

Math Equity Project: Fall 2018



Goals



- Understand department-wide retention and success rates
 - Identify equity gaps
- Understand your course-level retention and success rates
 - Identify equity gaps
- Identify ways to support equity in your classroom

Data Template

Course Enrollment and Success Rates						
[Instructor Name]						
[Course Name]						
Fall 2015 through Spring 2018						
[History] Department Data: [Course Name], Fall 2015 - Spring 2018						
Race/Ethnicity	Enrollments		Retention		Success	
	#	#	%	#	%	
Asian			#DIV/0!		#DIV/0!	
Black non-Hispanic/Latino			#DIV/0!		#DIV/0!	
Hispanic/Latino			#DIV/0!		#DIV/0!	
White non-Hispanic/Latino			#DIV/0!		#DIV/0!	
Two or more			#DIV/0!		#DIV/0!	
Unknown			#DIV/0!		#DIV/0!	
Department Totals	0	0	#DIV/0!	0	#DIV/0!	

[Instructor Name], [Course Name]: Fall 2015 - Spring 2018						
Race/Ethnicity	Enrollments		Retention		Success	
	#	#	%	#	%	
Asian			#DIV/0!		#DIV/0!	
Black non-Hispanic/Latino			#DIV/0!		#DIV/0!	
Hispanic/Latino			#DIV/0!		#DIV/0!	
White non-Hispanic/Latino			#DIV/0!		#DIV/0!	
Two or more			#DIV/0!		#DIV/0!	
Unknown			#DIV/0!		#DIV/0!	
Instructor Totals	0	0	#DIV/0!	0	#DIV/0!	

Definitions:

Enrollments: Students enrolled at census

Retention: Enrollments that resulted in grades A, B, C, D, F, P, NP, or I; excludes W grades

Success: Enrollments that resulted in grades A, B, C, or P; excludes D, F, NP, I, and W grades

Course-level data across all instructors who taught that course at Cuyamaca between Fall 2015 and Spring 2018

