

MAKING MEANING OF EQUITY DATA

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PLAN

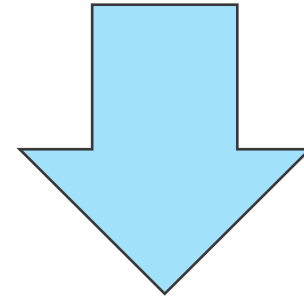
- Overview of Equity and Institutional Responsibility Framework
- The Big Picture
 - Overview of Equity Findings
- Digging Deeper
 - Narrowing In on a small area
 - Analyzing the Data
- Making Meaning of the Data
 - Analyze
 - Inquire
 - Propose
 - Evaluate

EQUITY-MINDEDNESS

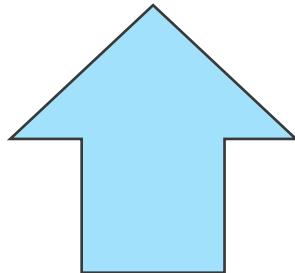
- Understanding the role that the institutions plays in perpetuating inequities and outcome disparities
- Being cognizant of systemic inequities in our policies and practices
- Identifying exclusionary practices
- Challenging our peers to do the same

EQUITY

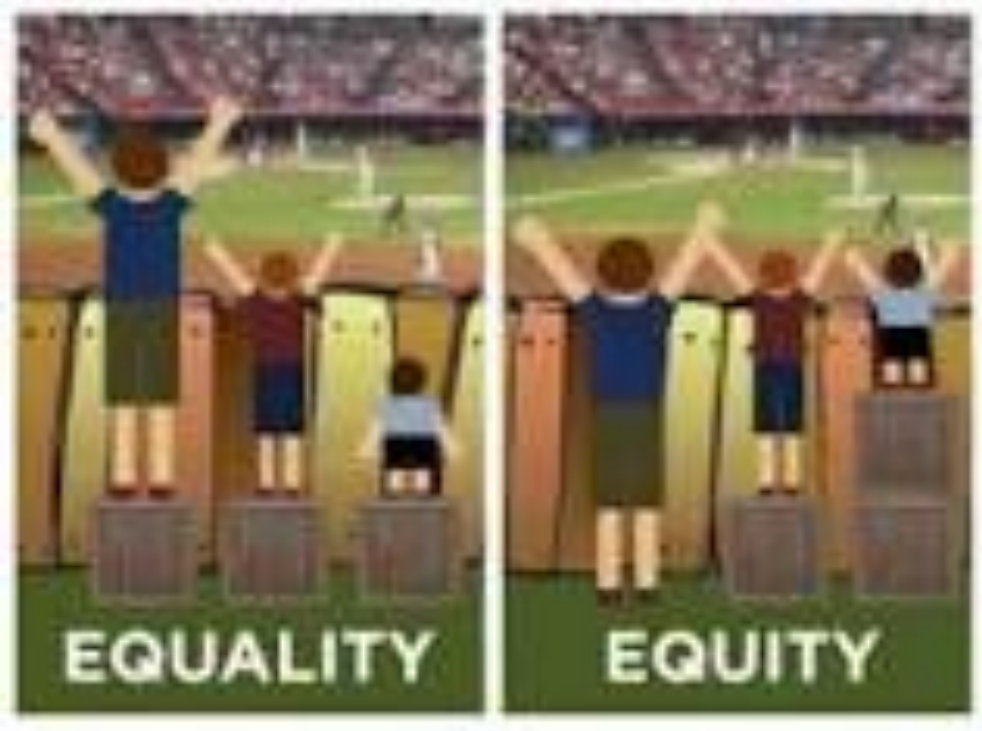
Class attendance
Engagement
Study habits
Performance



