

Student Equity and Achievement Program Data:

Opportunities and Challenges
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How we are accustomed to analyzing equity data in the CCCs: **Student Success Scorecard**

74% of CCC students are non-white

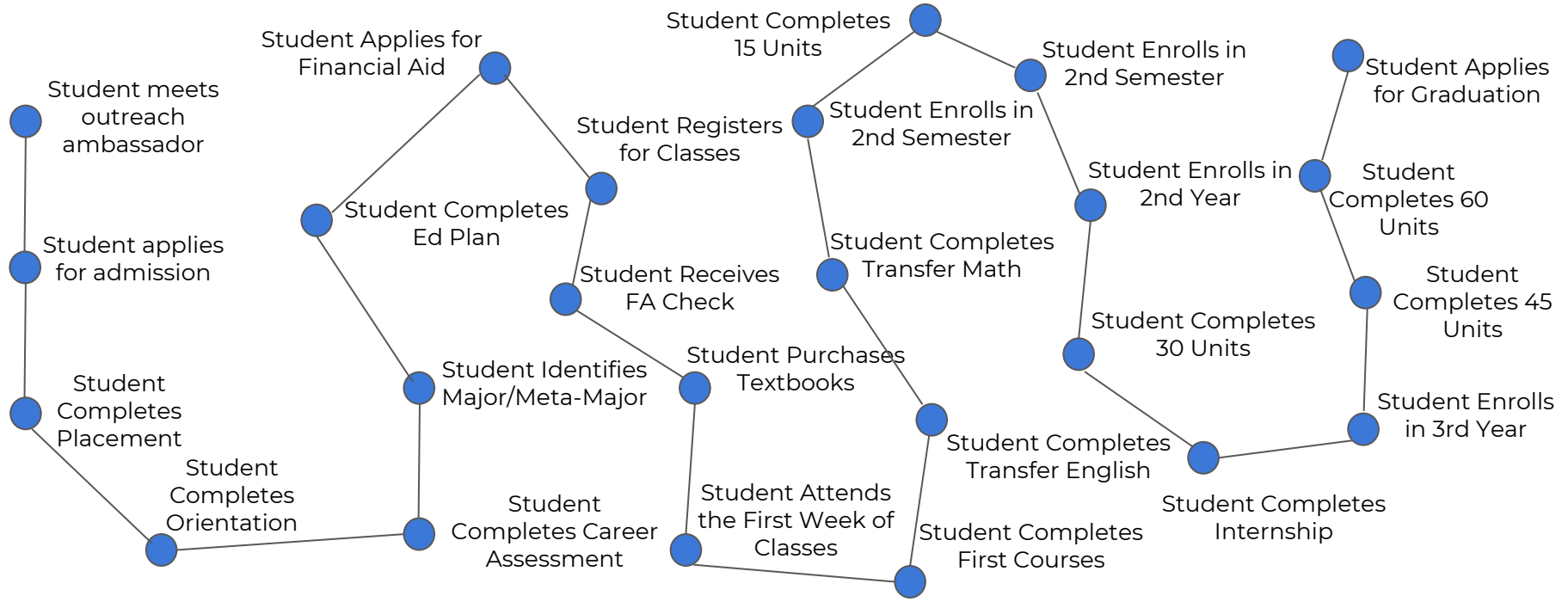
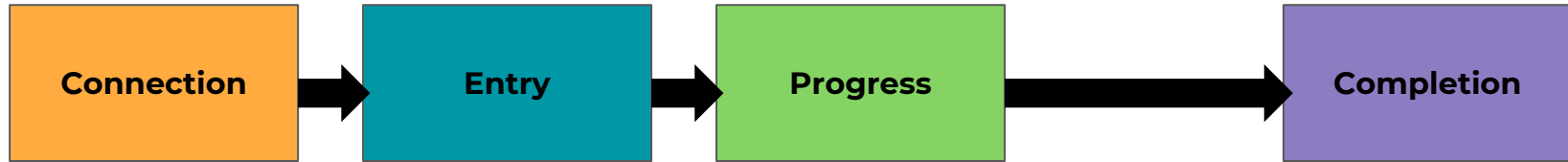
But compared to White students, far fewer students of color complete a degree, certificate, or transfer from a CCC within 6 years:

