

Laney College
Student Equity Plan

12/5/15

LANEY COLLEGE STUDENT EQUITY PLAN

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Laney College Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date:** _____

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).

[Signature]

College President Dr. Elnora Webb

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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 CCCCCO.

[Signature]

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District Chief Business Officer¹ Vice Chancellor
Ron Little

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

[Signature]

Vice President of Student Services Trudy Walton-
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[Signature]

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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 Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

Academic Senate President Lisa Cook

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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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[Classified Senate President Brandi Howard]

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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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Executive Summary

Introduction

At Laney College, the success of all of our students matters. Our faculty, staff, and administrators are deeply dedicated to the students we serve. Through the collaborative efforts of our student equity planning process, Laney has taken a significant step forward in understanding the equity problems at our college, and indeed our larger community.

As directed by the state Chancellor's office: "The intent of student equity funding and planning is to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances. For purposes of this plan, student equity is defined as helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups."

As we analyzed student outcomes of disproportionately impacted student populations, we learned that some subgroups of students are not achieving outcomes at the desired rate. We recognize that this is not solely the fault of those students who are disproportionately impacted. Traditional narratives that place blame on students who are underprepared for college do not tell the whole story. We recognize that as an institution, we have work to do.

The city of Oakland has a proud history of social justice and community empowerment movements. Located in the heart of Oakland, Laney College is perfectly positioned to be a part of a movement that places equity at the heart of our community. Laney's faculty, staff, administrators, and students are dedicated to work together to be change agents in our students' lives and in our larger community.

Many of our planned activities at Laney will work specifically to address disproportionately impacted students. We also intend to address campus-wide issues of professional development for faculty, staff, and administrators to shift campus ethos toward an ethic of student success for all. Our college plans to use the RP Group's research on community college that frames the six success factors for student success to center these characteristics in all that we do as a college to help students attain their goals. According to the Research and Planning (RP) Group, research on community college support indicates that students are more likely to achieve their goals when "six success factors" are present:

- **Directed** — students have a goal and know how to achieve it
- **Focused** — students stay on track, keeping their eyes on the prize
- **Nurtured** — students feel somebody wants and helps them to succeed

- **Engaged** — students actively participate in class and extracurriculars
- **Connected** — students feel like they are part of the college community
- **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

While ongoing extensive professional development is essential, specific programs to address two distinctly disproportionately impacted populations will be prioritized at Laney because of the number of students impacted and the multiple success indicators affected: African American students and student with documented disabilities.

Target Groups

Based on our analysis using the “Proportionality Index,” the Student Equity Committee and Office of Institutional Research identified several groups who are achieving success at significantly lower rates. There were equity gaps in nearly all indicators for African Americans and for students who have a documented disability. There were two areas where there are equity gaps for Latino students (ESL completion and degree/certificate completion).

The chart below summarizes these findings:

Success Indicator	Underserved Student Groups
Access	Students who are Latino, who have a documented disability, and Veterans
Course Completion	Students who are African American and Foster Youth
Basic Skills Completion—ESOL	Students who are Hispanic/Latino
Basic Skills Completion—English	Students who are African American, who have a documented disability, and Foster Youth
Basic Skills Completion—Math	Students who are African American, who have a documented disability, and Pacific Islanders
Degree and Certificate Completion	Students who are African American, male, and Latino, who have a documented disability
Transfer	Students who are African American, who have a documented disability, and Foster Youth

African American students were disproportionately impacted across nearly every success indicator. They were not disproportionately impacted in Access. The greatest disproportionate impact for African American students was course completion (aka, course success rate) for 41,918 enrollments summed over three years, Fall 2012 to Spring 2015). Consequently, our

action plans to develop a comprehensive program for African American student success is our college's highest priority.

Students who have a documented disability were also disproportionately impacted across all success indicators, except course completion. They were not disproportionately impacted for Access. With hundreds of students at Laney with documented disabilities, and only two full-time counselors to serve them (and with one also serving as the coordinator of the Disabled Program and Services Program), we must hire the appropriate level of staffing to support our disabled student population; train faculty on how to provide accommodations that will help them succeed; and provide learning resources courses with embedded tutoring support and materials our students with disabilities need.

The following table was disseminated to the college community to help explain and clarify our college's equity priorities:

**Laney College Fall 2015 Student Equity Plan Data Findings:
Disproportionate Impact (DI) on Subgroup by Indicator**

Equity Indicators		Race/Ethnicity							Gender	Economic dis-advantaged	DSPS	Veterans	Foster youth
		African American	Asian	Hispanic	Native American	Pacific Islander	White	More than one race					
Access		NO DI	NO DI	NO DI	NO DI	NO DI	DI	NO DI	NO DI	NO DI		DI	No data
Course Completion	Non-DE	DI (41,918)	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	DI (6,321)
	DE	DI (3,606)	NO DI	NO DI	DI (32)	DI (52)	NO DI	DI (770)	NO DI	NO DI	NO DI	NO DI	
ESL & Basic Skills Completion	English	DI (1,576)	NO DI	NO DI	DI (21)	NO DI	NO DI	No data	NO DI	NO DI	NO DI	DI (255)	DI (55)
	Math	DI (1,388)	NO DI	NO DI	DI (19)	DI (30)	NO DI	No data	NO DI	No DI	NO DI	DI (209)	DI (51)
	ESL	No DI	No DI	DI (390)	No DI	No DI	No DI	No data	NO DI	No DI	No DI	DI (44)	DI (13)
Degree/ Certificate Completion		DI (1,165)	No DI	DI (402)	DI (15)	No DI	No DI	No data	DI (311)	Male DI (1,808)	Not ED DI (772)	DI (148)	DI (45)
Transfer		DI (978)	No DI	No DI	DI (13)	No DI	No DI	No data	NO DI	No DI	No DI	DI (137)	DI (39)

Source: California Community College Chancellor's Office Data Mart and Data on Demand, Peralta data warehouse

- Highlighted boxes indicate disproportionate impact: Orange = disproportionate impact on large number of students; yellow = relatively smaller number of students impacted
- The Proportionality Index was used to calculate disproportionate impact (DI). The proportionality methodology compares the percentage of a disaggregated subgroup with an initial cohort to its own percentage in the resultant outcome group. Below .85 indicates disproportionate impact.
- DE = Distance Education
- Access data in this table was calculated analyzed using the proportionality index based on an aggregate of five CYs of headcounts from 2009 to 2014. In the full Student Equity report that follows, Access data shows both proportionality index calculations, as well as percentage point gaps for Calendar Year (CY) 2010 headcounts.
- Course completion data represents three years of course enrollments (not headcount) summed from Fall 2012 to Spring 2015.
- ESL and Basic Skills Completion; Degree/Certificate Completion, and Transfer data represent three cohorts combined, i.e., aggregated from 2006-07 to 2008-09.

Goals/Outcomes

As a college, our goal is to improve rates of success by 5 percentage points in each indicator, or completely eliminate achievement gaps within five years.

In accordance with our data, we seek to:

1. Increase access for Veterans and Latinos students by 5 percentage points within five years
2. Increase course completion by 5 percentage points within five years for students who are African American, Latinos and Foster Youth
3. Increase Basic Skills course completion by 5 percentage points within five years for African Americans in Math and English; for students who have a documented disability in Math, English and ESOL; and for Latino students in ESOL
4. Increase degree and certificate completion by 5 percentage points within five years for African Americans, Latinos, Males, and students who have a documented disability
5. Increase transfer rates by 5 percentage points within five years for African Americans and students who have a documented disability

Activities

The college plans to develop and expand the following high-impact evidence-based activities to close achievement gaps:

- **Expand our African American Student Success Program** from our current learning community model (UBAKA) to incorporate a cohort model that can reach significantly more students with comprehensive support services, counseling, mentoring, tutoring, and professional development for faculty. Become an affiliated program of the state-wide Umoja Community. Hire a program coordinator, academic and mental health counselor, outreach specialist, and administrative assistant. Identify a dedicated “Village Space” on campus for the Umoja program. Conduct outreach to make the program more visible on campus. Provide embedded mental health counseling for students in the Umoja program. Because of the large number of students disproportionately impacted across multiple indicators, African American student success is the college’s top priority (Umoja Community, umojacommunity.org). Provide direct student support for students: Significantly increase required textbooks in the reserve section of the library; purchase laptops, books, and supplies for laptop and book loan programs; smart pens, and other supplies
- **Hire additional Disabled Student Program and Services counselor**; provide regular, ongoing training for faculty on how to provide accommodations for DSPS students; offer more Learning Resources courses for disabled students with embedded tutors; provide additional resources and direct support for DSPS students and staff.

- **Conduct additional research, including focus groups**, on how to support smaller disproportionately impacted subgroups in various success indicators, including: foster youth, veterans, students with documented disabilities, and Latino students (in ESOL and degree/certificate completion), as well as Native American and Pacific Islanders. Laney will explore reinstating a Puente program to support Latino student degree and certificate completion. We also need more research on access and outreach for key populations.
- **Seek RFP proposals from the college** to identify the best ways to impact the success of particular subgroups. RFPs will be analyzed with a rubric and prioritized by the Student Equity Committee, to ensure alignment with college integrated planning efforts and student equity goals (See Appendix for RFP Rubric). All RFP proposals must be submitted with a plan for their evaluation and assessment.
- **Professional development college-wide** for administrators, faculty, staff and students on best practices for supporting student success. Provide regular, ongoing professional development for all faculty to ensure cultural competence, awareness of affective domain and multiple learning styles, accommodating students with documented disabilities, promoting student engagement, effective use of instructional technology, and learner-centered andragogy and heutagogy. Encourage faculty to develop equity-related Communities of Practice.
- **Increase students' access to quality, trained tutors** by applying for certification from the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification (ITTTC) to ensure consistent standards for tutor training and evaluation; and expand tutoring hours. Implement Enhanced Tutoring Program including high-level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Completion and Transfer students. Provide embedded tutors (Writing Workshop and Math 501 courses) linked to Basic Skills English, Math and ESOL classes to improve Basic Skills pathways completion. ("Basic Skills as a Foundation for Success in the California Community Colleges," The RP Group, 2010).
- **Create new curriculum and employ current mechanisms, as appropriate, for acceleration** through pathways for Basic Skills course completion in English and Math; evaluate the ESOL department's accelerated sequences (California Acceleration Project, <http://cap.3csn.org/why-acceleration/>)
- **Develop career development and college preparation non-credit course sequences, as appropriate**, to provide alternative pathways for students to develop foundation skills prior to entering credit sequences to improve course completion and retention.
- **Create an Enrollment Management Committee** to ensure course offerings are scheduled most effectively for students to achieve degrees, certificates, and transfer,

and to coordinate efficient use of computer lab time for supplemental instruction courses (Writing Workshops, etc.) to support Basic Skills completion.

- **Create a Center for Community and Civic Engagement**, to foster civic engagement so students are empowered to integrate service and learning and to develop meaningful leadership opportunities, both of which are critical to improving course and degree certificate completion and transfer; to collaborate with community-based partners so community support services are visible on campus; and to create an ethos of collaboration, inclusion, social justice, and belonging for all.
- **Expand outreach to key populations** (Latinos, veterans, students with disabilities). Work with Peralta TV to promote our successful programs. Inform high school transition teams and adult schools about Laney programs.
- **Provide support for coordination** for Student Equity Co-Coordinators, key faculty, and student service professionals to coordinate new initiatives. Create a district-coordinated Center for Your Educational Success (C-YES) and hire a coordinator.
- Explore developing a system to **automatically grant transfer students an AAT or AST** if they meet the criteria.
- **Develop a college-wide career-transfer plan** with specific goals, objectives and interventions designed to increase degree attainment and transfer, integrated with the Career Pathways Project

Resources

Laney College's plan will focus the greatest amount of resources on closing achievement gaps for African American student success and students with documented disabilities. Other activities to support basic skills and degree/certificate completion and transfer college-wide—such as enhanced tutoring and ongoing professional development—will provide additional support for these target groups and enhance the success of the larger student population.

