Lake Tahoe Community College

Student Equity Plan

November 10, 2015

LAKE TAHOE COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Lake Tahoe Community College
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District: Lake Tahoe Community College   **Board of Trustees Approval Date**: 11-10-2015

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).

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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.

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LTCC is a one college district	NA
[District Chief Business Officer[1]]	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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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.

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[1] 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.

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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.

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Student access and success have been a priority for Lake Tahoe Community College (LTCC) since the college first opened forty-one years ago. Multiple successful initiatives, processes, and programs dedicated to improving student access and success have been institutionalized and will continue to be a part of the college's culture. The new Student Equity funds will allow LTCC to make greater strides in closing performance gaps that exist for underrepresented student populations. With the new funds, the college will be able to reach these students and provide additional support services designed to assist them in the transition to college and positively affect their success after enrollment.

In determining the focus of the plan, the college used several data elements and decision-making processes. There were multiple committee meetings to address student challenges and identify success strategies. LTCC is a small, rural, one-college district. Due to the extremely small sample size of most target populations, meaningful data interpretation was a challenge. Percentages were not a good measure of impact for LTCC because many of the groups were so small that one or two students could significantly skew the data. Therefore, the college adopted a more comprehensive and unified approach to analyzing the data. The team looked at the size of the identified student populations in relation to the size of the entire student population rather than only using percentage measures. This analysis was not an easy process; however, there was one population that the consistently appeared in every data set. The LTCC data indicates that the Hispanic /Latino students are underrepresented overall and that the success rates for these students are also below the achievement of the school as a whole. In all five goal areas, the Hispanic/Latino students had disproportionate impact. This population is one of the largest subsets in the identified targeted groups at LTCC as well. Due to the small size of LTCC, the committee also felt that a more consolidated approach to closing the gap was necessary for greatest impact. Therefore, the intent of the 2015-16 LTCC Equity Plan is to meet the needs of the Hispanic/Latino population in all five areas. By integrating the activities toward one common population, the college will be able to impact this group at the highest level. For this reason, many activities have been designed to meet multiple goals.

One unintended finding in the college data identification and analysis process was that the college did not have sufficient methods and tools in place to collect accurate data components for identification of foster youth, disabled, and low-income students. General internal information indicates that foster youth and disabled student populations are very small at the college and most likely did not warrant specific action plans. Low–income student tracking was another area in which data was not reliable enough to make critical action decisions. To address this issue, the college has hired a new Director of Institutional Effectiveness and a Database Analyst (DBA) so that these data elements can be collected and effectively utilized in the future. LTCC is currently in the process of evaluating all of its data collection to increase accuracy and to better monitor the gaps in achievement in the future. Despite the data issues, LTCC is fully confident

that the Hispanic/Latino student population in initiative is the best use of equity dollars in terms of the number of students impacted and the potential for great success.

During the period from 2011 to 2014, LTCC faced major reductions in staff and increased the workload for existing staff. For the equity initiatives to have an impact on the students there must be dedicated staff to implement and oversee the action plans. Therefore, the college has authorized the hiring of new positions responsible for implementing plans to achieve the student equity goals.

The majority of the activities identified in the equity plan provide individualized attention to Hispanic/Latino students. A common theme of increased student support services and relationship building is the basis for the LTCC Student Equity activity outcomes. The creation of the HOPE (Hispanos Orgullosos Preparandose para la Excelencia) program is the primary activity in the plan and involves multiple goals. Recruiting and retention best practices are also modeled in the plan. The goals identified are listed below and are designed to increase progress over a three-year period.

A. Access: The percentage of Hispanic/Latino students at Lake Tahoe Community College will increase to match within 2.5% of Hispanic/Latino population in the college service area by the year 2019.

B. Course Completion: By the year 2019, the success rate recorded on the Student Success Scorecard for Hispanic/Latino students will increase to be within 4% of the overall student success rate.

C. ESL and Basic Skills Completion: The rate for Hispanic/Latino students who persist in basic skills English and math courses to credit English and Math courses reported on the Student Success Scorecard will increase by 2.5% by the year 2019.

D. Degree and Certificate Completion: The Degree/Certificate/Transfer percentages for Hispanic/Latino students will be within 3% of the overall college completion percentage by the year 2019.

E. Transfer: The ratio of Hispanic /Latino students who complete a minimum of 12 units and have attempted a transfer level course in Mathematics or English to the number of Hispanic/Latino students who actually transfer after one or more (up to six) years will be within 5% of the overall student population rates by the year 2019.

While the $250,000 annual equity allocation will enable the college to implement several equity initiatives, the allocation did not allow for complete funding of all recommendations and strategies from the Student Equity Committee. Therefore, the plan involves innovative and effective partnerships with the Student Support and Success Program, the Basic Skills Initiative, and other support programs on the campus. These partnerships will allow for a more efficient use of the equity funds to

reach the goals. In addition, due to the limited amount of funding received, many of the activities listed in the equity plan apply to different goals. As a college with limited resources, many of the activities utilizing equity funds apply to multiple objectives and goals. This allows LTCC to consolidate efforts in a strategic, comprehensive manner. These activities include:

- Hiring dedicated staff for Equity initiatives,
- Creation of the HOPE Hispanic mentoring program,
- Targeted counseling for Hispanic or Latino students,
- Expansion of the book lending program for HOPE students,
- Creation of the HOPE program Hispanic/Latino students,
- Increase of outreach efforts targeted to Hispanic/Latino students,
- Establishment of basic skills math and English boot camp programs,
- Implementation of a significant campus culture change initiative through faculty and staff professional development, and
- Transfer visits to four–year universities

To assist with collaboration and communication in the planning and implementation year of the Student Support Services Program (SSSP) and Equity Programs, LTCC established one common work team dedicated to both of these initiatives in 2014-15. Since each program now has objectives that are more specific and varied action plans, the college created two separate work teams for the 2015-16 year. By having two work teams, each team can better focus on their specific program initiatives and goals. To address the need for continued communication and collaboration between the programs; LTCC named one chair for both committees and allowed members to serve on both teams if so desired. Compliance and program development will be monitored and assessed by these work teams. Counselors, instructors, and support staff participate as members of the work teams, and the Executive Dean of Student Success is the chair. A standing agenda item for both committees is program updates. These discussions will aid in partnership development and collaboration efforts.