- Latinx students: 42%
- African American students: 37%
- Native American students: 35%

White students: **54%**

The Student Experience Data Points

Inspired by Greg Stoup (RP Group) and the Completion by Design Framework



Meeting the Challenge of the New Student Equity “Plan” Requirements

Student Equity Plan Legislation

EC 78222 requires as a condition of funding the completion of a student equity plan (as outlined in EC 78220)

Colleges shall maintain a student equity plan that includes campus-based research of student equity by gender and each group noted in [Section 78221](#)

CCCCO approved Percentage Point Gap methodology required but colleges may also use other methods [identified by the RP Group](#)

Equity Plan must be submitted electronically through NOVA system

Acknowledgements of SSM Data Challenges

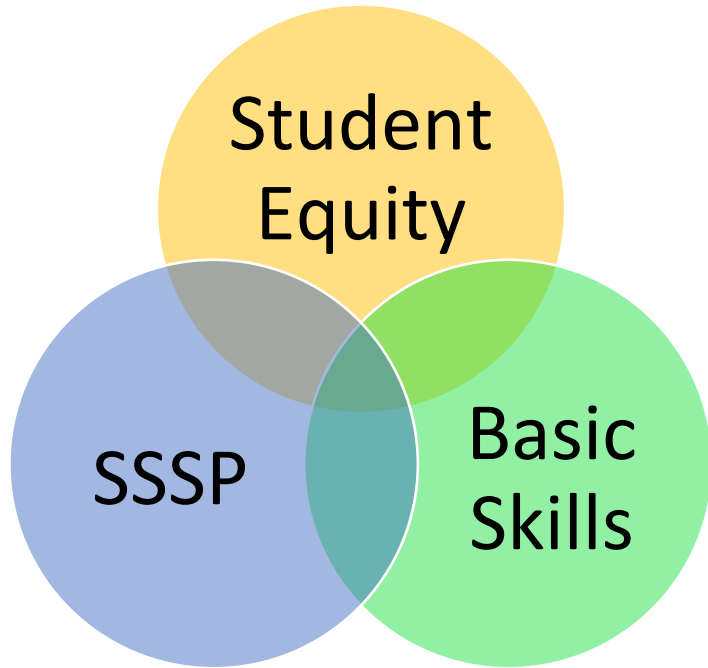
- Significant shift from previously-used Scorecard data
- The metrics themselves
 - Some not cohort based
 - Definitions are evolving
- New standard* measure of Disproportionate Impact
- Multiple levels of disaggregation (all by gender at minimum)
- Multiple versions of the SEAP data that shift results
- Local and college-specific anomalies

A Few Reminders about the Equity “Plan”

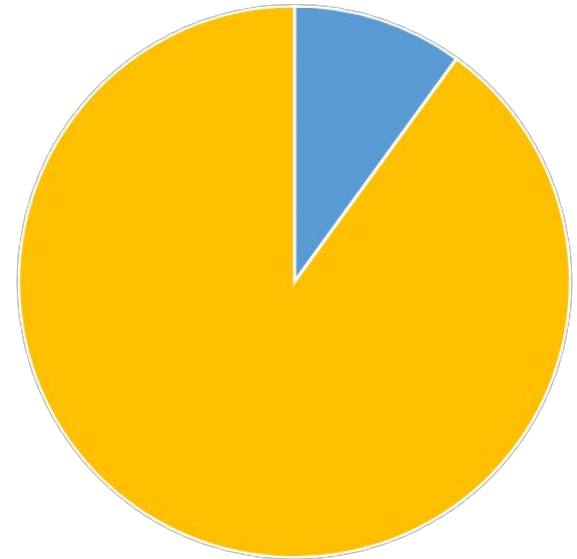
- It’s less of a plan and more of a goal-setting document with some activities sprinkled in
- While we are required to use SSM data to inform our goals, nothing says we cannot use our local data to inform our actions
- The SSM is *evolving* - consider setting your institution’s expectations appropriately
- The Vision for Success Equity component and SEA goal-setting are not *yet* integrated, but stay tuned...
 - VFS does not include subgroup disaggregation by gender
 - VFS baseline year differs from SEA/SEP baseline year
- High potential for confusion this year 🤔

