UPDATE: 9.30.2019 FINAL REVIEW

EQUITY-DRIVEN SYSTEMS:

Student Equity and Achievement in the California Community Colleges

THE ACADEMIC SENATE FOR CALIFORNIA
COMMUNITY COLLEGES

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Special thank you to Luke Lara, MiraCosta College

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EXECUTIVE SUMMARY

The Academic Senate for California Community Colleges (ASCCC) plays a central role in partnering with and challenging system stakeholders to create excellence through diversity and equity in California's community colleges. The role of academic senates is to provide advice and judgment regarding academic and professional matters that best serve the needs of the students and communities served from the expertise of the educational professionals of the college. Every system of bureaucracy, including the California Community Colleges, reflect the biases present upon that system's creation. It is the role of the local academic senate, in partnership with other constituent groups of the college, to identify and deeply examine those biases and correct them through structural change, professional development, and re-imagining how our colleges serve the students and communities of today most effectively. While this paper is intended for local academic senates, it also provides a framework and suggested action to begin or continue the task of shifting the cultures and mindsets of our institutions.

During the last three decades, there has been a tremendous increase across several dimensions of diversity among our student populations. While diversity and equity goals have remained systemic priorities, promising large-scale initiatives, increased professional development, enhancements in technology, changes in legislation, augmented funding, and progressive social norms have only influenced relatively small gains in student success outcomes and proportional faculty representation in California's community colleges. As a result, opportunity gaps for many of our student populations still exist.

Students and the landscape that they must navigate in order to achieve their goals are changing rapidly. Who they are, how they identify, and what we need to do to help them succeed is evolving at a hastened pace. As an institution, we need to ensure our programs, departments, teaching, counseling, and services meet the needs of all of our students, particularly those who are disproportionately impacted, and whose needs are currently not being met through our current structure.

Today's students endure the distress of hunger and homelessness, immigration-status related issues, mental health needs, discrimination, hate and bias, gender related concerns, sexual harassment, and more in society and within our institutions. Our students are intersectional, meaning that they face systemic oppression on a variety of fronts including ethnicity, gender, sexual orientation, immigration status, income status, physical ability, and mental health issues, among many others.

As a community college system in California, we owe *all* of our students an excellent educational opportunity and outcome. To this end, an intentional, systematic approach to address the contemporary and historical context of our institutions and current student needs, we require

a paradigm shift as colleges are constantly responding to various inner and outer accountability measures (e.g., legislation, funding formula, large-scale initiatives, accreditation, ASCCC Resolutions, etc.). This paper elaborates on defining equity, developing equity mindedness, and what it means to be an equity-driven system. In addition, this paper endeavors to focus on the institution and integrating equity planning holistically to emphasize that equity is not a program; equity is embedded in the mission of our institutions. The recommendations set forth in this paper will help faculty and other stakeholders lead critical conversations, engage in action-oriented decision-making processes, and open the possibility for infusing equity throughout our institutions and decision-making processes.

INTRODUCTION AND HISTORICAL PERSPECTIVE

The history of California Community Colleges has been shaped by social justice and equity movements, led by actions as diverse as legislation to individual colleges and key stakeholders. Colleges continue to discuss student equity, and dialogue is part of the process of achieving equity, but more needs to be done. With mandates and accountability measures, discussions about student equity must turn to action. The following is a historical timeline of equity in the California Community Colleges. While the historical timeline is helpful to see the arc of attention and action, it is important to note that the time-frame necessarily embeds some systemic bias reflecting that period of time. For example the Master Plan for Higher Education in California, 1960, was revolutionary for its time but reflects the cultural biases pervasive in 1960 regarding who education is for and how teaching and learning are conducted. From the present day, it is incumbent upon us to examine our systems for those embedded biases.

1960- Student equity is embedded in the mission of the community colleges and enshrined in legislation through the Master Plan for Higher Education in California, which designated the community colleges to be open access institutions.

1988- The Community College Reform Act (AB1725, Vasconcellos) directed the Board of Governors to establish minimum qualifications, directives, and guidelines that promote the hiring and retention of people who are sensitive to student diversity represented in the colleges.

1991- California Legislature charged all levels of public education, including California community colleges, to provide educational equity "[n]ot only through a diverse and representative student body and faculty but also through educational environments in which each person . . . has a reasonable chance to fully develop his or her potential" (Education Code §66010.2[c]). Section 66010.2(c) outlines three fundamental ideas about higher education in California.

1991- ASCCC Paper *Student Equity: Proposal for Action* adopted by the body

1992- Board of Governors adopted a Student Equity Policy

1993- BoG codified in Title 5, section 54220 the requirement for governing boards of each

community college district to maintain a student equity plan, which outlined and detailed implementation activities to address student outcome disparities among various student populations and goal areas.

1993- ASCCC Paper *Student Equity: Guidelines for Developing A Plan* urges colleges to adopt equity goals and to "evaluate all aspects of the institution from the classroom to the boardroom."

2002- The California Community Colleges Chancellor's Office (CCCCO) Task Force on Equity and Diversity was created to consider student equity and diversity in faculty hiring.

2002- Board of Governors Equity and Diversity Task Force Report adopted in 2002

2002- Updated ASCCC Paper *Student Equity: Guidelines for Developing A Plan* provided more ideas and recommendations for colleges to adopt and implement to effectively improve student equity.

2010- Legislation AB 2682 (Block, 2010) indicated "The Board of Governors of the California Community Colleges shall establish a pilot project that seeks to create a centrally delivered system of student assessment to be used as one of multiple measures, consistent with existing regulations, for the purposes of community college placement and advisement."