While this plan provides estimated funding costs for designated programs and activities to close targeted achievement gaps, the Student Equity Committee will continue to evaluate and prioritize new proposals through the RFP process (see Appendix B), as well as monitor and assess the planned activities.

Success Measure	Underserved Groups	Students Impacted	# of Gaps	Funding
Access	Students with Disabilities, Latinos, Veterans	7,063	4	\$74,250
Course Completion	African Americans, Foster Youth	51,845	2	\$300,000
Basic Skills Completion: English	African Americans, Students with Disabilities, Native Americans	3,123	3	\$300,000
Basic Skills Completion: Math	African Americans, Students with Disabilities, Pacific Islanders	2,676	3	
Basic Skills Completion: ESL	Latinos, Students with Disabilities	828	2	
Degree and Certificate Completion	African Americans, Males, Latinos, Students with Disabilities	3,121	3	\$120,000
Transfer	African Americans, Students with Disabilities, Foster Youth	1,154	3	\$120,000
Total				\$914,250

- Data in Access table above calculates disproportionate impact using the proportionality index, which is based on an aggregate of five CYs of headcounts from 2009 to 2014. Access Data in the full report that follows shows both proportionality index calculations as well as percentage point gap analysis based on headcounts for Calendar Year (CY) 2010.
- Course completion data represents three years of course enrollments (not headcount) summed from Fall 2012 to Spring 2015.
- ESL and Basic Skills Completion; Degree/Certificate Completion; and Transfer data represent three cohorts combined, i.e., aggregated from 2006-07 to 2008-09.
- This table represents the groups with greatest disproportionate impact; smaller disproportionately-impacted subgroups will require further research.

Contact Person/Student Equity Co-Coordinators

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Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Due to increased initiatives in the California Community Colleges, the goal of aligning human resources with full implementation of Laney 2014 Equity Plan was delayed. In addition, as part of a four-college district, Laney serves significantly more students than its sister schools, but has been proportionately underfunded within the district. This historic underfunding is a vital equity issue at Laney. In the last several years, the Peralta Community College District has pledged to fully implement the Budget Allocation Model (BAM) to right-size Laney's funding relative to the district.

Consequently, in the last year, the college has worked diligently to hire seventeen new full-time faculty and is in the final stages of hiring seven additional full-time counselors through SSSP. In addition, Laney hired a new Interim Vice President of Institutional Effectiveness for Research and Student Success, a Research Consultant, and an Interim Equity Public Information Officer with partial funding from Student Equity. With staffing positions nearing the appropriate levels at Laney, the college created a diverse, well-representative Student Equity Committee in October 2015.

The Student Equity Committee is comprised of representatives from across the college to address key indicator areas including: the Vice President of Student Services, Deans of Academic and Student Services, faculty from Basic Skills English, Math, and ESOL (several of whom are also members of the Foundation Skills Committee), Ethnic Studies faculty, Career Technical Education (CTE), Counselors, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veteran Services, and Financial Aid. The Equity Committee also has significant student representation, including the President and members of the Associated Students of Laney College (ASLC), Phi Theta Kappa, and the Black Student Union. The Equity Committee currently has two vacant seats for representatives from CalWORKS and B2B for former foster youth, which we hope to fill immediately. Laney College's Faculty Senate convened a Student Equity Subcommittee in Fall 2015 to ensure that faculty play their role in the Equity Planning Process, and several members of that committee now serve on Student Equity Committee.

The Student Equity Committee met intensively during November and December, and planned an extensive series of information sessions with the college community during campus "Equity Week." During Equity Week, results of Laney's disproportionate impact study (See "Laney College Fall 2015 Student Equity Plan Data Findings Table" in Executive Summary and Appendix A) were disseminated to all faculty and staff via the college list serve, and in town hall meetings held with students. Peralta's institutional researcher prepared the table to distill the data to share with our campus community in an easily digestible form. During Equity week, discussion

questions were also shared with selected faculty for in-class discussions on equity. Additionally, student surveys were administered to selected disproportionately impacted populations.

Equity Week culminated in a large college-wide forum, presentation of data, and break out sessions where faculty, staff and students were encouraged to provide input on each of the various success indicators. Many excellent ideas and suggestions were gathered from college constituents regarding barriers to student success, support that is needed for students, faculty, and staff to achieve student success, and ways to improve policies, procedures, and student engagement college-wide.

Plans were made to hold additional focus groups with smaller subgroups of disproportionately impacted populations, in order to discover the best ways to support those populations (including Veterans, Foster Youth, students with documented disabilities, and others). An RFP process was developed to encourage faculty, staff, students, and administrators to contribute ideas for equity-related projects that are in alignment with the college Equity Plan. These proposals will be vetted by the Student Equity Committee and prioritized. At Laney we have found that many of the best ideas come from encouraging faculty, staff, and students to engage collaboratively to come up with creative solutions to address their needs. Our current plan calls for allocating funds through an RFP process for additional research, planning, idea generation, and support to address key target indicators. We believe that by encouraging our community to come up with their own solutions, we are guaranteed to increase engagement and support.

In addition the Student Equity Committee (SEC) is keenly aware of the importance of integrating equity planning efforts with college and district-wide plans, as outlined by the State Chancellors' office: "Since student equity is affected by the awareness, actions and assumptions of individuals in every part of the institution, it is important to coordinate student equity planning with institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program plan, CCCC Institutional Effectiveness goal setting, and the Basic Skills plan. Student equity planning should also be included in and linked to program review particularly as it relates to indicators that are disaggregated by student demographics."

The Student Equity Committee is committed to ongoing development, implementation, assessment, evaluation, and prioritization, of all new proposals to address equity. The SEC will ensure that all RFP proposals are well-integrated with other campus plans. The Institutional Effectiveness Partnership Initiative (IEPI)'s Partnership Resource Team will visit Laney College on December 17, 2015. Student Equity coordinators will participate in this visit and in the creation of an Innovation and Effectiveness Plan to ensure the development of effective integration and coordination of college plans to support the creation of transformational change throughout the college.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Nice Airo	Student	Students, Black Student Union
Bob Barr	Institutional Researcher	Research
Kim Bridges	CIS Department Co-Chair and Business Instructor	CTE
Tamika Brown	African American Studies	Student Equity Co-Coordinator
Jean Carey	Veteran Certifying Official	Veteran Services
Alicia Christenson	Mexican/Latin American studies	Ethnic Studies/shared
Roger Chung	Ethnic Studies instructor	Ethnic Studies/shared seat
Douglas Cobb	Counselor	Counseling
Jon-Mychal Cox	Student	Students, ASLC President
Eleni Gastis	English Instructor	English
Jackie Graves	English Department Co-Chair, Tutoring Coordinator, Foundation Skills Committee member	Student Equity Co-Coordinator
Terrance Greene	Counselor	Counseling
Ray Henderson	Student	Students
Joseph Koroma	Financial Aid Supervisor	Financial Aid
Mildred Lewis	Dean of Academic and Student Affairs, Community and Civic Engagement	Lead Administrator, Student Equity
Mai Ly	Extended Opportunity Programs and Services (EOPS) and Special Services	EOPS
Marion Martin	DSPS Coordinator/Counselor	DSPS
Rina Santos	Mathematics Instructor	Mathematics
Phoumy Sayavong	Interim Dean of Humanities and Social Science	Administration
Shawn Taylor	Director, Gateway to College	
Katrina Totte	Student	Students, ASLC Secretary
Suzan Tiemroth-Zavala	ESOL Instructor/ ESOL Pathways Coordinator, Foundation Skills Committee member	ESOL
Trudy Walton-Keys	Vice President Student Services	Student Services
Marilyn Whalen	Vice President of Institutional Effectiveness for Research and Student Success	Research

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Jarrett Wright	Student	Students, Phi Theta Kappa President, ASLC Chief Justice
Vacant	CalWORKs	CalWORKs
Vacant	B2B	Foster Youth

Access

CAMPUS-BASED RESEARCH: ACCESS

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.

While the Chancellor's Office Research Unit has developed a standardized, statewide methodology to define each *district's* service area and its corresponding demographic makeup in order to calculate a *district level* participation rate, the CCCCO does not have data on the necessary local *college* service areas, to calculate participation rates by *college*.

In order to more accurately capture access figures for Laney College's service area, our district's Institutional Researcher derived data from the 2010 US Census to identify ZIP code of students' home address and weighted the data by enrollment, using enrollment data from between 2009 and 2014. Headcount by ZIP code was used to weight Census figures for each respective ZIP code.

In order to compare local data to the 2010 US Census, ethnicity and race were analyzed separately. Student ethnicity and race data from CCC Apply was aligned with the categories used in the 2010 US Census (<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>), which counts Latinos/Hispanics as an ethnicity, but not a race, whereas the state of California counts Latinos/Hispanics as a separate racial group. Students missing race information were assigned according to proportions obtained from the 2010 US Census for Alameda County, conditional on the ethnicity response. In addition, the 2010 US Census collected information on sex while CCC Apply collected information on gender.

Headcounts are displayed for Calendar Year 2010 in the following Access table (next page). However, the Proportionality Index, unlike the gap index, is based on five aggregated calendar years, 2009 to 2014. That data is not displayed.

Target Population(s)	# of your college's total enrollment [headcount] in 2010 CY	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*	Proportionality Index*
American Indian / Alaska Native	240	0.9%	0.7%	+0.2%	1.47
Asian	7,389	29.2%	22.3%	+6.9%	1.16
Black or African American	7,487	29.6%	19.4%	+10.2%	1.47
Hispanic or Latino	3,752	14.8%	19.1%	-4.3%	0.90
Native Hawaiian or other Pacific Islander	199	0.8%	0.5%	+0.3%	1.46
White	2,471	9.7%	23.5%	-13.8%	0.66
Some other race	2,478	9.8%	10.1%	-0.3%	0.95
More than one race	1,314	5.2%	4.4%	+0.8%	1.44
Total of 8 cells above (Orange cells should = 100%)	25,330	100%	100%		
Males	14,294	44.4%	51.7%	-7.3%	0.86
Females	11,036	55.6%	48.3%	+7.3%	1.15
Unknown					
Total of 3 cells above (Orange cells should = 100%)	25,330	100%	100%		
Current or former foster youth (2013-2014 Data of 18-20 YO)	207	5.3%	.61%	+4.69%	8.60
Individuals with disabilities	476	1.9%	11.7%	-10%	0.16
Low-income students (of 13,591 in 2010)	10,595	78%	60.9%	+17.1%	1.28
Veterans	364	1.4%	5.3%	-3.9%	0.34

* The Proportionality Index is derived from the aggregate of five calendars years of headcount data, 2009 to 2014, while the percentage gap index is derived from the displayed CY 2010 data.

Access Analysis

The groups with the greatest disproportionate impact that need focus for access are students with documented disabilities (at -10), Veterans (at -4), and Latinos (at -4).

White students are generally not considered a disproportionately impacted subgroup. Although white students were disproportionately impacted in regards to access to Laney College (at a gap of -14 percentage points), the college is interested in conducting further into this data to disaggregate white students by income and gender to discover the greatest source of disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access by 5 percentage points in five years (or eliminate the gap) 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	-6, 2014	No gap	2020
Students with disabilities	-10, 2015	5 percentage point increase	2020
Veterans	-4, 2015	No gap	2020
Latinos	-4, 2015	No gap	2020

ACTIVITIES: A. ACCESS**A.1****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
x	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected*
A.1	Students with Disabilities	476 (1.9%)
A.1	Veterans	364 (1.4%)
A.1	Latinos	3,752 (14.8%)

*Numbers indicate headcount for CY 2010

Activity Implementation Plan

In our analysis of data using the proportionality index, access was less of a strategic priority for Laney than other indicators, such as course completion, due to comparatively lower numbers of disproportionately impacted students.

