Background

- 2014-2015 marks the first year of full implementation of various components of the Student Success Initiative.

- Components include:
  - Orientation
  - Assessment
  - Counseling and Advising
  - Other Educational Planning Services
  - Follow Up for students at-risk of not succeeding

**Required for all new students; optional for continuing students**
Districtwide Overarching Student Success Goals

1) Increase degree completion.

2) Increase transfer to four-year institutions.

3) Increase success rates in basic skills courses.

4) Increase the number of students who achieve major academic milestones including:
   - Completion of 30 units
   - Completion of college level English and math
   - Completion of certificates, degrees, and transfer

5) Align course scheduling to student education plans.

6) Implement more prescriptive course-taking requirements.
Student Equity

• Component of the Student Success Initiative.

• Purpose is to address disparities in student success indicators for various sub-groups of students including:
  • Ethnicity
  • Students with disabilities
  • Foster Youth
  • Low income students
  • Veterans

• Goal: Close achievement gaps in access and success in underrepresented student groups, as identified in local plans.
Student Equity - Continued

- Student success indicators to be addressed:
  - Access
  - Successful Course Completion
  - Degree Completion
  - Certificate Completion
  - Transfer
Process

• Broadly represented Equity Committees at each college and Continuing Education.

• Committees examined outcomes data and disparities within various subgroups.

• Data-driven process.

• Identified a plan specifically targeted at under-achieving groups to close the achievement gap; includes:
  • Measuring outcomes
  • Making continuous improvements
Districtwide Equity Data

Based upon the indices, the following subgroups are showing disparities in the various outcomes districtwide.

<table>
<thead>
<tr>
<th>Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Benchmark – Asian/Pacific Islander</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
</tr>
<tr>
<td>Benchmark – Under 18</td>
</tr>
</tbody>
</table>

*Note: Data vary by college/Continuing Education*
## Districtwide Equity Data - Continued

<table>
<thead>
<tr>
<th>Transfer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>39%</td>
</tr>
<tr>
<td>American Indian</td>
<td>38%</td>
</tr>
<tr>
<td>Latino</td>
<td>46%</td>
</tr>
</tbody>
</table>

*Benchmark – Asian/Pacific Islander* 61%

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>37%</td>
</tr>
<tr>
<td>30-39</td>
<td>24%</td>
</tr>
<tr>
<td>40-49</td>
<td>15%</td>
</tr>
<tr>
<td>50 +</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Benchmark – Under 18-24* 52%

<table>
<thead>
<tr>
<th>DSPS Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>26%</td>
</tr>
</tbody>
</table>

*Benchmark – Not DSPS* 52%

<table>
<thead>
<tr>
<th>Economically Disadvantaged Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>43%</td>
</tr>
</tbody>
</table>

*Benchmark – Not Economically Disadvantaged* 64%
### Districtwide Equity Data - Continued

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Benchmark – Asian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>55%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESL and Basic Skill Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 46 to Math 92/96</td>
</tr>
</tbody>
</table>
Equity Plans 2014-2015

• The colleges and Continuing Education have specific goals and activities planned to address the various disparities in outcomes for certain subpopulations.

• A summary of the activities planned include:
  • Access
    • Enhanced outreach (All); Develop outreach program (Continuing Education).
    • Establish Foster Youth Liaison (City).
    • Increase peer mentor effort (City).
    • Explore technologies to bridge digital divide (Mesa).
    • Create clear pathways to success for diverse populations (Mesa).
    • Increase awareness and engagement in programs and activities (Miramar).
    • Redesign application for admission to capture additional demographic information (Continuing Education).
Equity Plans 2014-2015 - Continued

• **Successful Course Completion**

  • Increase successful course completion for all students, particularly underrepresented groups, through high-impact educational practices (City, Mesa, Miramar).

  • Prepare noncredit students to transition to, and be successful in, credit courses (Continuing Education).
Equity Plans 2014-2015 - Continued

• ESL and Basic Skills Completion
  • Increase achievement in basic skills courses with an emphasis on subgroups disproportionately impacted (City, Mesa, Miramar).
  • Improve rate of student progression from basic skills to college level courses (City, Mesa, Miramar).
  • Develop culture of student achievement in basic skills math courses (City).
  • Increase transition of noncredit ESL students to credit program (Continuing Education).
Equity Plans 2014-2015 - Continued

- **Degree and Certificate Completion**
  - Ensure all subgroups with disproportionate outcomes are fully matriculated (City, Mesa, Miramar).
  - Increase the number of students who earn associate degrees (City, Mesa, Miramar).
  - Accelerate time to degree for subgroups that are disproportionately impacted (City).
  - Develop culture of degree completion (Mesa).
  - Increase supplemental instructional support for Disability Support Programs and Services (DSPS) students to increase the number of certificates and high school diplomas awarded (Continuing Education).
Equity Plans 2014-2015 - Continued

• **Transfer**
  
  • Increase number of students who transfer with an emphasis on subgroups with disproportionate transfer outcomes (City, Mesa, Miramar).

  • Develop transfer culture (City).

  • Increase transfer readiness (Mesa).
Questions