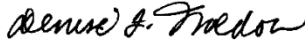





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: January 19-20, 2016

SUBJECT: Student Equity Program		Item Number: 4.5	
		Attachment: Yes	
CATEGORY:	Student Services and Special Programs	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Denise F. Noldon, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	
		Information	X

ISSUE:

The Board of Governors will be provided with an update on the Student Equity Program (SEP), including an overview of recent legislation and related initiatives intended to close achievement gaps and mitigate disproportionate impacts for identified student groups.

BACKGROUND: The Student Success Act of 2012, mandated that each college develop a Student Success and Support Program (SSSP) plan that, among other requirements, “coordinates with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.”

A task force was convened to develop the SSSP funding formula and design the template for submission of the initial student equity plans. Shortly after these tasks were accomplished and disseminated to the field, Senate Bill 860 was enacted which imposed additional requirements for student equity plans. Specifically, these new requirements mandated: 1) research on identified groups experiencing disproportionate impact(s); and 2) robust college-level **(Background cont’d.)**

RECOMMENDATION: This item is presented for informational purposes.

(Background cont'd.)

collaboration in the development of the plans to reduce disproportionate impacts. Initial plans were submitted beginning January 1, 2015. After the review process of the initial plans and as a result of budget bill language that instituted additional requirements for Student Equity plans, the Chancellor's Office revised the plan template to reflect these recommendations and changes. Our goals for the template revision included:

- Providing colleges an opportunity to revise and update their plan due to the significant increase in the amount of SEP allocation. (The amount of the statewide apportionment for SEP doubled over that for 2014-15);
- Adding planning and collaboration criteria required by SB 860;
- Creating a standard look and enhancing clarity for presenting the information to the public and the legislature;
- Indicating and describing an overall strategy for improving student equity outcomes for identified groups;
- Better alignment of research, goals, activities and expenditures;
- Reformat template so research, goals and activities, and budget are all a subset of each indicator: access, course completion, Basic skills and ESL completion, Degrees and Certificates and transfer

Plans for the current academic year were due December 18, 2015. The deadline for expenditure of FY 2014-15 funds is December 31, 2015. At the next reporting deadline, colleges will be asked to provide detailed information as to their progress toward meeting the goals identified in the initial plan submission. Plan review for the 2015-16 plans will commence in February 2016. Peer reviewers will provide feedback for dissemination to individual colleges.

In terms of the goals and outcomes, the Chancellor's Office has begun to identify and disseminate examples for effective practices that are trending toward significant outcomes for closing achievement gaps and mitigating disproportionate impacts that were submitted in the first round of plans. We expect to come before you later this year with more concrete data to substantiate progress made by the colleges on these goals.

Access

- Develop/Revise outreach materials and websites in target group languages.
- Reach out to faith-based communities frequented by target groups to better understand student barriers and solutions.
- Increase applications and use of financial aid for targeted groups.
- Ask affected students what barriers they face and what helps them to succeed. Disseminate results.

Course Completion

- Provide better prep for students prior to placement tests
- Make sure student groups experiencing disproportionate impacts receive an education plan.
- Provide targeted counseling to affected groups.
- Conduct research on improving early alert and revise process.
- Cultivate peer mentor programs to identify and work on diversity issues.

ESL and Basic Skills Completion

- Expand first-year experience programs and learning communities for targeted student populations
- Integrate student equity planning with basic skills.
- Publicize basic skills pathways to high school and existing students. Include info on “cost” in terms of time and money, and strategies to shorten the path.
- Increase tutoring and supplemental instruction
- Provide acceleration in math, English and English as a Second Language (ESL) programs

Degree & Certificate Completion

- Promote scheduling practices to eliminate gaps in pathways to facilitate completion of academic goals.
- Schedule more evening courses if research shows it might improve outcomes.
- Develop as student communication management systems to notify them of deadlines, etc.
- Increase use of career center to help refine career goals.
- Target activities to students with 15 units who lack a comprehensive education plan.

Transfer

- Improve messaging to students about benefits of transfer.
- Promote Associate Degrees for Transfer (ADT’s) to targeted student groups.
- Promote collaboration among instructional and counseling faculty on ADT’s for targeted groups.

In addition to the work being done within SEP, other significant state-wide efforts have recently been launched to promote equity and close achievement gaps. Two efforts were funded will significantly impact colleges’ ability to reach out to populations who are disproportionately impacted based on statewide data. The Umoja Community was awarded a grant to provide professional development and technical assistance to colleges who are establish learning communities that will assist with the completion of basic skills course completion and transfer. In addition, funding was provided to support the Transfer Guarantee to Historically Black Colleges and Universities (HBCU) Project. This historic effort is showing great potential for increasing the number of students who transfer to these institutions by guaranteeing admission and other supports for transfer students who attend our community colleges.

The Chancellor’s Office has also had significant engagement with the Community College League, the Center for Urban Education at USC, and San Diego State University’s Minority Male Community College Collaborative (M2C3), all of whom have contributed greatly to enhancing our understanding of equity as a framework for student success through offering a number of conferences, workshops, and training.

Throughout this work, the Academic Senate of the California Community Colleges and the Student Senate of the California Community Colleges have greatly assisted in educating the field and promoting student equity efforts statewide. These partnerships have been mutually beneficial in ensuring that we are meeting the needs of faculty and students as we move forward with this important equity agenda.