

Educational Planning Committee
Report for Academic Year 2016-2017
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).

Two of the major efforts underway are:

1. All of the elements/initiatives in the Basic Skills & Transformation Grant, from COMPASS and Summer Bridge to learning communities (Umoja/Puente), Humanities 101, and dedicated tutoring/supplemental instructional support;
2. Significant initiatives with the Math Department, including creating a Math Skills Department, implementing significant professional development, piloting acceleration in Math 101/103, and Statway.

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

Yes. As the table below indicates, at least some progress is being made in each group in relation to course success rates, with significant progress with African Americans in particular. Regarding Basic Skills math and English attainment rates, there is still significant work to be done. While rates of students successfully transitioning from basic skills English to college level English have maintained or seen some improvement, rates in math have become even more dismal with key demographics. Efforts made to close these achievement gaps are outlined above.

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

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
Race/Ethnicity			
Highest Group Target	84.5%	85.7%	87.8%
Black/African American Male	51.8%	59.5%	No DI Fall 2016
American Indian/Alaska Native Male	64.3%#	41.2%#	25.0%#
Hispanic Male	63.3%	65.1%	65.9%
Native Hawaiian/Pacific Islander Male	62.5%#	No DI Fall 2015#	No DI Fall 2016#
Black/African American Female	55.8%	62.5%	68.8%
Native Hawaiian/Pacific Islander Female	40.5%	63.3%#	46.2%#
Multi-Racial Male	No DI Fall 2014	66.5%	No DI Fall 2016
Foster Youth			
Highest Group Target	77.3%	79.0%	80.2%
Foster Youth Female	47.6%	52.1%	52.4%
Foster Youth Male	No DI Fall 2014	55.2%	62.8%
Age Group			
Highest Group Target	83.3%	85.7%	87.6%
20-24 Male	No DI Fall 2014	No DI Fall 2015	69.5%

Sources: Argos report *Grades Final By Term with GPA* (Counseling folder), COM Data Dashboard, MDS for Foster Youth

Indicates small number of grades (30 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 Level to College Level Courses
Within a Three-Year Period (AY 2012-2015 compared to 2013-2016)

Strategic Performance Indicator SS1.4.2

Race/Ethnicity	English		Math		ESL	
	% College 2012-2015	% College 2013-2016	% College 2012-2015	% College 2013-2016	% College 2012-2015	% College 2013-2016
African American	23.9%*	30.1%*	10.2%*	7.0%*	50%**	42.9%**
American Indian/Alaskan Native	50.0%**	50.0%**	14.3%**	33.3%**		
Asian	46.4%	43.1%*	42.5%	43.0%	72.7%	54.8%
Hispanic	47.2%	51.9%	23.9%*	22.5%*	46.7%	53.7%
Multi-Ethnicity	50.0%	48.4%	32.5%*	28.8%*		
Pacific Islander	50.0%**	33.3%**	0%**	12.5%**		
White Non-Hispanic	50.3%	54.5%	33.0%*	29.7%*	83.3%**	66.7%

Percentage of Students by Gender Who Progress From Pre-College Level to College Level Courses
Within a Three-Year Period (AY 2012-2015 compared to 2013-2016)

Strategic Performance Indicator SS1.4.2

Gender	English		Math		ESL	
	% College 2012-2015	% College 2013-2016	% College 2012-2015	% College 2013-2016	% College 2012-2015	% College 2013-2016
Female	48.9%	52.0%	26.2%	24.8%	60.0%	58.1%
Male	44.1%	48.3%	31.6%	29.6%	45.5%	48.4%

Source for English and math: COM Enterprise Data Management System and CCCCO Data Mart Basic Skills Progress Tracker.

Source for ESL: COM Enterprise Data Management system and MIS.

*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 X__ If not, why not?

This objective remains a work in progress, but strides are being made.

Rating by Educational Planning Committee

Activity:

Red= No Progress

Yellow= Progress Being Made

Green= Complete

Objective Met: Yes____ No____