

Student Equity Plan



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Presented to:

Chabot – Las Positas Community College District, Board of Trustees

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Student Equity Plan-Background

2014 June—Governor & Legislature appropriate **\$70 million** of Student Equity funding under the SSSP umbrella to the CCCs with specific conditions and requirements...

These specific conditions and requirements are:

- Strengthens requirement for districts to maintain an equity plan. This is now in **statute** as opposed to regulation.
- Adds additional requirements to the planning process. Colleges must develop specific **“goals and activities”** to address disparities.
- Student Equity Plan must be coordinated with other categorical programs.
- Adds Foster Youth, Veterans and Low-Income students as target populations to be included in the student equity plan.
- Requires districts to maintain a student equity plan as condition for receiving *all* Student Success and Support Program funding.

Board Approval: December / Plan is due to State Chancellor January 1, 2015



Student Equity Plan & SSSP Plan

In what ways are Student Equity and the SSSP related?

- Student Equity is broader - SSSP supports Equity
 - SSSP focuses on *services* for entering students
 - SSSP identifies *individuals* needing more help
- Student Equity identifies *groups* needing more help
 - SE focuses on *services and instruction* for *new and continuing* students through completion
- SB 1456 requires coordination of SSSP & SE Plans
- Student Equity funds can be spent on SSSP, other services, & curricular redesign *if justified by the disproportionate impact study.*



Student Equity Expenditures

Basic Elements of Student Equity Expenditure Guidelines

- All expenditures must:
 - Meet the purpose, and address the Student Equity populations and indicators as defined in statute & title 5.
 - Be based on the disproportionate impact study, goals and activities described in the college Student Equity Plan.
- In addition:
 - Colleges will be asked to provide an annual report on expenditures and progress toward goals.
- No match is required.

Examples of Eligible Expenditures and Activities



- Outreach to underrepresented student groups and communities.
- Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
- Student equity related research and evaluation.
- Hiring a student equity program coordinator and staff.
- Supporting student equity planning processes.

Examples of Eligible Expenditures and Activities



- Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded counseling support for learning communities, and other instructional support services.
- Targeted publications and outreach materials.
- In-State travel in support of student equity.

Student Success Indicators and Target Populations



The student equity plans are to include an analysis of **disproportionate impact** based on **eight success indicators**. The state has defined the following as student “success indicators:”

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer
- Foster Youth
- Veterans
- Low Income

Student Success Indicators and Target Populations



The analysis of disproportionate impact looks at the **five success indicators** by target student populations including the following:

- American Indians or Alaskan natives
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Whites
- Some other race
- More than one race
- Gender
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans



A. STUDENT SUCCESS INDICATOR FOR ACCESS

Based on the LPC's research, **African Americans** and **Native Americans** from Dublin and **Asians** from Pleasanton were disproportionately less likely to attend Las Positas College compared to other race-ethnicity groups from the same cities.

Activities Example:

- LPC will look into hiring an outreach specialist to coordinate outreach efforts. This person would also research places where we would target our outreach.
- Targeted outreach to the affected populations. Create an outreach packet including but not limited to college majors and programs of study, financial aid information, campus programs and resources, application and early admission processes. Train faculty to present these materials to the targeted populations.

A Look at LPC College-Based Data



B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

- ESL 25/ English 100A/ English 102/104/105 Successful Course Completion Rates
- Math 107/107X/107Y Math 65/65A/65B/65X/65Y Math 55/55A/55B/55X/55Y Course Completion Rates

No disproportionate impact was found in ESL 25. Based on the data, **African Americans** and **multi-ethnic** students were disproportionately less likely to succeed in English 100A. Furthermore, **African Americans** and **Pacific Islanders** were disproportionately less likely to succeed in English 102/104/105.

