Remedial Math	DOD Scorecard Remedial Math		DOD Scorecard Remedial Math	DOD Scorecard Remedial Math	
Degree and Certificate Completion	DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)		DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)	
	DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)		DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)	
Transfer	DM Transfer Velocity	DM Transfer Velocity		DM Transfer Velocity	DM Transfer Velocity	
	DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)		DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)	

[a] Data Mart

[b] Data-On-Demand

PROPORTIONALITY METHODOLOGY

Calculating disproportionality for Disaggregated Ethnicity Subgroups Using the Transfer Rate.

The proportionality methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other proportionality calculations are performed similarly with counts and percentages of subgroups in the cohort and outcome groups.

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Table 2. Proportionality Index Interpretation

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table Three presents the counts and percentages of the initial student cohort beginning in Academic Year 2008-09 (column "Cohort Count") who were then tracked for six years. The counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 3. Ethnic Proportionality of Successful Transfer

Ethnicity	Cohort Count	Cohort Percentage	Transfer Count	Transfer Percentage	Proportionality
African-American	7,490	0.05398	2,566	0.04875	0.90
American Indian/Alaskan Native	1,079	0.00778	314	0.00597	0.77
Asian	21,674	0.15620	10,765	0.20453	1.31
Hispanic	43,329	0.31226	12,662	0.24057	0.77
Multi-Ethnicity	29	0.00021	12	0.00023	1.09
Pacific Islander	1,303	0.00939	452	0.00859	0.91

Unknown	15,185	0.10943	6,034	0.11464	1.05
White Non-Hispanic	48,671	0.35076	19,828	0.37672	1.07
Total	138,760	1.00000	52,633	1.00000	

Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.

Based on a cutoff of 0.85, there is disproportionate impact in transfer rate among two ethnic subgroups: American Indian/Alaskan Native and Hispanic.

REFERENCES

Bensimon, E.M., & Malcom-Piquex, L. (2014, March). Assessing Hispanic-Servingness at HSIs. Presented at The Academic Success of Hispanics Conference, American Association of Hispanics in Higher Education.

California Community Colleges Student Support Task Force (2012). *Advancing student success in the California Community Colleges: Recommendations of the California Community Colleges Student Success Task Force*.

The RP Group (2013). *Assessing and Mitigating Disproportionate Impact in Matriculation Services* by Rogeair Purnell and Bri Hayes.

Uniform Guidelines on Employee Selection Procedures (1978); 43 FR 38295, (August 25,1978); 29 CFR Part 1607.

80% RULE METHODOLOGY

The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was use in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

The 80% Rule methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other 80% Rule calculations are performed similarly with counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

In Table One, the counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	0.34
American Indian/Alaskan Native	1,079	314	0.29
Asian	21,674	10,765	0.50
Hispanic	43,329	12,662	0.29
Multi-Ethnicity	29	12	0.41
Pacific Islander	1,303	452	0.35
Unknown	15,185	6,034	0.40
White	48,671	19,828	0.41

Total	138,760	52,633	0.38

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of a reference subgroup. The 80% Rule index is calculated by dividing the transfer percentage of a non-reference subgroup into the transfer percentage of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.

The 80% Rule methodology requires that a reference group be designated against which the performances of all other disaggregated subgroups are compared. The methodology was devised in 1987 to identify disparate impact on hiring across ethnic categories. At that time the largest subgroup – Whites – was also disproportionately hired at higher rates. When these conditions hold - the largest subgroup is also most likely to be the highest percentage in the outcome condition – then the 80% Rule methodology is useful.

When these conditions do not hold the 80% Rule is less useful. For example, in the case of transfer the highest performing group – Asians – is not the largest group. Relatedly, the largest ethnic subgroup - Whites – is not the highest performing subgroup. One is then faced with a conundrum: Should the reference group be the largest or the highest performing? The reference group choice can have a dramatic effect on which ethnic subgroups fall below the 80-percent cutoff. Some researchers use the overall rate as the reference group in this case.

Tables Two through Four present the 80% Rule calculations using three different reference groups: the highest performing, the largest, and the overall rate.