Equal starting point
Equitable and inclusive policies and practices



EQUITY

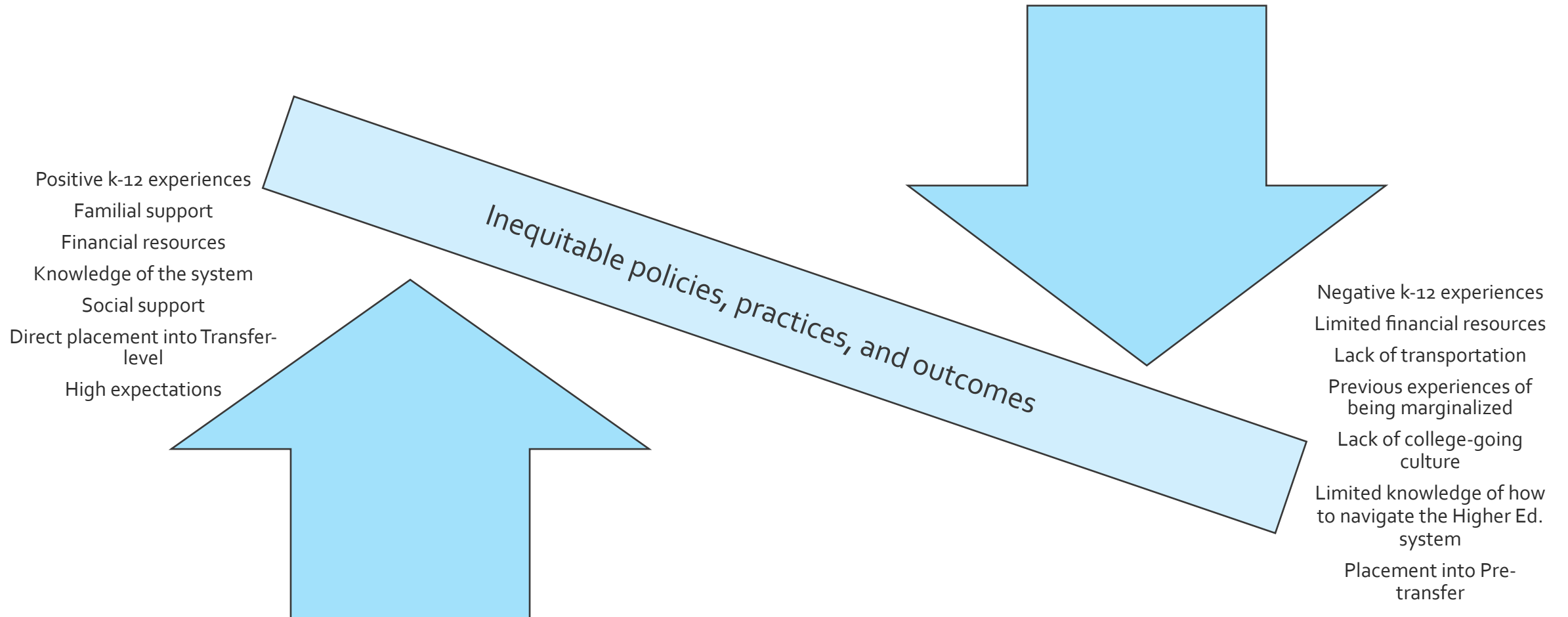


What does this mean?

What do the boxes represent?

How do we bring equity to our institutions?

