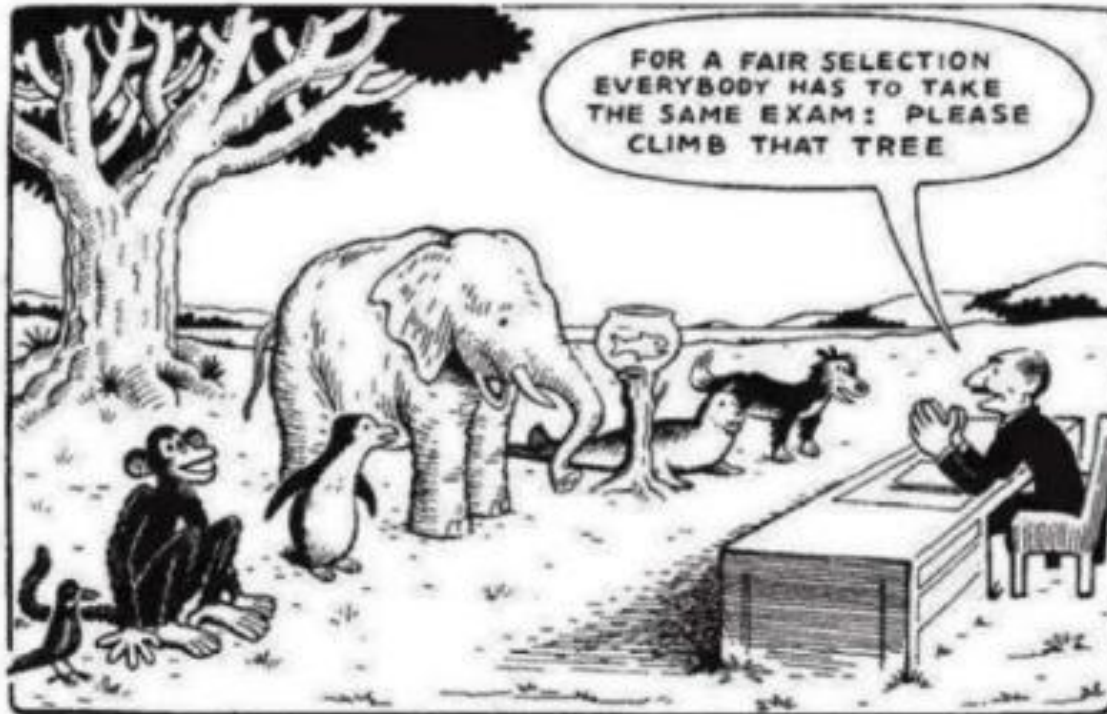




Working Together to Achieve Student Equity

Student Equity Plan

Student Equity



Our Education System

Equality vs. Equity



Equality=Sameness
Giving Everyone the Same Thing



Equity=Fairness
Access to Same Opportunities

Student Equity Overview

- 1 Student Equity Plan
- 2 Student Equity Plan Requirements
- 3 Disproportionally Impacted Groups
- 4 Goals, Activities Objectives
- 5 Implementation/Evaluation
- 6 Budget



Restore Access and Enhance Success



SEP Signatures



- **Board of Trustees**
- **College President**
- **Vice President Academic Affairs**
- **Vice President Student Affairs**
- **Academic Senate President**
- **Student Equity Coordinator**



Student Success Act 2012 and Reaffirmation of Student Equity



Accreditation



Educational Master Plan



Program Review



SSSP



Basic Skills Plan



Planning, budgeting, delivery of services

Integrate Student Equity Planning into
College and District Planning

Student Equity Plan Requirements



Planning Steps

- **Establish Work Group**
- **Conduct Research**
- **Develop Goals and Outcomes**
- **Develop Actions to Address and Monitor Disparities**
- **Implement Actions**
- **Develop a budget**
- **Coordinate with the SSSP Plan (SB 1456)**
- **Review progress and Make Needed Changes**
- **3 Year Plan**

Student Equity Plan Requirements: Methodology: Success Indicators



- **Access**
- **Course Completion**
- **ESL and Basic Skills Completion**
- **Degree and Certificate Completion**
- **Transfer**
- **Student Success and Support Services: alignment with SSSP**

Student Equity Plan Requirements: Methodology



To assess equity, analyses should use one or more of the following five disaggregated subgroups:

- Gender ;
- Ethnicity;
- Age;
- Disability status; and
- Economically disadvantaged.