The college intends to conduct additional research, including focus groups, with students with a documented disability and veterans to learn how to best serve these populations. The college intends to provide additional funding for the Veterans Center and Disabled Students Programs and Services.

The college is currently hiring an additional DSPS Counselor and Program Specialist through SSSP. In order to meet the demand of our students and close the equity gap, hiring an additional DSPS counselor using Equity funds is recommended.

The Veterans Center is currently underfunded. We will seek RFPs through shared governance process for more work with Veterans and Students with Disabilities.

Latino students are underrepresented in the Laney community. Laney College is located less than one mile from the Fruitvale district, a predominantly Latino neighborhood, but Latino students make up only 15% of our student population. The Laney community would like to conduct further research and outreach on how to better serve Latino students, including exploring rebuilding the Puente program, which was a vital recruitment and student support program that lost momentum when key faculty passed away and/or took personal leave. Laney's vibrant Theater Arts department plans to attract and engage the Latino community through its Spring 2016 production of "Mas," written by Mita Ortize about the Mexican American Studies program in Arizona, and coordinate panel discussions with local Latino-serving community-based organizations. Laney's arts and languages programs—including Dance, Music, Theater Arts, Spanish, and Creative Writing—are a powerful means to recruit high school students through dual enrollment. Laney plans to expand outreach to our high school feeder schools to leverage our arts and languages programming. Strategic arts productions are one creative strategy to improve access and outreach to target populations. Inform high school transition teams and adult schools about Laney programs.

Laney's goal of creating a new Community and Civic Engagement Center, which will provide leadership and professional development opportunities for students to meet local community needs, will be a great resource in empowering students to connect with communities currently disproportionately impacted in access. The Center will also strengthen and increase the number of community-based organizations committed to working with our students on campus. This relationship will allow us to outreach and connect with more families, community members and groups interested in sending their members to Laney College.

White students were disproportionately impacted in regards to access to Laney College, and the college is interested in conducting further into this data to disaggregate white students by income and gender to discover the greatest source of disproportionate impact.

The college would also like to work with Peralta TV to capture video testimonials of student success stories to promote the college more widely using various forms of traditional and social media. The college will also work to ensure that outreach materials are multilingual and reflective of Oakland’s population.

We also seek to work more closely with high school transition teams and adult schools to inform them more effectively about Laney degree and certificate programs, and specialized programs for target populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016-Spring 202	\$74,250	Measure B Pass Funding for C-Yes Center

Link to Goal

- Conducting additional research, including focus groups, will help us identify the best way to improve access to the college for veterans, students with a documented disability, white students, and Latinos.
- Hiring an additional DSPS counselor will help improve success indicators for students with a documented disability across campus, and enable more professional development training for faculty on how to better accommodate students with disabilities in their courses.
- Informing high school transition teams and adult schools about Laney programs will help attract disproportionately impacted students to the college.

Evaluation

- Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
- Fall and spring headcounts each year going forward will be used to determine whether strategies to increase a group’s access are working.
- Ongoing surveys will also be conducted to measure student satisfaction with expanded DSPS and Veterans services.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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.

In data disseminated to the college community, Laney calculated disproportionate impact using the proportionality index, but both proportionality and percentage point difference measures are shown in the table below for clarity:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Note: The figures in this table are duplicated course enrollments, not distinct headcounts, aggregated over three academic years from Fall 2012 to Spring 2015.

Target Population(s)	The # of courses students enrolled in & were present on census day: Fall 2012 to Spring 2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit)	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Proportionality Index
American Indian / Alaska Native	405	24,890	59%	66%	-7	0.90
Asian	44,429	34,008	77%	66%	+11	1.16
Black or African American	45,524	24,890	55%	66%	-11	0.83
Hispanic or Latino	27,992	17,801	64%	66%	-2	0.96
Native Hawaiian or other Pacific Islander	1,050	640	61%	66%	-5	0.93
White	22,036	16,060	73%	66%	+7	1.10
Some other race	11,201	7,694	69%	66%	+3	1.04
More than one race	8,231	5,093	62%	66%	-4	0.94
All Students	160,868	106,426	66%			
Males	71,125	46,512	65%	66%	-1	0.99
Females	79,501	53,075	67%	66%	+1	1.01

Unknown	10,242	6,839	67%	66%	+1	1.01
Current or former foster youth	6,321	3,170	50%	66%	-16	0.79
Individuals with disabilities	8,134	5,166	64%	66%	-2	0.96
Low-income students	82,275	53,082	65%	66%	-1	0.97
Veterans	5,196	3,345	64%	66%	-2	0.98

In terms of group size, the two groups that experience the greatest disproportionate impact in course completion are African Americans (at -11) and Foster Youth (at -16).

Because of the large number of students disproportionately impacted (5,008), African American students' course completion is the college's top priority.

The college will conduct further research, including focus groups, on how to support foster youth in course completion, and seek RFP proposals to identify the best ways to impact the success of this population.

Note: The figures in this table are duplicated course enrollments, not distinct headcounts, aggregated over three academic years from Fall 2012 to Spring 2015.

		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 courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Foster Youth	16%	0.16	x	6,321	= 1,011
Second Largest	African Americans	11%	0.11	x	45,524	= 5,008
Third Largest				x		=

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion by 5 percentage points in five years for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no > -6</i>	<i>2020</i>
African Americans	-11, 2015	5	2020
Foster Youth	-16, 2015	5	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
B.1	African Americans	45,524 (enrollments, not headcount); 5,008 students "lost" (enrollment)

Activity Implementation Plan

Course completion by African American students is Laney College’s greatest equity priority. African American students comprise 29% of Laney student body, and the largest number of students who are disproportionately impacted in multiple success indicators.

We plan to develop a comprehensive African American Student Success Program with activities across all of the types outlined in the Equity plan—outreach, student services, research and evaluation, equity coordination/planning, curriculum adaptation / course development, professional development, instructional support, and direct student support. This program is also intended to impact other success indicators where African American students are disproportionately impacted at Laney, including English and Math Basic Skills Completion, Degree and Certificate Completion, and Transfer (See also activities in C.1, D.1, and E.1).

Our action plan will expand the reach of our African American Learning Community, UBAKA, which currently serves only a small group of students (20-30 enrolled in the program). The expansion efforts will include developing an additional cohort model that serves significantly more students and becoming an affiliate of the state-wide Umoja Community. Building from the Umoja model, which has a long track record of successfully serving African American and other under-resourced students, we believe our expanded program will achieve our target goals of reducing the achievement gap by 5 percentage points in five years.

The Umoja model provides a wrap-around approach for incorporating faculty professional development, leadership and mentorship programs activities for students, curriculum development, counseling, and direct student support. The Umoja community believes that “when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.” (umojacommunity.org) A Laney team of ten faculty and seven students attended the Umoja Conference XI in Oakland on November 6-7, 2015 with support from Equity funding. The team has continued collaborating to create an action plan for expanding our African American student success programs. In addition, the Peralta district offices of Student Success and Equity will collaborate district-wide efforts to support students. The Umoja Community is officially recognized by the CA Community College Board of Governors, Academic Senate for California Community Colleges, and Student Senate for California Community Colleges, and two Umoja programs [Daraja Project (Chabot College, Hayward), and Project Success (El Camino College, Torrance)] have over 40 years of proven retention and success ([http://\(umojacommunity.org\)](http://umojacommunity.org)).

Laney also plans to conduct additional research to identify the best ways to support African American students. Additional research will include focus groups with African American students to understand the barriers they experience. We also seek to disaggregate data to identify in which classes specifically African American students are not succeeding. A survey of African American students was conducted on our campus during Equity week, and we intend to conduct a larger, more expansive survey of students in the spring.

The planned Umoja expansion will begin in the Spring 2016 semester, with a first-year experience designed with student input, a counseling class, and several coordinated GE pathways with Umoja-affiliated instructors. Faculty who teach in the Umoja program will engage in training and ongoing professional development. Although specifically designed for African American students, it is also open to serve any and all students who desire the nurturing services offered by the program.

The following are a list of activities that will be included in the expanded African American Student Success Program:

- Hire a full-time (1.0) Umoja Coordinator.
- Hire an Umoja Counselor: 0.5 dedicated to Mentoring and Leadership components. The other 0.5 of this counselor could be equity-focused.
- Hire an Umoja Administrative Assistant.
- Develop a Mentoring Program under leadership of Mentoring Coordinator (referred to above); ensure that all Umoja students have a mentor.
- Hire a part-time Outreach Specialist (0.5) and a part-time (0.5) social worker. At Laney, students seeking mental health support are disproportionately African American, and African American students have disproportionately more severe symptoms that interfere with their ability to achieve their academic goals. Laney's mental health counselor and interns are currently serving more students than is possible to sustain. Many Umoja programs included embedded counseling support.
- Expand the number of African American students served: Build on our UBAKA Learning Community, which serves 20-30 students per semester to develop a cohort model serving a minimum of 30 students in its first year. The cohort includes a counseling course plus several GE Pathways that students select based on interest and major. Expand cohort (in following year) to serve 70 first year and 30 second year students. Further expansion in subsequent years to 140 first year and 75 second year students. Provide release time to faculty to work together to build pathways.
- Identify a dedicated "Village Space" on campus for the Umoja program with computers and printers for student use.
- Create a first-year experience program for all Umoja students including an opening ritual.

- Train faculty, staff and students in Umoja core principles. Professional development at statewide Umoja Summer Learning Institute, Regional Symposium, and annual conference.
- Develop Student Advocates, Study Groups, and provide Embedded Tutors for Umoja program courses.
- Expand access to quality trained tutors (as described in activity C.1).
- Expand curriculum to include an African American Leadership course.
- Build a library of books for Umoja students; institute a book-loan program; increase required textbooks in the reserve section of the library.
- Create a discretionary fund to support food, water, transportation, childcare, and other basic needs.
- Host events and professional development forums with faculty, staff, and administrators across campus to increase Umoja visibility on campus.
- Create a college tour program to bring students to historically black colleges and universities (HBCUs), particularly ones with transfer agreements with the CCCs, and publicize these opportunities.
- Provide three scholarships for study abroad students to nurture student leaders as cultural ambassadors who understand African culture and civilizations and recognize the global impact of the African diaspora (for example, our Dance department takes annual trips to Ghana, Cuba, and other locations) [<http://rpgroup.org/projects/study-abroad-impact>].
- Develop marketing materials and expand outreach for the program to PCCD area high schools.
- Explore developing a Summer Bridge program.
- Establish an Umoja Advisory Council.
- Work with Peralta TV to capture student testimonials to promote the program.

- Provide direct student support, potentially including: books, food, transportation, laptop, child care, and connect students to community supports.

The following is a list of activities designed to touch nearly all of the 7,487 African American students on the Laney campus with a positive message of support, community, and achievement:

- Institute a curriculum-based 100 Black Leaders project, specifically directed to reach out and advocate for African American students not yet in the UBAKA or Umoja program. This African American Leadership course would include some of the following features: Each one touch five (1 leader to 5 students), project-based initiatives that address real issues in the community which create challenges for student success, community development and relationship building aimed at partnerships outside the college—businesses, faith-based organizations, not-profits (Shaun Haper, Executive Director for Center for the Study of Race and Equity in Higher Education, University of Pennsylvania)
- Host one Umoja event per semester for the campus to engage Umoja students, faculty, and staff in sharing strategies related to pedagogy, practice, culturally-responsive curriculum, and relationship building.
- Coordinate with CTE Programs, STEM instructors, and others to increase the number of African American students seeking careers in business, law, science, and career technical fields.
- Create a team of faculty/staff who develop through research, experience and creativity a vital 21st Century Equity pedagogy that moves us into learning that is fueled by love and leads to liberation. Use Community of Practice models and host professional development events.
- Professional development college-wide for administrators, faculty, staff, and students on best practices for supporting student success. Provide regular, ongoing professional development for all faculty to ensure cultural competence, awareness of affective domain and multiple learning styles, accommodating students with documented disabilities, promoting student engagement, effective use of instructional technology, and learner-centered andragogy and heutagogy.
- Create a Community and Civic Engagement Center to develop meaningful student leadership; provide service learning opportunities; maintain focus on diversity and equity; collaborate with community partners so they are visible on campus; and enable students to see clear career and transfer paths for lives of community and civic engagement. Provide faculty center coordinator 0.5 release time. Innovative curriculum development and service learning geared toward students developing skills necessary to be effective advocates, activists, and change agents in their own communities.