EQUITY

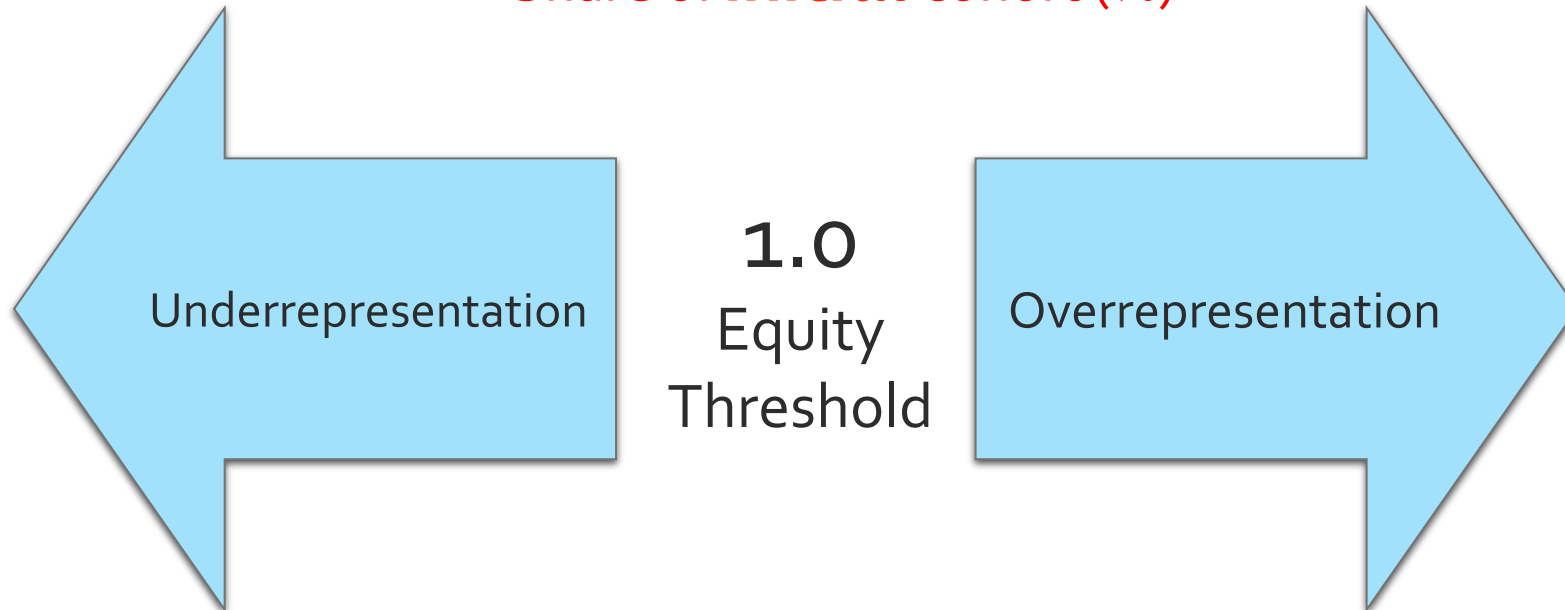


EQUITY INDEX

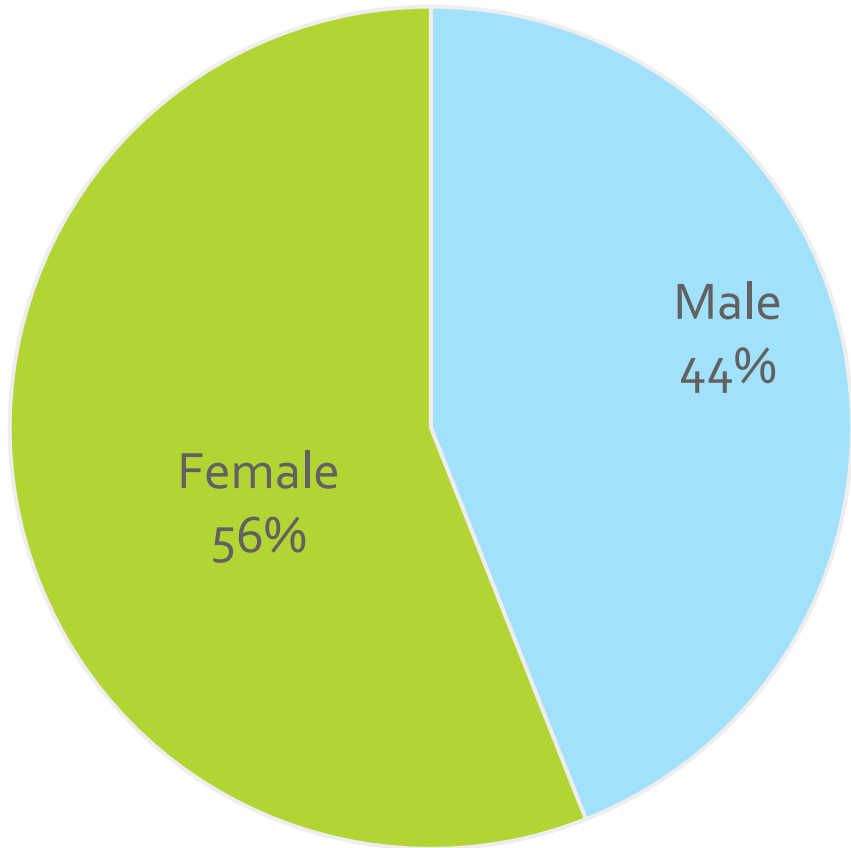
Modeled after the Proportionality Index developed by University of Southern California Center for Urban Education

EI = Share of **outcome** cohort (%)

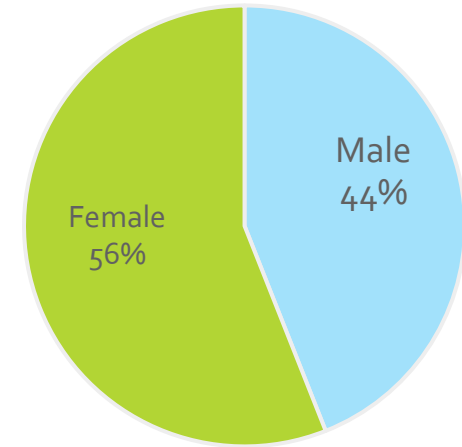
Share of **initial** cohort (%)



