STUDENT EQUITY PLAN

South Orange County Community College District
2014/2015
Overview

- California Community Colleges have been tasked with developing efforts to enhance student success for our diverse student populations.
- This concept of “Student Equity” requires looking at which students are succeeding, which are not, and developing strategies to enhance success rates.
- The only way to effectively address this issue is by strong partnerships between Student Services and Instruction.
What is Student Equity?
Student Equity: Defined

To promote student success for all students, regardless of race, gender, age, disability, or economic circumstances

- **The intention:** to conduct research to determine if all student subgroups are achieving success and to develop goals and activities to address any disparities. To look at college policies and practices to determine if they are having a detrimental impact on particular students.

- **The focus:** it is not enough that the aggregate student group is succeeding, colleges are tasked to take a finer grain look at which students are NOT succeeding and why and to work toward improving the success of ALL students.
1991
All California public education charged to provide educational equity.

1992
CCC BOG adopts a student equity policy.
Plan=Optional

1996
BOG amends policy
Plan=Minimum standard for state funding

1996
Plan=Optional

2002
New Title 5 regulations implemented
Plan=Required

2005
Plan=Updated

2008/09-2012/13
Plan=Requirement Suspended

2013
Plan=Requirement Suspension Lifted

*Timeline created with data presented in the CCCCO Student Equity Planning Fact Sheet
The Student Equity Plan:  
Title 5§54220

These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community.

Due Date: Reviewed and adopted by local governing boards and submitted to the Chancellor's Office by

October 17, 2014.

November 21, 2014

January 1, 2015
Coordination with college student / equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.
The Student Equity Plan: Title 5 § 54220

In order to promote student success for all students, regardless of race, age, gender, disability or economic circumstance, each college must maintain a student equity plan which includes:

I. Campus Based Research

II. Goals for:
   1. ACCESS
   2. RETENTION
   3. DEGREE & CERTIFICATE COMPLETION
   4. ESL & BASIC SKILLS COMPLETION
   5. TRANSFER

III. Activities Planned

IV. Budget
## One-Page Summaries

### STUDENT EQUITY PLAN SUMMARY

#### I. INDICATOR: ESL AND BASIC SKILLS COMPLETION

The percentage of credit students who attempted a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL or college-level English course within six years.

**Campus Based Research**

Disproportionate Impact:

Basic Skills Improvement (BSI) for ESL by Age: The data indicates that students age 35+ have the lowest completion rates in BSI-ESL at 23%. These students are disproportionately impacted compared to the 100% completion rate of students ages 17 or less.

**Data Analysis and Findings**

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<thead>
<tr>
<th>Age Group</th>
<th>Completion Rate</th>
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<tbody>
<tr>
<td>17 or Less</td>
<td>100%</td>
</tr>
<tr>
<td>18 &amp; 19</td>
<td>60%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>44%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>37%</td>
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<tr>
<td>30 to 34</td>
<td>27%</td>
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<tr>
<td>35 to 39</td>
<td>12%</td>
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<tr>
<td>40 to 49</td>
<td>6%</td>
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<tr>
<td>50+</td>
<td>2%</td>
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Disproportionate Impact

<table>
<thead>
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<th>Impact</th>
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<tr>
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<td>4.967</td>
</tr>
<tr>
<td>18 &amp; 19</td>
<td>3.003</td>
</tr>
<tr>
<td>20 to 24</td>
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<tr>
<td>40 to 49</td>
<td>0.108</td>
</tr>
<tr>
<td>50+</td>
<td>0.001</td>
</tr>
</tbody>
</table>

**Resources**

- Language Acquisition Center
- Revised ESL sequence to align curriculum
- Orientation for ESL students
- Multilingual Campus Directory

**Activities**

**Research**

1.1 Determine whether these students are taking ESL courses for primarily social rather than academic reasons.
1.2 Determine the educational goals of the students in the identified group, as well as the number/percentage who are/have enrolled in other for-credit, college-level courses, and who have enrolled only in ESL classes.
1.3 Investigate if students are applying for financial aid, and the type of aid for which they are applying (e.g., RCC fee waiver, Pell Grant, work study, etc.).
1.4 Determine if they are taking only 30 units and leaving upon disqualification for further financial aid.
1.5 Using an exit survey, investigate if students will continue/discontinue taking ESL classes and for what reasons.
1.6 Assess potential enhanced non-credit ESL program before implementing any changes.
1.7 Visit established non-credit ESL programs in other community colleges.
1.8 Assess progress and development of the South Orange County Regional Comprehensive Plan for Adult Education in response to AB86.

**Outreach**

1.9 Promote in multiple languages free tutoring in Basic Skills/ESL at the Student Success Center and enrollment in the Language Acquisition Center.
1.10 Promote the revised ESL Academic English sequence to Writing 1 with ESL students, ESL instructors, and counselors.
1.11 Target marketing efforts to businesses and institutions that employ and serve this demographic.

**Expansion of Services**

1.12 Consider developing a community education platform and expanding evening, weekend, and online courses and services for a multi-level, enhanced non-credit ESL program for students who want to take courses for non-academic reasons such as vocational, survival skills, citizenship, and lifelong learning purposes.
1.13 Create a non-credit Language Acquisition Center lab curriculum to augment classroom instruction.

**Target**

Increase rates of Basic Skills Improvement for ESL among students age 35+ according to their individual education goals by 5 points from 25% to 30% by Spring 2020.

**Funding Sources**

- State allocation for Student Equity, General Fund, BSI, Perkins, Student Success and Support Program