- Address the Digital Divide, so prevalent with African American students.
- Coordinate with student groups and learning communities such as APASS, BASTA, BSU, and a revitalized Puente program, to encourage intercultural identity building that honors all peoples and fosters an environment of inclusion leading to increased success.
- Continue African American graduation celebration.
- Work with the Faculty Diversity Internship Program to encourage the hiring of diverse faculty and increase faculty intern training, mentorship and support across the college.
- Financial literacy programs, to help students avoid overwhelming student debt, and learn how to save money and build wealth.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016-Spring 2020	\$300,000	PASS funding from Oakland Measure B: \$150,000 and Professional Development funds

Link to Goal

- The expansion of Umoja program will provide coordination, direct student support, mentoring, leadership training, and professional development to help African American students succeed. Our ultimate goal is to close the achievement gap, but the first stage is to close the gap by 5 percentage points in five years. This goal will require coordinated effort across many parts of the college.

Evaluation

- Each year, the college will collect data to measure the impact of the African American student success program on student outcomes. Evaluation data will include:
 - Fall and spring course success rates will be used biannually to determine whether strategies are working.

B.2

Activity Type(s):

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
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District: Peralta Community College District

College: Laney

	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
B.2	Foster youth	6,321

Activity Implementation Plan

Laney offers a b2b Learning Community. The b2b Learning Community is a collaboration between Laney Community College's EOPS Program and Beyond Emancipation that has been designed to support former foster youth to enter and be successful at Laney Community College and to prepare for a satisfying and rewarding career.

Peralta Community College District is one of ten districts in the state who were awarded the CAFYES grant valued at 1.5 million dollars for each of the three years. Laney will receive \$537,000 in its initial start up year in spring 2016. Laney will conduct additional research on how to help support current and former foster youth. We intend to conduct focus groups with this population. In addition, we will seek proposals from the college community that will be examined and prioritized by the Student Equity Committee to support foster youth's success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016	0	\$4.5 million for each of three years CAFYES grant

Link to Goal

- Additional research, including focus groups, will help us find what we need to close achievement gaps for foster youth. RFP proposals will be accepted and prioritized to help identify promising practices for foster youth's success.

Evaluation

- Data will be collected on a yearly basis. New proposals will be regularly evaluated and assessed for impact of activities. All RFP proposals to address equity gaps must be submitted with an evaluation plan.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

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:

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

The analysis of ESL data can be challenging because (a) many non-ESL students can be included in a cohort since a number of native English speakers often enroll in ESL courses, (b) ESL students do not necessarily intend to persist through ESL programs and may take college courses prior to completing the final ESL basic skills course, or may never complete the final ESL or basic skills course, (c) Non-Credit ESL courses are excluded from both the Scorecard and the Basic Skills Cohort Tracker Tool data.

The tables in this section display the data from three aggregated or combined cohorts from 2006-07 to 2008-09.

A cohort is defined as the first year a student attempts a course “below transfer level” in Math, English or ESL. In data disseminated to the college community, Laney calculated disproportionate impact using the proportionality index, but both proportionality and percentage point difference measures are shown in the table below for clarity:

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

C.a. BASIC SKILLS ENGLISH COMPLETION

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 English Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Proportionality Index
American Indian / Alaska Native	44	1	2.2%	25%	-23	0.09
Asian	1,079	477	44%	25%	+19	1.77
Black or African American	2,666	442	17%	25%	-8	0.66
Hispanic or Latino	608	154	25%	25%	0	1.01
Native Hawaiian or other Pacific Islander	40	10	25%	25%	0	1.00
White	191	63	33%	25%	+8	1.32
Some other race	334	94	28%	25%	+3	1.13
More than one race	0	0	NA	25%	NA	NA
All Students	4,962	1,241	25%			
Males	2,084	530	25%	25%	0	1.02
Females	2,765	694	25%	25%	0	1.00
Unknown	113	17	15%	25%	-10	0.60
Current or former foster youth	80	10	13%	25%	-12	0.50
Individuals with disabilities	413	83	20%	25%	-5	0.80
Low-income students	3,662	891	24%	25%	-1	0.97
Veterans	39	10	26%	25%	+1	1.03

BASIC SKILLS ENGLISH:

Native Americans (at -23), Foster Youth (at -12), Unknown Gender (at -10), African Americans (-8) and students with documented Disabilities (at -5) are the groups with greatest disproportionate impact in Basic Skills English course completion. Taking account of group size, the two groups that need disproportionate impact focus are African Americans and students who have documented disabilities.

BASIC SKILLS ENGLISH COMPLETION

		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 students who complete a final English basic skills course with an A, B, C or credit.	= Number of Students "Lost"
Largest Gap	African Americans	8%	0.08	x	2,666	= 213
Second Largest	Disabilities	5%	0.05	x	413	= 21
Third Largest	Native Americans	23%	0.23	x	44	= 10

C.b. BASIC SKILLS MATH COMPLETION

Target Population(s)	The # of students who complete a final Math 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 Math Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Proportionality Index
American Indian / Alaska Native	30	5	17%	29%	-12	0.58
Asian	1,359	582	44%	29%	+15	1.50
Black or African American	2,301	410	18%	29%	-11	0.64
Hispanic or Latino	648	203	31%	29%	+2	1.09
Native Hawaiian or other Pacific Islander	53	6	11%	29%	-18	0.40
White	414	151	36%	29%	+7	1.27
Some other race	378	117	31%	29%	+2	1.08
More than one race	0	0	NA	29%	NA	NA
All Students	5,183	1,483	29%			
Males	2,063	595	29%	29%	0	1.01
Females	3,025	865	29%	29%	0	1.00
Unknown	95	23	24%	29%	-5	0.85
Current or former foster youth	71	10	14%	29%	-15	0.49
Individuals with disabilities	322	68	21%	29%	-8	0.74
Low-income students	3,654	1,029	28%	29%	-1	0.98
Veterans	41	13	32%	29%	+3	1.11

Basic Skills Math Analysis:

Pacific Islanders (at -18), Foster Youth (at -15), Native Americans (at -12), African Americans (at -11) and students with Disabilities (at -8) have the greatest disproportionate impact in Basic Skills Math course completion. Taking account of group size, the two groups that need focus are African Americans and students who have documented disabilities.

BASIC SKILLS MATH COMPLETION

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 start English basic skills course.	=	4 Number of Students "Lost"
Largest Gap	African Americans	11%	0.11	x	2,301	=	253
Second Largest	Disabilities	8%	0.08	x	322	=	26
Third Largest	Pacific Islanders	18%	0.18	x	53	=	10

C.c. ESL COMPLETION

Target Population(s)	The # of students who complete a final Math 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 Math Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Proportionality Index
American Indian / Alaska Native	3	2	67%	20%	+47	3.28
Asian	2,929	664	23%	20%	+3	1.12
Black or African American	325	69	21%	20%	+2	1.05
Hispanic or Latino	770	80	10%	20%	-10	0.51
Native Hawaiian or other Pacific Islander	6	1	17%	20%	-3	0.82
White	147	32	22%	20%	+2	1.07
Some other race	229	47	21%	20%	+1	1.01
More than one race	0	0	NA	20%	NA	NA
All Students	4,409	895	20%			
Males	1,782	337	19%	20%	-1	0.93
Females	2,588	557	22%	20%	+2	1.06
Unknown	39	1	3%	20%	-17	0.13
Current or former	7	1	14%	20%	-6	0.70

foster youth						
Individuals with disabilities	58	9	16%	20%	-4	0.76
Low-income students	2,982	645	22%	20%	+2	1.07
Veterans	41	13	32%	20%	+3	1.11

ESL Analysis:

Taking account of group size, the two groups experiencing the greatest disproportionate impact in ESL course completion are Latinos/ Hispanics (at -10) and students with documented Disabilities (at -4).

		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 students who start English basic skills course.	= Number of Students "Lost"
Largest Gap	Latinos	10%	0.10	x	770	= 77
Second Largest	Disabilities	4%	0.04	x	58	= 3
Third Largest						

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

GOAL C.

The goal is to improve ESL and basic skills completion by 5 percentage points in five years (or eliminate gaps) 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
African Americans in English and Math	<ul style="list-style-type: none"> English, -8, 2015 Math, -11, 2015 	Increase completion by 5 percentage points in five years	2020
Latinos in ESL	<ul style="list-style-type: none"> ESL, -10, 2015 	Increase completion by 5 percentage points in five years	2020
Students with disabilities in English, Math, and ESL	<ul style="list-style-type: none"> English, -5, 2015 Math, -8, 2015 ESL, -4, 2015 	Increase completion by 5 percentage points in five years	2020

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Activity Type(s):

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

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

ID	Target Group(s)	# of Students Affected
C.1	African Americans in English and Math	2,666 in English 2,301 in Math

Activity Implementation Plan

In addition to expanding the African American Student Success Program at Laney College (as described in Activity B.1), Laney also plans to continue the demonstrated success of its **Foundation Skills Pathway**, a learning community for students who assess into the lowest levels of English and Math. FSP provides Basic Skills English and Math courses, counseling, workshop support, and computer keyboarding courses for its cohort of students. FSP has received funding from the Foundation Skills Committee to assist with program development and coordination. The FSP currently function as an on-ramp for students in UBAKA, our African American Learning Community.

Laney will also explore curricular innovations such as **accelerated models** for pre-transfer courses in English and Math to improve outcomes in Basic Skills Completion for all students. Accelerated English and math models have show incredibly promise in closing achievement gaps for African American students, who are assessed disproportionately into lower levels of English and math courses, leading to years of remedial course sequences prior to taking transfer-level courses. Many students become discouraged in the process. According to the California Acceleration Project, “Large research studies inside and outside California have established that the more levels of developmental courses a student must take, the less likely the student is to ever complete college courses in English and Math.” (<http://cap.3csn.org/why-acceleration/>) The Laney English Department plans to pilot an accelerated English sequence beginning Fall 2016, and will apply to become a member of the California Acceleration Project.

In conjunction with curricular innovations to support African American student success, we will expand **tutoring support** for English and Math basic skills courses, with the goal of providing linked instructional support courses (ENGL 208 Writing Workshop and Math 501s) for **all** basic skills classes. In addition, late-start instructional support courses would be offered for those students who are identified and referred by instructors in transfer-level English and Math courses. This will require significant expansion of our tutoring services. (“Basic Skills as a Foundation for Success in the California Community Colleges,” The RP Group, 2010).

To increase the quality and availability of tutoring support, Laney seeks to become certified by the College Reading and Learning Association (CRLA)’s International Tutor Training Program Certification (ITTPC). **CRLA's tutor certification** process sets an internationally-accepted standard of skills and training for tutors. These standards, outcomes, assessments and activities will help ensure tutor quality across the campus. In order to achieve effective training, significant resources must be dedicated to enhance our current tutoring program.

Tutor training has the added benefit of being a tool of community empowerment. Our tutors come from the community, are able to earn money while working on campus, and become Laney College advocates and student leaders. They adhere to a code of ethics that increases academic integrity campus-wide.

In addition to peer tutors, Laney will implement an **Enhanced Tutoring Program** that includes high-level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Completion and Transfer students.