2010- ASCCC Paper *Student Equity: From Dialog and Access to Action*

2012- The Student Success Act of 2012 (SB 1456, Lowenthal) reaffirmed the state's commitment to student equity with goals to restructure student support services, reiterated the need to provide a common assessment test and required colleges to use the assessment to continue receiving their Student Success and Support Program (SSSP) funding, improve services to historically underrepresented groups[1], and improve transparency and accuracy of success data throughout the system.[2]

2014- SB 860 (Education Omnibus Trailer Bill, 2014) provided substantial funding for student equity, added a focus on foster youth, veterans, and low-income students, and instituted specific planning criteria for colleges.[3]

2017- AB 705 (Irwin, 2017) California community colleges changed placement practices of students into transfer-level courses in mathematics (and college-level), English, and English as a Second Language (ESL) with the intent of providing equitable access for disproportionately impacted students and closing equity gaps in student success.

2017- Board of Governors' *Vision for Success* provided direction to the California Community College system with the goals to achieve within the next ten years, including to reduce equity gaps, across all other measures, through faster improvements among traditionally underrepresented student groups.

2017 - ASCCC Resolution 3.03 F17 acknowledged system-wide changes related to equity and directed the ASCCC to revise the 2002 paper *Student Equity: Guidelines for Developing a Plan*

2019 - The Board of Governors adopted the recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force, including accepting of the Diversity, Equity, and
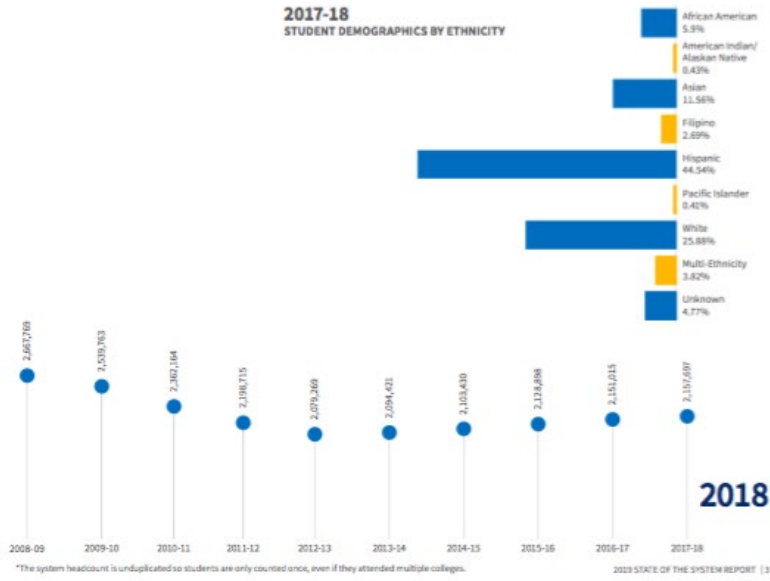
Inclusion Integration Plan into the Vision for Success; Adopting the CCC Diversity, Equity, and Inclusion Statement; and supporting budget proposals to augment resources to do this work.

The California Community Colleges are positioned to advance equity, diversity, and inclusion by developing a system-wide and institutionally coordinated effort to achieve equity and diversity goals. To narrow or eliminate student equity gaps, faculty must partner with stakeholders for deeper and meaningful impact. All colleges within our system are poised to develop a shared understanding of equity, embrace an equity mindset, and build the capacity to design equity-driven systems as it relates to their college culture and dynamic.

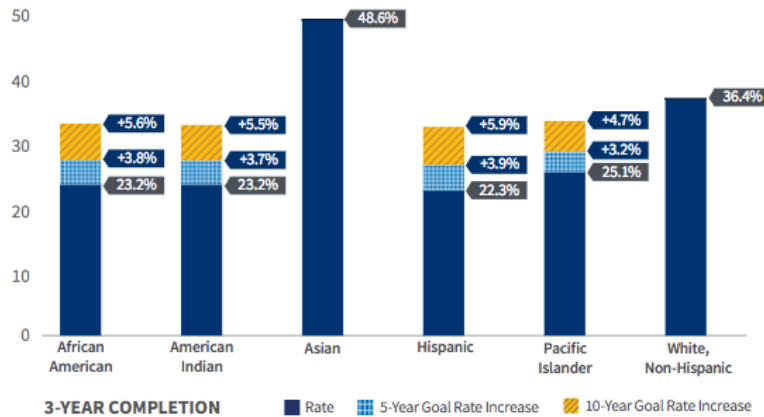**ACCOUNTABILITY FOR AN EQUITY DRIVEN SYSTEM**

Student equity is based on the theory that when the way is paved for the individuals facing the most adversity and difficulty, and when services and support are cultivated for the ones that need them most, all students will benefit.[1] Currently, legislative attention, accreditation standards, and regulatory requirements are driving the system examination of how to achieve equitable educational access. This section examines some of those pressures and data.

Although the system and local colleges have been committed to improving student equity outcomes, the reality is that not enough change has been accomplished. According to the California Community Colleges *2019 State of the System Report*, the Vision for Success Goal #5 is to increase the number of students succeeding, primarily students of color, low-income students and returning students. Equity in education requires that conditions are created that eliminate the obstacles to educational opportunities regardless of race, gender, family background, language, poverty, and other factors. Throughout our system, each local college has a responsibility for reducing and eliminating equity gaps for the students we serve. What does our local data say about student performance and success? What analysis must be conducted to identify structural barriers to student progress? What actions would colleges commit to eliminate these gaps? How would we establish a system for accountability to ensure movement?

