Report on 2015-2016
Student Success and
Equity Planning

Changing the Lives of our Students

December 10, 2015
BACKGROUND

2014-2015 marked 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) Move toward more prescriptive course-taking requirements and program plans
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

Student success indicators to be addressed:

- Access
- Successful Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer
2014-2015 DISTRICTWIDE STUDENT SUCCESS AND EQUITY OUTCOME HIGHLIGHTS

39% increase in the number of associate degrees awarded

42% increase in the number of credit certificates awarded

20% increase in the number of noncredit certificates awarded

15% increase in the number of basic skills English and math classes offered

20 additional Associate Degree for Transfer (ADT) were approved for a grand total of 47 ADT degrees districtwide
DISTRICTWIDE STUDENT SUCCESS AND EQUITY OUTCOME HIGHLIGHTS

• Conducted comprehensive analysis of student course-taking patterns (Associate Degree Initiative)
  • To inform course scheduling
  • Identify barriers to degree completion

• One of 14 pilot districts for the statewide Multiple Measures Assessment Project (MMAP)
  • Designed to improve basic skills completion and eliminate disproportionate impact
  • Almost 300 students had their skill levels bumped to transfer level in 2014-2015

• 2% increase in successful course completion rates for Foster Youth

• 3% increase in the transfer rate for veterans
OVERARCHING STRATEGIC FOCUS

1) Basic Skills completion and movement through the curriculum:
   - Improve student assessment and placement in English and math
     - Multiple Measures Assessment Project (MMAP) Pilot
   - Plan to consider transitioning lowest level basic skills courses from credit to noncredit
   - Identify and fund needed support services (i.e. tutoring) for success in basic skills classes
   - Identify and eliminate barriers to completion

2) Target sufficient FTEF for personal growth classes to improve student success and retention
3) Provide wrap-around services for students
   - Create student “success teams”
     o Counselor
     o Student Services Technician
     o Mentor
     o Financial Aid/On Campus employment (as needed)

4) Create student need-driven process
   - Use metrics to focus on achieving key momentum points

5) Begin districtwide effort to examine possible curriculum shifts to align course offerings to student education plans (multi-year project)
The focus of student equity planning is to impact students who have been marginalized in higher education and underrepresented in success outcomes.

The institutional plans have been developed based upon extensive research, broad input and rich dialog.
# 2015-2016 Districtwide Equity Data

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

<table>
<thead>
<tr>
<th>Degrees and Certificate Completion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>10%</td>
</tr>
<tr>
<td>Latino</td>
<td>12%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11%</td>
</tr>
<tr>
<td><em>Benchmark – American Indian/Asian</em></td>
<td>16% each</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>11%</td>
</tr>
<tr>
<td>18-24</td>
<td>14%</td>
</tr>
<tr>
<td>25-29</td>
<td>18%</td>
</tr>
<tr>
<td>30-39</td>
<td>18%</td>
</tr>
<tr>
<td><em>Benchmark – 50 +</em></td>
<td>26%</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged Status</strong></td>
<td></td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>10%</td>
</tr>
<tr>
<td><em>Benchmark – Economically Disadvantaged</em></td>
<td>17%</td>
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</tbody>
</table>

Note: Data vary by college/Continuing Education. Subgroups are excluded if cohort counts are low.
## 2015-2016 DISTRICTWIDE EQUITY DATA

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Benchmark – Asian</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>45%</td>
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<tr>
<td>Latino</td>
<td>44%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Benchmark – Under 18</strong></td>
<td>63%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>34%</td>
</tr>
<tr>
<td>30-39</td>
<td>26%</td>
</tr>
<tr>
<td>40-49</td>
<td>15%</td>
</tr>
<tr>
<td>50 +</td>
<td>14%</td>
</tr>
<tr>
<td><strong>DSPS Status</strong></td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Benchmark – Not DSPS</strong></td>
<td>51%</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged Status</strong></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Benchmark – Not Economically Disadvantaged</strong></td>
<td>64%</td>
</tr>
</tbody>
</table>
## 2015-2016 DISTRICTWIDE EQUITY DATA