Our college will also explore **non-credit courses** to help improve basic skills course completion. Non-credit courses may be helpful for student to work on basis skills without having to use up their Financial Aid in the process. In student surveys, students have indicated that access to Financial Aid is a barrier to their course completion. Students must take a certain number of units to qualify for financial aid, but with the competing demands of school, work, family, and other life exigencies, the number of units may be difficult for some to successfully sustain. Non-credit classes could offer students additional options to help work on basic skills without paying for classes and running out of Financial Aid. Laney is also exploring **non-credit and zero-unit courses** for tutoring support and tutor training courses.

We will also enhance **professional development** for faculty, including cultural competency, addressing varying learning styles, and using Community of Practice models for implementing new curriculum and sharing best practices. Former District Academic Senate President Karolyn Van Putten, in a report to the Peralta CCD Board of Trustees on June 10, 2014, described a *New York Times* article about the University of Texas-Austin's changes to student services and instruction to assist low-income students complete their programs of study. The major change at UTA is best summarized by this quote: "If you want to help low-income students succeed, it's not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears. To solve the problem of college completion, you first need to get into the mind of a college student." We hope to send several faculty for training at 3CSN's Basic Skills Initiative Leadership Institute which includes Habits of Mind and Reading Apprenticeship.

As part of the Peralta Community College district efforts, Laney is examining **improved placement practices** by participating in the Multiple Measures Assessment Project for to ensure that students have access to transfer-level courses based on their high school transcript grades, and thereby reducing long remedial sequences.

Provide **direct student support**: Significantly increase required textbooks in the reserve section of the library; purchase laptop, books, and supplies for laptop and book loan programs; smart pens for DSPS, and other supplies

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016-Spring 2020	\$300,000 (including Umoja programs)	\$ Chancellor's special allocation fund for tutoring; general fund; Basic Skills Initiative

Link to Goal

- By expanding our African American Student Success program, which will provide coordinated mentoring, leadership training, faculty professional development, tutoring, counseling, and coordination, we hope to improve African American student success in Basic Skills English and Math by 5 percentage points for each indicator in five years.
- Curricular innovations such as accelerated course sequences will reduce the time in remedial courses for many students, particularly African Americans.
- Expanding the availability of quality, trained tutors (by attaining CRLA certification for the college) will help support all basic skills students' course completion.
- Professional development for faculty in supporting student success, cultural competency, multiple learning styles, non-cognitive factors effecting academic achievement, and best practices for student engagement and use of instructional technology will help support student success.

Evaluation

- The African American Student Success program data will be evaluated yearly as stated in Activity B.1.
- The peer tutoring program and Enhanced Tutoring Program will be evaluated each semester, including regular tutor evaluations, student evaluations of Writing Center, Math Lab, and tutoring services, and student (tutor) evaluations of the tutor training program.
- Accelerated courses will be evaluated each semester as part of the college's regular assessment of student learning outcomes (SLOs).
- Professional development activities will be evaluated by post-workshop surveys.

C.2

Activity Type(s):

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

x	Research and Evaluation	x	Professional Development		
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Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2	Students with disabilities in English, Math, and ESL	<ul style="list-style-type: none"> • 413 in English • 322 in Math • 58 in ESL

Activity Implementation Plan

- Along with the recommendation to hire an additional DSPS counselor (described in A.1), we seek to expand Learning Support Courses for students with documented disabilities. Several new courses were approved by the state this November 2015, and plans are to several of them in Spring 2016: LRNRE 294A, Diagnostic Learning; LRNRE 294B, Learning Strategies in Mathematics, LRNRE 294C, Learning Strategies in Writing; LRNRE 294D, Learning Strategies in Reading.
- Laney intends to offer more professional development training and support to help faculty learn how to better accommodate students with documented disabilities in courses.
- Additional research is also planned. DSPS counselors and staff at Laney have conducted surveys of student success. We also intend to conduct focus groups with students with disabilities to identify the additional support that they need.
- Equity funds will be allocated to support the DSPS program and resource lab, including the purchase of Smart Pens (and Smart paper) for DSPS students to record in-class lectures and other learning support technology.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Spring 2020	\$100,000 funding, as listed in A.1	Professional Development, Basic Skills Initiative

Link to Goal

- There are nearly 500 students with documented disabilities at Laney College, and they are currently served by one counselor and one program assistant. With the hiring of an additional DSPS counselor, expanding learning support courses, and purchasing additional

resources, we will be better prepared to help students with disabilities close achievement gaps by 5 percentage points in each of the indicators in five years

Evaluation

- Post-focus group evaluations will be collected. All RFP proposals to address equity gaps must be submitted with an evaluation plan.

C.3

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
x	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Latinos in ESL	770

Activity Implementation Plan

- Laney College will conduct focus groups with Latino students to identify specific activities they can undertake to support student effectiveness. ESOL instructors intend to lead this effort. We also conducted a survey with Latino students to identify barriers to their success and support they feel they need. We will also seek RFP proposals to address Latino student success in ESOL classes.
- We also seek to explore bringing back the Puente program to support Latino student success on their college pathway.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016-Fall 2016	0	Foundation Skills

Link to Goal

- We need to conduct more research to find out the best ways to support Latino students' success in ESOL courses.
- We will seek RFP proposals based on the results of the focus groups findings which be evaluated, integrated, and prioritized.

Evaluation

- Post-focus group evaluations will be collected. All RFP proposals to address equity gaps must be submitted with an evaluation plan.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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.

In data disseminated to the college community, Laney calculated disproportionate impact using the proportionality index, but both proportionality and percentage point difference measures are shown in the table below for clarity:

Note: This table uses 3 combined cohorts, 2006-07 to 2008-09

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)*	Proportionality Index
American Indian / Alaska Native	15	2	13%	17%	-4	0.80
Asian	1,376	304	22%	17%	+5	1.32
Black or African American	1,165	140	12%	17%	-5	0.72
Hispanic or Latino	402	52	13%	17%	-4	0.78
Native Hawaiian or other Pacific	49	17	35%	17%	+18	2.08

Islander						
White	295	47	16%	17%	-1	0.95
Some other race	311	41	13%	17%	-4	0.79
More than one race	0	0	NA	17%	NA	NA
All Students	3,613	603	17%			
Males	1,808	253	14%	17%	-3	0.84
Females	1,748	345	20%	17%	+3	1.18
Unknown	57	5	9%	17%	-8	0.53
Current or former foster youth	45	4	9%	17%	-8	0.53
Individuals with disabilities	148	19	13%	17%	-4	0.77
Low-income students	2,841	515	18%	17%	+1	1.09
Veterans	22	3	14%	17%	-3	0.82

Degree and Certificate Completion Analysis

Taking account of group size, the groups with greatest disproportionate impact that need focus in degree and certificate completion are African Americans (at -5), Latinos (at -4) students with documented disabilities (at -4), and Males (at -3).

		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	African Americans	5%	0.05	x	1,165	= 58
Second Largest	Males	3%	0.03	x	1,808	= 54
Third Largest	Latinos	4%	0.04	x	402	= 16
Fourth Largest	Disabilities	4%	0.04	x	148	= 6

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

GOAL D.

The goal is to improve degree and certificate completion by 5 percentage points in five years (or eliminate gaps) for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
African Americans	-5, 2015	No gap	2020
Males	-3, 2015	No gap	2020
Latinos	-4, 2015	No gap	2020
Students with disabilities	-4, 2015	No gap	2020

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**D.1*****Activity Type(s)***

x	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(s)	# of Students Affected
D.1	African Americans	1,165
D.1	Males	1,808
D.1	Latinos	402
D.1	Students with Disabilities	148

Activity Implementation Plan

Laney College will expand its **African American Student Success Programs** (as described in activity B.1) to improve degree and certificate completion for African American students.

In addition, Laney College will create an **Enrollment Management Committee**. This Committee will be comprised of faculty, staff, and administrators from across the college to address systematic enrollment management challenges, and to ensure that courses are strategically offered so students can access the courses they need to complete degrees and certificates.

Laney will increase the quality and availability of **tutoring** to support students' degree/certificate completion, by working to become certified by the College Reading and Learning Association (CRLA)'s International Tutor Training Program Certification (ITTPC). CRLA's tutor certification process sets an internationally-accepted standard of skills and training for tutors. In addition to peer tutors, Laney will implement an Enhanced Tutoring Program that includes high-level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Completion and Transfer students. (As described in activity C.1)

Laney will provide **professional development** college-wide for administrators, faculty, staff, and students on best practices for supporting student success. Provide regular, ongoing professional development for all faculty to ensure cultural competence, awareness of affective domain and multiple learning styles, accommodating students with documented disabilities, promoting student engagement, effective use of instructional technology, and learner-centered andragogy and heutagogy

Provide direct student support: Significantly increase required textbooks in the reserve section of the library; purchase laptop, books, and supplies for laptop and book loan programs; smart pens for DSPS, and other supplies

Laney will explore implementing a **Puente program** to support Latino student degree and certificate completion.

Laney's new Center for Civic Engagement will create access to community resources, organizations, internships, and campaigns that will empower disproportionately impacted students to reach their academic goals; develop meaningful student leadership and sense of community and belonging that supports the retention of students.

Lastly, Laney will explore developing a system to **automatically grant transfer students an AAT or AST** if they meet the criteria.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016-Spring 2020	\$300,000 (including Umoja funding)	Career Transfer Pathways Trust

Link to Goal

- By expanding our African American Student Success program, which will provide coordinated mentoring, leadership training, faculty professional development, tutoring, counseling, and coordination, we hope to improve degree and certificate completion for African American student success by 5 percentage points in five years.
- An Enrollment Management Committee will ensure courses are best scheduled to support students' degree and certificate paths.
- Enhanced quality and access to Tutoring will help improve student success in their courses, and ultimately improve degree/certificate completion.
- By expanding the availability of textbooks and laptop rentals in the library, one of the major barriers to student success (the cost of textbooks) will be ameliorated.
- Many students complete requirements for AAT or AST degrees, but do not submit paperwork to receive the degrees prior to transfer. An automatic system of granting degrees and certificates upon completion of requirements will increase the number of degrees and certificates awarded, and more accurately reflect our students' achievements.
- Laney's new Center for Civic Engagement will create access to community resources, organizations, internships, and campaign that will empower disproportionately impacted students to reach their academic goals; develop meaningful student leadership and sense of community and belonging that supports the retention of students. This will help them stay directed, motivated and focused on achieving their degrees and certificates.

Evaluation

- The African American Student Success program data will be evaluated yearly as stated in Activity B.1.
- The peer tutoring program and Enhanced Tutoring Program will be evaluated each semester, including regular tutor evaluations, student evaluations of Writing Center, Math Lab, and tutoring services, and student (tutor) evaluations of the tutor training program.
- Professional development activities will be evaluated by post-workshop surveys.

- Center for Civic Engagement will be evaluated through surveys with students and community partners.

D.2

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
D.2	Students with Disabilities	148

Activity Implementation Plan

- Along with the recommendation to **hire an additional DSPS counselor** (described in A.1 and C.2), we seek to expand Learning Support Courses for students with documented disabilities. Several new courses were approved by the state this November 2015, and plans are to several of them in Spring 2016: LRNRE 294A, Diagnostic Learning; LRNRE 294B, Learning Strategies in Mathematics, LRNRE 294C, Learning Strategies in Writing; LRNRE 294D, Learning Strategies in Reading.
- In addition, Laney intends to offer more **professional development** training and support to help faculty learn how to better accommodate students with documented disabilities in courses.
- Additional research** is also planned. DSPS counselors and staff at Laney have conducted surveys of student success. We also intend to conduct focus groups with students with disabilities to identify the additional support that they need.
- In addition, Equity funds will be allocated for **resources to support the DSPS program** and resource lab, including the purchase of Smart Pens (and Smart paper) for DSPS students to record in-class lectures and other learning support technology.