2017-18
STUDENT DEMOGRAPHICS BY ETHNICITY

African American
5.9%

American Indian/
Alaskan Native
0.43%

Asian
11.56%

Filipino
2.69%

Hispanic
44.54%

Pacific Islander
0.41%

White
25.88%

Multi-Ethnicity
3.82%

Unknown
4.77%

2,667,769 | 2,539,763 | 2,362,164 | 2,198,715 | 2,079,269 | 2,094,431 | 2,103,430 | 2,128,898 | 2,151,015 | 2,157,697

2018

2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18

*The system headcount is unduplicated so students are only counted once, even if they attended multiple colleges.

2019 STATE OF THE SYSTEM REPORT | 3

RATE OF COMPLETION BY ETHNICITY*
*These are the 3-year completion rates for cohorts ending 2017-18.

African American: 23.2%, +3.8%, +5.6%
American Indian: 23.2%, +3.7%, +5.5%
Asian: 48.6%
Hispanic: 22.3%, +3.9%, +5.9%
Pacific Islander: 25.1%, +3.2%, +4.7%
White, Non-Hispanic: 36.4%

3-YEAR COMPLETION — Rate | 5-Year Goal Rate Increase | 10-Year Goal Rate Increase

While data indicate a pressing need for change, the mandates of legislation requires distinct processes directing colleges to engage in equity work as directed by Student Equity related sections of State Budget trailer bill, SB 860 (2014) and the California Code of Regulations: Title 5 §51026 Student Equity and §54220 Student Equity Plans. Various statutes, regulations, and governing values guide the work around equity and are presented below.

California Education Code Appendix

Education Code §78222 requires as a condition of funding for the Student Equity and Achievement Program the completion of a student equity plan. According to the CCCCO Student Services Division,

California community college student equity plans will focus on increasing access, course

completion, ESL and basic skills completion, degrees, certificates, and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, *and other measures developed in consultation with local colleges.*

Title 5 *Reference Appendix

Title 5 (§51026 and §54220) requires college districts to produce a Student Equity plan. When a college commits to equity for the students it serves, the college recognizes the value of providing the needed framework, environment, and structured support for students to reach their goals. Ladson-Billings encourages colleges to "move to a discourse that holds us all accountable…[one that] reminds us that we have accumulated this problem as a result of centuries of neglect and denial of education to entire groups of students."[1] Thus, it is a college's obligation to structure a solid, relevant student equity plan that identifies and eliminates educational barriers for students and ultimately to their success.

Accreditation Standards

The Accrediting Commission for Community and Junior Colleges (ACCJC) is recognized by the U.S. Department of Education (USDE) as a reliable authority regarding the quality of education offered by the institutions that they accredit in keeping with the Higher Education Act of 1965. The ACCJC works with institutions to advance educational quality and student learning and achievement and fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and the application of standards.

Student equity is explicit or implied in a number of Accreditation Standards.

Standard I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them.

Standard I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard II.A.7:The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of

equity in success for all students.

Standard III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Equal Employment Opportunity (EEO)

Equity is about the just and fair inclusion of all people, particularly those historically underrepresented. The EEO methods, activities, and strategies to achieve equitable change for all employees is directly linked to applying equity principles as an integral part of collective impact.

Equal employment opportunity is defined in Title 5, California Code of Regulations (5 C.C.R.) § 53001(c): "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in pre-hiring, hiring and post hiring. Equal employment opportunity also involves:

(1) identifying and eliminating barriers to employment that are not job related; and

(2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Systems change requires the development of new norms and practices to create equitable educational opportunities for students and employees.

Board of Governor's *Vision for Success*

The Board of Governor's *Vision for Success* is intended to provide direction to the California Community College system with aspirational goals to address the skills gap and workforce needs of the state, and achieve equity goals within the next ten years, which are as follows:

- Increase, by at least 20 percent, the number of California community college students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase, by 35 percent, the number of California community college students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California community college students earning associate's degrees.
- Increase the percent of existing Career and Technical Education (CTE) students who report being employed in their field of study.
- Reduce equity gaps, across all of the above measures, through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps, across all of the above measures, through faster

improvements among colleges located in regions with the lowest educational attainment of adults.

The legislature determined that the local Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI), and Student Equity Plan overlap in scope, data, and goals and the Chancellor's Office encourages colleges to leverage all funds to meet the needs of their student population. The Board of Governors changed the reporting requirements for these three separate programs by combining them into a single program known as the Student Equity and Achievement (SEA) Program which mandates the following:

A. Implementing activities and practices pursuant to the California Community Colleges Guided Pathways Award Program;
B. Ensuring students complete their educational goals and a defined course of study;
C. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.[6]

In order for colleges to receive SEA program funding, colleges are required to maintain a Student Equity and Achievement plan, provide student matriculation services to assist students in making informed educational plans, implement AB 705 (Irwin, 2017 and Education Code §78213), provide an educational plan for each student, and report expenditures annually (Appendix).

Although the BoG has made student equity planning a *minimum* standard for receipt of state funding since 1996, until the passage of the Student Success Act of 2012, student equity was not tied to any categorical program and did not receive designated funding through the legislative budget process. The 2014-15 budget contained $70 million of funding to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. In 2015-16, Student Equity received $140 million in funding allocated to colleges. Program funding stabilized in 2016-17 with the budget allocation remaining at $140 million. The 2017-18 State Budget allocated $140 million to community college districts to implement the Student Equity Plan (SEP).

As local colleges aspire to make progress on the ambitious *Vision for Success* goals in support of students during their educational endeavors, a commitment to ongoing funding is an imperative.

California Community Colleges Diversity, Equity, and Inclusion Statement

On September 17, 2019 the Board of Governors adopted the following statement written by the Task Force co-chaired by the ASCCC and endorsed by the ASCCC Executive Committee. This attempts to reflect the values of the present and acknowledges that the accountability measures listed in this section requires something more deeply rooted in the humanity of the people in our system to create and sustain culture change.

