GENERAL INFORMATION AND INSTITUTIONAL REQUIREMENTS: The following crosswalk of Student Equity indicators, potential data sources, title 5 citations, and institution-wide, instructional and/or student services-related prompts is intended as an aid to student equity planning committees. The prompts are intended to stimulate conversation and investigation into areas where disproportionate impact may be affecting student success. The Chancellor's Office does not intend that every college address each prompt or that the list is in any way comprehensive. Committees should feel free to add to or change research prompts or questions as appropriate.

POTENTIAL DATA SOURCES	STUDENT EQUITY AND SSSP RELATED TITLE 5 SECTIONS	INSTITUTION-WIDE PROMPTS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
• Student Success Scorecard • DataMart • Data on Demand • Basic Skills Tracker • Transfer Velocity Project • **CCCGIS Collaborative:** California Community College District Boundaries Map • Student Success Task Force Recommendations • Student Equity: From Dialog and Access to Action Student Support (Re)defined • Basic Skills as a Foundation for Student Success in California Community Colleges • Ensuring Equitable Access And Success: A Guide To Assessment And Mitigating Disproportionate Impact In SSSP • Guidelines for Measuring Disproportionate Impact	**G-1:** Each district governing board shall adopt and maintain a student equity plan for each college to include research, goals, activities, fund sources, evaluation schedule, and executive summary addressing access, course completion, ESL and basic skills completion, degree and certificate completion and transfer for: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (54220 and 51026) **G-2:** "Disproportionate impact" is a condition where access to key resources and support or academic success may be hampered by inequitable practices, policies and approaches to student support or instructional practices affecting a specific group. (55502) **G-3:** Each district or college shall establish a program of institutional research for the ongoing evaluation of the services funded through SSSP and use the results as basis for continuous improvement. (55512) **G-4:** Student success is supported by well-coordinated and evidence-based student and instructional services to foster academic success. (55500) **G-5:** Describe the process to identify students at	• Is there recognition among campus leadership that student equity is important? • What organization(s), or committee(s) is responsible for ongoing planning and monitoring of student equity? • What are the institution's strengths in addressing student equity? • What are related questions posed in the Student Support (Re)defined study that support student equity and success at the college? • Does the college have structures and processes in place to engage faculty, administrators, and staff in an ongoing and intentional examination of student equity? Does it provide a cycle for improvement? • Should the college examine equity issues institution-wide or take a targeted approach, such as in a particular major, or department? What are the priority areas and or indicators to address? • What are campus policies and practices in this/these chosen focus area(s)? • If the college is designated as a Hispanic-Serving Institution does it promote that fact on its web site and in other student centered communications? • Does the college publicly promote programs and support for African American, Hispanic, Disabled or other targeted groups?	• How can curricular and instructional design, assessment, & evaluation pro-cesses be modified to improve student equity? • How can tenets from the *Basic Skills as a Foundation for Student Success in California Community Colleges* report be used to support equity? • What resources can be allocated to develop systemic & institutional capacity for the analysis and inquiry of teaching and curriculum? • What professional development is available to college faculty, staff and administrators to help increase awareness of and effect changes in practices that support equity?	• Which questions posed in the report, *Ensuring Equitable Access And Success: A Guide To Assessment And Mitigating Disproportionate Impact In SSSP* could guide us in improving student equity? • What resources can be allocated to develop systemic and institutional capacity for the analysis and inquiry of student support services?

in Equity Plans	risk for academic and progress probation and the college's plan for referral to appropriate intervention services and coordination with the college's Student Equity Plan. (55510)			

