Instructions for Completion of the College Student Equity Plan

I. Introduction

In order to promote student success for all students, the governing board of each community college district is required to adopt a student equity plan for each college in the district (Title 5, §54220). The student equity plan contains student success indicators (standards) as they relate to the Board of Governors policy on student equity implementation for each college.

This document presents guidelines to assist colleges in the development of their student equity plan. The Academic Senate for California Community Colleges paper, “Student Equity: Guidelines for Developing a Plan” offers additional strategies for creating a student equity plan.

II. General Guidelines

Student Equity plans are due in the Chancellor’s Office during the month of July 2004 and annually thereafter. Be sure to involve faculty, staff, students and the appropriate people from the community in the development of this plan (Title 5, §54220(b)). Provide sufficient details to illustrate your college’s student equity, goals and objectives.

The plan should thoroughly describe the implementation of each student success indicator being addressed. Additionally, the plan should describe policies, activities and procedures as they relate to student equity at your college. The plans should describe the college’s student equity strategies on how constituents are affected by the various activities/programs implemented to provide equal opportunity for each population group of students.

“Each population group of students” means American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (Title 5, §54220(d)).

“Success indicators” are measurable standards used to determine areas for which various population groups may be impacted by issues of equal opportunity. The Board of Governors has identified five success indicators:

A. Access
The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

B. Course Completion (Retention)
Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. Note: Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.
“Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

C. ESL and Basic Skills Completion  
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 to the number of those students who complete such a final course.

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 innumeracy.

D. Degree and Certificate Completion  
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.

E. Transfer  
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.

III. Section-by-Section Instructions. The plan is divided into seven sections:

Section A. Cover/Table of Contents/Signature page
Section B. Executive Summary
Section C. Campus-Based Research
Section D. Goals and Activities for each success indicator
Section E. Budget (source of funding for activities)
Section F. Evaluation Schedule and Process
Section G. Attachments (Optional)