LTCC will continue its college-wide efforts in the pursuit of student success for all students; however, the new Student Equity funds will now allow the college to implement specific strategies for the Hispanic /Latino population. The Student Equity Plan will be incorporated into general college processes and procedures. The Equity Program will participate in the college program review process and the goals will be integrated into the Educational Master Plan. The college is committed to a goal of making major institutional strides in student achievement. The Equity Plan will be an important component of all college planning processes in that goal.

For the past two years, the LTCC Student Equity Committee merged with the Student Success and Support Program Committee into one work team. This model worked well for LTCC because of the small size of the college, limited staff, and the common planning component of the programs. Communication and collaboration were an important part of the planning process so the college felt both groups should meet as one during the planning phases. For the 2015-16 year, the SSSP and Equity committees have evolved to meet as separate teams. Because the objectives are much more specific for each team this year, the college felt that the teams needed to move into an action phase instead of a planning one. Therefore, the Equity Committee was redesigned and expanded this year. The Committee has standing meetings every two weeks, and can meet more often as needed. The Committee is comprised of community members, LTCC faculty and staff, and members of the Lake Tahoe Unified School District (LTUSD).

Selection of the committee members originated from the Outreach and Equity Office along with directives from the state regarding committee composition. The Executive Dean of Student Services serves as the chair of the committee, ensuring that the Equity Plan will be incorporated into the general processes and procedures of the college as a whole. The Equity Planning Committee welcomed all who were interested to serve on this task force. The depth of experience, passion, and knowledge on the team will serve as a solid foundation for growth and change with Equity initiatives for Lake Tahoe Community College.

The published demographics of South Lake Tahoe indicate that 27.4% of the population is Hispanic/Latino; however, the actual population percentage is much larger. The most telling statistic is the high school demographic, which indicates over 40% of the students as Hispanic/Latino. As a result, the college actively recruited Hispanic/Latino community members for the Equity Committee. A partnership with LTUSD was then formed and additional members were recruited. The TRiO program coordinators were also included. The LTCC TRiO programs at both the middle and high school are vital to the success of some of the Equity program initiatives, as these programs focus on similar underrepresented student groups.

Veteran faculty and staff were asked to participate on the Equity team to provide an historical perspective on what initiatives and objectives the college had attempted and implemented in the past. Various college departments; including Research and Planning, Tutoring, Student Services, and Computer Technology were asked to provide a representative on the committee. LTCC students were asked to serve on the team as well. Because of the targeted aggressive recruitment initiative and other outreach strategies, the Equity Committee is a very large, diverse, and active group on campus.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Sue Gochis	Executive Dean of Student Success	LTCC Equity
Lisa Foley	Director of Library Services	LA 500Grant
Danny Masellones	Student Services Coordinator	Enrollment Services
Tere Tibbetts	Academic Counselor	Outreach, LTCC
Albert Ponce	Instructor, Political Science, History/Ethnic Studies	LTCC Faculty
Tim Johnson	PEH Faculty	Department Chair, LTCC
Amy Jackson	Alternative Education Counselor	Counseling, LTUSD
Sara Pierce	Academic Senate President	Academic Senate, LTCC
Gizeh Martinez	Student	Student, LTCC
Aaron Barnett	Academic Counselor/Student Serv.	Counseling SSSP, LTCC
Martin Jimenez	Community Member	South Lake Tahoe, CA
Scott Lukas	Sociology/Anthropology Instructor	Faculty, LTCC
Catalina Goralaski	Spanish Instructor	Faculty, LTCC
Gladys Garcia	Educational Talent Search Coordinator for the Middle School	TRiO, LTCC
Megan Waskiewicz	Community Education Director	Staff, LTCC
Teresa Ramirez	Community Member	South Lake Tahoe, CA
Maxine Alper	Director of ESL	Staff, LTCC
Jeremy Brown	Director of Institutional Effectiveness	Research, LTCC
Adam Lange	Research Analytics DBA/Programmer	Research, LTCC
Wynn Walker	Basic Skills Faculty	Basic Skills, LTCC
Vacant	Analyst	SEP, SSSP, LTCC

Access

CAMPUS-BASED RESEARCH: ACCESS

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.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015[1]	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)[5]	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native	18	0.5%	1.9%	**-1.4%**
Asian	136	3.7%	4.3%	**-0.6%**
Black or African American	68	1.8%	2.4%	**-0.6%**
Hispanic or Latino	843	22.9%	27.4%	**-4.5%**
Native Hawaiian or other Pacific Islander	6	0.2%	7.7%	**-7.5%**
White	2,353	64.0%	54.8%	**+9.2%**
Some other race[2]	66	1.8%	0.5%	**+1.3%**
More than one race	186	5.1%	1.0%	**+4.1%**
Total of 8 cells above (Orange cells should = 100%)	**3,676**	**100%**	**100%**	
Males	1,706	46.4%	44.2%	**+2.2%**
Females	1,941	52.8%	55.8%	**-3.0%**
Unknown	29	0.8%	0.0%	**+0.8%**
Total of 3 cells above (Orange cells should = 100%)	**3,676**	**100%**	**100%**	
Current or former foster youth	22	0.6%	*N/A*	
Individuals with disabilities[3]	*N/A*	*N/A*	*N/A*	
Low-income students[3]	*N/A*	*N/A*	*N/A*	
Veterans[4]	124	3.4%	*N/A*	

