



Student Equity Plan Instructions

Background Information:

EC 78222 requires as a condition of funding the completion of a student equity plan (as outlined in EC 78220). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges 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, that uses the methodology established pursuant to subdivision (d) of Section 78221:

(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.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students.

(H) Additional categories of students determined by the governing board of the community college district.

The accompanying Word template of the Student Equity Plan is for planning purposes only. Plans will be submitted online via NOVA and are due by June 30, 2019. The online plan will be available by March 1st. A separate plan must be submitted for each college in the district.

Student Success Metrics:

The 2019-2022 Student Equity plan has been aligned to the system's new [Student Success Metrics](#). Colleges can use the Student Success Metrics (SSM) Dashboard to access their data for their overall student population. Colleges are required to set three-year goals from the Student

Success Metrics for the overall student population and for each student equity population** shown to have disproportionate impact in the following areas:

1. Access – Successful Enrollment*
2. Retention – Fall to Spring
3. Transfer to a four-year institution
4. Completion of transfer-level math and English
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

* Successful Enrollment will be included in the second build of the SSM Dashboard and should be available by the end of January.

**Disaggregated data will be available for the required equity populations at the end of January on the SSM Dashboard.

The specific definitions for each metric may be found in the [Data Element Dictionary](#). The Chancellor's Office approved method for measuring disproportionate impact is the Percentage Point Gap method; however, colleges may use other methods as additional methodology. The RP Group document, [Using Disproportionate Impact Methods to Identify Equity Gaps](#), may be of assistance.

If you have any questions, please feel free to contact Michael R. Quiaoit, Dean, Student Services, mquiaoit@cccoco.edu or Mia Keeley, Dean, Student Services, mkeeley@cccoco.edu.

- READ: clarify language about course options in reading and meeting the Reading Competency Requirement

Development of the Guided Self-Placement Tools

- 2 types of Self-Placement under development.
- One is the Guided Self-Placement Tool Ned Weidner is proposing and is under review – 5 Self-Reflective questions.
 - Need to determine how responses to these questions will be used to help to advise students
- The other type is a Counselor Guided Placement Tool that is under development by Counseling to include:
 - Background information
 - # of years out of high school
 - Attended any college after high school
 - Self-perceptions
 - Confidence level in math
 - Confidence level in English writing
 - Current situation
 - Use math skills in work, everyday activities
 - Use writing skills in work, everyday activities
 - Knowledge/skills review
 - Review course outline; sample problems and assess readiness

Notification/Communication to Students

- Changes to Placement Process
- Cessation of placement tests
- Course enrollment options for
 - continuing students placed previously off of AWE; Math Placement Test
 - continuing students placed off AQ
- Changes to course enrollment options (transfer-level English and math)

Development of Instructional Support Interventions

- Tutoring support
- Supplemental Instruction
- Tutors-in-the-Classroom
- Academic coaches
- Organized study groups
- English Writing Center
- Math Success Lab
- MARC/TMARC
- ASAC

AB 705 – Multiple Measures Critical Issues and Next Steps

4.9.19

Policy Decisions

- Approval process for changes to math, reading, AmLa placement recommendations: SSSPAC is sending requests to SP&S Council – so far everything has been approved, although some things have been edited or amended (nothing major)
- Reading Placement: decision was to provide reading placement information to students just prior to the start of the spring 2019 semester. READ 100 placement/AA Reading Competency requirement was based on a cumulative GPA reported on the AQ as 3.1 or higher.
 - After further review, the GPA decision was changed, thereby lowering it to 2.6 to qualify for READ 100/AA Reading Competency requirement.
 - As of 3/31/19, a total of 6,542 students posted a GPA between 2.6 and 3.09, thereby allowing them to meet the AA Reading Competency requirement.
 - IT ran a program to discover that 50 students had already completed READ 100 and 3 were currently enrolled in READ 100
 - The 3 students are being contacted directly by Counseling
- Timeline for changes to the AQ: although the committee wanted to “go live” with the amended AQ (AQII) on April 2 2019, there were too many substantive changes that prevented IT from completing the work by this date. A new date, sometime in early May, is pending.
- Needed: Recommendations for students who do NOT have transfer as a goal and are not required to enroll in transfer level English or math
- Clarifications needed: Recommendations for non-high school graduates, international students, special admits/dual enrollment. At the present time, these students are still taking the AWE and the Math Placement Test.
- Determine “end dates” for AWE and Math Placement Test and for which student populations

Changes to the AQ Instrument – Either Completed or in Process

- English: remove English 90; remove English 68 as placement recommendations
- English: video in implementation, needs captioning, to explain English placement recommendations
- Math: remove LERN 49, M50, M51, M71 as placement recommendations
- Math: pending -- include language/explanation about differences between Business/Social Science/Non-Science and STEM and the differences in courses; include updated links to sample problems, course sequences; explain differences with corequisites
- AmLa: clarify language related to AWE testing (fall 2019) and about placement options for non-native English speakers