

# APPENDIX 1: STUDENT EQUITY PLAN

## REVIEW PROCEDURES AND INSTRUCTIONS

The following instructions are written to provide reviewers with a general overview of the responsibilities and procedures associated with the review of Student Equity Plans.

Listed below are key areas of the review process. Use this text as a reference throughout the review process. If you have any questions during the review, direct them through the team leader.

The review process is divided into two areas: orientation and program plan review.

### READERS RESPONSIBILITIES

The major responsibility of a reviewer is to review and evaluate plans in a fair and equitable manner.

Reviews are responsible for the following:

1. Determination whether a district's Student Equity Plan is sufficiently developed to move forward into an annual review process. Consequently a districts plan should have:
  - ▶ Achievable and measurable goals based upon well founded research which clearly has identified valid student equity issues; and
  - ▶ Viable implementation strategies and outcome measures for achieving their stated goals and recording the outcomes of their progress.
2. Assessment utilizing the approved Student Equity Rating Sheet. The reviewer is to indicate whether selected items are contained in the plan, and provide comments when evaluating each program element. There are six additional questions each reviewer is expected to respond to and comment on and make an overall assessment of the program plan.
3. All plans must be read by a team of at least two reviewers.
4. Read all plans separately and do not discuss them with any other team member until the team subcommittee meeting and the plan is up for discussion.

### RATING A PLAN

Each reviewer rates the elements within each plan on the basis of how well it addresses the issues noted in each of the 21 questions posed by the rating sheet. The rating scale assigned may be as follows:

- ▶ Outstanding - Significantly exceeds requirements of an acceptable program plan.
- ▶ Acceptable - Addresses the basic requirements of a program plan.
- ▶ Needs Improvement — Improvements needed to meet the requirements of a program plan.

A consensus rating will be obtained for the overall plan and the basic program elements within each plan:

1. Basic Research
2. Goals
3. Implementation
4. Budget
5. Evaluation

# STUDENT EQUITY PLAN REVIEW SHEET

District: \_\_\_\_\_

College: \_\_\_\_\_

Reader: \_\_\_\_\_

Date: \_\_\_\_\_

## I. PLAN ELEMENTS

### A. RESEARCH

1. Basic research elements are based on:

- Demographic data
- Campus climate study
- Review of existing plans, policies, goals, and objectives
- Other

2. Reviewer's Assessment and Comment

ASSESSMENT 1: Is the basic research sufficient to formulate legitimate and substantive issues of access, success, and transition and derive valid and meaningful conclusions in the development of the student equity plan?

- Yes     No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASSESSMENT 2: Is the basic research broad enough to assure assessment of the status of historically underrepresented groups in the institution's service area?

- Yes     No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Overall Assessment of Research

- Needs improvement
- Acceptable
- Outstanding

### B. ACCESS

1. Are student access issues identified?

- Yes     No

If so, are the goals to address them formulated on the basis of:

- Comparison of institutional enrollment data with that of service area-based population data
  - Assessment of enrollment trend data
  - Campus climate study
  - Other \_\_\_\_\_
- 

2. Are barriers to access identified?

- Yes     No

If so, are the goals to address them formulated on the basis of:

- Comparison of institutional enrollment data with that of service area-based population data
  - Assessment of enrollment trend data
  - Campus climate study
  - Other \_\_\_\_\_
- 

3. Reviewer's Assessment and Comment

ASSESSMENT 3: How well do access goals reflect a logical and reasonable outgrowth of the institution's basic research and findings?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_

---

ASSESSMENT 4: How well are access goals clearly stated with measurable outcomes?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_

---

ASSESSMENT 5: How appropriate are access goals for the student access issues and barriers noted?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Overall Assessment of Access

- Needs improvement
- Acceptable
- Outstanding

C. RETENTION/COMPLETION

1. Are student retention/completion issues identified?

- Yes  No

If so, are the goals to address them formulated on the basis of:

- Comparison of institutional enrollment data with that of service area-based population data
- Assessment of enrollment trend data
- Campus climate study
- Other:

2. Are barriers to course, degree/certificate, and ESL/basic skills completion identified?

- Yes  No

If so, are the goals to address them formulated on the basis of:

- Comparison of institutional enrollment data with that of service area-based population data
- Assessment of enrollment trend data
- Campus climate study
- Other:

3. Reviewer's Assessment and Comment

ASSESSMENT 6: How well do retention/completion goals reflect a logical and reasonable outgrowth of the institution's basic research and findings?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSESSMENT 7: How appropriate are barriers to retention/completion goals for the retention/completion issues and barriers noted?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### 4. Overall Assessment of Access

- Needs improvement
- Acceptable
- Outstanding

#### D. TRANSFER/TRANSITION

##### 1. Are student transfer/transition issues identified?

- Yes    No

If so, are the goals to address them formulated on the basis of:

- Comparison of course completion data with that of base institutional enrollment data
- Assessment of completion trend data
- Campus climate study
- Other:

##### 2. Are barriers to transfer/transition identified?

- Yes    No

If so, are the goals to address them formulated on the basis of:

- Comparison of course completion data with that of base institutional enrollment data
- Assessment of completion trend data
- Campus climate study
- Other \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

#### 3. Reviewer's Assessment and Comment

ASSESSMENT 8: How well do transfer/transition reflect goals a logical and reasonable outgrowth of the institution's basic research and findings?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASSESSMENT 9: How well are transfer/transition goals clearly stated with measurable outcomes?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSESSMENT 10: How appropriate are transfer/transition goals for the transfer/transition issues and barriers noted?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Overall Assessment of Transfer/Transition

- Needs improvement
- Acceptable
- Outstanding

E. IMPLEMENTATION

1. Are implementation strategies described to address goals?

- Yes     No

2. Strategies are reflected:

- Planned efforts for further study and data collection of student equity needs
- Maintain or expand existing student equity efforts
- Develop new approaches to promote student equity
- Other:

3. Reviewer's Assessment and Comment

ASSESSMENT 11: How clearly are implementation strategies defined?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSESSMENT 12: How achievable are the desired outcomes through the described activities?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ASSESSMENT 13: How measurable are the desired results in an outcome data format?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### 4. Overall Assessment of Implementation

- Needs improvement
- Acceptable
- Outstanding

#### F. BUDGET RESOURCES

Are budget resources to support these planned activities identified?

- Yes     No

If so, are they set aside from:

- Existing general fund and categorical aid program resources
- New general fund appropriations
- New grants or special program awards
- Other:

#### 2. Reviewer's Assessment and Comment

ASSESSMENT 14: How well does the resource utilization pattern reflect a feasible effort to achieve the stated student equity goals and objectives?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Overall Assessment of Budget Resources

- Needs improvement
- Acceptable
- Outstanding

G. Procedures and Schedule for Evaluation

Are procedures and schedule for evaluation noted?

- Yes
- No

If so, does it include:

- Timelines for accomplishment of goals and activities
- Responsibility for performance clearly assigned
- Clearly identified success indicators which are measurable in the form of outcomes
- Other \_\_\_\_\_

---

---

2. Reviewer's Assessment and Comment

ASSESSMENT 15: How feasible is evaluation methodology?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_

---

---

ASSESSMENT 16: How clearly defined are outcomes/measures?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_

---

---

ASSESSMENT 17: How well does the evaluation process incorporate an annual review model?

- Needs improvement
- Acceptable
- Outstanding

Comment \_\_\_\_\_

---

---

### 3. Overall Assessment of Procedures and Schedule for Evaluation

- Needs improvement
- Acceptable
- Outstanding

## II. REVIEWER'S GENERAL PERCEPTION

A. Did the district board approve the plan?  Yes  No

B. Was the planning process broadly representative?  Yes  No

- Administration
- Faculty/Certificated Staff
- Classified Staff
- Students
- Community Representatives

C. Has the established responsibility for oversight been assigned at an appropriate level?

- Yes  No

D. Is the plan cohesive and realistic?  Yes  No

E. Greatest strength

F. Greatest weakness

G. Other comments

H. Overall Assessment of Student Equity Plan

- Needs improvement
- Acceptable
- Outstanding