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. ''

LTUSD Ethnic Data 2014-2015

Category for LTUSD Code 0961903	Number of Students	Percentage of Total Students
Hispanic or Latino of any race	1,634	42.1%
American Indian or Alaska Native, Not Hispanic	22	.5%
Asian, Not Hispanic	43	1.1%
Pacific Islander, Not Hispanic	6	.2%
Filipino, Not Hispanic	152	3.9%
African American, Not Hispanic	33	.9%
White, Not Hispanic	1,888	48.6%
Two or More Races, Not Hispanic	71	1.8%
Not Reported	32	.8%

For the Access data, LTCC used the data represented in the table on the previous page and the LTUSD data represented above. As stated in the Executive Summary, many of the student populations are too small to identify meaningful gaps. While the largest gap was in the Native Hawaiian or Other Pacific Islander (-7.5%), there were only six students in that group. The percentage does not give a true indication of a college equity gap. The second largest gap, which was the Hispanic/Latino population (-4.5%) had enough students in the population for the college to identify this group as one which was actionable. Another significant data indicator was the percentage table of the local high school demographic composition, which shows 42.1% of those students are Hispanic/Latino. Lastly, the 2014-15 Equity Plan was primarily focused on the Hispanic/Latino students because past data also indicated significant gaps. In 2014-15, several activities were developed to increase the Hispanic/Latino population at LTCC, and those have had an impact on the current data. Last year the LTCC percentage was 18%, and this year it is 22.9%. This is evidence that the activities from last year have been working for this goal. Because this population has been identified twice in the data analysis, the college has chosen this group as the target population for the Access goal. While women were the third largest gap (-3%), the committee did not feel that this was a percent gap significant enough for intervention at this time. This percentage fluctuates each year. Through the process of gathering data for this table, the college discovered that it lacked the ability to identify certain groups for the purposes of Equity needs. This is something the college will be addressing in the 2015-16 year as part of the plan as well.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. The percentage of Hispanic/Latino students at Lake Tahoe Community College will increase to match within 2.5% of Hispanic/Latino population in the college service area by the year 2019.

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
Pacific Islander/Hawaiian	-7.5%, 2014	NA – see analysis	NA – see analysis
Hispanic/Latino	-4.5%, 2014	>-2.5%	2019
Women	-3%, 2014	NA – see analysis	NA – see analysis

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

ACTIVITIES:

   A. ACCESS

A.1 College will actively recruit Hispanic/Latino students from the community

   • *Activity Type(s)*

x	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.1	South Tahoe High School Students	1634
A.1	Community Hispanic/Latino Students	5000
A.1	Other area high school students	3000

- *Activity Implementation Plan*

LTCC will actively recruit Hispanic/Latino students from South Tahoe High School (STHS) and in the community. This will be done in a variety of ways. The college has some newly formed partnerships with STHS in TRiO and through the Dual Enrollment Program. Equity staff will be able to access students and their parents through these programs to promote the college through face-to-face contact. College fairs, classroom visits, and special on-campus recruitment days will be other avenues for contact.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	September, 2015 – June, 2019	$10,975 *This amount includes staff time for recruiting events, travel reimbursement for staff travel, and general office supplies used in recruitment fairs targeted to Hispanic/Latino students.	General Fund - $9,000 SSSP - $3,000 ESL - $2,000 *These amounts reflect staff time working with the active recruitment of Hispanic/Latino students

Link to Goal
By increasing the Hispanic/Latino recruitment efforts at LTCC, enrollment will increase.

Evaluation
- Headcount data for Hispanic/Latino students will be used and compared to the baseline city data of 27.4%. LTCC will also utilize LTUSD demographic data as a comparison factor.

- LTCC is on the quarter system. Data will be collected at the end of each quarter and cumulative annual data will be collected at the end of each academic year.

A.2   The College will publish a Viewbook focused on the targeted recruitment of Hispanic/Latino students.

- *Activity Type(s)*

x	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	South Tahoe High School Students	1634
A.2	Community Hispanic/Latino Students	5000
A.2	Other area high school students	3000

Activity Implementation Plan
- The college published a Viewbook in the 2014-15 year, which highlighted several Hispanic/Latino students and the HOPE program (a support program for Hispanic/Latino students). The printed booklets were used at multiple Hispanic recruiting events last year and the college will continue this activity in the 2015-16 year. Several students who are Hispanic/Latino were featured throughout the booklet in photos and in student testimonials. This document

is important in portraying a friendly, culturally welcoming campus. This activity is a continuation of a 2014-15 activity. Based on the growth of the LTCC Hispanic/Latino population this past year, the college believes this was a very successful strategy in the recruitment of Hispanic/Latino students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	August 2015 to July 2019	$7,780 *This amount reflects the actual cost in producing copies of the Hispanic/Latino Viewbook.	General Fund - $8,000 Financial Aid - $3,000 *This amount reflects staff time and materials used for the development of the Viewbook.

Link to Goal

The Viewbook is a valuable tool in portraying LTCC as a Hispanic/Latino welcoming campus. Potential students who see students who have the same ethnicity at the college will be more inclined to visit the campus and request additional information. Fostering feelings of connection, familiarity, and belonging among potential Hispanic/Latino students is an important outcome of this activity.