Cuyamaca College

Student Equity and Achievement: More than a Program



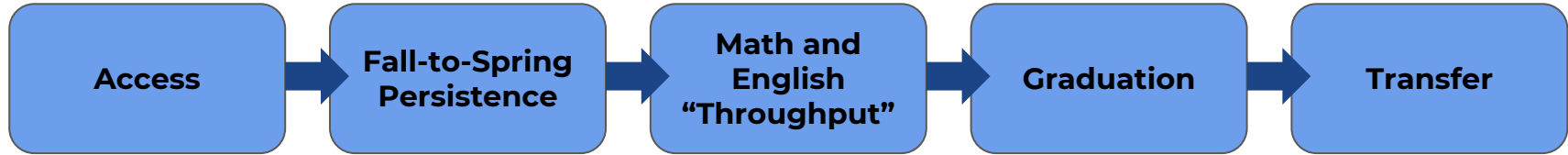
Equity Efforts by Funding Source



■ SEAP Activities ■ Other Activities

Student Equity Plan 2019

Due June 30, 2019, but the good news is we can now request up to a 90 day extension!

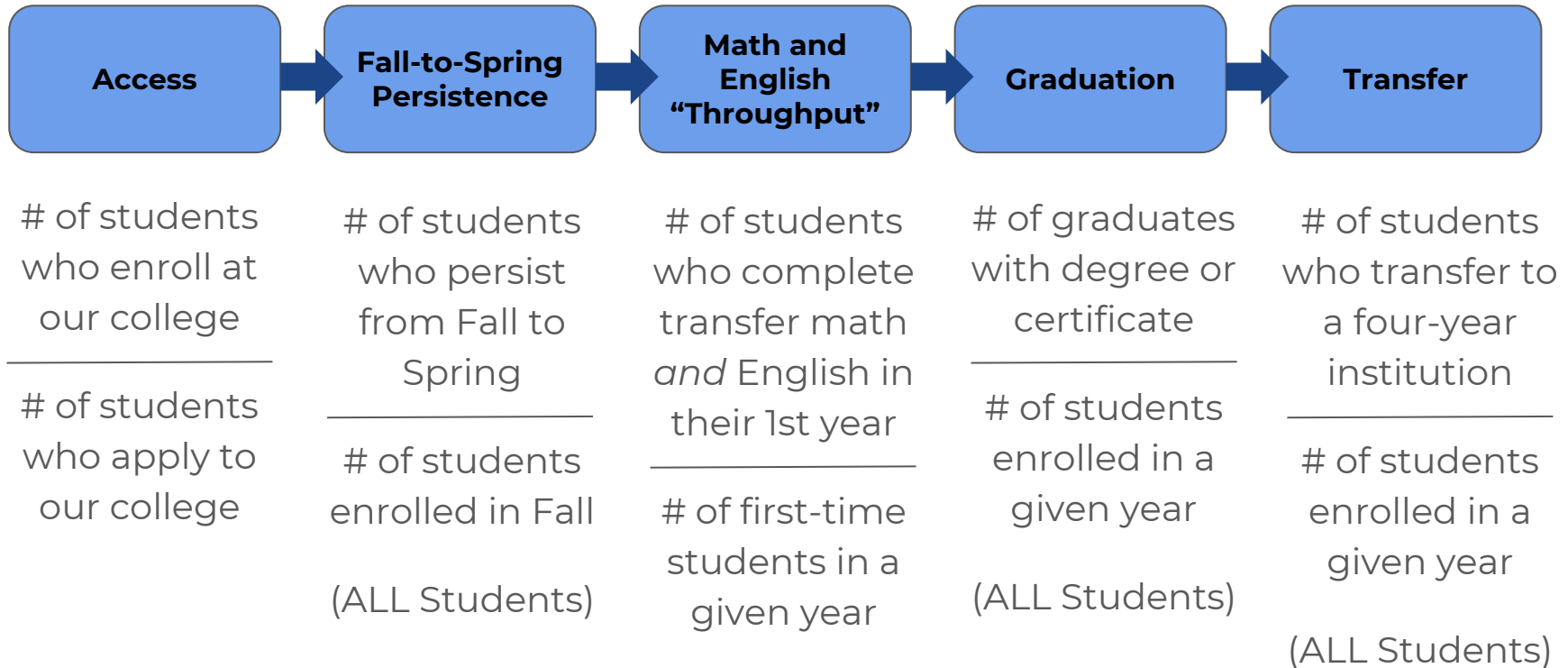