Table 2. 80-Percent Index With Highest Performing Reference Group (Asian)

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.69
American Indian/Alaskan Native	1,079	314	0.29	0.59
Asian	**21,674**	**10,765**	**0.50**	**1.00**
Hispanic	43,329	12,662	0.29	0.59
Multi-Ethnicity	29	12	0.41	0.83
Pacific Islander	1,303	452	0.35	0.70
Unknown	15,185	6,034	0.40	0.80
White	48,671	19,828	0.41	0.82
Total	138,760	52,633	0.38	

Table 3. 80-Percent Index With Largest Reference Group (White)

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.84
American Indian/Alaskan Native	1,079	314	0.29	0.71
Asian	21,674	10,765	0.50	1.22
Hispanic	43,329	12,662	0.29	0.72
Multi-Ethnicity	29	12	0.41	1.02
Pacific Islander	1,303	452	0.35	0.85
Unknown	15,185	6,034	0.40	0.98
White	**48,671**	**19,828**	**0.41**	**1.00**
Total	138,760	52,633	0.38	

Table 4. 80-Percent With Overall Rate Reference Group

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.90
American Indian/Alaskan Native	1,079	314	0.29	0.77
Asian	21,674	10,765	0.50	1.31
Hispanic	43,329	12,662	0.29	0.77
Multi-Ethnicity	29	12	0.41	1.09
Pacific Islander	1,303	452	0.35	0.91
Unknown	15,185	6,034	0.40	1.05
White	48,671	19,828	0.41	1.07
Total	**138,760**	**52,633**	**0.38**	**1.00**

Using the highest-performing subgroup (Table Two) as the reference creates the largest number of ethnicities below the 80-percent cutoff: African-American, American Indian/Alaskan Native, Hispanic, and Pacific-Islander. Using the largest ethnic subgroup (Table Three) or the overall rate (Table Four) place the same ethnicities below the 80-percent cutoff: American Indian/Alaskan Native and Hispanic.

ATTACHMENT D: DATA PROCEDURES

<u>Course Completion</u>

1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Enrollment Retention and Success Rate."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Term" drop down list, select a term. Often, the most recent fall term is selected as a representative term. You may want to combine several to terms to obtain academic year counts.
6. From the "Select Program Type" drop down list, select "All TOP Codes."
7. From the "Select Instruction Method" drop down list, select "All."
8. Click the "View Report" button.
9. Under the "Report Format Selection Area" heading toward the bottom of the web page, select the "Course Status" most applicable to your analysis. It is recommended that you select only one type of course status to simplify the subsequent processing. You may select one or more of the course statuses and report them separately or combine them into one cohort.
10. <u>Gender</u>. Also under the "Report Format Selection Area" heading in the lower left of the page, check the "Gender" option under the "Demographic Options" heading.
11. Click the "Update Report" button to the lower right of the web page.
12. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
13. Open the Excel file when completed to examine, and save as an Excel file.
14. Deselect the "Gender" option under the "Demographic Options" heading.
15. <u>Ethnicity</u>. Check the "Ethnicity" option under the "Demographic Options" heading.
16. Click the "Update Report" button.
17. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
18. Open the Excel file when completed to examine, and save as an Excel file.
19. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.
20. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

<u>Remedial English</u>

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial English."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.

12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A' ,'F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial ESL

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data On Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data On Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial ESL."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.

11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial Math

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial Math."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.

10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.'
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Associate Degree

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."

9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "AA_FLAG."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Certificate

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."

8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "CERT_FLAG."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Transfer

Data Mart Transfer Velocity:
1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Transfer Velocity."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Cohort Year" drop down list, select a cohort year.
6. From the "Select Years to Transfer" drop down list, select the number of years you want to use for the measurement period.

7. Click the "View Report" button.
8. Gender. Under the "Report Format Selection Area" heading, check the "Gender" option under the "Demographic Options" heading.
9. Click the "Update Report" button to the lower right of the web page.
10. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
11. Open the Excel file when completed to examine, and save as an Excel file.
12. Deselect the "Gender" option under the "Demographic Options" heading.
13. Ethnicity. Under the "Report Format Selection Area" heading, check the "Ethnicity" option under the "Demographic Options" heading.
14. Click the "Update Report" button.
15. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
16. Open the Excel file when completed to examine, and save as an Excel file.
17. Deselect the "Ethnicity" option under the "Demographic Options" heading.
18. Disabled. Select the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
19. Click the "Update Report" button.
20. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
21. Open the Excel file when completed to examine, and save as an Excel file.
22. Dichotomize the variable by combing all types of disability into one count as "Yes" and use the row indicating nonparticipation for "No."
23. Deselect the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
24. Low-Income. Select one of the three financial aid options under the "Special Category" heading to use as a proxy for low-income status.
25. Click the "Update Report" button.
26. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
27. Open the Excel file when completed to examine, and save as an Excel file.
28. Dichotomize the variable by combing all types of financial aid into one count as "Yes" and use the row indicating nonparticipation for "No."
29. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.
30. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Data-On-Demand Scorecard Completion Transfer Subcomponent:
1. Access the Research, Analysis & Accountability web page.
2. Click the "Data On Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.