Evaluation

- The college collects data from applicants about their reason for choosing LTCC to pursue their higher education goals. One of the choices in the questionnaire is "printed materials and brochures". The college will monitor that data to identify any increases. Additionally, the HOPE program will be conducting group surveys for data needs the college may have regarding this population. Those results will be a good sample to use as a measure for the entire Hispanic/Latino student body. The general college ethnic data will also be used as a measure of the effects of this recruitment strategy.

- The college choice selection data is collected at the time of application. This will be evaluated after the beginning of each quarter. The HOPE student surveys will be conducted at the end of each academic year.

A.3 The College will host special events on campus celebrating Hispanic/Latino holidays.

- *Activity Type(s)*

x	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.3	Community Hispanic/Latino Students	5000

Activity Implementation Plan:

- LTCC will host two events each year. The events designated are Mexican Independence Day Celebration and Cinco de Mayo. These two events will be hosted on the LTCC campus and all of the community will be invited to celebrate. This activity is designed to allow the Hispanic/Latino community to come to the campus in an inclusive environment. Families are welcome to enjoy these culturally educational and fun events. The desired outcome for this activity was that the college could become a place where Hispanic/Latino individuals feel comfortable and accepted. During these events, literature will be provided about financial aid, instructional programs, support services, and the HOPE program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.3	September, 2015 to July, 2019	$4,500 *This amount represents the amount budgeted for two LTCC cultural celebration days	General Fund – 3,000 ESL - $500 Financial Aid - $3,000 *This amount represents staff and materials which will be used in the cultural celebration days.

Link to Goal
- The college will be able to distribute LTCC information to the attendees of these events. This increases access to the Hispanic/Latino community and the likelihood of future enrollment.

Evaluation
- Student survey of HOPE students will be conducted, asking if these events were a factor in their eventual enrollment at LTCC. Feedback from these events will also be collected pertaining to the individual experience on the college campus.

- Enrollment data by subgroup will be collected each term and annually.

Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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:

	2013-14			
	Unduplicated Headcount	**Course Success Rate**	**Total Success Rate (all students)**	**Comparison to the Overall Success Rate**
African American	103	67.8%	82.7%	-14.9
Asian	209	86.1%	82.7%	3.4
Hispanic or Latino	970	78.2%	82.7%	-4.5
Native American/ Alaska Native	36	81.0%	82.7%	-1.7
Pacific Islander	9	88.9%	82.7%	6.2
White Non-Hispanic	3301	84.4%	82.7%	1.7
Two or more races	249	81.5%	82.7%	-1.2
Race Unknown/Other	67	90.2%	82.7%	7.5
All Students	*4944*	*82.7%*		
Female	2730	83.0%	82.7%	0.3
Male	2189	82.4%	82.7%	0.3
Gender Not Reported	25	84.2%	82.7%	1.5
Age < 25	2,131	79.9%	82.7%	-2.8
Age 25 - 49	1,764	84.1%	82.7%	1.4
Age 50 +	1,049	89.0%	82.7%	6.3

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 Unduplicated headcount on census day in base year	=	4 Number of Students "Lost"
---	Example Group	14%	.14	x	2567	=	359
Largest Gap	African American	-14.9%	.149	x	103	=	15
Second Largest	Hispanic or Latino	-4.5%	.045	x	970	=	44
Third Largest	Age <25	-2.8%	.028	x	2,131	=	60

While the African American student group was the highest gap percentage at (-14.9%), that group represents only 103 students. The second highest gap percentage was the Hispanic/Latino group which was (-4.5%). This population represented 970 students, which was deemed significant. The third largest gap was (-2.8%), representing the "Age<25 group". This did not appear to be a large enough percentage gap to warrant action at this time. In addition, this particular age group is difficult to create impactful actionable plans for because many are online students. The college has a plan to improve general online student services as part of the educational master plan, so the committee felt this population will be receiving improved services in that particular arena. Based on the data, the Hispanic/Latino population was the targeted population chosen for the action plan in this area. The action plans designed for the course completion goal are targeted to relationship building and extra support services for Hispanic/Latino students. Best practices in community college success strategies promote support and connection programs for students.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B. Course Completion: By the year 2019, the success rate recorded on the Student Success Scorecard for Hispanic/ Latino students will increase to be within 4% of the overall student success rate.

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
African American	-14.9%, 2014	NA – see analysis	NA
Hispanic/Latino	-4.5%, 2014	>-4.0%	2019
Age less than 25	-2.8%, 2014	NA - see analysis	NA

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

ACTIVITIES: B. COURSE COMPLETION

B.1   The College will establish a HOPE lending library.
 - *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.1	Hispanic/Latino HOPE students	843

- *Activity Implementation Plan*

The textbook lending library has been a successful strategy for LTCC in meeting student needs for the low-income student for the past five years. The data for student retention indicates that one of the most common reasons for student withdrawal and failure is the lack of ability to purchase textbooks. Students often voice concerns that they cannot afford the textbooks each quarter and many try to complete courses without them. The outcome of this is often failure and withdrawal. In this activity, low-income HOPE students will be given priority access to a HOPE lending library, similar to the existing lending library at LTCC. These students will be able to check out textbooks for each quarter and return them when the course is completed. The library will also have a group of textbooks, which must be used in the library so that more students will have access. While the HOPE lending library will not be able to meet the needs of all HOPE students due to funding limitations, the establishment of the library will be able to assist a majority of them. The initial investment in this library will allow the college to purchase a large base of common textbooks for the 2015-16 year, and allow ongoing growth to serve more HOPE students in the future.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Fall, 2015 to Spring, 2019	$22,278 This amount only reflects the amount of purchasing textbooks for the library. The HOPE staff cost involved in this process is reflected in activity B-1	$14,400 General Fund $3,500 LTCC Foundation These amounts reflect staff time invested in the process and textbooks which will be purchased for the HOPE lending library

- *Link to Goal*

Providing HOPE students access to loaner textbooks will equip these students for success in the classroom. The HOPE lending library will help bridge the financial gap that exists so that these students have the same opportunity for success as other students.