Are students achieving equitable outcomes by...

- Gender?
- Race/ethnicity?
- Current or former foster youth status?
- Disability status?
- Low-income status?
- Veteran status?
- Homeless status?
- LGBT status?

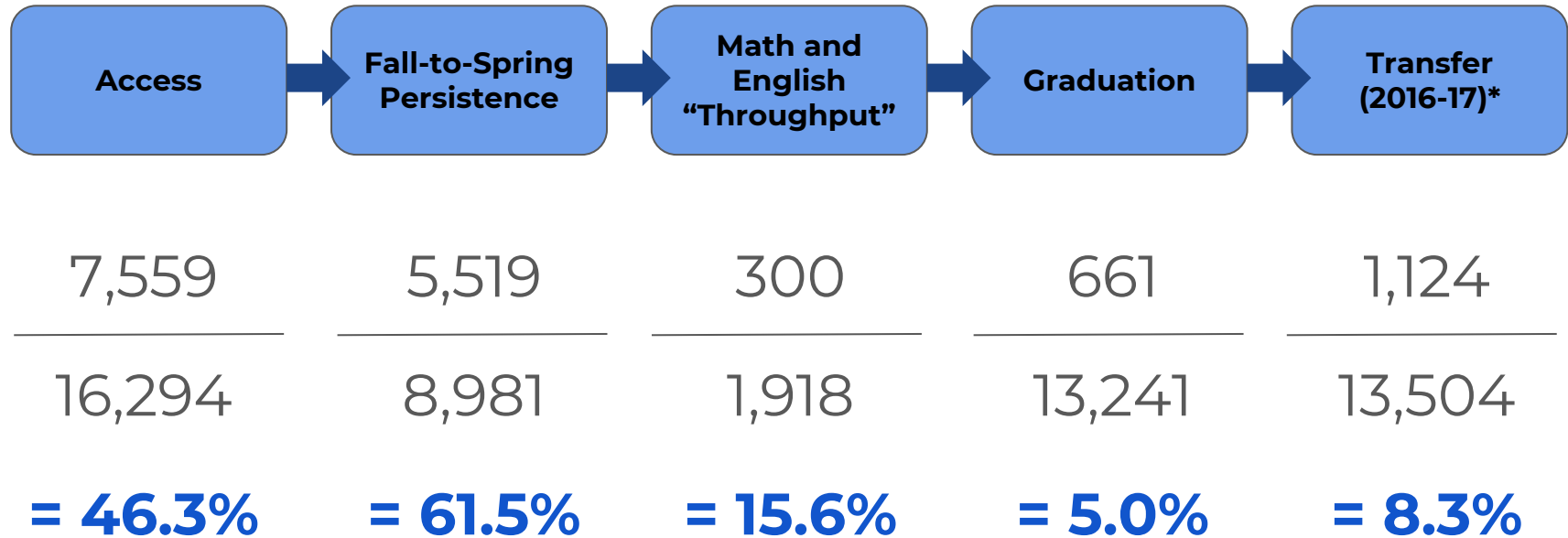
Definitions of the Equity Metrics

(our interpretation based on the Data Element Dictionary)



What do our CCCCO equity data look like?