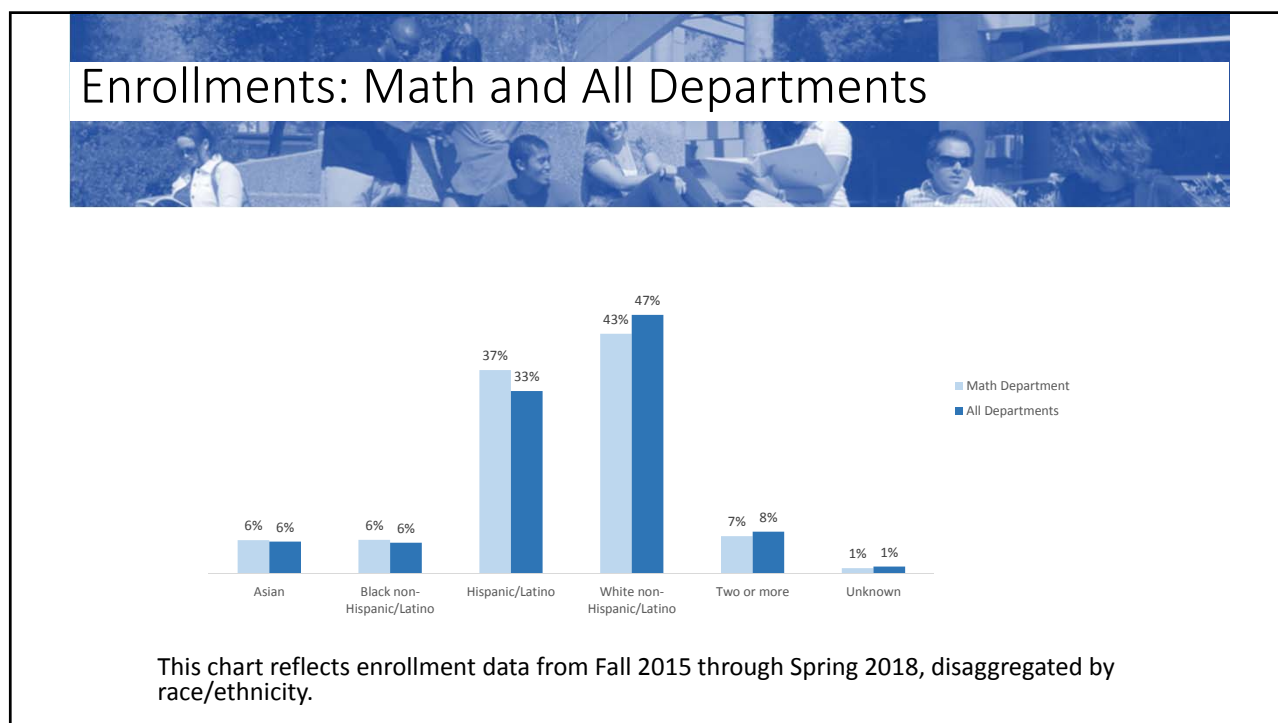
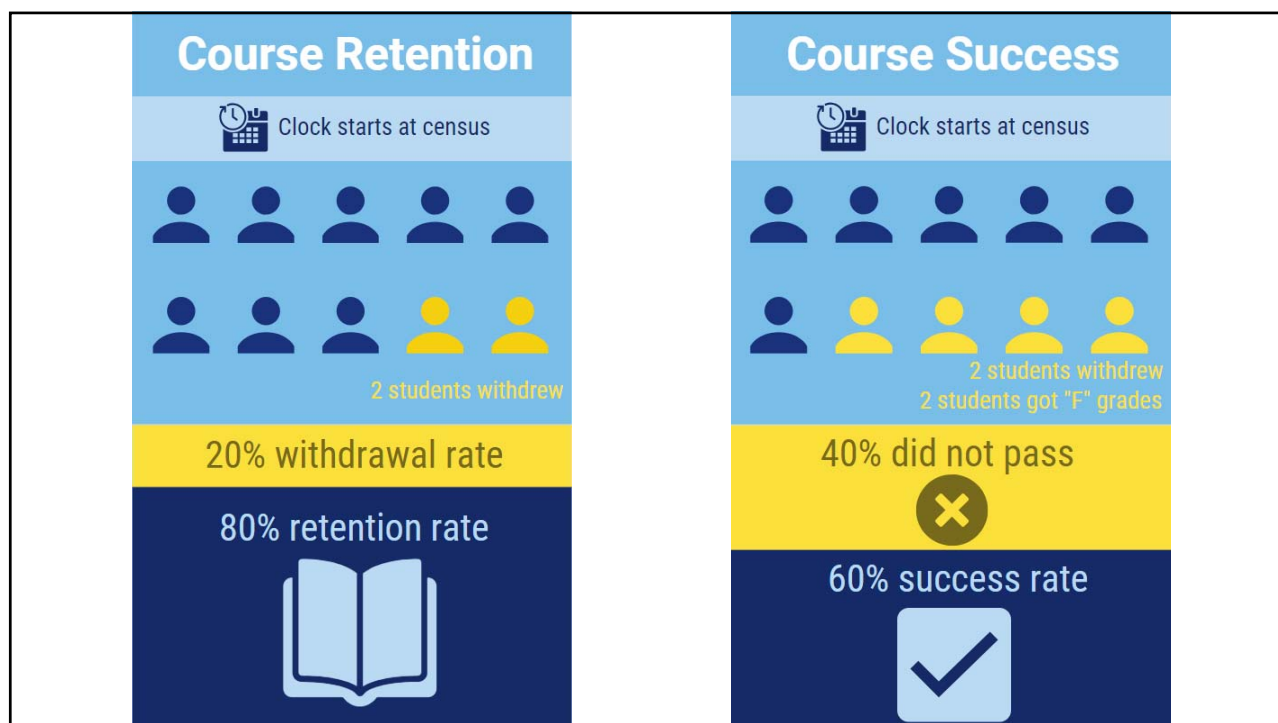
Your course-level data across all sections of that course you taught at Cuyamaca between Fall 2015 and Spring 2018

Definitions

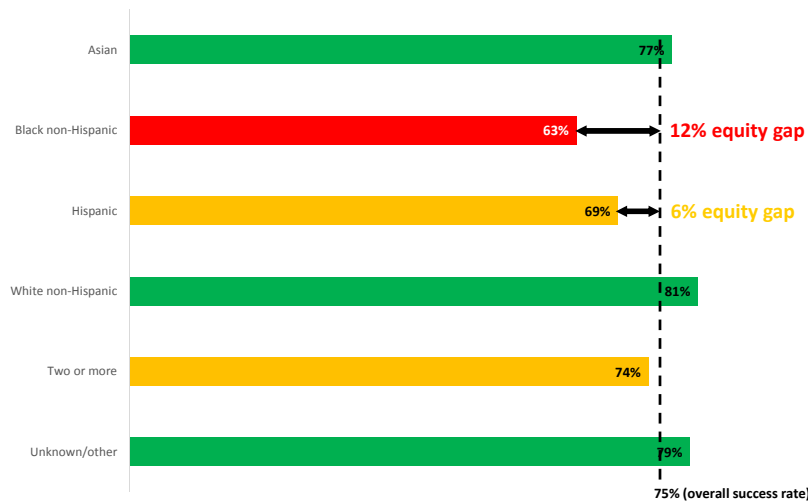
Enrollments: Enrollments at census that resulted in a grade (A, B, C, D, F, P, NP, I, W); dropped enrollments that occur *before* census are not included in total enrollments