Student Equity Plan Requirements: Success Indicators



Success Indicators	Gender		Ethnicity		Age Group		Disability Status		Economically Disadvantaged	
	DM	DOD	DM	DOD	DM	DOD	DM	DOD	DM	DOD
	Access (Under Development)	✓		✓		✓				
Course Completion	✓		✓		✓					
ESL and Basic Skills Completion										
ESL		✓		✓		✓		✓		✓
Remedial English		✓		✓		✓		✓		✓
Remedial Math		✓		✓		✓		✓		✓
Degree and Certificate Completion										
30-Units		✓		✓		✓		✓		✓
Persistence		✓		✓		✓		✓		✓
Completion (SPAR)		✓		✓		✓		✓		✓
Transfer	✓		✓		✓		✓		✓	

DM = Data Mart
DOD = Data On Demand

Disproportionate Impact

Methodology 1

1

Proportionality

Methodology 2

2

80% Rule

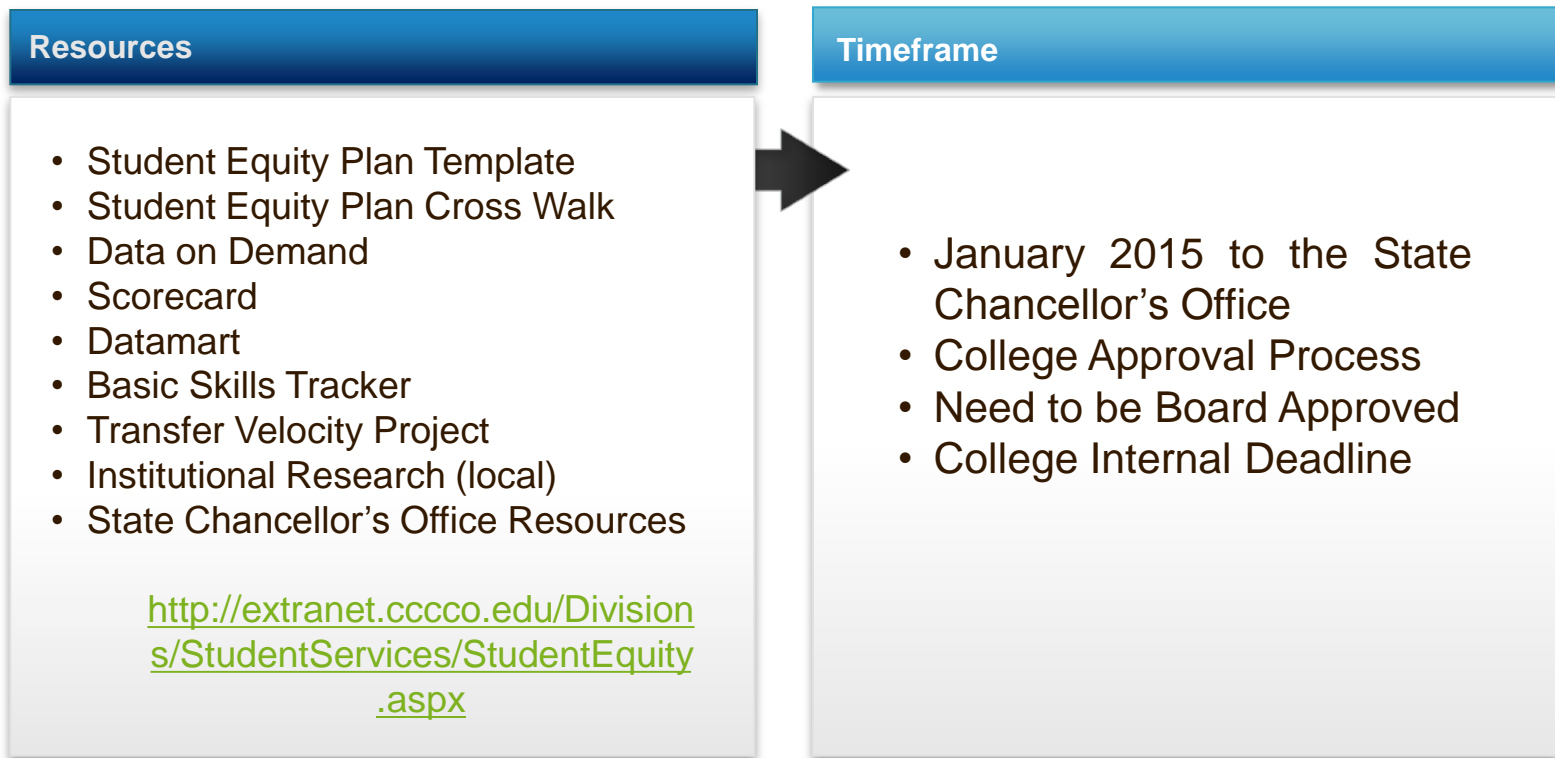
Guide

3

State Chancellor's Office
Guide to Disproportionate
Impact

Definition: “A condition in which some students’ access to key courses, resources, and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches.”

Resources and Timeframes



Bakersfield College Plan Development



•**Student Equity Work Plan**

- ✓ Scope
- ✓ Leads/Members
- ✓ Policy Needs
- ✓ Critical Relationships
- ✓ Professional Development Needs
- ✓ Research/Data Protocols
- ✓ Methodologies
- ✓ Work Plan