With the goal of ensuring the equal educational opportunity of all students, the California

Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, thus we create space to allow for our understanding to grow through the periodic review of this statement.

ASCCC COMMITMENT TO EQUITY AND DIVERSITY

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the unique personal experiences and backgrounds, values and perspectives of a diverse group of individuals. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. It is also understood that the California Community College system is diverse in terms of the size, location, and student population of its colleges and districts.

The Academic Senate for California Community Colleges (ASCCC) is committed to creating

equity-driven systems designed to improve student learning outcomes and transform institutions. The ASCCC is deliberative in addressing the development and adoption of an equity-minded framework as an aspiration in the continuous redesign of our system and colleges.

To that end, the ASCCC embraces meeting students' needs through individualized instruction in a welcoming environment that is supported by culturally responsive practices. The process of embracing the student experience requires adhering to legislation, deliberate actions of coordination and collaboration from all entities of the college, the monitoring college processes and student progress, and inclusion of an equity mindset. .

ASCCC Mission

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

ASCCC Inclusivity Statement

The Academic Senate for California Community Colleges respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. In particular, the ASCCC acknowledges the need to reflect our student populations as momentum and action toward student equity has become a crux for the success of our colleges as a whole. The ASCCC demonstrates ongoing efforts for faculty inclusion Academic Senate for California Community College Inclusivity Statement and is committed to student equity for our system, society, and beyond.

ASCCC Strategic and Implementation Plan

The ASCCC Strategic Plan reflects goals and objectives, which evolve over time, that reflect the importance of equity and diversity for our system, and ultimately our students. Strategic planning is a critical component for success and provides clear direction and action for the ASCCC. The ASCCC regularly reviews its goals and strategically implements the objectives through deliberate strategies and leadership activities directed by the ASCCC Implementation Plan. The goals and objectives of the organization intentionally focus on asserting the faculty voice and leadership in local, state, and national policy conversations, engaging and empowering diverse groups of faculty at all levels of state and local leadership, leading faculty professional development, enhancing engagement, communication, and partnerships with local senates, system partners, and other constituent groups, and securing the resources to sustain and support the mission and the work of the ASCCC.

ASCCC Equity & Diversity Committee

The Equity and Diversity Action Committee (EDAC) centers its work around the opportunities and challenges of equity, diversity, and inclusion, such as equity and diversity in hiring, equal employment opportunity, and culturally responsive teaching and learning. The EDAC committee recommends strategies that promote institutional and student equity and fosters a campus climate conducive to faculty diversity and student achievement that includes the access and student support services needed to succeed. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the infusion of equity, diversity and inclusion in all ASCCC activities.

DEFINING EQUITY, EQUITY-MINDED, AND EQUITY-DRIVEN SYSTEMS

For this paper, these terms are broadly defined and not exclusive of all definitions of diversity, equity, equity minded, and equity-driven systems.

Diversity:

Diversity is to be understood as encompassing racial and ethnic diversity, as well as differences in gender, gender expression, sexual orientation, academic preparation, socioeconomic circumstances, age, religion, and abilities.

Equity: Justice according to natural law or right or as freedom from bias or favoritism.

The PolicyLink research and action institute define equity as the "just and fair inclusion into a society in which all can participate, prosper, and reach their full potential." This definition is in alignment with the theoretical mission of California's community colleges, yet the reality is that not all student populations experience equitable opportunity and outcomes. The California Code of Regulations, Title 5, §54220, mandates that in order to promote student success for all students, each college district will create an equity plan: a plan that identifies "where significant underrepresentation is found to exist" (§54220.a[2]) and implement activities designed to improve student success for student populations experiencing inequitable outcomes. The term "disproportionate impact" is applied when referring to these outcome gaps.

Equity-Minded: Refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.

The Center for Urban Education (CUE) at the University of Southern California identifies five competencies of equity-minded practitioners. First, equity-minded practitioners use data and critical analysis to uncover patterns of inequity in student outcomes. Second, equity-minded practitioners are race-conscious and consider the contemporary and historical context of exclusionary practices in America's institutions of higher education. Third, equity-minded practitioners take personal and institutional responsibility for their students' outcomes, and critically examine their own practices. Fourth, all practitioners (faculty, administration, staff, etc.) recognize and understand that inequalities are perpetuated and compounded by the interplay of institutional structures, policies, and practices that are within their control (systemic focus). Lastly, equity-minded practitioners are accountable to and take responsibility for closing student

opportunity gaps.

Equity-Driven Systems: Examining the institutional structures (e.g., mission, strategic plans, policies, procedures, and cultural practices) that contribute to inequitable outcomes, through an intentional process, including rigorous data analysis.

Estela Bensimon (2012) shared that, "Inequity in educational outcomes is characterized as an indeterminate situation produced by a failure of practice" (p. 30). This requires practitioners to "view disparities in student outcomes as an indeterminate situation triggered by an institutional malfunction…[reframing] problems so that they, not the students, are the target of change" (p. 31). As practitioners, faculty are the agents of the institution, thus part of the system. As academic senates, we are legally charged with providing advice and judgment to administrators and boards of trustees about how to improve service to students and to become drivers of equity-minded processes and cultures. The work of equity is everyone's responsibility, yet if the structure of the institution is not addressed, change cannot be sustained. Student outcomes in an equity driven system are the responsibility of the institution and its agents.

Equity is a commitment to a philosophy and approach at a college that prioritizes the student experience from beginning to completion. Therefore, it is very important that all constituent groups, including faculty, students, administrators, and classified professionals effectively participate in developing the local plan and processes for implementation. In addition, it is critical that all members of the college community accept responsibility for a student's educational experience and for the increase of equitable outcomes and closing of student opportunity gaps.