Retention: Enrollments that resulted in grades other than W (A, B, C, D, F, P, NP, I)

Success: Enrollments that resulted in a passing grade (A, B, C, P)



All Departments: Course Success Rate by Race/Ethnicity

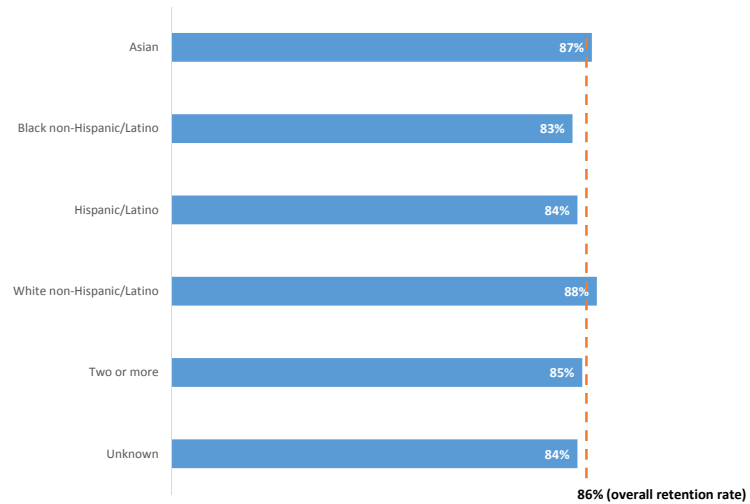


Math Department-wide Data

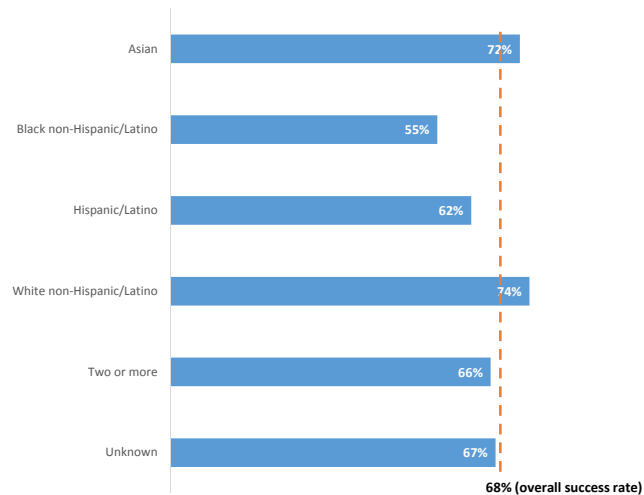
Race/Ethnicity	Enrollments	Retention		Success	
	#	#	%	#	%
Asian	1,048	915	87%	752	72%
Black non-Hispanic/Latino	1,062	877	83%	580	55%
Hispanic/Latino	6,382	5,326	84%	3,958	62%
White non-Hispanic/Latino	7,516	6,573	88%	5,552	74%
Two or more	1,173	997	85%	779	66%
Unknown	171	144	84%	114	67%
Department Totals	17,352	14,832	86%	11,735	68%

This table reflects department-wide enrollment, retention, and success data from Fall 2015 through Spring 2018, disaggregated by race/ethnicity.

Math Department-wide Data: Retention



Math Department-wide Data: Success





Instructor-Level Data: Retention

Review your **retention** results


- How does your retention rate compare to the department-wide retention rate (86%)?
 - Is your rate higher, lower, or similar? Why?
- What equity gaps do you have?
 - Which groups experience higher retention rates than others?
 - Which groups experience lower retention rates than others? What can you do to improve retention for these groups?
 - Are your equity gaps larger, smaller, or similar to the department-wide gaps? Why?



Instructor-Level Data: Success

Review your **success** results

- How does your success rate compare to the department-wide success rate (68%)?
 - Is your rate higher, lower, or similar? Why?
- What equity gaps do you have?
 - Which groups experience higher success rates than others?
 - Which groups experience lower success rates than others? What can you do to improve success for these groups?
 - Are your equity gaps larger, smaller, or similar to the department-wide gaps? Why?



Questions about your data?

Katie Cabral, Campus-based Research and Planning Analyst

Katie.Cabral@gcccd.edu

619-660-4746

<https://www.cuyamaca.edu/college-info/planning/institutional-research.aspx>