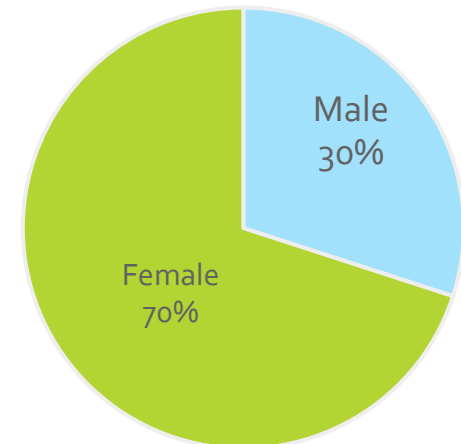
EQUITABLE OUTCOMES



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

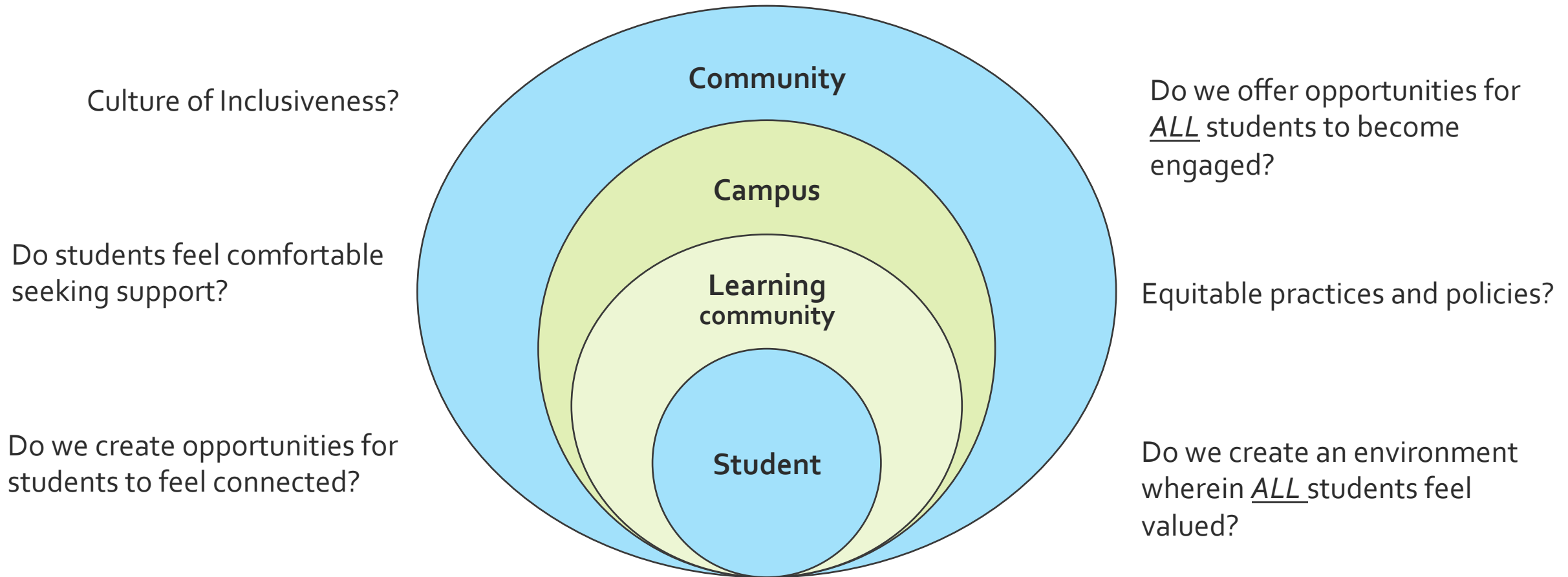


Proportions are **NOT** equal from entry to exit
Male $EI = .68$



INSTITUTIONAL RESPONSIBILITY

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



DATA SOURCES

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

BIG PICTURE

The Big Picture

CUYAMACA COLLEGE EQUITY/KPI REPORT

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

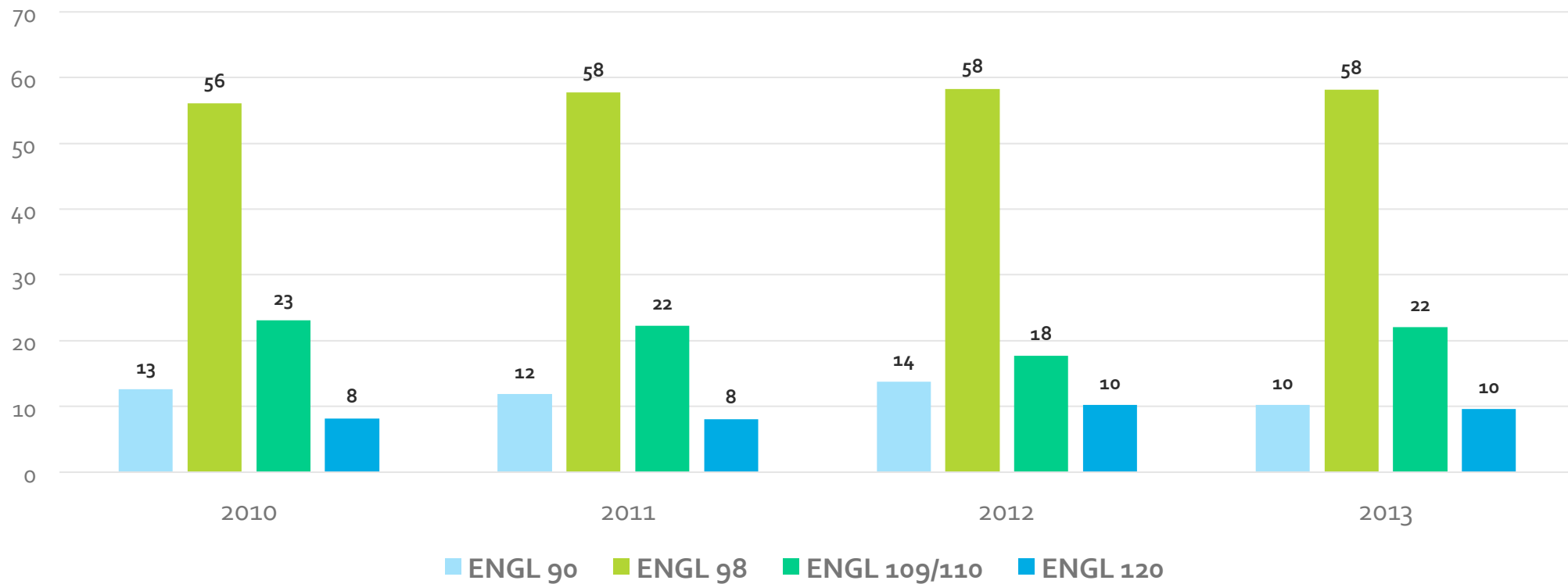
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Multi-Racial
Student Access								
ENGL-109/110 Placement	Yes	Yes	Yes	Yes	Yes ¹	No	No	No
ENGL-120 Placement	Yes	Yes	Yes	Yes	Yes	Yes	No	No
MATH-103/110 Placement	Yes ²	No	Yes	No	No	No	No	No
MATH-120 or above Placement	Yes	Yes	No	No	No	Yes	No	No
Preparation Rate (SSS)	Yes	No	Yes	Yes ¹	Yes	No	No	N/A
Student Success Milestones: Developmental								
1st Year Enrollment	Yes	Yes	No	Yes	No	No	No	No
Developmental English Sequence	Yes	Yes	No	No	No	No	No	No
Remedial English Progress (SSS)	Yes	Yes	No	No	No	Yes ²	No	N/A
Developmental Math Sequence	Yes	N/A	Yes	No	Yes	Yes	No	No
Remedial Math Progress (SSS)	Yes	Yes	No	Yes	Yes	Yes	No	N/A
ESL Progress (SSS)	No	N/A	No	Yes	Yes	N/A	No	N/A
Course Completion: Developmental	Yes	Yes	No	No	No	No	No	No



