

Educational Planning Committee
Report for Academic Year 2017-2018
Student Success 1.4: Reduce Disproportionate Impact
Presented by Jonathan Eldridge

Please keep the report to a maximum of 2 pages for each objective.

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)
EMP Recommendation Student Success 1: Develop, implement and evaluate a college-wide plan for student retention and success, including mechanisms to connect SLO assessment to program review.
Objective SS1.4: Reduce disproportionate impact for students as identified in the Student Equity Plan (SEP) from Spring 2014 to Spring 2017.
2. What actions have been taken toward achieving the objective? Please describe. (reference action steps when relevant).

The action steps for this objective are as follows (notes on progress with each are inserted):

[Action Step 4.1](#) Develop and implement student information and computer literacy plan. While there is no developed plan for information and computer literacy, the faculty librarians have continued to increase the information literacy classes and presentations that they teach in conjunction with courses across the curriculum. These also touch on computer literacy by having students use on-line academic search functions.

[Action Step 4.2](#) Expand number of learning communities, including UMOJA and Puente programs by Fall 2017. This has been accomplished, via both HUM 101 and adding further structure and expansion to these and related programs (FGS, etc.).

[Action Step 4.3](#) Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories. This is ongoing and the discussion of pre- and co-requisites is a major portion of the major mapping within the guided pathways effort.

[Action Step 4.4](#) Develop program to support student participation and success in STEM disciplines. This is in development—STEM learning community, as well as the impact multiple measures assessments and improvement in math completion rates will have.

[Action Step 4.5](#) Increase enrollment and completion in student success related counseling coursework. This has occurred.

[Action Step 4.6](#) Expand faculty, staff and/or peer mentoring of students so that 20% of enrolled students have this experience by Spring 2017. The data has not been compiled for this, but with the expansion of summer bridge, introduction of learning communities and HUM 101 and other efforts, mentoring has increased substantially.

[Action Step 4.7](#) Coordinate review of current placement testing policies, procedures and practices. This has occurred through the development of multiple measures assessment (which will be monitored and assessed on-going).

[Action Step 4.8](#) Complete a program review of all learning communities, including SLO assessment, and track impact on the student cohorts. This will occur via the new program review process and template, currently being implemented via eLumens.

3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective?

The action steps have largely been achieved (or worked on) and there has been improvement, although that improvement has not been linear—and some of the action items have not yet been in place long enough to fully assess impact (or to potentially have their intended impact). By the end of the transformation grant (June, 2019) we will have a much richer set of integrated approaches to eliminating disproportionate impact—but even then, progress will need to be measured over time, as there is no quick fix.

Performance Indicator SS1.4.1: Equivalent course success rates for all student populations identified in the SEP.

The following student groups experienced disproportionate impact in course success rates unless otherwise noted.

Course Success Rates for Highest Achieving Group (Target)
and Disproportionate Impact (DI) Student Groups
Strategic Performance Indicator SS1.4.1

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Race/Ethnicity				
Highest Group Target	84.5	85.7	87.8	85.8
Black/African American Male	51.8	59.5	No DI Fall 2016	61.6
Black/African American Female	55.8	62.5	68.8	67.0
Hispanic Male	63.3	65.1	65.9	67.3
American Indian/Alaska Native Male	64.3 [#]	41.2 [#]	25.0 [#]	55.6 [#]
American Indian/Alaska Native Female	No DI Fall 2014	No DI Fall 2015	37.5 [#]	43.8 [#]
Native Hawaiian/Pacific Islander Male	62.5 [#]	No DI Fall 2015	No DI Fall 2016 [#]	66.7 [#]
Native Hawaiian/Pacific Islander Female	40.5	63.3	46.2 [#]	50.0 [#]
Multi-Racial Male	No DI Fall 2014	66.5	No DI Fall 2016	No DI Fall 2017
Foster Youth				
Highest Group Target	77.3	79.0	80.2	80.4
Foster Youth Female	47.6	52.1	52.4	No DI Fall 2017
Foster Youth Male	No DI Fall 2014	55.2	62.8	57.4
Age Group				
Highest Group Target	83.3	85.7	87.6	86.0
20-24 Male	No DI Fall 2014	No DI Fall 2015	69.5	No DI Fall 2017

Sources: Fall 2014-2016: Argos report *Grades Final By Term with GPA* (Counseling folder), COM Data Dashboard, MDS for Foster Youth; Fall 2017: MIS Files

[#] Indicates small number of grades (20 or fewer grades)

Performance Indicator SS1.4.2: Equivalent percentage of all student populations identified in the SEP who finish the final ESL or Math or English basic skills course then complete a degree-applicable course in the same area.

Percentage of Students by Race/Ethnicity Who Progress from Pre-College to College-Level Courses within a Three-Year Period (AY 2012-15, 2013-16 and 2014-17 cohorts)

Race/Ethnicity	English			Math			ESL		
	% 2012- 15	% 2013- 16	% 2014- 17	% 2012- 15	% 2013- 16	% 2014- 17	% 2012- 15	% 2013- 16	% 2014- 17
Black/African American	23.9*	30.1*	25.0*	10.2*	7.0*	8.8*	50.0**	42.9**	71.4**
American Indian/Alaska Native	50.0**	50.0**		14.3**	33.3**				
Asian	46.4	43.1*	50.0	42.5	43.0	54.5	72.7	54.8	43.8*
Hispanic	47.2	51.9	52.2	23.9*	22.5*	19.9*	46.7*	53.7	47.6*
Multi-Racial	50.0	48.4	45.8*	32.5*	28.8*	33.3*			
Native Hawaiian/Pacific Islander	50.0**	33.3**	33.3**	0.0**	12.5**	25.0**			
White	50.3	54.5	61.8	33.0*	29.7*	36.7*	83.3**	66.7	66.7

Percentage of Students by Gender Who Progress from Pre-College to College-Level Courses within a Three-Year Period (AY 2012-15, 2013-16 and 2014-17 cohorts)

Gender	English			Math			ESL		
	% 2012- 15	% 2013- 16	% 2014- 17	% 2012- 15	% 2013- 16	% 2014- 17	% 2012- 15	% 2013- 16	% 2014- 17
Female	48.9	52.0	54.9	26.2	24.8	26.5	60.0	58.1	54.0
Male	44.1	48.3	50.6	31.6	29.6	32.3	45.5	48.4	50.0

*Disproportionately impacted student groups.

**Because the pre-college cohort size is small for these groups, disproportionate impact is not calculated for these race/ethnic categories.

4. Have you achieved this objective? Yes No If not, why not?

Disproportionate impact for most groups has been reduced—although there is not yet a solid trend and some groups have made more progress than others. So this is a qualified yes, as there is much more work to do and this work will need to be a focus of institutional efforts moving forward.