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• **Access** The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This is frequently calculated as a participation rate.	**Scorecard – COLLEGE PROFILE:** Description of the student population and course sections offered in 2011-12. US Census data **CCCGIS Collaborative**: California Community College District Boundaries Map	**A-1:** Increase California community college student access and success through the provision of core matriculation services. (55000) **A-2:** Ensure that Assessment/ Placement services do not have disproportionate impact. (55522) **A-3:** Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522) **A-4:** SSSP services for students who are disadvantaged by economic, social and educational status shall be appropriate to their needs, and colleges shall make modifications as	**Assessment** Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures? **Outreach** Is there sufficient outreach to faith based and community leaders of student groups that are not accessing or persisting in college coursework? Is there sufficient outreach to connect students to CTE programs? **Scheduling** Are key courses offered at times and in formats that fit the needs of target student groups? Are there sufficient numbers of sections offered each term? **Alignment** Is there an appropriate bridge linking regional Adult Education offerings such as GED completion and primary/secondary basic skills to credit course offerings? Are certain student groups represented	**Admissions:** Are certain student groups more likely to register for classes after the start of the term? Are specific student groups more likely to apply for admission after the application deadline? **Priority Enrollment** Are all student ethnic/gender groups equally likely to receive priority enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention? **Orientation** Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group? **Assessment** Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills? Do assessment test processes exclude any otherwise eligible person from admission? **Ed Planning & Counseling:** Are all student groups equally like to receive an abbreviated education plan in a timely manner? Comprehensive education plan for their intended major? How early during their enrollment? What advising resources are available to students, and are students taking advantage of them? Do all student groups access counseling at similar rates? If not, what can be done to improve access to counseling? Are certain counseling services or hours more essential to the success of certain groups more than

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		necessary. (55526)	at disproportionately high rates in basic skills English, math, reading or ESL?	others? ***Accommodations:*** Are accommodations for high need students being adequately provided so that students can receive SSSP services when they need them?

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• **Course Completion** *The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.*	"Course completion" data as defined and available on CCCCO DataMart **Scorecard - PERSISTENCE:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. **Scorecard - 30 UNITS:** Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Institutional probation data	**B-1:** Conduct research into any disproportionate impact of prerequisites or co-requisites and if discovered, develop and implement a plan to correct it. (55003) **B-2:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **B-3:** Help students develop comprehensive education plans to meet student needs and interests that also satisfy program requirements for EOPS, DSPS, CalWORKs, Veterans, Athletes, etc. and avoid duplicate plans. (55524) **B-4:** Evaluate academic progress of, and provide support services to, at risk students. (55525) **B-5:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525) **B-6:** Notify students who are at risk of losing Board of Governors Fee Waiver (BOGFW) eligibility due to probation for two consecutive terms. (55523) Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621) **B-7:** Notify students who are at risk of losing enrollment priority due to being	**Prerequisites** • Does the student population enrolling in the target course differ significantly pre- and post-prerequisite? • Which student groups are successfully completing the proposed prerequisite and target course? **Coordination** • Does the college have a student success committee or other governance structure to allow for instructional and counseling faculty engagement regarding instructional activities that contribute to student success? • How are instruction and student success tied to institutional effectiveness measures? How are they established and through what venue? How do they connect to instruction and student services? **Course and Program Alignment** • Are courses offered in the appropriate sequence? • Does the scorecard or other CCCCO data indicate any change in the number of students moving from under prepared to prepared? **Scheduling and Credit Accumulation** • Are there sufficient course offerings to ensure students have a bridge from basic skills to degree-applicable and/or transfer level courses? • Are courses scheduled during hours and days that meet student need and promote student success? • Are all student groups accumulating credits at an appropriate rate? If not, at which milestones are students being lost? Which groups are being lost at a disproportionate rate? What can be done to improve rates for those groups? **Instructional Methods** • Does faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are instructional support services provided (supplemental instruction, learning communities, embedded counseling & tutoring). Are these services increasing completion rates? • Are faculty making use of early alert and other alert processes to make appropriate referrals to tutoring and other support services?	**Prerequisites** • Which student groups are enrolling in the proposed prerequisite and target course? • Among students who meet the prerequisite skill level, are certain student groups less likely to succeed in the course? **Ed Planning & Counseling** C. See prompts under A. Access **Follow-up and Probation** • Are certain student groups more likely to end up on academic and/or progress probation at a disproportionate rate? Why? What actions can be taken to improve the likelihood that they do not?