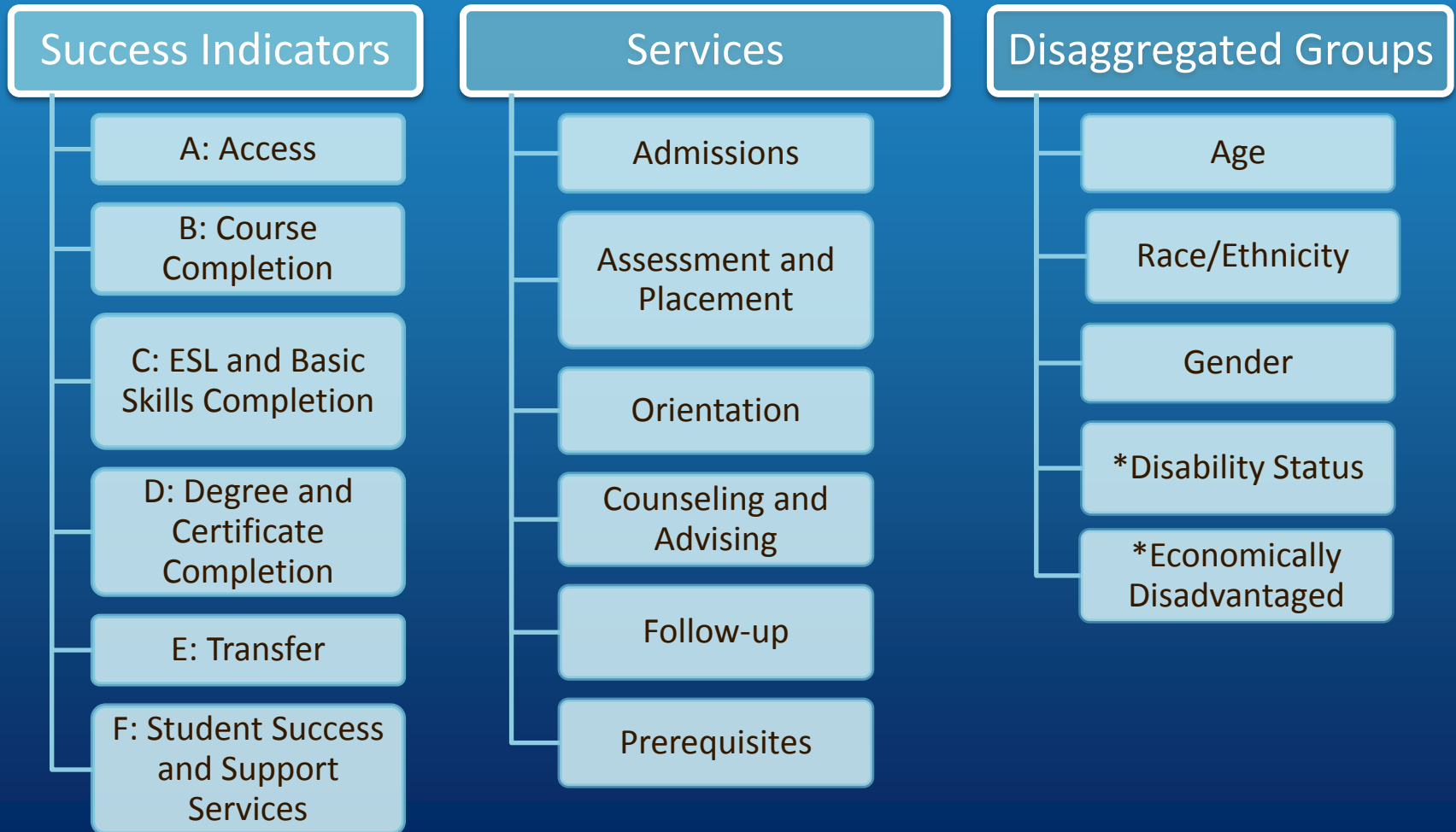
Bakersfield College Plan Development



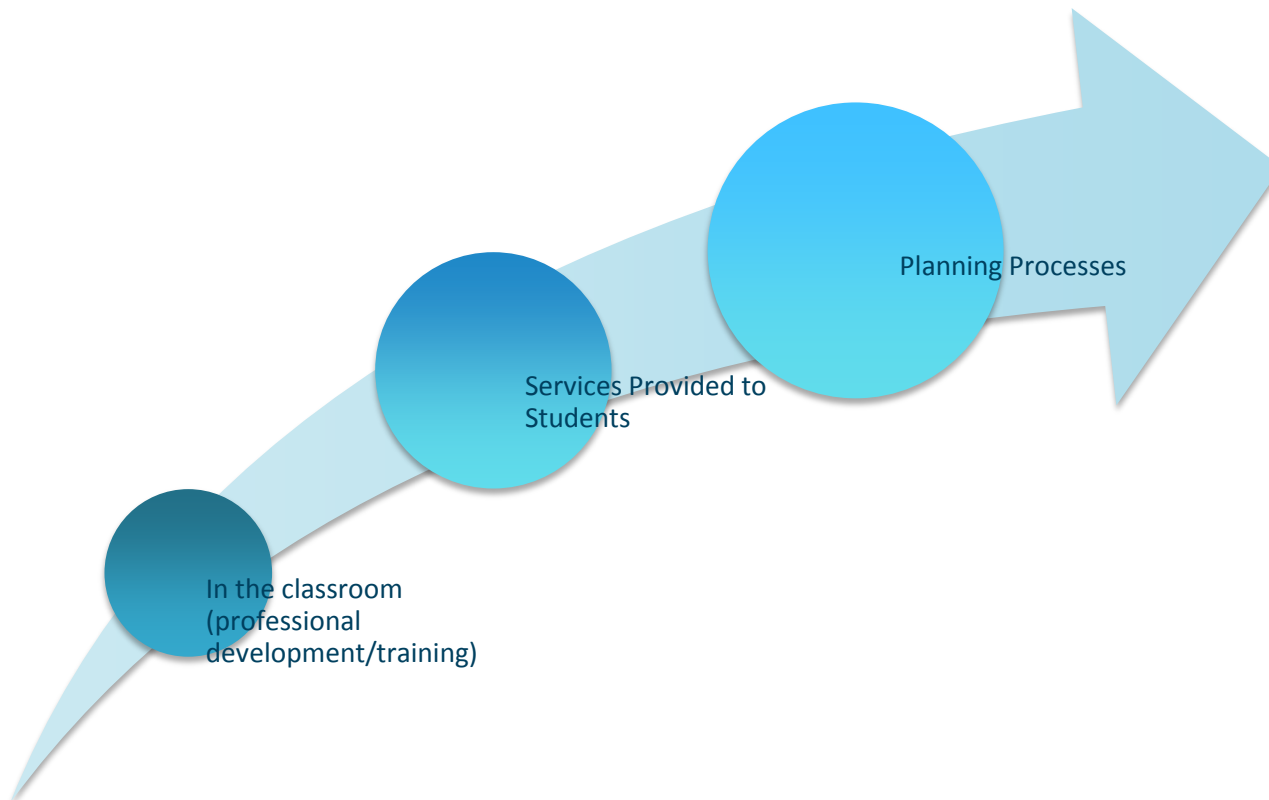
•Student Equity Work Group

- ✓Members (Faculty, Staff, Administration, Students)
- ✓Meet Weekly
- ✓Team leads meet twice a month
- ✓Meet with IR