Community college educators are committed to understanding that equity in educational outcomes is achieved through culturally responsive practices. These practices aim to support the achievement of all students, considers the strengths students bring to the college and the classroom, and require the implementation of effective teaching and learning culturally supported in the classroom.

THEORY OF ACTION

How do we think differently to address the complexity of equity, diversity and inclusion? A theory of action framework is one way and a set of ideas to move equity, diversity, and inclusion from its current state to its desired future to create a more equitable teaching and learning experience for students. If colleges are addressing these issues from an institutional or systemic perspective, then creating a Theory of Action (ToA) could be a relevant approach. According to Borgman-Arboleda (2012), a "Theory of Action is your organization's 'theory,' or story, of how it will make change in the world" (p. 2). In other words, a Theory of Action (ToA) is created through group communication, reflection, and action by determining long-term outcomes and mapping appropriate short-term outcomes to achieve success.

Through critical thinking and reflection, ToA becomes a powerful tool to unearth assumptions,

strengthen planning processes, and sharpen strategies (Borgman-Arboleda, 2012). A ToA articulates the levers in our colleges and districts that need pulling now to reach the institutional vision. In addition, focusing on outcomes that are tracked and documented provides a framework for ongoing evaluation and continuous improvement.

Equity-driven community colleges that engage in the development of a local ToA are guided by courageous conversations concerning current and future student needs, institutional impact, and system interaction. At the heart of fostering equity is the development of a local ToA which may include:

- Clear analysis of disaggregated local achievement data
- The impact a diverse faculty and staff has on student achievement
- An analysis of the institutional barriers students face before access to curricular offerings is available and
- An analysis of the institutional and systemic barriers students face while accessing curricular offerings

The intentional transformation should result in institutional strategies and programs that increase and improve student achievement outcomes, meet students' individual needs, and address the systemic inequities that a student endures because of their ability, languages spoken, ethnicity, race, religion, gender identification, and/or socio-economic status. Any strategy needs to result from the effective participation of all members of the college and the commitment of the administration and local board of trustees to enact efforts. Strategies may involve partnerships or collaborations with high impact programs and community organizations, programs that empower students to be engaged, and ensure that the students are authentically cared for.

Developing a Theory of Action

During the college's equity work, each college has the opportunity to make time to create a theory of action. A theory of action, ToA, is a dynamic, living set of ideas that guide implementation and provide a framework which would be applied to students within and throughout the entire institution.

A theory of action is a living set of ideas, therefore, local colleges can anticipate progress or changes in relation to the local college and district culture, data, and the evaluation of the student experience. There are seven basic steps to map a ToA. After each step there are suggested guiding questions.

1. Formulating of a long term vision for institutional and student equity: *How will student outcomes be different in X years because of the work of our college on student and institutional equity? How does the vision of equity align with our institution's diversity, equity, and inclusion values?*
2. Defining and developing outcome pathways and identifying building blocks for change: *What earlier outcomes need to exist now in order to achieve near longer-term outcomes in support of our college's vision? What is the timeframe in which we will be able to see*

some concrete changes (somewhere between 5 and 15 years)? Who are the beneficiaries or stakeholders in the work? What changes in conditions, capacities, relationships, laws, policies, and institutions can we identify as short-term outcomes?

3. Surfacing and testing assumptions: *What key actions are needed to achieve short-term outcomes? Why do we think these actions will lead to the outcomes we have identified? Why do we believe the chain of shorter-term outcomes will lead to the longer-term vision? Are these outcome pathways logical? Is anything missing?*

4. Discussing context and external factors: *Which internal and external other actors or factors could influence, either negatively or positively, our progress? Given this, how might we take into account these actors/factors in our ToA? What funding resources need to be accessed? How can existing funding be reallocated?*

5. Aligning strategies and activities: *Are there strategies, capacities, and relationships that are needed and/or already exist? Are these elements aligned with what has emerged in the ToA map? Is there anywhere that more effective strategies might be suggested? Overall, will these strategies achieve these outcomes?*

6. Testing the logic model and making revisions: *What feedback have other stakeholders or allies that were not part of the initial ToA mapping process provided on the vision, assumptions, logical linkages between outcomes and choices of strategies? Does this model align with the principles of an equity-driven system?*

7. Using the framework, monitoring and evaluating the work (cycle of continuous improvement): *Have we built in regular assessment, evaluation, and revision opportunities? Do we have a clear and aligned map of our vision, long-term outcomes, short-term outcomes, and key actions including, resources, stakeholders, funding, and activities?*

8. Additional guiding questions for a ToA: *Who are the students that are disproportionately impacted at our college? How does what is being proposed close the opportunity gaps? Are we being guided by the students' experiences; which ones specifically? How deeply do we know and understand our students' experiences? How could we better understand our students' experiences?*

A ToA map visually aligns the institution's vision, long-term outcomes, and short-term outcomes. In addition, the map will contain the key actions necessary to achieve the short-term outcomes, along with accountability structures, including naming key resources, stakeholders, funding sources, specific activities, within a timeline. The next two sections provide guidance on developing and sustaining an equity-driven system through the development of a ToA for the system and for system change at each of our unique institutions.

INTEGRATING EQUITY INTO COLLEGE PLANNING AND DECISION-MAKING PROCESSES

Integrating equity into college planning and decision-making processes begins with understanding the culture of the campus. The culture of a campus is a reflection of institutional

agents' beliefs, values, traditions (historical and contemporary), and practices as a community. The culture of the campus is evident in institutional structures such as its vision, mission, values statement, strategic planning documents, board policies, administrative procedures, business practices, budgeting priorities, staffing, program development, and relationships among agents, students, and community (both within and outside the institution).