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• **ESL and Basic Skills Completion** *The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.*	**CCCCO Basic Skills Cohort Tracker Tool:** Progress through sequence and completion of recognized milestones for ESL students **Scorecard - REMEDIAL:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Institutional probation data	**C-1:** Provide follow-up services to evaluate the academic progress of, and provide support services to at risk students. (55520; 55525) **C-2:** Provide targeted follow-up services for at risk students and students enrolled in basic skills courses. (55525) **C-3:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services or curricular offerings. (55525) **C-4:** Provide accommodations for students disadvantaged by economic, social, and educational status. (55526) **C-5:** Ensure SSSP services are accessible for English language learners and appropriate to their needs, including modified or alternative services for students enrolled in ESL programs. (55526) **C-6:** Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621)	**Coordination** • Is developmental education a clearly stated institutional priority? **Scheduling and Credit Accumulation** • Are sufficient sections of basic skills English, Math and ESL offered to accommodate student need? Which courses are in greater demand than supply, that are negatively and disproportionately affecting target student groups? • Are courses scheduled during hours and days that meet student need and promote student success? • Are student groups progressing through and succeeding in remedial math and English, at the same rates? If not, which groups are progressing at lower rates? Which group is the most essential to focus attention on? What can be done to improve their success rates? • Are ESL students less likely to realize their educational goals? **Instructional Methods** • Does developmental faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are specialized instructional support services provided (e.g.: supplemental instruction, learning communities, embedded counseling and tutoring). Are these services increasing completion and success rates? • Does the faculty recognize their importance in providing timely feedback to students' progress so that students may mitigate barriers to their success in the course? • Is faculty making use of early alert and other academic	**Prerequisites** • Same as in B. **Assessment** • Are certain groups of students who place into basic skills courses less likely to be retained in the subsequent term at the college? • Among students who place into basic skills English, reading, math and ESL courses, is any group disproportionately less likely to enroll in and complete the next course in the sequence? • Among students who place into basic skills English, math or reading, are certain student groups disproportionately less likely to progress to transfer-level English or math? • What strategies and approaches have colleges successfully implemented to mitigate disproportionate impact in the assessment and placement process? **Follow-up and Probation** • Same as in B.

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			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?	

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• **Degree and Certificate Completion** *The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/ advisor.*	**COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer-related outcomes. **CAREER TECHNICAL EDUCATION:** Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred. Institutional probation data	**D-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in the process of selecting an educational goal and course of study. (55523) **D-2:** Follow-up with students who have not identified an education goal and course of study and students who are on probation or facing dismissal. (55525) **D-3:** Once the student has identified a course of student and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Success and Achievement Gaps** • Are all student groups achieving degrees and certificates in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on? **Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to complete a degree or certificate in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who achieve degrees or certificates from targeted groups. **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve success for the targeted group?	**Ed Planning & Counseling** • Is any student group disproportionately less likely to access counseling/advising services in a timely manner? • Are students who receive counseling/advising services more likely to be retained than students who do not receive services? • Are students who receive educational planning services more likely to succeed in their classes? **Follow Up and Probation** • Are certain groups of students less likely to be identified by early alert programs? • Are certain groups of students more likely to be placed on academic probation? • Are students who receive follow-up services more likely to be retained in the subsequent semester than students who do not receive follow-up services? • Are certain groups of students more likely to respond to an early alert by accessing services?

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• **Transfer** *The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.*	**CCCCO Transfer Velocity project data available on DataMart** **Scorecard - COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate or transfer related outcomes. Institutional probation data	**E-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **E-2:** Once the student has identified a course of study and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to transfer in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who transfer from targeted groups? **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve transfer for the targeted group? **Course and Program Alignment** • Has the college initiated the required number of AA/AS – Transfer (AAT/AST) degree pathways? • Have instructional faculty discussed the role of local degrees that are the same as the AAT/ASTs? • Have instructional faculty engaged with faculty at receiving 4-year universities to assess whether their students are transfer-prepared? Has any plan or pipeline been established or explored? **Success and Achievement Gaps** • Are all student groups transferring in similar ratios? Are all student groups completing transfer degree pathways in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on?	**Ed Planning & Counseling** • Same as in D. • Have counselors been included in the development and dissemination of AA/AS Transfer degree pathways? **Follow Up and Probation** • Same as in D.