MT. SAN ANTONIO COLLEGE STUDENT EQUITY CONVENING

May 23, 2014

BACKGROUND OF STUDENT EQUITY IN COMMUNITY COLLEGES

▶ Since 1996, colleges have been tasked with writing a Student Equity Plan and filing it with the state Chancellor's Office.

▶ In 2002, the state Board of Governors adopted the Recommendations from the Task Force on Equity and Diversity with guidelines for completing the equity plans in June 2003.

▶ The last time that colleges were asked to submit a Student Equity Plan was in 2005.

▶ Mt. SAC's Student Equity Committee updated the Student Equity Plan in 2009, even though it wasn't required.

WHAT DO WE MEAN BY "STUDENT EQUITY"?

- ▶ To promote student success for all students, regardless of race, gender, age, disability, or economic circumstances
    - ▶ American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.
- ▶ The intention: to conduct research to determine if all student subgroups are achieving success and to develop goals and activities to address any disparities. To look at college policies and practices to determine if they are having a detrimental impact on particular students.
- ▶ The focus: it is not enough that the aggregate student group is succeeding, colleges are tasked to take a finer grain look at which students are NOT succeeding and why and to work toward improving the success of ALL students.
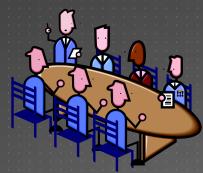
TITLE 5 54220 – STUDENT EQUITY PLANS

In order to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan which includes for each college in the district:

- (1) **Campus-based research**
- (2) **Goals** for **access**, **retention**, **degree and certificate completion**, **ESL and basic skills completion**, and **transfer**. The plan shall include goals for addressing disparities in representation of students with disabilities, and race-conscious and/or gender-conscious measures for addressing a race or gender disparity
- (3) **Implementation activities** designed to attain the goals

- These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community.

- The Board-adopted plan shall be submitted to the Office of the Chancellor.

- For the purposes of this section, "each population group of students" means **American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities**. A person shall be included in the group with which he or she identifies as his or her group.

WHERE ARE WE NOW?

- With the passage of SB 1163 (Student Success Task Force) and SB 1456 (Student Success Act of 2012), focus on Student Success has taken on a broader focus and has reaffirmed the importance of student equity in achieving student success.

    - **Ed Code 78216(c)(7) : Coordination with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.**

DISPROPORTIONATE IMPACT

▶ Measuring and comparing outcomes against given subgroups to determine if the condition (action, policy, process) is having a greater (negative) impact on certain subgroups of students over others.

▶ Two concepts:

   ▶ Disproportionality

   ▶ 80%/20%

FUNDING

- In the Governor's Budget Recommendation for Community Colleges for 2014-15, he proposed **$100 million to close the gaps in access and achievement for underrepresented student groups, as identified in Student Equity Plans.**

- However! The Legislative Budget Process has not yet defined or recommended how this $100 million will be allocated or connected to the Student Equity plans.

STATE STUDENT EQUITY WORKGROUP

▶ Formed in December of 2012 -- Draft Student Equity Plan released October 10, 2013.

▶ Two main components (similar to original plan):

  ▶ **Campus-Based Research**

  ▶ **Goals/Outcomes and Activities**

▶ Due Date: Reviewed and adopted by local governing boards and submitted to the Chancellor's Office by ~~October 17, 2014~~. *November 21, 2014 new date!!!*

▶ The plans should be prepared with a **3-year timeframe** for planned activities and anticipated outcomes.

STUDENT EQUITY GOALS/ INDICATORS

- A - Access
- B - Course Completion
- C - ESL and Basic Skills Completion
- D - Degree and Certificate Completion
- E - Transfer

A. ACCESS

▶ *The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.*

▶ Define service area and corresponding demographic makeup to calculate a district level participation rate.

  ▶ Proportionality: compare the percentage of a subgroup in a district's service area to its percentage in the student population.

▶ Other options:

  ▶ Compare ethnicity of students in feeder high schools in the service area to the ethnicity of incoming college students

  ▶ Compare ethnicity of currently enrolled students broken down by community service areas to the ethnicity of those community service areas to reveal under-served populations

  ▶ Compare ethnic breakdown of students who apply for and/ or receive financial aid.

ACCESS AREAS TO WATCH

Metric	2004-05 SE Plan	2009-10 SE Plan	Equity for All 2009	2014 SE Plan	
African American	Which metrics do you think might need our special attention?				
Latino/a					
Males					
Disabled					
Age					
Economically Disadvantaged					

B. COURSE COMPLETION (RETENTION)

▶ *The ratio of the number of credit courses that students, by population group, successfully complete compared to the number of courses in which students in that group are enrolled on the census day of the term.*

▶ Course Completion Data available on the DataMart.

▶ Colleges are asked to also report on the academic/progress probation and disqualification data and means of assisting students to improve these rates.

COURSE COMPLETION AREAS TO WATCH (FALL 2013)

Metric	2004-05 SE Plan	2009-10 SE Plan	Equity for All 2009	2014 SE Plan	
African American	x	x	X (Transfer ENGL, MATH)	X (All credit courses & Credit basic skills)	
Latino/a	x	x	X (Transfer MATH)		
Males					
Disabled					
Age					
Economically Disadvantaged					

"successful completion of upper level math courses are critical for underrepresented students' success in college" (Equity for all)

C. ESL AND BASIC SKILLS COMPLETION

▶ **Definition**: The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt.SAC's AMLA) within 6 years.

▶ **Cohort Criteria:** credit students, with SSN, who have initially attempted a below transfer level course in Math, English, and/or ESL (Mt.SAC's AMLA) at that college during the reporting year.