Student Equity Plan and SSSP



Campus Wide Integration Culture Change



Arrow Process

Your own subheadline



Innovation

Intensification

Redesign

Access and
Success

Student
Equity

Disproportionally Impacted Groups

Bakersfield College

- Male Students
- African American Students
- Hispanic Students
- DSP&S Students
- Native American Students
- Pacific Islander Students
- Economically Disadvantaged Students

Success Indicator Templates

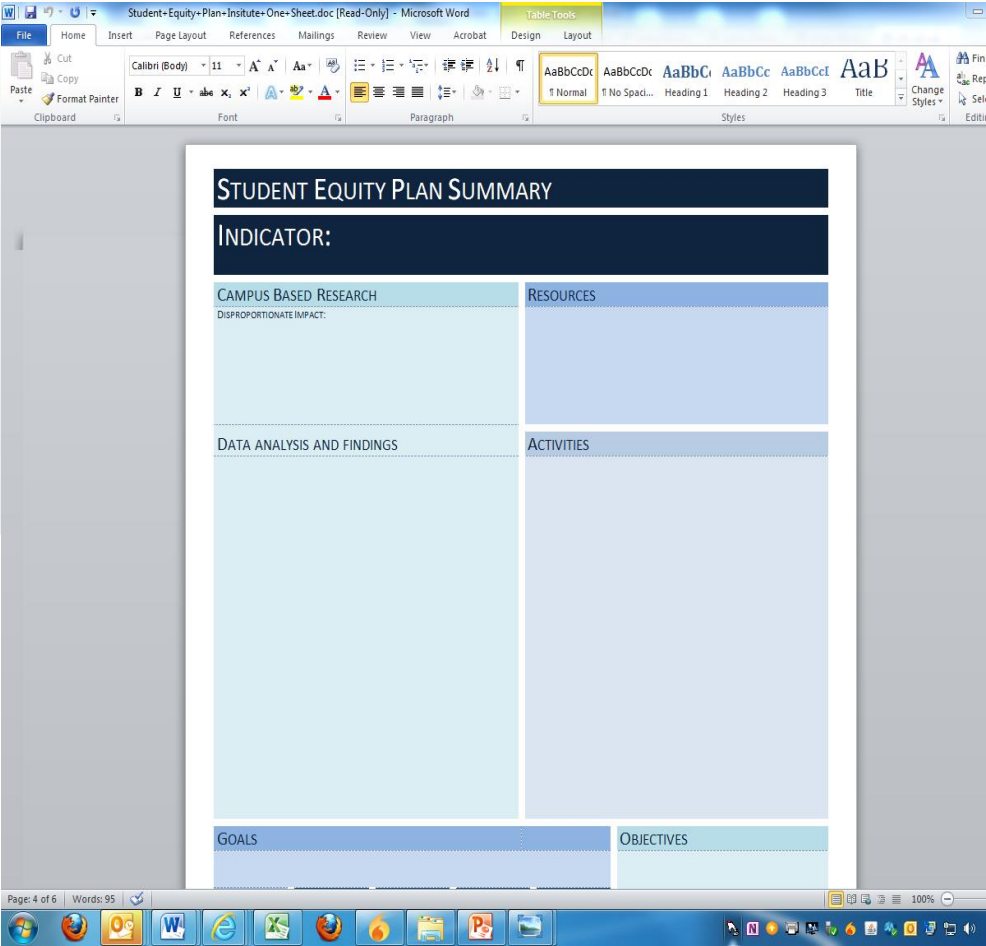
Student Equity Plan

- Indicator
- Campus Based Research
- Data Analysis and Findings
- Goals
- Resources
- Activities
- Goals
- Objectives
- Funding



Template Example

Student Equity Plan



Indicator Templates

Student Equity Plan

STUDENT EQUITY PLAN SUMMARY (EXAMPLE)

INDICATOR: ESL AND BASIC SKILLS COMPLETION

STUDENTS WHO STARTED BELOW TRANSFER LEVEL IN ENGLISH, MATHEMATICS, AND/OR ESL AND COMPLETED A COLLEGE-LEVEL COURSE IN THE SAME DISCIPLINE. (FOR THIS EXAMPLE, WE ARE FOCUSING ON BASICS SKILLS MATH COURSES.)