12. Select records with a Cohort Year of '2008-2009'
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the scorecard metric "XFER_FLAG.
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

APPENDIX E: PERCENTAGE POINT GAP METHODOLOGY

The percentage point gap methodology **compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of *all* students who succeed in the same outcome.** Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting 'percentage point gap' will have a - / + designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average (*Quick note: The all student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success*).

According to this methodology, a '-3 percentage point gap or greater' is evidence of a disproportionate impact. Though this, much like the 80% rule, is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion, which should include the following considerations. First, ***the number of students impacted***: a campus may prioritize a smaller percentage point gap that is calculated for a student group with more than 100 students over a larger percentage point equity gap calculated for a student group with fewer than 10 students. This is because rates calculated using smaller numbers will be subject to greater variability and it may make sense to prioritize a gap that impacts a greater number of students. Second, ***the disaggregated subgroup's proportion of the total population***: The larger the proportion a subgroup represents of the total population, the more similar their success rate will be to the all student average. In this instance, campuses should consider comparing the all student success rate (as well as the subgroup's) with the success rates at comparable institutions or systems.

The percentage point gap methodology is demonstrated below using transfer rate data disaggregated by ethnicity. Other percentage point gap calculations are performed similarly with the counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

Table One presents the results of a percentage point gap analysis. In the table, the counts in the column "Transfer Count" are the numbers of students who transferred to a four-year institution anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	34%
American Indian/Alaskan Native	1,079	314	29%

Asian	21,674	10,765	50%
Hispanic	43,329	12,662	29%
Multi-Ethnicity	29	12	41%
Pacific Islander	1,303	452	35%
Unknown	15,185	6,034	40%
White	48,671	19,828	41%
Total	138,760	52,633	38%

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of all students.

The 'Percentage Point Gap' column is calculated by subtracting the transfer rate for all students (38%) from the transfer rate of each disaggregated subgroup. For example, the percentage point gap for Asians is calculated by subtracting 38 from 50, which equals +12. This indicates that Asians experience transfer rates that are 12 percentage points above the overall transfer rate for all students. In this example, African-Americans, American Indians/Alaskan Natives, Hispanics, and Pacific Islanders experience gaps that are 3 percentage points or more below the overall transfer rate for all students, indicating that there are disparities in this area.

Table 2. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	Percentage Point Gap
African-American	7,490	2,566	34%	-4
American Indian/Alaskan Native	1,079	314	29%	-9
Asian	21,674	10,765	50%	+12
Hispanic	43,329	12,662	29%	-9
Multi-Ethnicity	29	12	41%	+3
Pacific Islander	1,303	452	35%	-3
Unknown	15,185	6,034	40%	+2
White	48,671	19,828	41%	+3
Total	138,760	52,633	38%	

A strength of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. For example, percentage point gap measurements can be translated to, "this gap

would not have existed if 8 additional African American students had persisted to basic skills MAT 55." This statement makes it easier for the average person to immediately comprehend the magnitude of the gap, which is in contrast to proportional index measurements that are communicated as "African American students have a proportionality index gap of 0.89 in MAT 55."* It is important to note that the former language should not be misunderstood as a quota or goal, as it is neither. Instead, this language is a description of past data ("If 5 additional African American students *had succeeded*, *we would have experienced* equity") that measures the size of the gap in terms of number of students rather than rates. Another way to think of it is that it's the use of a different *measure* to describe the same gap, like describing an amount of liquid using liters instead of ounces.

* As highlighted here, the Proportionality Index (and other proportionality or share based measurements) does not easily allow the translation to numbers as the math starts to get complicated and would require unrealistic assumptions (e.g., only one target group can see an increase in the outcome measure, so that the total number of students achieving the outcome only increases by the number of additional students in the one target population. Problems then emerge if following the same process with a different subgroup.)