### Course Completion

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>59%</td>
</tr>
<tr>
<td>Benchmark – Asian</td>
<td>76%</td>
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</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>18-24</td>
<td>67%</td>
</tr>
<tr>
<td>Benchmark – Under 18</td>
<td>88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Probation/Disqualified Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Progress Disqualified</td>
<td>20%</td>
</tr>
<tr>
<td>Academic/Progress Probation</td>
<td>34%</td>
</tr>
<tr>
<td>Benchmark – No Probation/Disqualification</td>
<td>77%</td>
</tr>
</tbody>
</table>

### ESL and Basic Skills Completion

<table>
<thead>
<tr>
<th>Math 46 to Math 96</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation/Disqualified Status</td>
<td>42%</td>
</tr>
<tr>
<td>Benchmark – No Probation/Disqualification</td>
<td>67%</td>
</tr>
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EQUITY PLANS 2015-2016

• The colleges and Continuing Education have specific outcomes goals and activities planned to address the various disparities and improve outcomes for students disproportionately represented in student success.

• A summary of the activities planned include:

  **Access**
  - Ensure equitable placement (City, Mesa, Miramar)
  - Plan for integration of all FYE components (City)
  - Support for Foster Youth (Mesa)
  - Offer more courses in key areas (Miramar)
  - Creation of publication materials (Miramar)
  - Establish Student Resource Center (Continuing Education)
  - Hire Student Equity Coordinator and Intake Specialist (Continuing Education)
Successful Course Completion

- Provide professional development opportunities on cultural competencies (City, Mesa, Miramar)

- Fund a counselor/coordinator and peer mentors for Foster Youth students (City)

- Increase tutoring and supplemental instruction in key courses (City, Mesa)

- Partnership with the Minority Male Community College Collaborative to make the Teaching of Men of Color certificate program available to all faculty, staff and student leaders (City, Mesa)

- Ensure textbooks are available on reserve in library (Miramar)

- Provide students transitioning to the colleges with necessary resources to improve successful course completion (Continuing Education)
ESL and Basic Skills Completion

- Curriculum redesign and redevelopment of the acceleration model (City, Mesa)
- Expand supplemental instruction and tutoring (City, Mesa)
- Fund ESOL tutoring (City)
- Redesign Personal Growth curriculum (Mesa)
- Identify interventions and resources to assist students having academic difficulty (Miramar)
- Establish ESL Writing Skills Lab (Continuing Education)
- Provide expanded counseling services to ESL students specific to education planning (Continuing Education)
- Provide transportation and book assistance (Continuing Education)
Degree and Certificate Completion

• Improve course sequencing (City)

• Provide study skills and student success workshops (City)

• Implement Peer Navigator Program (Mesa)

• Expand Summer Cruise (Creating Rich, Unique, Intellectual Student Experiences) program to engage underrepresented students to improve persistence to second year (Mesa)

• Schedule courses to meet student need (Miramar)

• Supplement existing categorical program needs (Miramar)

• Provide extended CalWORKs services year-round to assist female students with certificate completion (Continuing Education)
EQUITY PLANS 2015-2016 - CONTINUED

Transfer

• Expand second-year experience program (career exploration, peer mentors, service learning) (City)

• Ensure students are receiving critical treatments to keep them engaged and committed to transfer (City)

• Expand services and support of the STAR/TRIO program to an additional cohort of 225 low-income, first generation, and students with disabilities (counseling support focusing on transfer) to promote student success (Mesa)

• Creation of Office of Student Success and Equity to provide oversight for all equity related initiatives (Mesa)

• Develop and implement interventions to help students reach key momentum points (Miramar)

• Refine research utilizing focus groups and services to determine where losses are occurring for momentum points (Miramar)
QUESTIONS