With regard to math completion, Former **Foster Youth**, **African American**, **Filipino**, and **Latino** students were disproportionately less likely to succeed in Math 107/107X/107Y. African American and multi-ethnic students were disproportionately less likely to succeed in Math 65/65A/65B/65X/65Y. **Former Foster Youth** were nearly disproportionately impacted in Math 65. **Former Foster Youth**, **African American**, **Native American**, and **Pacific Islander** students were disproportionately less likely to succeed in Math 55/55A/55B/55X/55Y.

Activities Example:

- Work with faculty in ESL, English and Math disciplines to ensure that assessment tests are reflective of students' abilities and consider multiple measures in course placement. Ensure consistent use of testing for placement such as EAP and EPT.
- Explore the option of expanding imbedded tutoring to other Math, English and ESL classes. This tutoring is already being effectively used in Math X lab classes.



C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

- **ESL Students' Completion Rates in English 1A**
- **English 102/104/105 Students' Completion Rates in English 1A**
- **Math 65/65B/65Y Students' Completion Rates in Math 55/55B/55Y**

Latino students were disproportionately less likely to successfully complete English 1A within one year after succeeding in ESL 25 compared to other race-ethnicity groups.

Of the students who successfully completed English 1A after taking English 102/104/105, disproportionate impact was observed for **African American, Native American, Latino, Pacific Islander, and multi-ethnic students.**

Of the students who successfully completed Math 55 after taking Math 65/65B/65Y, disproportionate impact was observed for **African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders, Middle Easterners,** and Other ethnic groups.

Activities Example:

- The assessment center specialist will be trained on how to determine which assessment an ESL student should take.
- Support and expand Math Jam, a 30 hour intensive math preparation program, and consider expanding to ESL and English programs



D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

Based on LPC's research, **Male, African American, Native American, and multi-ethnic** students were disproportionately less likely to complete an Associate Degree.

Based on the LPC's research, **Males, African Americans, and Native Americans** were disproportionately less likely to complete a certificate.

Activities Example:

- Support student services and categorical programs that directly serve the targeted populations
- Improve the use of technology to disseminate information to students. For example, better use of social media, You Tube, text messaging and QR codes.



E. STUDENT SUCCESS INDICATOR FOR TRANSFER

African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders and individuals with disabilities were disproportionately less likely to transfer to a four-year college or university.

Activities Example:

- Develop relationships with four-year colleges and universities that predominantly serve students from our targeted populations. For example, develop relationships with **Asian American** and **Native American, Pacific Islander**-serving Institutions (AANAPISI) and the Hispanic Association of Colleges and Universities (HACU). These include many of our CSU and UC campuses.
- Augment the dissemination of financial aid and scholarship information. For example, deliver Financial Aid workshops targeted to impacted student groups, or LRNS classes. Proactive dissemination of scholarships, such as the Asian and Pacific Islander American Scholarship Fund (APIASF).

A Look at LPC College-Based Data



E. STUDENT SUCCESS INDICATOR FOR FOSTER YOUTH

F. STUDENT SUCCESS INDICATOR FOR VETERANS

G. STUDENT SUCCESS INDICATOR FOR LOW-INCOME

DATA PENDING

Chabot College Equity Plan Analysis

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

- Foster Youth Equity Counselor, Administrator and Assistant
- First Year Experience for API, African American and Latino Students

Chabot College Equity Plan Analysis

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.

- STEM Equity Center Instructional Assistants
- Math Equity Center Instructional Assistant



Chabot College Equity Plan Analysis

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.

- Black and Latino Student Equity Gap Faculty Inquiry Group
- Modeling LPC ESL Program at Chabot

Chabot College Equity Plan Analysis

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.

- Expanding Daraja from 150 – 500 African American students
- Learning Communities and academic enhancement programs for low-income, foster youth, veterans, students with disabilities and students of color

Chabot College Equity Plan Analysis

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.

- Learning Communities scaling up and 2nd/3rd Year Pathway Programs to increase transfer rates of low income, foster youth, veteran and students of color