PLAN

- Overview of Equity and Institutional Responsibility Framework
- The Big Picture
  - Overview of Equity Findings
- Digging Deeper
  - Narrowing In on a small area
  - Analyzing the Data
- Making Meaning of the Data
  - Analyze
  - Inquire
  - Propose
  - Evaluate
EQUITY-MINDEDNESS

- Understanding the role that the institutions plays in perpetuating inequities and outcome disparities
- Being cognizant of systemic inequities in our policies and practices
- Identifying exclusionary practices
- Challenging our peers to do the same
Class attendance
Engagement
Study habits
Performance

Equal starting point
Equitable and inclusive policies and practices
What does this mean?
What do the boxes represent?
How do we bring equity to our institutions?
EQUITY

Positive k-12 experiences
  - Familial support
  - Financial resources
  - Knowledge of the system
  - Social support
  - Direct placement into Transfer-level
  - High expectations

Inequitable policies, practices, and outcomes

Negative k-12 experiences
  - Limited financial resources
  - Lack of transportation
  - Previous experiences of being marginalized
  - Lack of college-going culture
  - Limited knowledge of how to navigate the Higher Ed. system
  - Placement into Pre-transfer
EQUITY INDEX

Modeled after the Proportionality Index developed by University of Southern California Center for Urban Education

\[ EI = \frac{\text{Share of outcome cohort (\%)} - \text{Share of initial cohort (\%)}}{1.0} \]

1.0 Equity Threshold

Underrepresentation

Overrepresentation
**EQUITABLE OUTCOMES**

- Male: 44%
- Female: 56%

**Proportions are equal from entry to exit**
*EI = 1.0*

- Male: 30%
- Female: 70%

**Proportions are **NOT** equal from entry to exit**
*Male EI = .68*
INSTITUTIONAL RESPONSIBILITY

How is Cuyamaca College institution creating an environment conducive to student success?

Culture of Inclusiveness?

Do students feel comfortable seeking support?

Do we create opportunities for students to feel connected?

Do we offer opportunities for ALL students to become engaged?

Equitable practices and policies?

Do we create an environment wherein ALL students feel valued?
DATA SOURCES

- Equity Report
- Key Performance Indicators
- Assessment/Basic Skills Progression
BIG PICTURE

The Big Picture
Findings

- Black/African American, Asian, Filipino, and Hispanic students are being disproportionately placed into Basic Skills courses.
- Black/African-American, Native American, and Hispanic students are disproportionately impacted in Course Success.
- Black/African-American, Hispanic, Filipino, Asian, and economically disadvantaged students are disproportionately impacted in Basic Skills completion.
- Black/African-American students are less likely to earn 30+ units within 5 years.
- Black/African-American and Hispanic students have disproportionately lower completion rates (degree, transfer, transfer-prepared).
- Hispanic students have disproportionately lower transfer rates.
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<th>American Indian</th>
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<th>Filipino</th>
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DIGGING A LITTLE DEEPER

English Placement and Basic Skills progression
During the 4 year reporting period, nearly 70% of first-time students were placed English 90 or English 98 Less than 10% into English 120
In Fall 2014, 39% were placed into English 90 or 98, with 26% placed into English 120
• How does language effect perception?
• What does it mean when we say students are “underprepared”? Not “college-ready”?
• How do we determine this?
• From 2010-2013, CC placed 370 students into English 120
• In 2014, CC placed 248 students into transfer English
  • If CC had used this testing mechanism for the entire 5 years reporting period, more than twice as many students who have been placed into transfer English over that time
  • From 616 to 13,11
• Fall 2013 Success in Transfer English was 73.7, Fall 2014 76.0
EQUITY INDEX-FALL 2014 PLACEMENT

- African-American/Black
- Asian
- Filipino
- Hispanic/Latino
- White
- Two or More

Course Placement Levels:
- ENGL90
- ENGL98
- ENGL109/110
- ENGL120
EQUITY IN PLACEMENT

- Why is placement level important?
- How does placement level impact student success?
- What would equity in placement look like?
EQUITY IN PROGRESSION
5-YR AVG. OF SEQUENCE PROGRESSION-ENGLISH

![Bar chart showing the 5-year average of sequence progression in English](chart.png)

- Started the Sequence: 2543
- Success in English 98: 2093
- Attempted English 109/110: 1527
- Success in English 109/110: 1269
- Attempt English 120: 1011
- Success in English 120: 808
COMPLETION OF ENGLISH SEQUENCE

- Attempted English 90
- Success in English 90
- Attempted English 98
- Success in English 98
- Attempted English 109/110
- Success in English 109/110
- Attempted English 120
- Success in English 120
EQUITY INDEX-COMPLETION OF ENGLISH SEQUENCE

- African-American/Black
- American Indian
- Asian
- Filipino
- Hispanic/Latino
- Pacific Islander
- White
- Two or More
ANALYZE

With your group complete the flowchart (15 minutes)
Beginning with ancillary causes
Moving through the chart until you identify root causes
Keeping focus on Institutional Responsibility
MAKING MEANING

**Analyze**
- What might be going on here?
- What is/are the underlying issue(s)?

**Inquire**
- How can we test this hypothesis?
- What data would we need?
- How would we collect it?

**Propose**
- What might help?
- How would we implement it?
- What would we need?
  - Resources? People? Money?

**Evaluate**
- How will we know if the intervention is working?
- What is our definition of success for this intervention?
EQUITY IN COMPLETION
COMPLETION RATES-5 YR. AVG.
(DEGREE, CERTIFICATE, TRANSFER, TRANSFER-PREPARED)
MAKING MEANING

Analyze
- What might be going on here?
- What is/are the underlying issue(s)?

Inquire
- How can we test this hypothesis?
- What data would we need?
- How would we collect it?

Propose
- What might help?
- How would we implement it?
- What would we need? Resources? People? Money?

Evaluate
- How will we know if the intervention is working?
- What is our definition of success for this intervention?
NEXT STEPS

- What if CC could implement one of these proposals?
- Which would have the most significant impact on Disproportionately impacted students?
What Matters?

Personal Connections

High Expectations

Instructor Qualities
  (caring, communicative, and prepared)

Campus Engagement

Diversity on campus

Where to go from here?

Do what works for all students-inescapable engagement in evidence-based practices-and do it at scale.

Disaggregate data and monitor outcomes.

Listen systematically to students.

Create venues for regular discussion of the possible causes of the achievement gaps.

Stop Tinkering-Invest in BIG changes.

Redesign developmental education.

Build on students personal and cultural assets.

Improve faculty and staff diversity and cultural competence.

Center for Community College Student Engagement. (2014). Aspirations to achievement: Men of color and community colleges (A special report from the Center for Community College Student Engagement). Austin, TX. The University of Texas at Austin, Program in Higher Education Leadership.
QUESTIONS?