The mindset, or way of thinking of the institution and its agents, both influences and is informed by campus culture. The attitudes, habitual and ingrained, of institutional agents can either perpetuate the campus culture or contribute to changes in the culture. For instance, the question of how we as educators perceive our role as faculty and the role and capacity of students in relation to our institution is evidence of our mindset. This contributes to the mindset of the institution as a whole. Equity-mindedness is a mindset that allows for the entire institution to take responsibility for the outcomes that students experience; thus, allowing for the institution to take ownership of transformation to improve student outcomes.

Most critically, the college mission and vision set the tone and expectations for the institutional culture and mindset. Each college and/or district will address the questions, *What is the institution's purpose? How will it achieve that purpose?* All board policies, administrative procedures, business practices, budgeting priorities, staffing, and strategic planning are derived from and must align with the college's mission and vision. A college's mission and vision statements should make it explicit and clear that student equity is centered and ubiquitous throughout. These statements are the heart of an equity-driven system. When these statements are equity centered, they will allow for seamless alignment, both vertically and horizontally, with multiple planning documents including the college's Educational Master Plan, Strategic Plan, Staffing Plan, and the Student Equity and Achievement Program Plan. To achieve the purpose of the institution, there needs to be coordination from all areas of the college in a collaborative effort to achieve transformation. Leadership is key to shifting the college's culture toward equity mindedness.

The following two topics, Guided Pathways and Teaching and Learning are examples where an equity-driven approach is critical to impacting systemic change in which this provides guiding leadership questions for the development of a ToA for each.

Guided Pathways

The national Guided Pathways movement has swept into California, and our community colleges are exploring what large-scale educational reform would look like to serve their communities. To close equity gaps, we need large-scale solutions and resources to support and sustain change. Faculty and other leadership need to consciously and deliberately apply an equity lens to this transformational work since the framework is not inherently focused on equity. Guided pathways presents the opportunity to redesign college structures and fully incorporate equity throughout the local college planning processes, including eliminating silos (e.g., student services and instructional services working independently). Faculty and college leaders can build on and re-evaluate the student experience, provide professional development opportunities, and develop

equity-based policies to close opportunity gaps and advance student success outcomes for disproportionately impacted students.

Teaching and Learning

Teaching and learning are the core elements of the educational experience of and relationship between faculty and students. In *Basic Skills as a Foundation for Student Success in the California Community Colleges*, Contextualized Teaching and Learning (CTL) is identified as a strategy that actively engages students and promotes improved learning and skills development. CTL has been defined in different ways, based on the intent of the group championing its use. The United States Department of Education Office of Vocational and Adult Education (2001) characterized CTL as a "conception of teaching and learning that helps teachers relate subject matter content to real world situations" (Berns & Erickson, 2001, p. 2). Chris Mazzeo (2008) broadened the definition, describing CTL as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (p. 4). (add references)

Today, CTL is defined as a group of instructional strategies designed to link the learning of basic skills with academic or occupational content by focusing teaching and learning directly on concrete applications in a specific career context that is of interest to students. CTL becomes culturally responsive teaching (CRT) when it is responsive and relevant to the cultural experiences and practices of students (Ladson-Billings 1994).

Within the context of the Guided Pathways movement, CTL and CRT provide faculty a tremendous opportunity to re-envision teaching and learning when applied through an equity-minded framework. In applying CTL and CRT, students are taught concepts in context, which can accomplish all of the following:
- Making learning relevant to students' lived experiences
- Deepening understanding of concepts including culture knowledge and perspectives
- Engaging students in content areas early, leading to better retention and persistence
- Increasing learner confidence
- Enhancing interest in long-term goals and education

While the facilitator of CTL and CRT is the faculty member, CLT and CRT cannot solely be dependent on that particular faculty member. In an equity-driven system, the culture of the college, curriculum development processes, policies, and professional development programs must unequivocally support and demand the use of CTL and CRT throughout the institution, in every student-faculty interaction.

There are different ways to apply CTL and CRT. Some examples include:

- Teaching linked courses - Writing and Computer Science - and dovetailing assignments.
- Evaluating and revising assignments. Removing bias language (e.g., transphobic or gendered). Adding culturally relevant examples and language (e.g., being aware of the

diversity of examples). Connecting assignments to real world examples and career areas linked to the discipline.

- Incorporate authors and textbooks that are written by women, people of color, and LBGTQIA people.
- Stop making assumptions. Ask students questions to get to know them. This information should provide you the information necessary to make your curriculum relevant to them.
- Survey your students regularly to assess your use of CRT and modify accordingly.

SUSTAINING AN EQUITY-DRIVEN SYSTEM

Once equity has been infused into college planning and decision-making processes, colleges will need to sustain their newly transformed equity-driven system. Systems are composed of people. The most critical step in sustaining an equity-driven system is to hire and retain employees that are in alignment with an equity-driven system. This specifically aligns to the second minimum qualification for all faculty as specified in Title 5, §87360 *include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students*.

All employees play an integral role. All hiring and retention practices should be reviewed to ensure the college is recruiting, hiring, and supporting equity minded individuals. In addition, colleges need to evaluate systemic barriers, implicit bias, how race and racism intersect with cultural identities and experienced inequities, and cultural ideology that may cause detours.

Students, faculty, staff, administrators, and governing board members, throughout the institution need opportunities for professional development that engage equity-minded practices including pedagogy/andragogy, data analysis, student learning outcomes (SLO), cultural competency, culturally relevant curriculum, and program development and design to reinforce and strengthen an equity-driven system. These opportunities should be built into the professional development plans for an institution and academic senates should take the lead on setting the faculty professional development agenda for the institution.

