

Student Equity and Curriculum

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Requirements...

for certain types of prerequisites

For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), districts must also:

- Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites; [§ 55003(l)(1)]

Requirements...

for certain types of prerequisites

... districts must also:

- Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to correct the disproportionate impact. [§ 55003(l)(2)(A) and (B)]

So, what does this mean...

and how is this connected to Student Equity?

Student Equity

1992-2005: The emergence and requirement of Student Equity Plans

2008-09 to 2012-13 — Plans suspended due to budget

2011— Student Success Task Force established

2012—SB1456

2013— Student Equity Workgroup

Equity Funding: June 2014

SB 860 (June 2014): \$70 million in Student Equity funding.

Trailer bill puts student equity in statute.

Strengthens requirements.

Adds target populations to address disproportionate impact.

Plans due January 1, 2015. Spending through September. No match. No supplanting.

Student Equity Plan: Populations

- American Indians or Alaskan natives
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Whites
- Some other /more than one race
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans

* - **disaggregate all categories by gender**

Student Equity Success Indicators

- **Access**
- **Course Completion**
- **ESL and Basic Skills Completion**
- **Degree and Certificate Completion**
- **Transfer**

What are we doing?

Colleges must design goals and activities to mitigate disproportionate impact.

Must adopt evidence-based models of remediation and implement placement tests and policies that predict student success and identify areas for remediation.

What are we doing?

What does this mean for Curriculum?