DIGGING A LITTLE DEEPER

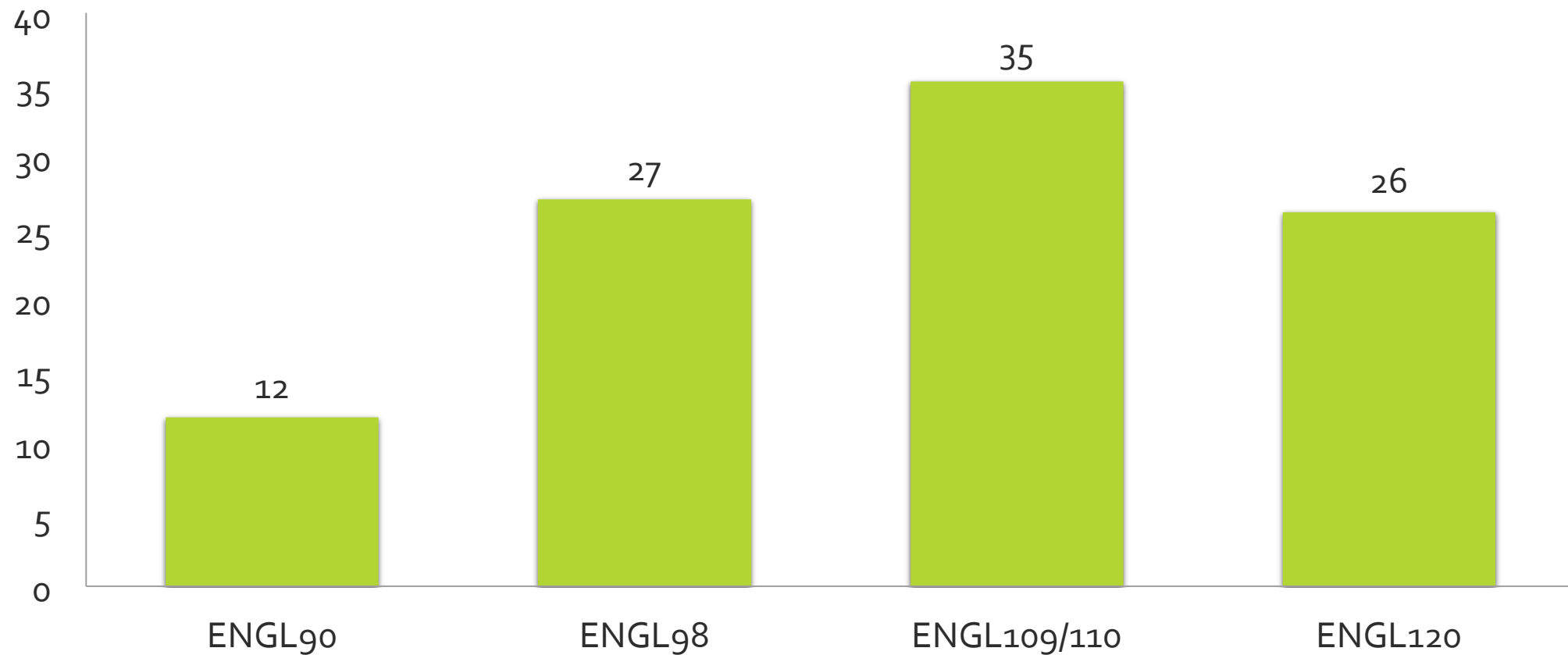
English Placement and Basic Skills progression