Teaching and learning are at the crux of our higher education institutions. Faculty have primacy over curriculum and student learning outcomes (SLO) development and assessment. Student equity data analysis and data literacy are crucial skills that are needed to sustain an equity driven system (see Appendix).

Institutional evaluation and assessment also relies on the analysis of student equity data and strong data literacy skills. In particular, faculty have the most effect on the local designated processes of program review. These processes are developed and established by Board Policy and Administrative Procedure in collaboration between faculty and administration. Continuous review of policy is critical to sustaining an equity-driven system.

Institutional transformation often seems to require more work, especially if people are operating

under a current model, while also trying to implement a new one. It is critical that working conditions also adjust with the additional roles and responsibilities of those tasked with implementing change. Leadership must consider ways to redistribute work or properly compensate employees under bargaining unit conditions who should be consulted regularly.

An equity-driven system cannot be sustained without engaging students and understanding the student experience. Each student in the California Community College system is unique. Because of the dynamic of students served throughout the system, there is no clear answer to what a student really experiences throughout their educational endeavors. It is evident what students experience at community college is different from what many faculty, staff, and administrators assume it is. Campus leaders are responsible, beyond the classroom, to understand the student experience. While often analyzed by the policies and practices already in place at the local college, these may be designed with certain inaccurate assumptions about what students need support with and the external obstacles and barriers that may prevent their success. However, when policies and practices are implemented based on incorrect assumptions, the processes may not be deemed effective.

What do colleges need to know about the student to enhance and support the student experience? Of equal value are quantitative and qualitative data to provide evidence for both what a college is doing well or could be enhanced. What else would benefit the college to know about students' experiences? It is ideal to consider student voices of former students, graduates, and prospective students to inform ongoing efforts to impact necessary change.

SUMMARY AND CONCLUSION

Student equity is essential for the success of our students, our colleges, and our communities. California community colleges are obligated to local goal setting processes and developing student equity and achievement plans through deliberate and collegial mechanisms that ensure access to culturally responsive programs and services, while recognizing that a local commitment to student equity, analyzing and tracking data, and deliberate implementation through a theory of action is complex.

Local academic senates have both a privilege and responsibility to work deliberately to ensure student support and success through their educational experience. The ASCCC provides recommendations to work intentionally and with accountability toward establishing equity-driven systems. A commitment to equity requires a predetermination of "how" a local college/district will embark on these efforts, as well as recognizing that this transformation may lead to fierce conversations, action, and evaluation of progress.

The Academic Senate for California Community Colleges has a long history of promoting equity. The continual support of equity is documented in articles, publications, and resolutions and through proactive efforts in the organization's strategic planning processes. The ASCCC recognizes that all students deserve the opportunity to develop, learn, and grow within and

throughout the California Community Colleges system. Therefore, transformation for student equity and achievement ensures that all students receive the support and services through their educational endeavors that are required to reach their potential.

RECOMMENDATIONS

Student equity requires transformation in re-envisioning the student experience through an equity lens and an institutional commitment to enhance the success of all students. The following recommendations are intended to facilitate the development of an equity-driven system by integrating equity and provide a framework for accountability, sustainability, partnerships, and professional development. The Academic Senate for California Community Colleges recommends the following to the Board of Governors, colleges and districts, and local academic senates:

Board of Governors

1. Center an equity-driven system framework by integrating the Board's goals of diversity, equity, and inclusion into the Vision for Success. (Integration)
2. Regularly review and revise the Board's diversity, equity, and inclusion statement. (Sustainability)
3. Develop an ongoing assessment and evaluation strategy based on the diversity, equity, and inclusion statement, which can be used to evaluate board decisions on funding and policy making. (Accountability)
4. Regularly review and revise as necessary Title 5 language, the mission of California Community College system, Equal Employment Opportunity plan templates, and any required documentation/forms, in conjunction with statewide stakeholders through existing statewide advisories and Consultation Council, using an equity-driven system framework. (Sustainability and Partnership)
5. Appropriately support the development of an equity-driven system through policy making and fund allocation to sustain system-wide program development and professional development and leadership opportunities for all system constituents. (Professional Development)

Colleges and Districts

1. Develop an action plan that will transform each college into an equity-driven institution to drive transformation throughout the college and district. Within this process, define and integrate principles of equity, diversity, and inclusion into the college's vision, mission and values statements, and strategic planning documents. (Integration and Partnership)
2. Develop an ongoing assessment and evaluation that utilizes data to prioritize, assess, evaluate, and revise decision-making processes, policies, procedures, programs, budget

development, and professional development/ leadership opportunities at every level of the college and district aligned with the college's ToA or action plan. (Accountability)

3. Appropriately fund and develop the institution's research capacity, data literacy, and link to an equity-driven system framework. (Accountability)

4. Create and sustain an equity-minded culture by reviewing and revising local hiring policies, procedures, and practices to (a) seek, hire, and retain equity-minded practitioners; (b) eliminate bias and other barriers to hiring diverse faculty and staff; and (c) close opportunity gaps, especially for our minoritized students. (Sustainability and Accountability)

5. Appropriately fund and support leadership and professional development opportunities to enhance equity-mindedness and cultural competency, including but not limited to: (a) engaging in implicit bias training for hiring committee members; (b) learning and practicing culturally relevant teaching and contextualized teaching and learning; (c) developing data literacy for equity-minded practitioners; and (d) centering equity in guided pathways frameworks. (Professional Development)

Local Academic Senates

1. Lead the development of a college action plan to transform the college into an equity-driven institution. In addition, the local academic senate should develop its own action plan to integrate an equity framework into the decision-making and recommending practices embedded in the 10+1. (Integration)