- *Evaluation*

  - HOPE program survey data will be utilized in this process. Student satisfaction will be measured as well as student success of those utilizing the lending library services.

  - An analysis will be performed each quarter on the satisfaction and usage rates of these students as well as the academic success rates. Additionally, there will be an annual review of these same elements including usage and inventory analysis for future purchases.

B.2   The College will create a Saturday Tutoring opportunity for HOPE students

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	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
B.2	LTCC Hispanic/Latino Students	843

- *Activity Implementation Plan*

Many of the Hispanic/Latino students have indicated that work and other issues prevent them from taking advantage of tutoring opportunities during the week. The college will provide Saturday tutoring sessions available to HOPE students. In addition, HOPE students will have access to the textbook lending library desk copies on Saturdays if they were unable to purchase a textbook for their course.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall, 2015 to Spring, 2019	$3,332 These funds will pay for tutor costs associated with the Saturday lab.	$5,000 General Fund $1,000 SSSP There will be some counseling services linked to the Saturday tutoring lab. This is paid for with SSSP and General Fund

- *Link to Goal*
At LTCC, students who utilize the tutoring services have higher success rates in course completion. Ninety percent of students who participate in tutoring complete their courses compared to the overall completion rate of 82.7%. Saturday tutoring creates more opportunities for student engagement and additional access to support services.

- *Evaluation*
Tutoring data will be collected for the Saturday participants to determine usage and effectiveness. This data will be analyzed each quarter and annually.

ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: 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. Calculate progress rates through basic skills by dividing:

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION.

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	1	0	0%	18.2%	-18.2
Asian	36	10	27.8%	18.2%	+9.6
Black or African American	23	0	0%	18.2%	-18.2

Hispanic or Latino	370	30	8.1%	18.2%	-10.1
Native Hawaiian or other Pacific Islander	1	0	0%	18.2%	-18.2
White	158	65	41%	18.2%	+22.9
Some other race	39	7	17.9%	18.2%	-.3
More than one race	4	3	75%	18.2%	+56.8
All Students	*632*	*115*	**18.2%*		
Males	307	45	14.7%	18.2%	-3.5
Females	324	70	21.6%	18.2%	+3.4
Unknown	0	0	-	18.2%	-
Current or former foster youth	NA	NA	NA	18.2%	NA
Individuals with disabilities	NA	NA	NA	18.2%	NA
Low-income students	NA	NA	NA	18.2%	NA
Veterans	NA	NA	NA	18.2%	NA

*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.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
---	Example Group	7%	.07	x	1457	=	101
Largest Gap	Black or African American: American Indian/ Alaska Native:, and Native Hawaiian or other Pacific Islander	-18.2%	.182	x	(23)(1)(1)	=	(4)(.182)(.182
Second Largest	Hispanic or Latino	10.1%	.101	x	370	=	37
Third Largest	Males	3.5%	.035	x	307	=	11

Similar to previous results, the Hispanic/Latino population showed the most significant gap performance. There were three areas of (-18.2%), which were the Black or African American, the American Indian/Alaska Native, and the Native Hawaiian or other Pacific Islander. All three categories were too small to warrant an action plan. The third highest result was "males" but this population was too low of a percentage (-3.5%) to be considered. Additionally, since the targeted Hispanic/Latino population was selected for action plans, male Hispanic/Latino students will be positively impacted through the efforts.

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

GOAL C. ESL and Basic Skills Completion: The rate for Hispanic/Latino students who persist in basic skills English and math courses to credit English and math courses reported on the Student Success Scorecard will increase by 2.5% by the year 2019.

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*
Black or African American: American Indian/Alaska Native; Native Hawaiian or other Pacific Islander	-18.2%, 2013	NA	NA (see analysis)
Hispanic or Latino	-10.1%, 2013	>-7.6	2019
Males	-3.5%, 2013	NA	NA (see analysis)

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

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1   Implement Math and English Bootcamps and actively recruit Hispanic/Latino Students to participate
 - *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
C.1	Hispanic/Latino	370

- *Activity Implementation Plan*

As part of a Basic Skills initiative in the summer of 2015, the college created and conducted a Math Bootcamp for students who wished to improve their math skills as part of a plan to reassess at a higher level of placement. This was very successful and will serve as the template for future HOPE Bootcamps. The LTCC model for the weeklong workshop will be expanded to include English Bootcamps and will be developed specifically for Hispanic/Latino students by involving bilingual instructors and tutors. Specialized recruitment events will also be conducted specifically for HOPE students to encourage participation. The Bootcamp model has been found to be more effective than a preparatory course because it was free for students and did not involve the purchase of textbooks or online support materials. The intent of this activity is to provide a no-cost, highly interactive experience to prepare the students for the math and English assessments. Students who participated in the Bootcamp experience reported higher levels of confidence in math as well.