▶ *For each cohort exclude students concurrently enrolled at a four-year institution in the cohort year and the following academic year.*

▶ **Outcome Measures:**

▶ In Math – successfully completed a college-level course (one or zero level below transfer) in Math within six years.

▶ In English – successfully completed a college-level course in English within six years.

▶ In ESL (Mt.SAC's AMLA) - successfully completed the ESL sequence or a college-level English course within six years.

BASIC SKILLS PROGRESSION AREAS TO WATCH

Metric	2004-05 SE Plan	2009-10 SE Plan	Equity for All 2009	2014 SE Plan
African American	X	x		Math
Latino/a	x			
Males				
Disabled				
Age				AmLa students who are older (25+) tend to progression less than average English students 20+ yrs old are struggling
Economically Disadvantaged				

White students are struggling with AmLa progression

D. DEGREE AND CERTIFICATE COMPLETION

▶ **Definition:** The percent of cohort students who **attained Associate in Arts or Associate in Science or a Certificate** or transferred to a four-year institution within 6 years.

▶ **Cohort Criteria:** enrolled first time in the California Community College system with no prior enrollment in higher Education, with at least 6 units earned system wide, with SSN, and attempted a math or English course (TOP codes: 1701.00, 1501.00, 1520.00) in the first three years upon entry.

▶ ***Students were assigned to a college where they attempted their first credit course, regardless of where units are earned or where they eventually attempted the Math or English course.*

▶ **Outcome Measures: Earned credit certificate/degree** in programs approved by the Chancellor's Office.

DEGREE & CERTIFICATION COMPLETION AREAS TO WATCH

Metric	2004-05 SE Plan	2009-10 SE Plan	Equity for All 2009	2014 SE Plan
African American	x	x		Certificates, Degrees
Latino/a				Certificates
Males	Degree <18 Unit	Degree <18 Unit		Degrees
Disabled				Degrees
Age				less than 20 yrs old - Certificates 20 & older – Degrees
Economically Disadvantaged				

"successful completion of upper level math courses are critical for underrepresented students' success in college" (Equity for all)

Asian students are earning fewer degrees

E. TRANSFER

▶ **Definition:** The percent of cohort students who attained Associate in Arts or Associate in Science or a Certificate or **transferred to a four-year institution** within 6 years.

▶ **Cohort Criteria:** enrolled first time in the California Community College system with no prior enrollment in higher Education, with at least 6 units earned system wide, with SSN, and attempted a math or English course (TOP codes: 1701.00, 1501.00, 1520.00) in the first three years upon entry.

▶ *Students were assigned to a college where they attempted their first credit course, regardless of where units are earned or where they eventually attempted the Math or English course.*

▶ **Transfer: Transfer to four-year institution, public or private**, after enrolling at a CCC (matched with National Student Clearinghouse, University of California, California State University files).

TRANSFER AREAS TO WATCH

Metric	2004-05 SE Plan	2009-10 SE Plan	Equity for All 2009	2014 SE Plan	
African American	x	x	X (Transfer ENGL, MATH)	2007-08 cohort followed for 6 years	
Latino/a	UC		X (Transfer MATH)	x	
Males					
Disabled				x	
Age				x (20-29yrs old & older)	
Economically Disadvantaged					

"successful completion of upper level math courses are critical for underrepresented students' success in college" (Equity for all)

NONCREDIT AREAS TO WATCH

Metric	Access	Course Completion	Basic Skills Progression	Degree & Cert. Completion	Notes
African American					
Latino/a	x (to credit)	x	x	x	ESL (24+), ABE/ASE (18-22)
Males	x (to credit)	x	x	x	ABE/ASE (18-22)
Disabled					
Age	x	x	x	x	ESL 24+
Economically Disadvantaged	x (to credit)				ABE/ASE, ESL

STUDENT SUCCESS (RE)DEFINED
SIX SUCCESS FACTORS [RP GROUP]

- **Directed**: Students have a goal and know how to achieve it

- **Focused**: Students stay on track—keeping their eyes on the prize

- **Nurtured**: Students feel somebody wants them to succeed as a student and helps them succeed

- **Connected**: Students feel they are part of the college community

- **Engaged**: Students actively listen and participate in class and are involved in extracurricular activities

- **Valued**: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Student Support (Re)Defined | May 2013

THEMES AND RECOMMENDATIONS

1. Colleges need to foster students' motivation.

2. Colleges must teach students how to succeed in the postsecondary environment.

3. Colleges need to structure support to ensure all "six success factors" are addressed.

4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.

CRITICAL ISSUES AND STRATEGIES

▶ Partnership Efforts Between Student Services and Instruction

  ▶ Example: Learning Communities; Classroom Presentations; Early Alert/Referral System; Basic Advising Information

▶ Culturally Sensitive/Relevant Services and Instructional Methods

  ▶ Understanding/embracing students' diverse learning styles

  ▶ Alternative methods toward grading; toward providing services

▶ Student Development and Student Engagement

  ▶ Creating a campus atmosphere that values diversity

  ▶ Ways students can feel more connected to the college

  ▶ Developing students' sense of self-efficacy

MOVING FORWARD

▶ *Exercise:* **Write down your thoughts and suggestions on the hand-out. Decide the two Student Equity Goals/Indicators in which you are most interested. We will have 2 break-out sessions.**

▶ **In each break-out, you will be able to discuss the specific issues related to your goal and to provide suggestions for activities, expected outcomes, responsibility, and time frame.**

NEXT STEPS

☑ Take a deep breath and keep an open mind!

☑ Measuring and improving student success via student equity indicators is critical to student success!

☑ Provide input to Mt. SAC's Plan and help us to make it not just a document but an agent to address student success!

☑ We are all committed to improving student outcomes!

IT'S ALL ABOUT STUDENT SUCCESS!