2. Ensure faculty leadership as the institution evaluates data used to prioritize, assess, evaluate, and revise decision-making processes, policies, procedures, program and curriculum development, budget development processes, professional development and leadership opportunities, and other 10+1 areas as aligned with the action plan. (Accountability)

3. Engage all college and district stakeholders (e.g., full/part-time faculty, students, staff, administrators, board members, community) in critical conversations to shift ideologies to foster an equity-driven institution to improve student outcomes, including student learning outcomes, especially through the development of a guided pathways framework, emphasizing culturally relevant teaching and contextualized teaching and learning, and integrating academic and support services. (Partnerships)

4. Review and revise policies and procedures through an equity-driven framework, especially as they apply to program review and institutional planning and budget development. (Integration and Sustainability)

5. Evaluate recruitment, hiring, and retention policies and procedures of faculty positions and the internal appointment processes of the academic senate through the lens of equity and any adopted action plan. (Integration and Sustainability)

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California Code of Regulations §51026 Student equity

California Code of Regulations §54220 Student equity plans

California Education Code §78222: Student Equity Plans

SB 860 Education finance: education omnibus trailer bill. (2014)

RESOURCES FOR LOCATING EXTERNAL DATA AND RESEARCH

National Data

Center for Urban Education at USC, The Equity Scorecard (https://cue.usc.edu/tools/the-equity-scorecard/): quantitative and qualitative data and inquiry tools for problem-solving to improve the success of students from underrepresented racial-ethnic groups

The Digest of Education Statistics: (https://nces.ed.gov/programs/digest/index.asp): includes the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education, population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends.

The Integrated Postsecondary Education Data System (IPEDS) (https://nces.ed.gov/ipeds/): from the National Center for Education Statistics: a mandatory reporting system for all post-secondary institutions that participate in any federal student financial aid program to provide student data on enrollment, persistence, degrees/certificates awarded, and on financial aid.

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APPENDICES

APPENDIX A

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

The assignment of authority to faculty in the realm of hiring is established in Education Code.

"Section 87360 (b) "hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board."

Education code §87360(a) "districts are required to develop hiring criteria that include "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students."

The decision to hire faculty should be determined cooperatively through a well-defined process that involves college administration including human resources, the local academic senate, and subject-area faculty. This process should include a thoughtful review of the capacity and needs of the college or district and an assessment of subject area strengths and weaknesses, as well as any need for special skills or foci within a discipline.

Legal compliance requires the following:

Sensitivity to and Understanding of Diversity is the "Prime Directive". While Education Code section 87360, leaves faculty hiring criteria, policies, and procedures to be developed jointly by the governing board and the academic senate, it does mandate one criterion that is non-negotiable.

Education Code section 87360(a) provides: "In establishing hiring criteria for faculty and administrators, district governing boards **_shall_** … develop criteria that include a sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students."

The Legislature believes the above can be achieved by hiring a workforce that is itself diverse:

Education Code section 87100(a)(3) provides: "a workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity."

Equal Employment Opportunity is defined in Title 5, California Code of Regulations (5 C.C.R.) § 53001(c):

"Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories…. Equal employment opportunity also involves:

(1) identifying and eliminating barriers to employment that are not job related; and

(2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Permissible Hiring Criteria

5 C.C.R. § 53006 requires districts to review information gathered to determine if significant underrepresentation of monitored groups may be the result of non-job-related factors in the employment process.

- Review each locally established, "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with the requirements of federal law and qualifications which the Board of Governors has found to be job-related throughout the community college system (5 C.C.R. § 53006(b)(4))
- Discontinue use of any locally established qualification that has not been found to satisfy the above requirements (5 C.C.R. § 53006(b)(5))
- Continue using such qualification standards only if no reasonable alternative exists (5 C.C.R. § 53006(b)(6))
- Implement additional measures designed to promote diversity that are reasonably calculated to address area of need (5 C.C.R. § 53006(b)(7))

5 C.C.R. § 53024 – Selection and Screening Procedures

(a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) provided to the Chancellor upon request;

(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

(3) based solely on job-related criteria; and

(4) designed to avoid an adverse impact, as defined in section 53001(a), and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

(b) A district may not designate or set aside particular positions to be filled by members of any group … or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law….

(c) Seniority or length of service may be taken into consideration only to the extent it is

job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of section 53022.

(d) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(e) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

(f) Notwithstanding any other provision of this division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the equal employment opportunity plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunities that are required by this subchapter.

APPENDIX B

Student equity data analysis

By analyzing trends in disaggregated data, colleges can effectively decide on measures and practices that effectively address the challenges of maintaining or improving the effectiveness of academic support programs and services. Disaggregated data of dynamic student populations can assist colleges and districts to understand unique differences and make informed decisions on how to support each population's educational experience.

The establishment of institutional research for ongoing evaluation of the matriculation process ensures compliance with mandates. "As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact." [Title 5 Section 55512(a)].

As noted in the CCCCO Guidelines for Measuring Disproportionate Impact in Equity Plans, disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an

assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)] According to the CCCCO, "disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support" (Harris, 2013)

APPENDIX C Data principles

Considerate dialogue and thought to implications of the data on decisions or policies can assist colleges in assessment of the usefulness of the data by considering the following principles (*From Data 101: Guiding Principles for Faculty):

1. Use longitudinal data when possible.
2. Use data in context.
3. Look for both direct and indirect data.
4. Do not oversimplify cause and effect of data.
5. Use appropriate levels of data for appropriate levels of decisions.
6. Perception is the reality within which people operate, and must be addressed.
7. Use of data should be transparent.
8. Consider carefully when to aggregate or disaggregate data.
9. Focus on data that is actionable.
10. Consider the implications and the "What if?"