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ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring and Summer, 2016 to Fall, 2019	$11,390	Basic Skills $1,500 General Fund $3,000

- *Link to Goal*

Through participation and successful completion of the Bootcamps, Hispanic/Latino students will place into a higher level of Math. This will reduce the amount of basic skills courses required to progress into degree-applicable courses. By reducing the amount of courses in the pathway, there is a greater chance for continuation and success in the degree applicable path.

Evaluation

- Student feedback on the Bootcamp experience will be collected and analyzed for improvements and changes to the program. Student assessment scores will be evaluated on a pre and post event cycle. The Math and English sequence of students who participate in the Bootcamp will be followed tracked to determine the progress into degree applicable courses and measured against basic skills students who did not participate.

- Student pre and post Math and English assessments will be conducted at each Bootcamp. Student confidence pre/post ratings will also be assessed at each boot camp conducted. Outcome data will be analyzed each event as well as cumulatively for all.

Degree and Certificate Completion

CAMPUS-BASED RESEARCH: 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. Calculate degree and certificate completion rates by dividing:

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	5	1	20%		+8.1
Asian	15	3	20%		+8.1
Black or African American	3	1	33.3%		+24.1
Hispanic or Latino	50	4	8%		-3.9
Native Hawaiian or other Pacific Islander	3	2	66.7%		+54.8
White	279	33	11.8%		-.1
Some other race	82	6	7.3%		-4.6
More than one race	7	3	42.9%		+31
All Students	*444*	*53*	*11.9%*		
Males	244	29	11.9%		0
Females	199	24	12.1%		+.2
Unknown	1	0	0%		-11.9

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

*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.

		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"
Largest Gap	Unknown	11.9%	.119	x	1	=	.119
Second Largest	Some other race	4.6%	.046	x	82	=	4
Third Largest	Hispanic or Latino	3.9%	.039	x	50	=	1.95

LTCC data does not support any group impacted significantly. However, the low number of Hispanic/Latino students indicting a degree or certificate goal is troubling. The college believes there is a lot of room for growth in impacting this number through additional counseling and other efforts. The population size for unknown gender was only one student and the population of "some other race" is impossible identify for strategic action. Hispanic/Latino students are the highest significant population to show meaningful gap data (-3.9%). This is the group the committee chose to develop activities for in the plan.

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

GOAL D. Degree and Certificate Completion: The Degree/Certificate/Transfer percentages for Hispanic/Latino students will be within 3% of the overall college completion percentage by the year 2019.

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*
Unknown Gender	NA	NA	NA (see analysis)
More than one Race	NA	NA	NA (see analysis)
Hispanic/Latino	-3.9%, 2014	>-3%	2019

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

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION AND LINK TO GOAL

The Activities for Goal D are campus global initiatives, which are addressed in section F because they also will apply to other goals. Primarily, the intensive counseling that HOPE students receive should increase awareness toward the options for degree or certificate completion and increases both the number of students who are pursuing that goal as well as the success rates for them. Two other activities designed to also achieve Goal D are B.1 and B.2. Both of those activities (textbook loan program and Saturday tutoring) will also address the Degree and Certificate Completion Goal.

Transfer

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:

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	3	0	0%	25%	-25
Asian	8	5	62%	25%	37
Black or African American	3	1	33%	25%	8
Hispanic or Latino	33	4	12%	25%	-13
Native Hawaiian or other Pacific Islander	3	2	67%	25%	42
White	119	32	27%	25%	2
Some other race	18	3	17%	25%	-8
More than one race	NA	NA	NA	25%	NA
All Students	*184*	*46*	**25%*		
Males	88	21	24%	25%	-1
Females	95	25	26%	25%	1
Unknown	1	0	0%	25%	25
Current or former foster youth	NA	NA	NA	25%	NA

Individuals with disabilities	12	4	33%	25%	8
Low-income students	28	8	29%	25%	4
Veterans	NA	NA	NA	25%	NA

*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.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	4 Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	=	77
Largest Gap	American Indian/Alaska Native	25%	<u>.25</u>	x	184	=	46
Second Largest	Hispanic or Latino	13%	.13	x	184	=	24
Third Largest	Some Other Race	8%	<u>.08</u>	x	184	=	15

As indicated earlier in this report, the percentages for the gap in transfer are not realistic due to the sample size of each. The only significant population is the Hispanic/Latino student group with a percentage gap of (-13%). There were only three students in the American Indian/Alaska Native population, which showed the highest gap of (-.25%). The third largest gap was "some other race" which was (-8%) but is not defined enough to warrant a meaningful activity.

GOAL E. **Transfer: The ratio of Hispanic /Latino students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of Hispanic/Latino students who actually transfer after one or more (up to six) years will be within 5% of the overall student population rates by the year 2019.**

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*
American Indian/Alaska Native	NA	NA	NA (see analysis)
Hispanic or Latino	-13%, 2013	> -5%	2019
Some other Race	NA	NA	NA (see analysis)

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

ACTIVITIES: E. TRANSFER

E.1 The College will provide transfer visits and transfer application workshops to HOPE students

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
E.1	Hispanic or Latino	843

- *Activity Implementation Plan*

In an effort to provide Hispanic/Latino students with direct contact to universities for the transfer process, the HOPE program will sponsor three college transfer visits each year. Hope students will be provided transportation to these schools with an opportunity to visit with those college advisors. The list of trips will be published each year. The HOPE program will also host several application workshops for students in the program who want assistance with their college applications. One-on-one transfer assistance will also be available.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	August 2015 to August 2019	$3,000	$2000 General Fund

- *Link to Goal*

Students have reported that the ability to visit a campus and speak with an advisor was one of the most significant factors in their transfer to that institution. Exposing HOPE students to this activity will greatly increase Hispanic/Latino transfer rates.