ID	Timeline(s)	Student Equity Funds	Other Funds**
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District: Peralta Community College District

College: Laney

D.2	Spring 2016-Spring 2020	\$100,000	Basic Skills Initiative
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Link to Goal

- With the hiring of an additional DSPS counselor, expanding learning support courses, and purchasing additional resources, we will be better prepared to help students with disabilities close achievement gaps by 5 percentage points in each of the indicators in five years.

Evaluation

- Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
- Ongoing surveys will also be conducted to measure student satisfaction with expanded DSPS services.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

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.

In data disseminated to the college community, Laney calculated disproportionate impact using the proportionality index, but both proportionality and percentage point difference measures are shown in the table below for clarity:

Note: This table uses three combined cohorts, 2006-07 to 2008-09

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)*	Proportionality Index
American Indian / Alaska Native	13	3	26%	37%	-16	0.62
Asian	1,269	578	46%	37%	+9	1.22
Black or African American	978	252	26%	37%	-16	0.69
Hispanic or Latino	341	111	33%	37%	-4	0.87
Native Hawaiian or other Pacific Islander	43	19	44%	37%	+7	1.18
White	269	135	50%	37%	+13	1.34
Some other race	264	91	34%	37%	-3	0.92
More than one race	0	0	NA	37%	NA	NA
All Students	3,177	1,189	37%			
Males	1,610	600	37%	37%	0	1.00
Females	1,523	578	38%	37%	+1	1.01

Unknown	44	11	25%	37%	-12	0.67
Current or former foster youth	39	5	13%	37%	-24	0.34
Individuals with disabilities	137	15	11%	37%	-26	0.29
Low-income students	2,565	845	33%	37%	-4	0.88
Veterans	19	6	32%	37%	-5	0.84

Transfer Analysis:

Taking account of group size, the two groups with the greatest disproportionate impact that need focus in improving transfer rates are African Americans (at -16), and students with Disabilities (at -26) and Foster Youth (at -24).

		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 transfer as their matriculation goal.	= Number of Students "Lost"
Largest Gap	African Americans	16%	0.16	x	978	= 156
Second Largest	Disabilities	26%	0.26	x	137	= 36
Third Largest	Foster Youth	24%	0.24	x	39	= 9

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer by 5 percentage points in five years for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
African Americans	-16, 2015	5 percentage point increase	2020
Students with disabilities	-26, 2015	5 percentage point increase	2020
Foster youth	-24, 2015	5 percentage point increase	2020

ACTIVITIES: E. TRANSFER

E.1

Activity Type(s):

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

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

ID	Target Group(s)	# of Students Affected
E.1	African Americans	978
E.1	Students with disabilities	137
E.1	Foster youth	39

Activity Implementation Plan

Laney College will expand its **African American Student Success Programs** (as described in activity B.1) to improve transfer rates of African American students.

Laney College will **hire additional DSPS counselors** and specialist, as well as support technology for student use (as described in activity A.1).

Laney College will **conduct further research**, including focus groups, on how to best support foster youth (as described in B.2).

Laney will **increase the quality and availability of tutoring** to support students’ transfer goals, by working to become certified by the College Reading and Learning Association (CRLA)’s International Tutor Training Program Certification (ITTPC). CRLA's tutor certification process sets an internationally-accepted standard of skills and training for tutors. In addition to peer tutors, Laney will implement an Enhanced Tutoring Program that includes high-level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Completion and Transfer students. (As described in activity C.1 and D.1)

Laney will also seek to develop a college-wide **career-transfer plan** with specific goals, objectives and interventions designed to increase degree attainment and transfer, integrated with the Career Pathways Project. We will seek RFP proposals to support this work.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Spring 2016-Spring 2020	\$300,000 (including Umoja plans)	Basic Skills

Link to Goal

- The expansion of Umoja program will provide coordination, direct student support, mentoring, leadership training, and professional development to help African American students succeed. Our ultimate goal is to close the achievement gap, but the first stage is to close the gap by 5 percentage points in five years. This goal will require coordinated effort across many parts of the college.

Evaluation

- Each year, the college will collect data to measure the impact of the African American student success program on student outcomes.
- Evaluation data will include:
 - Fall and spring course success rates will be used biannually to determine whether strategies are working.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Indicators/Goals to be affected by the activity:

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion	x	

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
F.1	Foster Youth, African Americans, Latino, Faculty, and Staff	1,500

Activity Implementation Plan

To coordinate student success and equity efforts across the entire Peralta Community College District, Laney will contribute to fund 25% of the district's Office of Student Success and Equity (OSSE) and the district-wide initiative to create campus-based Centers for Your Educational Success (C-YES) to better coordinate equity and student success efforts district-wide and to better coordinate with our community partners and feeder schools. The remaining 75% will come from the other three colleges in the district—25% each from College of Alameda, Berkeley City College, and Merritt College. Our student research data has shown that many of our students attend classes at more than one campus, and that students want a more consistent experience across the district.

Hire a Success and Equity Coordinator to coordinate the Center for Your Educational Success Center (C-YES) at Laney.

Under the general direction of the college Vice-President or Dean of Student Services and oversight from the District Dean of Student Success and Equity, the SUCCESS AND EQUITY COORDINATOR provides coordination of the daily operation of the campus success and equity programs and the Center for Your Educational Success (C-YES). This will be a staff position equivalent to a program coordinator or student services specialist. The Success and Equity Coordinator:

- Directs and coordinates the day-to-day functions of the C-YES office and programs.
- Coordinates activities of the C-YES with related activities of other departments to achieve maximum fulfillment of goals and objectives, such as closing the achievement gap, and ensures optimum delivery of student intake services for targeted populations.
- Develops, coordinates and implements strategy to determine eligibility of students for categorical programs (EOPS/DSPS/CalWorks), support programs (e.g., learning communities, UMOJA, Puente), and career pathways.
- Coordinates orientation, assessment, and counseling appointments for targeted populations, including but not limited to: former dually enrolled students, students from court and community schools, adult education students, foster youth and students affiliated with CBOs.

- Works collaboratively with school districts, community-based organizations and campus resources to deliver workshops at high schools and community sites.
- Works collaboratively with counseling faculty, Learning Support Services, and other campus partners to coordinate regularly scheduled student success workshops.
- Tracks activities of office to provide reports and assessment on students served and impact of services such as effects of special programs in closing the achievement gap.
- Assigns and delegates work to clerical staff and student workers of C-YES.
- Serves on the campus Student Success and Support and Equity Committees.
- Performs other duties as assigned.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	December 2015	0	Measure B PASS Proposal Funds and Career Pathways Trust

Link to Goal

- High school transition and adult school team coordination.

Evaluation

- Biannual review of success indicators.

F.2

Indicators/Goals to be affected by the activity

	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.2	African Americans	42,000

Activity Implementation Plan

- Expansion of Umoja with district-wide coordination.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016-ongoing	\$86,250	Basic Skills

Link to Goal

- See Activity B.1

Evaluation

- See B.1

Summary Budget

Please see attached budget document.

Summary Evaluation

Laney College distributes a college-wide request for proposal (RFP) in relation to the Student Equity Plan. The Student Equity Committee reviews each proposal according to an established rubric and forwards recommendations for final awarding. This serves as the individual plans that ultimately impact the overall goal of globally addressing student equity.

The overall goal is to reduce the gap between the highest-performing group and the groups identified as having disproportionate impact. Data for student equity will be reviewed bi-annually to check the status of disproportionately impacted groups to determine any impact.

Individuals submitting RFPs will be responsible for coordinating the end-of-the-semester report which includes activities, budgets, and student contacts. The end of the semester report will be reviewed along with the student equity data at the end of each semester to inform Laney of areas that may or may not be working to make informed decisions on whether they continue, discontinue or modify the project. The recommendations from the Student Equity Committee will be forwarded to the personnel responsible for the project within two weeks following review to ensure changes can be incorporated into the upcoming activities.

In moving forward with our Student Equity Plan, we will be interested in incorporating learning outcomes and assessment for the identified disproportionately impacted student populations.

Laney College has plans to work with our Partnership Resource Team (PRT) of the Institutional Effectiveness Partnership Initiative to ensure our plans are coordinated and integrated with Program Review, SSSP, Educational Master Plan, and other institutional planning.

SUMMARY EVALUATION SCHEDULE AND PROCESS

Laney College has plans to work with our Partnership Resource Team (PRT) of the Institutional Effectiveness Partnership Initiative to develop an evaluation schedule and process to ensure our plans are coordinated and integrated with Program Review, SSSP, Educational Master Plan, and other institutional planning.

Appendices

Appendix A

Laney College Fall 2015 Student Equity Plan Data Findings

Laney College Fall 2015 Student Equity Plan Data Findings: Disproportionate Impact (DI) on Subgroup by Indicator

Equity Indicators		Race/Ethnicity							Gender	Economic dis-advantaged	DSPS	Veterans	Foster youth	
		African American	Asian	Hispanic	Native American	Pacific Islander	White	More than one race						Un known
Access		NO DI	NO DI	NO DI	NO DI	NO DI	DI	NO DI	NO DI	NO DI		DI	No data	
Course Completion	Non-DE	DI (41,918)	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	NO DI	DI (6,321)
	DE	DI (3,606)	NO DI	NO DI	DI (32)	DI (52)	NO DI	DI (770)	NO DI	NO DI	NO DI	NO DI	NO DI	DI (6,321)
ESL & Basic Skills Completion	English	DI (1,576)	NO DI	NO DI	DI (21)	NO DI	NO DI	No data	NO DI	NO DI	NO DI	DI (255)	NO DI	DI (55)
	Math	DI (1,388)	NO DI	NO DI	DI (19)	DI (30)	NO DI	No data	NO DI	NO DI	NO DI	DI (209)	DI (24)	DI (51)
	ESL	No DI	No DI	DI (390)	No DI	No DI	No DI	No data	No DI	No DI	No DI	DI (44)	DI (7)	DI (13)
Degree/ Certificate Completion		DI (1,165)	No DI	DI (402)	DI (15)	No DI	No DI	No data	DI (311)	Male DI (1,808)	Not ED DI (772)	DI (148)	DI (22)	DI (45)
Transfer		DI (978)	No DI	No DI	DI (13)	No DI	No DI	No data	No DI	No DI	No DI	DI (137)	DI (19)	DI (39)

Source: California Community College Chancellor's Office Data Mart and Data on Demand, Peralta data warehouse

- Highlighted boxes indicate disproportionate impact: Orange = disproportionate impact on large number of students; yellow = relatively smaller number of students impacted
- The Proportionality Index was used to calculate disproportionate impact (DI). The proportionality methodology compares the percentage of a disaggregated subgroup with an initial cohort to its own percentage in the resultant outcome group. Below .85 indicates disproportionate impact.
- DE = Distance Education
- Access data in this table was calculated analyzed using the proportionality index based on an aggregate of five CYs of headcounts from 2009 to 2014. In the full Student Equity report that follows, Access data shows both proportionality index calculations, as well as percentage point gaps for Calendar Year (CY) 2010 headcounts.
- Course completion data represents three years of course enrollments (not headcount) summed from Fall 2012 to Spring 2015.
- ESL and Basic Skills Completion; Degree/Certificate Completion, and Transfer data represent three cohorts combined, i.e., aggregated from 2006-07 to 2008-09.