ENGLISH PLACEMENT- 2010-2013



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

FALL 2014-CHANGED TEST



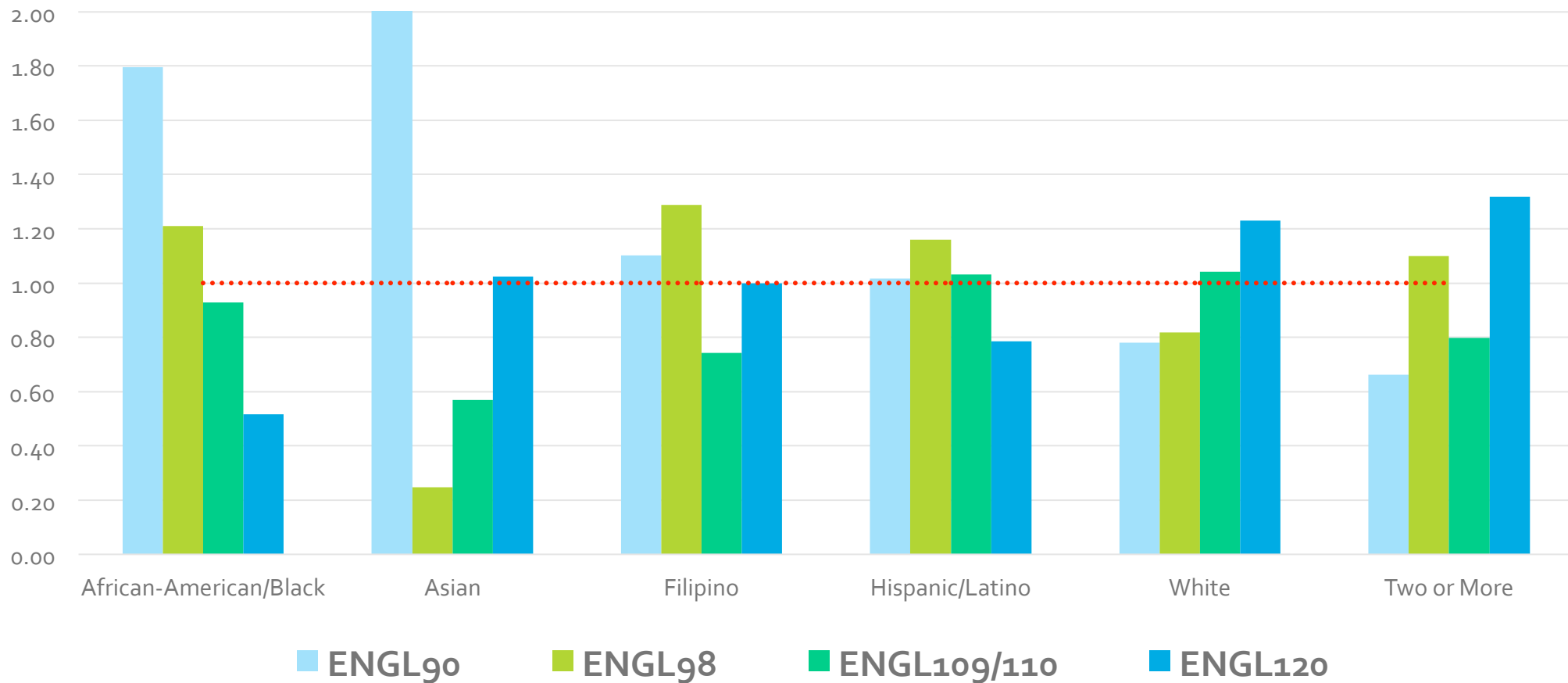
In Fall 2014, 39% were placed into English 90 or 98, with 26% placed into English 120