Evaluation

- Data of HOPE students who take advantage of the transfer workshops and trips will be collected and measured against general transfer data. Both admission data as well as the Clearinghouse data will be used.

   - This data will be analyzed each year in the fall quarter to measure the year prior.

Other College- or District-wide Initiatives Affecting Several Indicators

F.1   The College will implement a campus-wide cultural change initiative related to faculty and staff professional development.

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A	South Tahoe High School Students	1634
A	Community Hispanic/Latino Students	5000
A	Other area high school students	3000
B,C,D,E	LTCC Hispanic/Latino Students	843

- *Activity Implementation Plan*

   The college will develop a campus climate change initiative including cultural and diversity awareness presentations, sensitivity training for staff, and personal bias assessments and workshops. These presentations will commence at Convocation and culminate with graduation. Staff and faculty will be required to participate and there will be special workshops and presentations for students as well. LTCC will commit to bilingual signage on campus and bilingual staff hiring preferences. Additionally, a campus-wide syllabus assessment will be conducted to identify implicit bias trends. Trainings on appropriate syllabi development will be conducted.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
All Goals	September, 2015 – June, 2017	$23,500 *This amount includes payments to professional development speakers, cultural awareness presenters, and the cost of conducting a campus-wide syllabus assessment.	*The college does not have any funding to contribute to this activity other than providing logistical support and facility access for such events

- *Link to Goal*
   Goal A. By transforming the campus into a culturally aware and accepting environment, more Hispanic/Latino students will be empowered to enroll at LTCC.

   Goals B through E. The campus culture is an important part of student success. Faculty and staff who are trained to work with diverse populations are more likely to positively impact student success. An unbiased culture of student support will reduce the achievement gap for Hispanic/Latino students in all four of these goals.

- *Evaluation*
   The college will conduct one major training per quarter with faculty and staff. The syllabus assessment process will be completed before each summer. Impact surveys will be distributed to staff, faculty, and students at the completion of each event measuring pre and post knowledge and personal growth.

F.2   The College will hire a research analyst to assist with the data collection needs for the equity project

- *Type(s)*

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

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

ID	Target Group	# of Students Affected
A	South Tahoe High School Students	1634
A	Community Hispanic/Latino Students	5000
A	Other area high school students	3000
B,C,D,E	LTCC Hispanic/Latino students	843

- *Activity Implementation Plan*
The research analyst position will be created and this individual will work exclusively with the equity program to provide support for the data requirements of the program. This data will be used in measuring all goals and activities in Equity matters.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A,B,C,D,E	August 2015 to July 2019	$24,353	Logistical and technical support will be provided by the general fund at the college

- *Link to Goal*

  The research analyst will be able to provide usable data for Equity and this data will be analyzed to provide the best assessment of the activities of the program. This data is invaluable in making timely effective decisions for the Equity program

- *Evaluation*

  - The position will be filled in the fall, 2015. All required Equity data will be collected beginning in 2015-16.

  - At the completion of the spring term, the data requirements for Equity will be in place and systems for evaluation of the data established.

F.3_____The HOPE (Hispanos Orgullosos Preparandose para la Excelencia) Hispanic/Latino student support program will be created.

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
B,C,D,E	Hispanic/Latino LTCC students	843

- *Activity Implementation Plan*

The college will create a student support program specifically designed for Hispanic/Latino students. There will be multiple services imbedded within HOPE. The Director will serve as the program leader and will be assisted by support staff and counselors. This program will provide personal and academic counseling, enhanced disability services access, peer mentoring, enrollment support, financial aid assistance, weekend tutoring opportunities, achievement recognition

awards, and general staff support to students in the program. The HOPE counselor will provide intrusive academic advising as well as personal support counseling to students. Academic support services such as tutoring, disability services, mentoring, and enrollment support will assist these students in their academic progress.   The recognition awards and general office staff support will be instrumental in developing positive relationships between the school and these students.   The HOPE initiative will be integrated into the Student Success department at the college and will provide Hispanic/Latino students with enriched sense of community through constant contact and support. HOPE is the primary activity LTCC is adopting for the Equity Plan and will encompass multiple levels of student support services. Many Hispanic/Latino students lack family support during their college experience, and most are LTCC are first-generation and low-income. The HOPE program will allocate resources and support for these students. Through this program, students will be educated, empowered, and encouraged to complete their educational and personal goals.   A successful HOPE experience will positively impact all five goals for this population.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A B C D E	August 2015 to July 2019	*$138,892 *The funds allocated for this goal include staff time dedicated to the HOPE initiative. This activity designed to impact all goals	General Fund - $5,000 Disability Services - $4,000 SSSP - $3,000 *These funds will include staff time dedicated to the HOPE initiative.

- *Link to Goal*
  Student support programs for targeted groups have shown increased success rates for students who take advantage of the services. The HOPE organization will strive to improve student contact and enhance student success in the process. This will affect all four areas of achievement measured in the Equity plan. Also, by having a specific support group for Hispanic/Latino students, that population may be more likely to enroll, thus impacting Goal A.

- *Evaluation*
  - HOPE student data enrollment, success, and persistence rates will be analyzed.