Appendix B

RFP Proposal Form and Rubric

Laney College

EQUITY FUNDING PROPOSAL

PROJECT ID: <i>(ASSIGNED)</i>	PROJECT TITLE:
PROJECT DIRECTOR(S):	TOTAL DOLLAR AMOUNT REQUESTED <i>(INCLUDE A DETAILED BUDGET)</i>

PROVIDE A PROJECT DESCRIPTION:

INTEGRATED PLANNING:

Equity funded programs and services must demonstrate that they are integrated into the existing college plans (e.g. Educational Master Plan, SSSP, Basic Skills Initiative, Program Review goals, etc.). Please indicate which existing college plans this proposed project is aligned with, and with which goals this proposed project is aligned:

- UBAKA/African American Student Success program: (specify goal[s]s or activity[ies]) _____
- Basic Skills Initiative: (specify goal[s]s or activity[ies]) _____
- Student Success and Support Program (SSSP): (specify goal[s]s or activity[ies]) _____
- Educational Master Plan: (specify goal[s]s or activity[ies]) _____
- Laney College Strategic Plan _____
- CTE/workforce development: (specify goal[s]s or activity[ies]) _____
- Other: (specify plan & goal[s]s or activity[ies]) _____

REQUIREMENTS FOR FUNDING:

All proposed programs and services must:

- Be integrated into an annual plan (Annual plans can be updated at anytime) (Specify Annual Plan): _____
- Address the target populations and success indicators of the Student Equity
- Be based on the disproportionate impact study, goals, and activities described in the college Student Equity Plan

TYPE OF PROGRAM/SERVICE (EXAMPLES OF ELIGIBLE EXPENDITURES AND ACTIVITIES)

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 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.

EQUITY DISPARITY (SPECIFIED IN THE EQUITY PLAN) THAT THIS PROGRAM/SERVICE ADDRESSES (CHECK ALL THAT APPLY):

- African American/Black – Basic Skills (English, or Math) Completion
- African American/Black– Course Completion
- African American/Black – Transfer
- African American/Black – Degree and Certificate Completion
- Students with documented disability– Access
- Students with documented disability– Degree and Certificate Completion
- Students with documented disability– Basic Skills (English, ESL, or Math) Completion
- Students with documented disability– Transfer
- Latino – Access
- Latino – Basic Skills Completion (ESL)
- Latino – Degree and Certificate Completion
- Veterans – Access
- Foster Youth – Course completion
- Foster Youth – Transfer
- Males – Degree and Certificate Completion Pacific Islanders – Basic Skills (Math) Completion
- Native Americans – Basic Skills (English) Completion
- Whites – Access
- Other, Please specify _____

WORK PLAN (GOALS AND OUTCOMES):

Activity	Expected Outcome	Target Date(s)	Responsible Parties	Evaluation Plan

FUNDING REQUEST:

FUNDING REQUEST:	DESCRIPTION:	PROJECTED COST:
PERSONNEL:		
EQUIPMENT AND SUPPLIES:		
TRAVEL: (INSTATE ONLY)		\$0
OTHER COMPONENTS:		\$0
TOTAL:		
(REMEMBER TO CHECK YOUR		

EVALUATION RUBRIC	Needs Improvement 1pt	Developing 2 pts	Proficient 3 pts	Score	Notes
Need for Project	Needs Improvement	Developing	Proficient		
Is there a sound, strong reason to develop your project or program? Is it aligned with the college's goals?	No clear documentation of alignment with college or Student Success goals and objectives provided; not grounded in sound research or best practices.	Project has one or two of the "proficient" qualities.	Project is aligned with the college's strategic plan; project is aligned with student success goals and objectives; project is based in sound research and/or best practices.		
Evaluation Plan	Needs Improvement	Developing	Proficient		
How will you measure the project's stated goals and outcomes?	Proposal has no project evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data.	Proposal has a project evaluation plan that is limited in scope or time period.	Evaluation plan yields robust qualitative and/or quantitative data gathered on a regular basis longitudinally.		
Scalability	Needs Improvement	Developing	Proficient		
Can your project be expanded to serve more students? Are the costs and resources associated with expanding the program realistic?	Project has limited ability to expand to serve more students than its initial pilot population.	Project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it.	Project has the ability to expand to serve all of the students who need and/or want it.		
Sustainability/ Institutionalization	Needs Improvement	Developing	Proficient		
Can your project be sustained beyond the initial Equity funding period (e.g. through general funds, categorical funds, materials fees, etc.)?	Project is dependent on categorical or special funds, institutionalization is not addressed.	Pilot is funded through categorical or special funds, and there is a plan in place to institutionalize the project if successful.	Pilot is partially funded through categorical or special funds, and partially funded through general funds with a plan in place to institutionalize it.		
Connectivity	Needs Improvement	Developing	Proficient		

Does your project provide opportunities for collaboration across campus? For example: does it link SSSP? BSI? Strategic/Master Plan?	Project operates in isolation.	Project has a few connections among SSSP, BSI, Strategic/Master Plan	Project fully connects with one or more of the following: SSSP, BSI, Strategic/Master Plan		
Professional Development	Needs Improvement	Developing	Proficient		
Does your project allow for professional development opportunities? Do you share your experiences (successes and failures) with your colleagues?	Project includes no professional development opportunities, or opportunities are limited in number or scope.	Project includes professional development opportunities for targeted departments or groups constituencies (e.g. intra- department only).	Project includes professional development opportunities as integral to the project's success.		

Attachments

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
<ul style="list-style-type: none"> • Student Success Scorecard • DataMart • Data on Demand • Basic Skills Tracker • Transfer Velocity Project • CCCCGIS 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: 	<p>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)</p> <p>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)</p> <p>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)</p> <p>G-4: Student success is supported by well-coordinated and evidence-based student and instructional services to foster academic success. (55500)</p> <p>G-5: Describe the process to identify students at risk</p>	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?

<p>A Guide To Assessment And Mitigating Disproportionate Impact In SSSP</p> <ul style="list-style-type: none"> • Guidelines for Measuring Disproportionate Impact in Equity Plans 	<p>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)</p>	<ul style="list-style-type: none"> • 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? 	<p>help increase awareness of and effect changes in practices that support equity?</p>	
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STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<ul style="list-style-type: none"> • Access <p>The percentage of each population group that is enrolled compared to that group’s</p>	<p>Scorecard – COLLEGE PROFILE: Description of the student population and course sections offered in</p>	<p>A-1: Increase California community college student access and success through the provision of core matriculation services. (55000)</p> <p>A-2: Ensure that</p>	<p>Assessment Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures?</p> <p>Outreach Is there sufficient outreach to faith</p>	<p>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?</p> <p>Priority Enrollment Are all student ethnic/gender groups equally likely to receive priority</p>

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<p>representation in the adult population within the community served. This is frequently calculated as a participation rate.</p>	<p>2011-12. US Census data CCCGIS Collaborative: California Community College District Boundaries Map</p>	<p>Assessment/ Placement services do not have disproportionate impact. (55522)</p> <p>A-3: Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522)</p> <p>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)</p>	<p>based and community leaders of student groups that are not accessing or persisting in college coursework?</p> <p>Is there sufficient outreach to connect students to CTE programs?</p> <p>Scheduling Are key courses offered at times and in formats that fit the needs of target student groups?</p> <p>Are there sufficient numbers of sections offered each term?</p> <p>Alignment Is there an appropriate bridge linking regional Adult Education offerings such as GED completion and primary/secondary basic skills to credit course offerings?</p> <p>Are certain student groups represented at disproportionately high rates in basic skills English, math, reading or ESL?</p>	<p>enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention?</p> <p>Orientation Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group?</p> <p>Assessment Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills?</p> <p>Do assessment test processes exclude any otherwise eligible person from admission?</p> <p>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?</p> <p>What advising resources are available to students, and are students taking advantage of them?</p> <p>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?</p> <p>Accommodations: Are accommodations for high need students being adequately provided so that students can receive SSSP services when they need them?</p>

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<ul style="list-style-type: none"> Course Completion <p><i>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.</i></p>	<p>“Course completion” data as defined and available on CCCCO DataMart</p> <p>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.</p> <p>Scorecard - 30 UNITS: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units.</p> <p>Institutional probation data</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>B-4: Evaluate academic progress of, and provide support services to, at risk students. (55525)</p> <p>B-5: Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525)</p> <p>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)</p> <p>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)</p>	<p>Prerequisites</p> <ul style="list-style-type: none"> 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? <p>Coordination</p> <ul style="list-style-type: none"> 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? <p>Course and Program Alignment</p> <ul style="list-style-type: none"> 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? <p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> 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? <p>Instructional Methods</p> <ul style="list-style-type: none"> Does faculty employ a variety of instructional methods to accommodate student diversity? <p>Follow-up</p> <ul style="list-style-type: none"> 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? 	<p>Prerequisites</p> <ul style="list-style-type: none"> 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? <p>Ed Planning & Counseling</p> <p>C. See prompts under A. Access</p> <p>Follow-up and Probation</p> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> ESL and Basic Skills Completion <p><i>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.</i></p>	<p>CCCCO Basic Skills Cohort Tracker Tool: Progress through sequence and completion of recognized milestones for ESL students</p> <p>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.</p> <p>Institutional probation data</p>	<p>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)</p>	<p>Coordination</p> <ul style="list-style-type: none"> Is developmental education a clearly stated institutional priority? <p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> 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? <p>Instructional Methods</p> <ul style="list-style-type: none"> Does developmental faculty employ a variety of instructional methods to accommodate student diversity? <p>Follow-up</p> <ul style="list-style-type: none"> 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? 	<p>Prerequisites</p> <ul style="list-style-type: none"> Same as in B. <p>Assessment</p> <ul style="list-style-type: none"> 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? <p>Follow-up and Probation</p> <ul style="list-style-type: none"> Same as in B.

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<ul style="list-style-type: none"> • Degree and Certificate Completion <i>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.</i> 	<p>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.</p> <p>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.</p> <p>Institutional probation data</p>	<p>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)</p> <p>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)</p> <p>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)</p>	<p>Success and Achievement Gaps</p> <ul style="list-style-type: none"> • 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? <p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> • 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. <p>Instructional Methods and Curriculum</p> <ul style="list-style-type: none"> • What instructional strategies or curricular redesign can be undertaken to improve success for the targeted group? 	<p>Ed Planning & Counseling</p> <ul style="list-style-type: none"> • 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? <p>Follow Up and Probation</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> Transfer <i>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.</i> 	<p>CCCCO Transfer Velocity project data available on DataMart</p> <p>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.</p> <p>Institutional probation data</p>	<p>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)</p> <p>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)</p>	<p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> 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? <p>Instructional Methods and Curriculum</p> <ul style="list-style-type: none"> What instructional strategies or curricular redesign can be undertaken to improve transfer for the targeted group? <p>Course and Program Alignment</p> <ul style="list-style-type: none"> 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? <p>Success and Achievement Gaps</p> <ul style="list-style-type: none"> 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? 	<p>Ed Planning & Counseling</p> <ul style="list-style-type: none"> Same as in D. Have counselors been included in the development and dissemination of AA/AS Transfer degree pathways? <p>Follow Up and Probation</p> <ul style="list-style-type: none"> Same as in D.

**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 CCCC Equity Plan with which to assess disproportionate impact:

1. Access;
2. Course completion;
3. ESL and Basic Skills Completion;
4. Degree and Certificate Completion; and
5. Transfer.

The following six disaggregated student subgroups are specified in Senate Bill 680:

1. Gender;
2. Foster youth;
3. Disability;
4. Low-income;
5. Veteran; and
6. Race-ethnicity.

Data for some of the success indicators and student categories are available from two CCCC 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 CCCC 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 CCCC 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-Piqueux, 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 Rogear 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 used 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 CCCCCO 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

Course Completion

- Access the CCCCO [Data Mart](#).
- Under the “Outcomes” heading, click on “Enrollment Retention and Success Rate.”
- From the “Select State-District-College” drop down list, select “Collegewide Search.”
- From the “Select District-College” drop down list, select your college.
- 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.
- From the “Select Program Type” drop down list, select “All TOP Codes.”
- From the “Select Instruction Method” drop down list, select “All.”
- Click the “View Report” button.
- 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.
- Gender. Also under the “Report Format Selection Area” heading in the lower left of the page, check the “Gender” option under the “Demographic Options” heading.
- Click the “Update Report” button to the lower right of the web page.
- Once the report is completed, select the “Excel” radio button and click the “Export To” button.
- Open the Excel file when completed to examine, and save as an Excel file.
- Deselect the “Gender” option under the “Demographic Options” heading.
- Ethnicity. Check the “Ethnicity” option under the “Demographic Options” heading.
- Click the “Update Report” button.
- Once the report is completed, select the “Excel” radio button and click the “Export To” button.
- Open the Excel file when completed to examine, and save as an Excel file.
- 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.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial English

- Access the [Research, Analysis & Accountability](#) web page.
- Click the “Data on Demand” button on the lower left of the web page.
- 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.)
- Click the “Accountability” tab.
- Click the “Scorecard” option on the selection bar.
- From the “Select College” drop down list, select the college of your choice.
- From the “Select File Type” drop down list select “Remedial English.”
- In the “Select Report Year” drop down list the system defaults to “2015.”
- Click the “Create Text File” button.

