



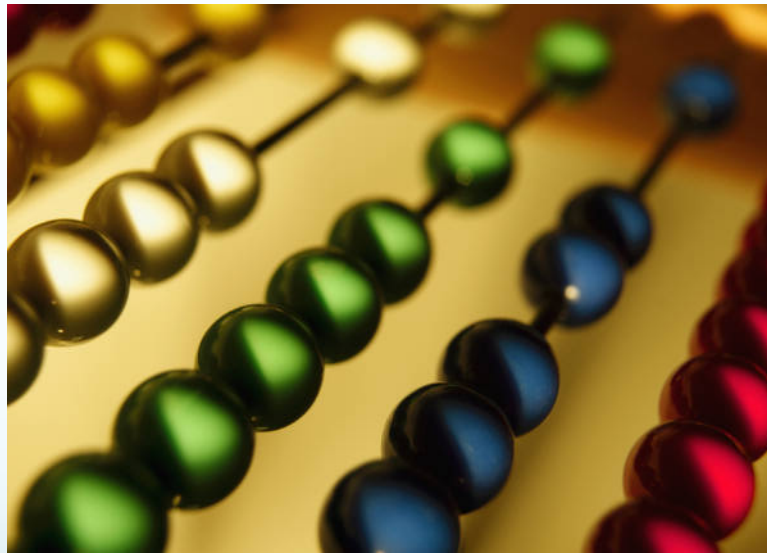
What is Equity?

And why should we care about it?



Equity is Not Equality

Equal = We all get the same size slice of the pie



Equity Is Fairness

Equality vs. Equity



EQUALITY = SAMENESS

GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place



EQUITY = FAIRNESS

ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality

What is Student Equity Funding?

As directed by the state Chancellor's office:

“...to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances.

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.”

California Code of Regulations
54220, Student Equity Plans

How does the state define Student Equity?

Colleges must make data-informed decisions, analyzing ethnic and racial subgroups:

- American Indian/Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Some other race
- More than one race

Equity Plans must also address students with the following characteristics:

- Males
- Females
- Students with disabilities
- Low-income students
- Current/ former foster youth
- Veterans

How does the state define Student Equity?

The state looks at several success indicators:

- Access
- Course Completion
- ESL and Basic Skills English and Math Completion
- Degree and Certificate Completion
- Transfer

Equity at Laney

- What are the results of our disproportionate impact study?
- Where are the greatest equity gaps at Laney?

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			
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

Greatest Disproportionate Impacts

- African American students and students with a documented disability had equity gaps for nearly every success indicator.
- Latino students had equity gaps in ESL completion, degree/certificate completion, and access.
- We need to do more research on smaller subgroups with equity gaps, including: Veterans, foster youth, Native Americans, and Pacific Islanders.

Now what?

- What can we do about it?
- Whose responsibility is it to fix these equity gaps?

Begin a College-wide Conversation about Equity and Student Success

- What does it take to create a culture where all students succeed?
- What instructional strategies or curricular redesign can be undertaken to improve success for the targeted groups?
- What professional development is needed for faculty, staff and administrators to help increase awareness of and affect changes in practices that support equity?

Begin a College-wide Conversation about Equity and Student Success

- Does the college's enrollment management ensure sufficient offerings for a student to complete a degree or certificate in a reasonable amount of time?
- 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 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?

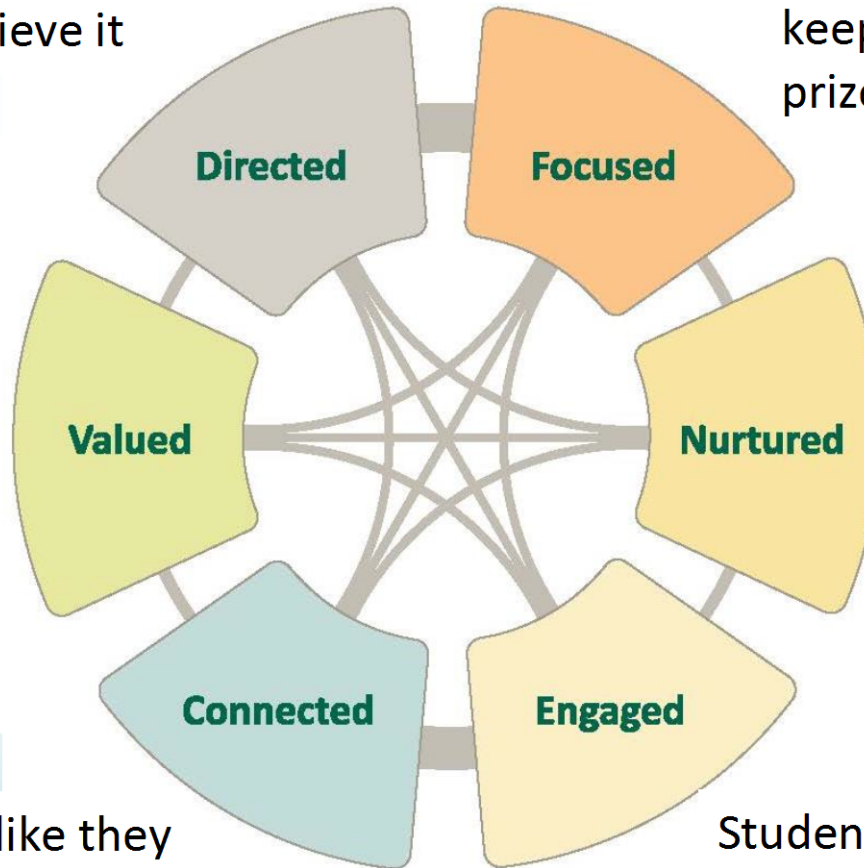
Equity: Listening to Students

What do students
say they need to succeed?

Six Success Factors

Students have a goal & know how to achieve it

Students stay on track—keeping their eyes on the prize



Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated

Students feel somebody wants & helps them to succeed

Students feel like they are part of the college community

Students actively participate in their learning both in & out of class

How can we spend Equity money?

- Expenditures must: Be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and title 5.
- Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.

Eligible Expenditures

- Outreach to potential student groups and communities identified in the equity plan
- Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
- Research and evaluation related to improving student equity.
- Hiring a student equity program coordinator and staff
- Supporting student equity planning processes.
- Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; 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.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
- In-State travel in support of student equity.
- Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures

- Stipends for Students -- Funds cannot be used to pay stipends to students for participation in student equity activities.
- Computers, Office Supplies and Furniture – Purchasing computers, office supplies or furniture (desks, chairs, bookcases, etc.) is not allowed.
- Supplanting -- Student Equity funding may not be used to supplant general or state categorical (restricted) district funds currently expended on Student Equity activities. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs. (and more...)

Planned Activities

- **Expand our African American Student Success Program (Umoja-Ubaka)**
- **Hire additional Disabled Student Program and Services counselor**; provide regular, ongoing training for faculty on how to provide accommodations for DSPS students
- **Conduct additional research, including focus groups**, on how to support smaller disproportionately impacted subgroups

Planned Activities

- **Professional development college-wide** for administrators, faculty, staff and students on best practices for supporting student success.
- **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 (ITTPC)
- **Create an Enrollment Management Committee**
- **Create a Center for Community and Civic Engagement**

Planned Activities

- **Create new curriculum and employ current mechanisms, as appropriate, for acceleration** through pathways for Basic Skills course completion in English and Math
- **Develop career development and college preparation non-credit course sequences, as appropriate**
- **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

Equity is all of Us

- What can you do to bring about this vision?
- What support do you need to help students succeed?

Continue the Dialogue

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We want to hear your ideas and feedback