(2017-18 Overall figures as the reference point for determining DI)



*2017-18 data are incomplete as of March 2019

Source: CCCCO Student Success Metrics/Data on Demand

Cuyamaca Equity Heat Map - All Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - All Students

Group - Overall	Access/ Enrollment	Persistence	Throughput	Graduation	Transfer
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Some Other Race					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCC Student Success Metrics and DI calculations (as of 4/8/19)

Cuyamaca Equity Heat Map: Female Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - Female Students

Group - Female Students Only	Access/ Enrollment	Persistence	Throughput	Graduation	Transfer
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Some Other Race					
Two or More Races					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCC Student Success Metrics and DI calculations (as of 4/8/19)

Cuyamaca Equity Heat Map: Male Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - Male Students

Group - Male Students Only	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer*
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCCO Student Success Metrics and DI calculations (as of 4/8/19)

Cuyamaca Goal-Setting Strategies for 2018-19

- Inform, inform, inform to keep campus aware of deadlines and data limitations
- Student Success and Equity Council work group identified to get more in depth with data/goals
- Set appropriate expectations for this year's process
- Focus on local meaning and get through this year's required goal-setting, knowing that data are likely to change next year
- Triangulate SSM data with historical data, current internal data, and in the context of state and national studies

Grossmont College

Goal-setting strategies

- Build on existing foundation of integration & alignment
- Educate new committee members to broaden understanding
- Collaborative work groups for goal-setting from SS&EC & PIEC
- Use DI Data to inform and monitor progress across activities

Building on strong foundation

Integrated Planning Framework Student Success Initiatives (SSSP,SE, BSI) **Big Picture!**



(Broad) Integrative Planning Goals

- 1) To increase the number of students by streamlining onboarding, deepening collaborations with high schools districts, workforce agencies, and additional community partners, in order to reflect our service population. (O/E) *SSSP & Equity
- 2) Reduce the number of excess units completed and time to complete. (R/O) *SSSP, Equity, Basic Skills
- 3) To reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from campus-wide basic skills sequences. (R/E) *Equity, Basic Skills
- 4) To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses. (R)* Equity, Basic Skills
- 5) Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester. (R/E) *SSSP, Equity, Basic Skills

Using DI Data to Inform Next Steps

Metric from 2019 Equity Plan	Translated for local alignment & integration
Enrolled in the same community college	ACCESS: Successful Enrollment
Retained from Fall to Spring at the same college	RETENTION: Fall to Spring
Completed both Transfer-level math & English	MOMENTUM: Transfer-Level Math & English
Attained the Vision Goal completion definition	COMPLETION: Earned a Credit Certificate or Degree
Transferred to a 4-year Institution	TRANSFER: Successful Enrollment at a 4-Year

Looking for patterns of DI across metrics...



...and within metrics

Disproportionate Impact: By Metric, Gender

Access: Successful Enrollment
metric: Enrolled in the Same Community College

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic
All				
Female				
Male				

Retention: Fall to Spring
metric: Retained from Fall to Spring at the Same College

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic
All				
Female				
Male				

Momentum: Transfer-level Math & English
metric: Completed both Transfer-Level Math and English

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic
All				
Female	suppressed			
Male	suppressed			

Completion: Earned a Credit Certificate or Certificate
metric: Attained the Vision Goal Completion

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic
All				
Female				
Male				

Transfer: Successful Enrollment at a 4-Year Institution
metric: Transferred to a 4-year Institution

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic
All				
Female				
Male				



Disproportionate Impact: By Metric, Gender, & Other Student Characteristics

Access: Successful Enrollment
metric: Enrolled in the Same Community College

	Foster Youth	Non-Foster Youth	Students w/ Disabilities	Students w/o Disabilities	LGBT students	Non-LGBT Students	Econ. Disadvantage	Econ Disadvantage	Veterans	Non-Veterans	1 st Gen	Not 1st Gen
All							n/a	n/a			n/a	n/a
Female							n/a	n/a			n/a	n/a
Male							n/a	n/a			n/a	n/a

Retention: Fall to Spring
metric: Retained from Fall to Spring at the Same College

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All												
Female												
Male												



Opportunities

1. Timeline
2. New personnel on two key committees
3. Inconsistent data, depending on source