- Open the file to examine and save as a text file.
- Import the text file into Excel, SPSS, SAS or other application for analysis.
- Select records with a Cohort Year of '2008-2009';
- Define the disaggregated subgroups:
 - To define the gender subgroup, use the "GENDER" data element:
 - 'F' = 'Female';
 - 'M' = 'Male; and
 - 'X' = 'Unknown.
 - To create the ethnicity subgroups, use the "RACE" data element with the following labels:
 - 'A' , 'F' = 'Asian';
 - 'B' = 'African American';
 - 'H' = 'Hispanic';
 - 'N' = 'American Indian/Alaskan Native';
 - 'P' = 'Pacific Islander';
 - 'T' = 'Two Or More Races';
 - 'W' = 'White'; and
 - 'X' = 'Unknown';
 - For the disabled subgroup, use the "DSPS" data element:
 - 'Y' = 'Yes'; and
 - 'N' = 'No.'
 - To create the low-income subgroup, use the "ECON_DIS" data element:
 - 'Y' = 'Yes'; and
 - 'N' = 'No.'
- Crosstabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
 - If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
- Calculate the percentages:
 - Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
 - Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
 - Calculate the percentages of each subgroup in the "Outcome" group.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial ESL

- Access the [Research, Analysis & Accountability](#) web page.
- Click the "Data On Demand" button on the lower left of the web page.
- 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.)
- Click the "Accountability" tab.
- Click the "Scorecard" option on the selection bar.
- From the "Select College" drop down list, select the college of your choice.
- From the "Select File Type" drop down list select "Remedial ESL."
- In the "Select Report Year" drop down list the system defaults to "2015."

- Click the “Create Text File” button.
- Open the file to examine and save as a text file.
- Import the text file into Excel, SPSS, SAS or other application for analysis.
- Select records with a Cohort Year of ‘2008-2009’;
- Define the disaggregated subgroups:
 - To define the gender subgroup, use the “GENDER” data element:
 - ‘F’ = ‘Female’;
 - ‘M’ = ‘Male; and
 - ‘X’ = ‘Unknown.’
 - To create the ethnicity subgroups, use the “RACE” data element with the following labels:
 - ‘A’, ‘F’ = ‘Asian’;
 - ‘B’ = ‘African American’;
 - ‘H’ = ‘Hispanic’;
 - ‘N’ = ‘American Indian/Alaskan Native’;
 - ‘P’ = ‘Pacific Islander’;
 - ‘T’ = ‘Two Or More Races’;
 - ‘W’ = ‘White’; and
 - ‘X’ = ‘Unknown’;
 - For the disabled subgroup, use the “DSPS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
 - To create the low-income subgroup, use the “ECON_DIS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
- Crosstabulate each of the disaggregated subgroups with the data element “DEGREE_APP.”
 - If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
- Calculate the percentages:
 - Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
 - Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
 - Calculate the percentages of each subgroup in the “Outcome” group.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial Math

- Access the [Research, Analysis & Accountability](#) web page.
- Click the “Data on Demand” button on the lower left of the web page.
- 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.)
- Click the “Accountability” tab.
- Click the “Scorecard” option on the selection bar.
- From the “Select College” drop down list, select the college of your choice.
- From the “Select File Type” drop down list select “Remedial Math.”

- In the “Select Report Year” drop down list the system defaults to “2015.”
- Click the “Create Text File” button.
- Open the file to examine and save as a text file.
- Import the text file into Excel, SPSS, SAS or other application for analysis.
- Select records with a Cohort Year of ‘2008-2009’;
- Define the disaggregated subgroups:
 - To define the gender subgroup, use the “GENDER” data element:
 - ‘F’ = ‘Female’;
 - ‘M’ = ‘Male; and
 - ‘X’ = ‘Unknown.’
 - To create the ethnicity subgroups, use the “RACE” data element with the following labels:
 - ‘A’, ‘F’ = ‘Asian’;
 - ‘B’ = ‘African American’;
 - ‘H’ = ‘Hispanic’;
 - ‘N’ = ‘American Indian/Alaskan Native’;
 - ‘P’ = ‘Pacific Islander’;
 - ‘T’ = ‘Two Or More Races’;
 - ‘W’ = ‘White’; and
 - ‘X’ = ‘Unknown’;
 - For the disabled subgroup, use the “DSPS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
 - To create the low-income subgroup, use the “ECON_DIS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
- Cross-tabulate each of the disaggregated subgroups with the data element “DEGREE_APP.”
 - If the cross-tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
- Calculate the percentages:
 - Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
 - Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
 - Calculate the percentages of each subgroup in the “Outcome” group.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Associate Degree

- Access the [Research, Analysis & Accountability](#) web page.
- Click the “Data on Demand” button on the lower left of the page.
- 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.)
- Click the “Accountability” tab.
- Click the “Scorecard” option on the selection bar.
- From the “Select College” drop down list, select the college of your choice.

- From the “Select File Type” drop down list select “Completion.”
- In the “Select Report Year” drop down list the system defaults to “2015.”
- Click the “Create Text File” button.
- Open the file to examine and save as a text file.
- Import the text file into Excel, SPSS, SAS or other application for analysis.
- Select records with a Cohort Year of ‘2008-2009’.
- Define the disaggregated subgroups:
 - To define the gender subgroup, use the “GENDER” data element:
 - ‘F’ = ‘Female’;
 - ‘M’ = ‘Male’; and
 - ‘X’ = ‘Unknown.’
 - To create the ethnicity subgroups, use the “RACE” data element with the following labels:
 - ‘A’, ‘F’ = ‘Asian’;
 - ‘B’ = ‘African American’;
 - ‘H’ = ‘Hispanic’;
 - ‘N’ = ‘American Indian/Alaskan Native’;
 - ‘P’ = ‘Pacific Islander’;
 - ‘T’ = ‘Two Or More Races’;
 - ‘W’ = ‘White’; and
 - ‘X’ = ‘Unknown’;
 - For the disabled subgroup, use the “DSPS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
 - To create the low-income subgroup, use the “ECON_DIS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
- Crosstabulate each of the disaggregated subgroups with the data element “AA_FLAG.”
 - If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
- Calculate the percentages:
 - Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
 - Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
 - Calculate the percentages of each subgroup in the “Outcome” group.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Certificate

- Access the [Research, Analysis & Accountability](#) web page.
- Click the “Data on Demand” button on the lower left of the page.
- 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.)
- Click the “Accountability” tab.
- Click the “Scorecard” option on the selection bar.

- From the “Select College” drop down list, select the college of your choice.
- From the “Select File Type” drop down list select “Completion.”
- In the “Select Report Year” drop down list the system defaults to “2015.”
- Click the “Create Text File” button.
- Open the file to examine and save as a text file.
- Import the text file into Excel, SPSS, SAS or other application for analysis.
- Select records with a Cohort Year of ‘2008-2009’.
- Define the disaggregated subgroups:
 - To define the gender subgroup, use the “GENDER” data element:
 - ‘F’ = ‘Female’;
 - ‘M’ = ‘Male; and
 - ‘X’ = ‘Unknown.
 - To create the ethnicity subgroups, use the “RACE” data element with the following labels:
 - ‘A’, ‘F’ = ‘Asian’;
 - ‘B’ = ‘African American’;
 - ‘H’ = ‘Hispanic’;
 - ‘N’ = ‘American Indian/Alaskan Native’;
 - ‘P’ = ‘Pacific Islander’;
 - ‘T’ = ‘Two Or More Races’;
 - ‘W’ = ‘White’; and
 - ‘X’ = ‘Unknown’;
 - For the disabled subgroup, use the “DSPS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
 - To create the low-income subgroup, use the “ECON_DIS” data element:
 - ‘Y’ = ‘Yes’; and
 - ‘N’ = ‘No.’
- Cross-tabulate each of the disaggregated subgroups with the data element “CERT_FLAG.”
 - If the cross-tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
- Calculate the percentages:
 - Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
 - Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
 - Calculate the percentages of each subgroup in the “Outcome” group.
- Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Transfer

Data Mart Transfer Velocity:

- 0 Access the CCCC [Data Mart](#).
- 1 Under the “Outcomes” heading, click on “Transfer Velocity.”
- 2 From the “Select State-District-College” drop down list, select “Collegewide Search.”
- 3 From the “Select District-College” drop down list, select your college.
- 4 From the “Select Cohort Year” drop down list, select a cohort year.

- 5 From the "Select Years to Transfer" drop down list, select the number of years you want to use for the measurement period.
- 6 Click the "View Report" button.
- 7 Gender. Under the "Report Format Selection Area" heading, check the "Gender" option under the "Demographic Options" heading.
- 8 Click the "Update Report" button to the lower right of the web page.
- 9 Once the report is completed, select the "Excel" radio button and click the "Export To" button.
- 10 Open the Excel file when completed to examine, and save as an Excel file.
- 11 Deselect the "Gender" option under the "Demographic Options" heading.
- 12 Ethnicity. Under the "Report Format Selection Area" heading, check the "Ethnicity" option under the "Demographic Options" heading.
- 13 Click the "Update Report" button.
- 14 Once the report is completed, select the "Excel" radio button and click the "Export To" button.
- 15 Open the Excel file when completed to examine, and save as an Excel file.
- 16 Deselect the "Ethnicity" option under the "Demographic Options" heading.
- 17 Disabled. Select the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
- 18 Click the "Update Report" button.
- 19 Once the report is completed, select the "Excel" radio button and click the "Export To" button.
- 20 Open the Excel file when completed to examine, and save as an Excel file.
- 21 Dichotomize the variable by combing all types of disability into one count as "Yes" and use the row indicating nonparticipation for "No."
- 22 Deselect the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
- 23 Low-Income. Select one of the three financial aid options under the "Special Category" heading to use as a proxy for low-income status.
- 24 Click the "Update Report" button.
- 25 Once the report is completed, select the "Excel" radio button and click the "Export To" button.
- 26 Open the Excel file when completed to examine, and save as an Excel file.
- 27 Dichotomize the variable by combing all types of financial aid into one count as "Yes" and use the row indicating nonparticipation for "No."
- 28 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.
- 29 Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Data-On-Demand Scorecard Completion Transfer Subcomponent:

6. Access the [Research, Analysis & Accountability](#) web page.
7. Click the "Data On Demand" button on the lower left of the page.
8. 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.)
9. Click the "Accountability" tab.
10. Click the "Scorecard" option on the selection bar.
11. From the "Select College" drop down list, select the college of your choice.
12. From the "Select File Type" drop down list select "Completion."
13. In the "Select Report Year" drop down list the system defaults to "2015."
14. Click the "Create Text File" button.

15. Open the file to examine and save as a text file.
16. Import the text file into Excel, SPSS, SAS or other application for analysis.
17. Select records with a Cohort Year of '2008-2009'
18. 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.'
19. Cross-tabulate each of the disaggregated subgroups with the scorecard metric "XFER_FLAG".
 - a. If the cross-tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
20. 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.
21. 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.)