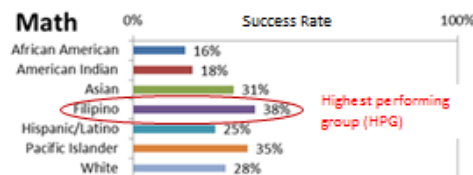
CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicate that African American students who have a 16% success rate in Basic Skills Math experience the greatest adverse impact, compared with the 38% success rate of Filipino students, the group selected as the benchmark because it is the highest performing group (HPG).

Source: 2012 Data, CCCC DataMent.

DATA ANALYSIS AND FINDINGS



Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comparison Value*
African American	16%/38%	0.42
American Indian	18%/38%	0.49
Asian	31%/38%	0.82
Filipino	38%/38%	1.00
Hispanic/Latino	25%/38%	0.67
Pacific Islander	35%/38%	0.94
White	28%/38%	0.76

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

RESOURCES

- | | |
|--|---|
| Educational Practices <ul style="list-style-type: none"> • Early Warning System • Faculty Development | Special Programs <ul style="list-style-type: none"> • STEM Orientation • UMOJA |
| Policies <ul style="list-style-type: none"> • Course Scheduling • Faculty Assignments • Assessment Placement | Organizational Structures <ul style="list-style-type: none"> • Academic Support Services • Faculty Composition (e.g. by ethnicity, gender) |

ACTIVITIES

Curriculum Map (Inventory)

Create a map that depicts the steps a student follows from assessment to Basic Skills to college-level Math courses.

Course Inventory of Basic Skills Math courses

Get course information: 1) how many sections of courses offered; 2) how many full and part-time faculty teach these courses; 3) diversity of faculty teaching courses; 4) professional development offered on the teaching of courses.

Observations of Basic Skills Math classes

First day of class observation, how syllabus is presented to students.

Conversations with Identified Resource Offices

Advising Center, Academic Support Services, Registrar, UMOJA Program, Assessment Center. Seeking to understand how these resource offices meet Student Success Initiatives (SSI), e.g. SSI 2.4 - Require students showing a lack of college readiness to participate in support resources.

Observation of Math Support Center

Seek to understand how students in Basic Skills Math courses utilize academic support services for Math. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs.

Data Analysis

Analyze Basic Skills Math student achievement and performance data by race and ethnicity. Use findings to inform the development of

Indicator C-ESL Basic Skills Remedial Math By Gender

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	64.5%	63.2%	0.98	65.5%	69.1%	1.05	61.5%	61.0%	0.99	60.9%	62.0%	1.02	60.2%	59.3%	0.99	62.3%	62.7%	1.01
Male	35.5%	36.8%	1.04	34.5%	30.7%	0.89	38.5%	39.0%	1.01	39.0%	37.8%	0.97	39.4%	40.3%	1.02	37.5%	37.2%	0.99

Base Tables (the disaggregated *Student Count* and *Percentage of Group* for two datasets - the total cohort and students who successfully completed the metric)

Total Cohort	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp
Female	1,181	64.5%	1,120	65.5%	1,016	61.5%	1,192	60.9%	1,457	60.2%	5,966	62.3%
Male	649	35.5%	590	34.5%	636	38.5%	764	39.0%	955	39.4%	3,594	37.5%
Unknown		0.0%	1	0.1%	1	0.1%	2	0.1%	10	0.4%	14	0.1%
Grand Total	1,830	100%	1,711	100%	1,653	100%	1,958	100%	2,422	100%	9,574	100%

Successful Students	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp	Students	% of Grp
Female	234	63.2%	270	69.1%	239	61.0%	292	62.0%	307	59.3%	1,342	62.7%
Male	136	36.8%	120	30.7%	153	39.0%	178	37.8%	209	40.3%	796	37.2%
Unknown		0.0%	1	0.3%		0.0%	1	0.2%	2	0.4%	4	0.2%
Grand Total	370	100%	391	100%	392	100%	471	100%	518	100%	2,142	100%

Three Year Implementation Plan

Year 1

- Create Workgroups and focus groups
- Develop a cultural competency program
- Conduct Further research
- Coordinate with Categorical Programs
- Professional Development
- Assess current processes

Year 2

- Implement interventions and access those interventions

Year 3

- Evaluation
- Begin to implement revised or new goals based on research



Three Year Implementation Plan cont.