  - At the completion of the spring term, the data requirements for Equity will be in place and systems for evaluation of the data established.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Lake Tahoe CCD
Lake Tahoe College

Part I: Student Equity Funding   *Enter whole numbers only*

Total 2015-16 College Student Equity Allocation $ 250,000

**If applicable, for Multi-College Districts, Total 2015-16
Student Equity Allocation Reserved at the District Level** $ -

Part II: 2015-16 Planned Student Equity Expenditures $ 250,000

Balance 2015-16 College Student Equity Allocation $ -

2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

F9   Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12   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 at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14   This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17   This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

0   If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

+   If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

-    If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	Director of DRC	0.04		$ -	$ 2,638	$ -	$ -	$ -	$ -	$ -	$ 660	3,298
	Faculty Stipends for Boot Camp	0.07		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	10,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ -	$ 2,638	$ -	$ -	$ -	$ -	$ -	$ 10,660	$ 13,298
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Enrollment & Student Support Coor	0.10		$ -	$ 2,676	$ -	$ -	$ -	$ -	$ -	$ 2,676	5,352
	Analyst	0.40		$ -	$ -	$ 12,026	$ 3,006	$ -	$ -	$ -	$ -	15,032
	Program Tech D-Wing Comp. Lab	0.06		$ -	$ -	$ -	$ -	$ -	$ -	$ 2,410	$ -	2,410
	Student Outreach & Equity Director	1.00		$ -	$ -	$ -	$ 42,954	$ -	$ -	$ -	$ 10,739	53,693
	Administrative Assistant	0.70		$ 3,864	$ 3,864	$ -	$ 7,728	$ -	$ -	$ -	$ 3,864	19,320
	Equity Outreach Event Assistant	0.10		$ 2,560	$ -	$ -	$ -	$ -	$ -	$ -	$ -	2,560
	Peer Mentors	0.50		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,000	11,000
	HOPE Saturday TLC hours	0.11		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,168	3,168
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ 6,424	$ 6,540	$ 12,026	$ 53,688	$ -	$ -	$ 2,410	$ 31,447	$ 112,535

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of DRC		$ -	$ 958	$ -	$ -	$ -	$ -	$ -	$ 239	1,197
	Faculty Stipends for Boot Camp		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,390	1,390
	Enrollment & Student Support Coordinator		$ -	$ 1,489	$ -	$ -	$ -	$ -	$ -	$ 1,489	2,978
	Analyst		$ -	$ -	$ 7,457	$ 1,864	$ -	$ -	$ -	$ -	9,321
	Program Tech D-Wing Comp. Lab		$ -	$ -	$ -	$ -	$ -	$ -	$ 2,355	$ -	2,355
	Student Outreach & Equity Director		$ -	$ -	$ -	$ 23,396	$ -	$ -	$ -	$ 5,849	29,245
	Administrative Assistant		$ 200	$ 200	$ -	$ 399	$ -	$ -	$ -	$ 200	999
	Equity Outreach Event Coordinator		$ 131	$ -	$ -	$ -	$ -	$ -	$ -	$ -	131
	Peer Mentors		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 569	569
	HOPE Saturday TLC hours		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 164	164
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 331	$ 2,647	$ 7,457	$ 25,659	$ -	$ -	$ 2,355	$ 9,900	$ 48,349

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Cram Nights		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,500	4,500
	General Program Needs		$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	1,760
	HOPE Special Events		$ 4,500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	4,500
	Hispanic/Latino(a) Holiday Recognition		$ 4,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	4,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 8,720	$ 220	$ 220	$ 220		$ 220		$ 4,720	$ 14,760

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Equity Speaker Series		$ -	$ -	$ -	$ -	$ -	$ 15,000	$ -	$ -	15,000
	Syllibi Evaluation		$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	5,000
	Mileage Reimbursement		$ 3,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	3,000
	Staff Travel		$ 1,500	$ -	$ -	$ -	$ -	$ 3,500	$ -	$ -	5,000
	HOPE College Visits		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,000	3,000
	Printing - Brochures & Materias		$ 7,780	$ -	$ -	$ -	$ -	$ -	$ -	$ -	7,780
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 12,280	$ -	$ -	$ -		$ 18,500		$ 3,000	$ 38,780

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	HOPE Library Loan Program		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 22,278	22,278
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 22,278	$ 22,278
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Grand Total		$ 27,755	$ 12,045	$ 19,703	$ 79,567	$ -	$ 18,720	$ 4,765	$ 82,005	$ 250,000

Part II: Planned Student Equity (SE) Expenditures

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Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

</div>

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. 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.

Eligible expenditures:
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:
1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Evaluation of the progress towards accomplishing the goals identified in this plan will take place throughout the year. As data becomes available quarterly and annually, the goals, processes, and outcomes will be evaluated to measure progress. The Student Equity Committee will be presented with the results of the efforts, and determine if adequate progress has been made towards accomplishing each goal. The Committee will discuss methods to increase the effectiveness of the efforts and provide feedback to inform practice in implementing the plan. Direct feedback will be provided to those involved in implementing the activities, with professional development provided when deemed appropriate. If changes to the plan are identified and deemed necessary in the evaluation process, they will be implemented as soon as possible. Small changes can often be made quickly, with slight changes to approach or data collection method. Larger changes will be made after review and approval from any relevant governing bodies.

The Executive Dean of Student Success is serving as the Chair of the Student Equity Committee in part to ensure that the Student Equity Plan is integrated throughout campus. Other committee members include the Director of Institutional Effectiveness, faculty, counselors, staff, and students. There is a campus-wide effort to focus on student equity from the Board of Trustees and President down to every staff member. Multiple campus governing bodies have reviewed the Student Equity Plan, including the Academic Senate, Student Senate, Institutional Effectiveness Council, and the President's Advisory Council. The Plan will be brought before the Board of Trustees for Final Approval on November 18. The Student Equity Plan will be used when updating the Educational Master Plan and determining the institution wide goals that accompany the plan. The plan will also be accounted for when determining student learning outcomes and conducting program reviews.

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 B: Crosswalk - 6

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.)