MAKING MEANING

- 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 IN PLACEMENT

EQUITY INDEX-FALL 2014 PLACEMENT

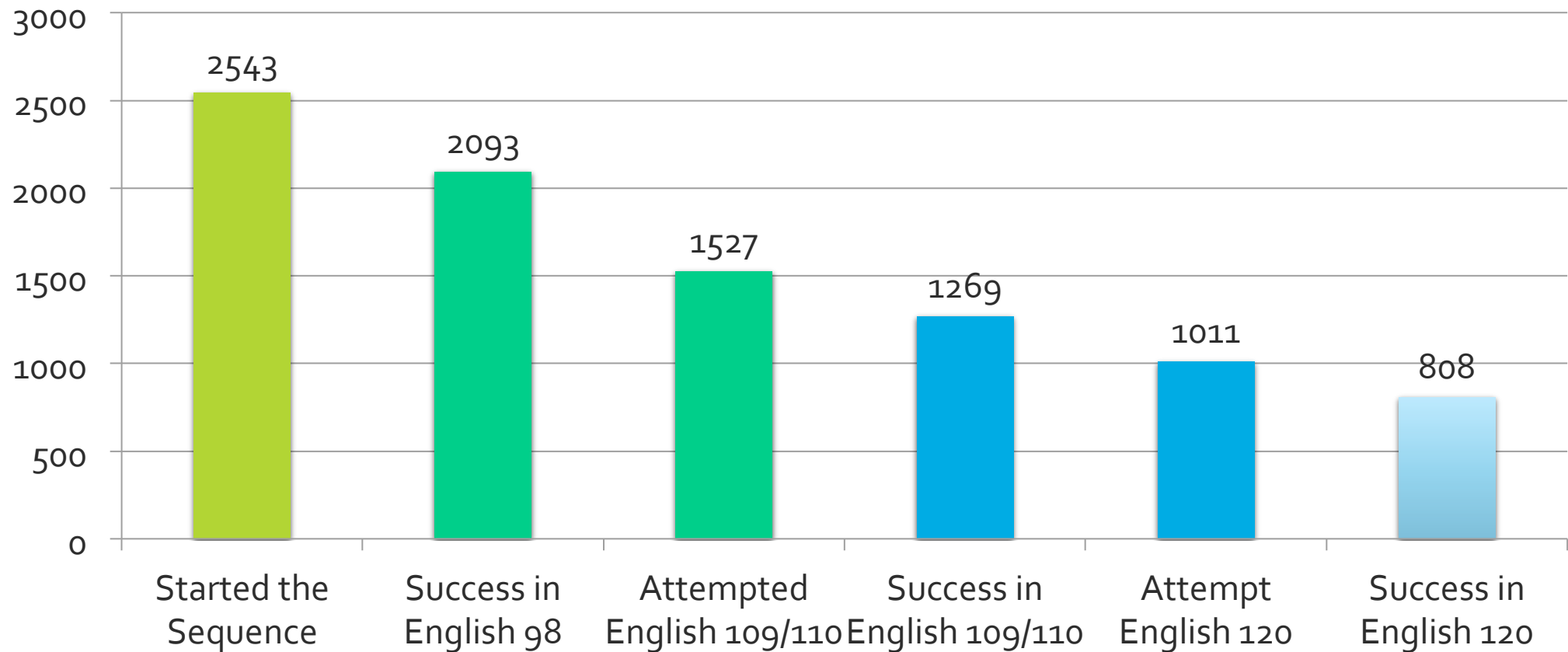


EQUITY IN PLACEMENT

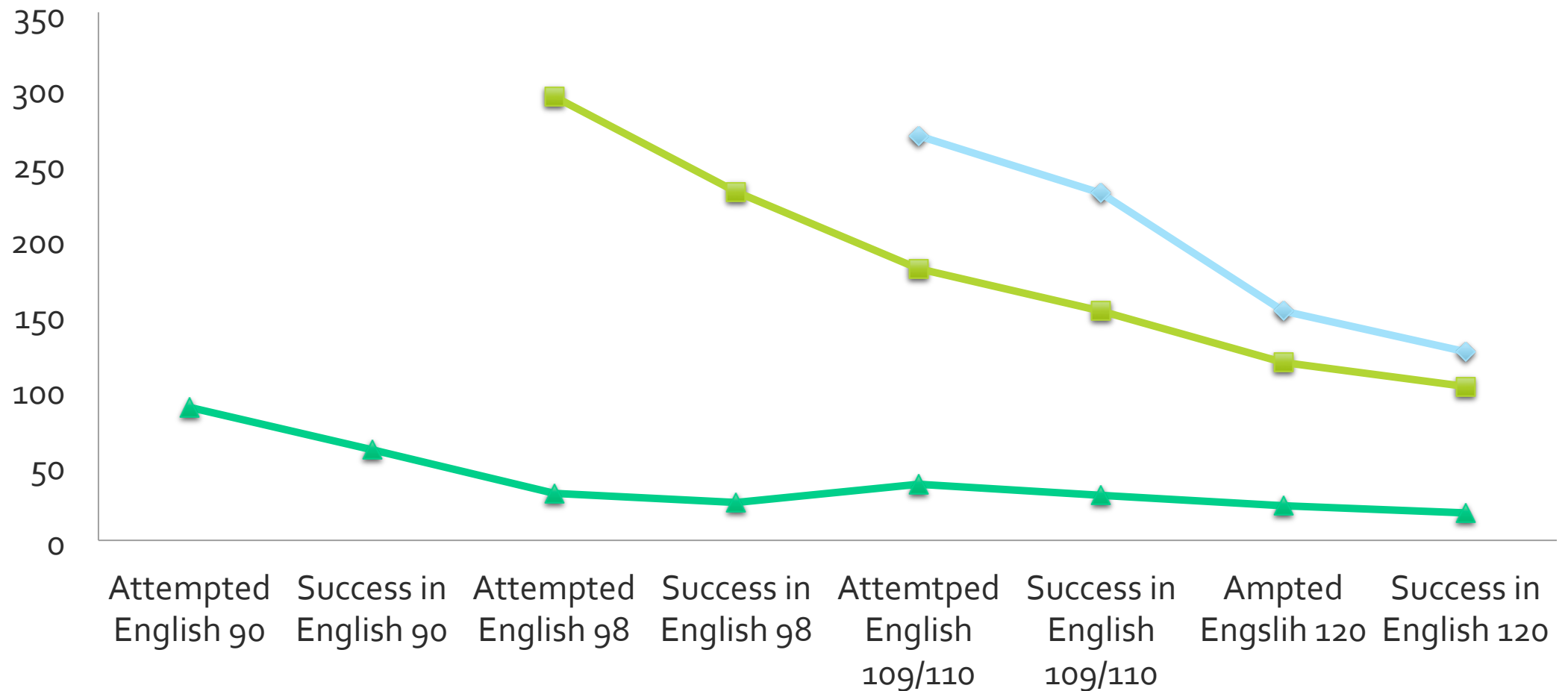
- Why is placement level important?
- How does placement level impact student success?
- What would equity in placement look like?