Student Equity Plan

- Continue to identify and Explore the Issue
- Planning and Designing Action
- Implementing Change
- Monitoring the Impact



Student Equity Plan Budget Management

Director of Equity and Inclusion	Equity	\$118,376
SS Program Manager-Equity	Equity	\$104,429
Manager of Institutional Research and Reports	Equity/SSSP/ BSI/GU001	\$28,904

Student Equity Plan Budget

Faculty: African American Projects

Faculty Lead	Equity	\$50,000
Faculty Lead	Equity	\$23,200
Faculty Lead	Equity	\$23,200

Student Equity Plan Budget

Faculty: Latino Leadership Projects

Faculty Lead	Equity	\$50,000
Counselor:	Equity	\$50,000

Student Equity Plan Budget

Faculty

Counselor	Equity	\$90,587

Student Equity Plan Budget Classified

Translation Services	Equity	\$20,000
Parent Orientation	Equity	\$10,000
Ed Advisor (Rural) Delano	Equity	\$83,712
Ed Advisor Equity Programs	Equity	\$83,712
Wed Graphic Artist	Equity/SSSP	\$15,878
Digital Media	Equity/SSSP	\$15,878
DAIII	Equity/SSSP/ BSI	\$50,000

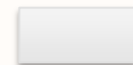
Student Equity Plan Budget

Other

Outreach Multimedia-Equity TV	Equity	\$43,027
Peer Mentoring	Equity	\$75,000

Example: Access Goals

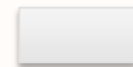
Increase the percentage of male students attending the community college in the next four years to be reflected of the service area.



Example: Access

Objective

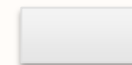
- To identify and address barriers that affect access to higher education for male students.
- To incorporate adequate outreach and supportive services for male students.



Example: Access

Males Disproportionally Impacted

- Among the service area population compared to the student population tracked within the five cohort groups, males have been disproportionately impacted. Bakersfield College is underrepresented by the student male population. There is one data point that demonstrates evidence of adverse impact for male students:
- The percentage of male students within the service area compared to the student population. For example, from 2008 to 2012 the percentages of males within the service area are over 50% compared to the student population which ranges from 40 to 46%.



Plan in Draft Form

Student Equity Plan
Findings Template

Based on our examination of the data for [REDACTED] we found the following:

Among the students tracked within the five cohort groups, the focal group/groups experiencing disproportional impact are [REDACTED]. There are [REDACTED] focal groups that showed evidence of ongoing disproportionate impact worth further exploration and identification. [These focal groups are [REDACTED] with three or more cohort groups disproportionately impacted.

Comment [BH1]: List indicator here.

Comment [BH2]: This statement may or may not be included based on the data and trends.

INPUT NARRATIVE DATA FOR EACH DISPROPORTIONALLY IMPACTED GROUP

E.G. Male students were disproportionately impacted for three of the five cohorts groups with a highest Proportionality Index (PI) score of .87 for those three groups.

RESOURCES

List current interventions, programs, services, and/or other initiatives addressing the success/completion/etc... of the focal group within the indicator.

GOAL

If applicable, meet or exceed the State average as expressed on the State Scorecard (I.E. completion, success, transfer, etc...)

Note: Not all indicators will have state data addressing that specific indicator or focal group.

OBJECTIVES

Identify adverse barriers that the focal group within its cohort group potentially experienced causing disproportionate impact. These objectives should also help support the goals of the Student Equity Plan for each indicator and justify continued or new interventions.

ACTIVITIES

Page: 1 of 2 | Words: 269 | 100%

Equity Campus Based

- Culture of Evidence
- Culture of Inquiry
- Leading to meaningful change

THANK YOU!