EQUITY IN PROGRESSION

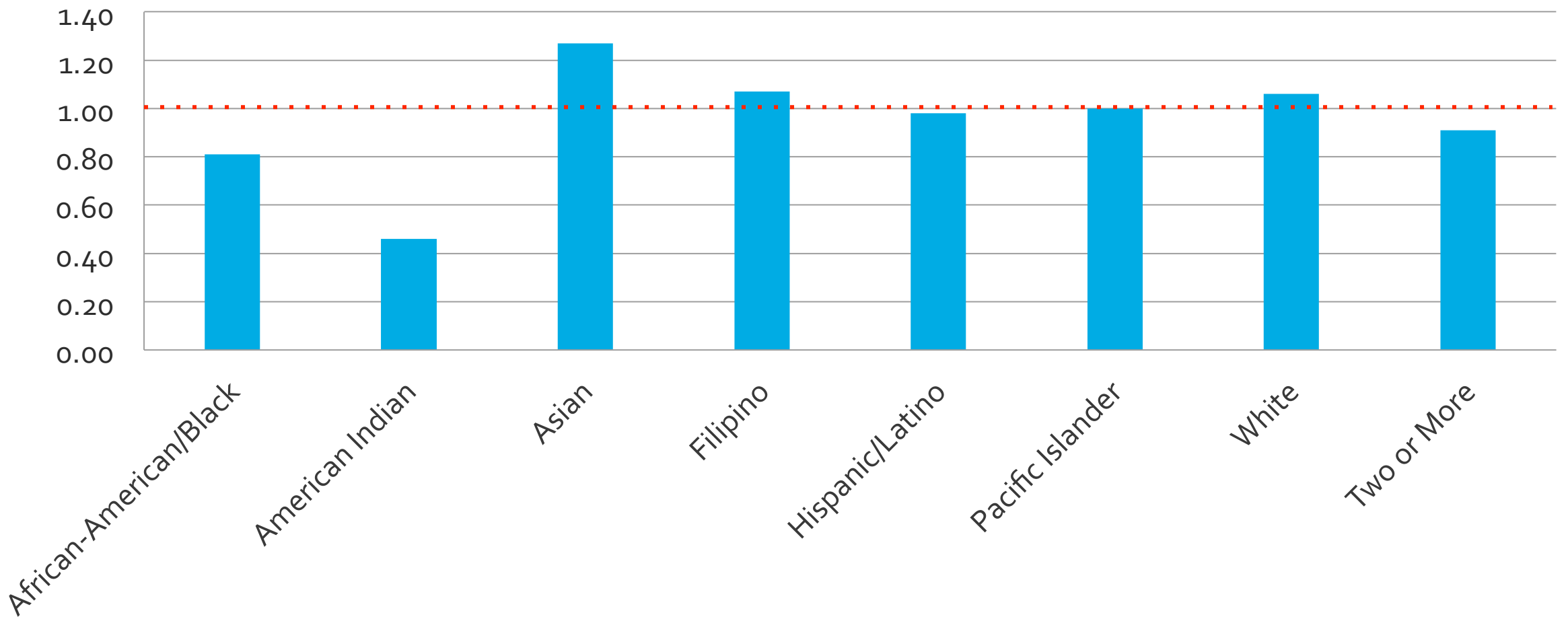
5-YR AVG. OF SEQUENCE PROGRESSION- ENGLISH



COMPLETION OF ENGLISH SEQUENCE



EQUITY INDEX-COMPLETION OF ENGLISH SEQUENCE



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?

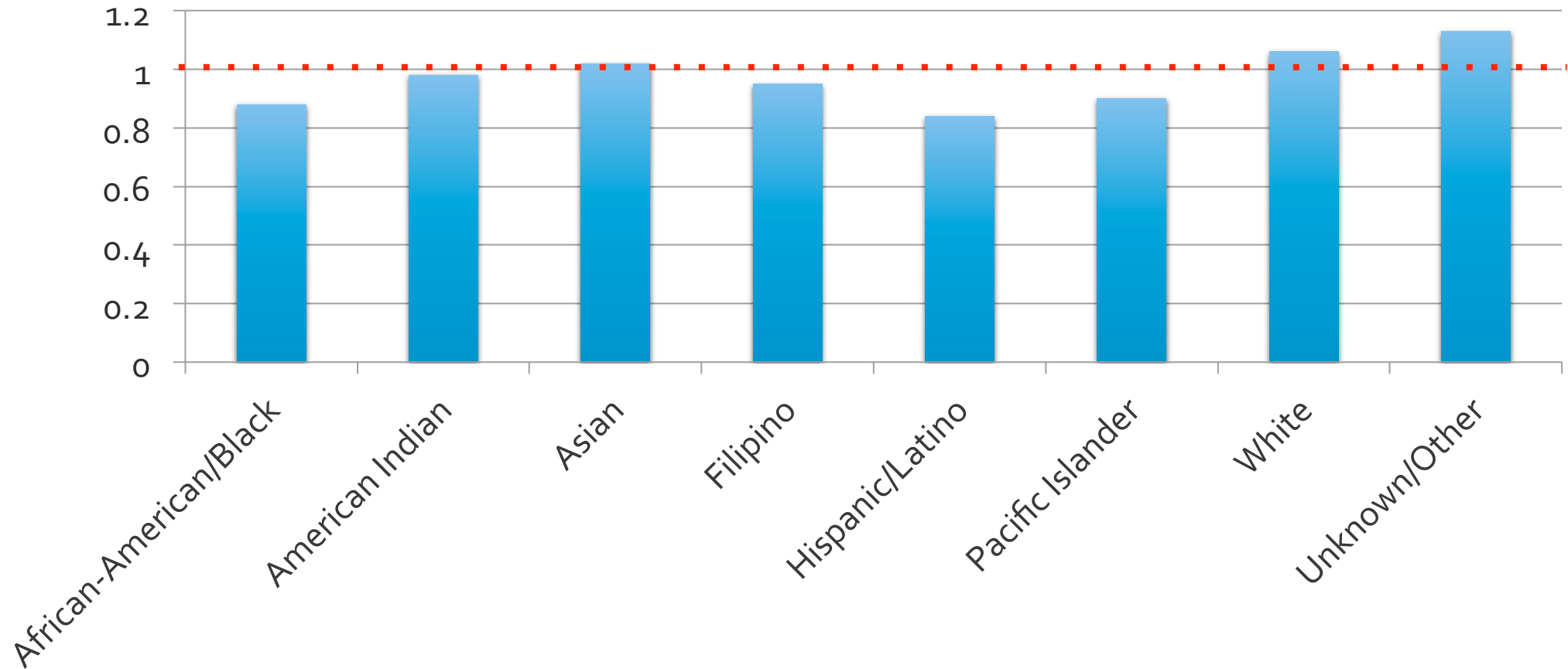
Evaluate

- 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

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Propose

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Resources? People? Money?

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- 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?

RESEARCH

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.

QUESTIONS?