

# DATA TO INFORM THE DIALOGUE

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Disproportionate Impact Analysis for the 2019 Student Equity Plan  
Key Findings from 2018 *SENSE* Survey

Presented to:

Leadership Council: 11 April 2019

College Council: 25 April 2019

# 2019 STUDENT EQUITY PLAN

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Analyzing & Addressing Disproportionate Impact

# Education Code References

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<b>Ed Code Section</b>	<b>What the Section Does</b>
§78222	<ul style="list-style-type: none"><li>• Establishes the Student Equity &amp; Achievement (SEA) Program</li><li>• Re-affirms that colleges must maintain a student equity plan (see §78220) as a condition of SEA Program funding</li></ul>
§78220	<ul style="list-style-type: none"><li>• Establishes requirement for colleges to maintain a student equity plan that includes campus-based research of student equity by gender and other specific characteristics</li></ul>
§78221	<ul style="list-style-type: none"><li>• Indicates that the CCCCO shall establish a standard methodology and guidelines for measuring equity and disproportionate impact among subgroups specified in §78220</li></ul>

# Required Categories for Disaggregation & Analysis

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- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Specific ethnic and racial categories
- Homeless students\*
- Lesbian, gay, bisexual, or transgender students
- Any other categories determined by a local governing board\*

# Standard Methodology Established by the CCCCO

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## **Enhanced Percentage Point Gap (PPG):**

For a given metric or outcome, this method compares:

**% of successful students in a subgroup with % of all other students who succeed**  
(E.g., retention rate of all Hispanic students compared to all non-Hispanic students)

# Standard methodology set by the CCCCO

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## **Proportionality Index (PI)**

For a given metric or outcome, this method compares:

**proportion of subgroup students who are successful with proportion of subgroup students in the student body**

(E.g. proportion of all Hispanic students compared to proportion of Hispanic transfer students)

# 2019 Student Equity Plan

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- Colleges must set goals for addressing disproportionate impact (DI)
- Must be submitted through the NOVA site
- NOVA will be pre-populated with disproportionate impact (DI) data
  - DI analysis uses data from the [Student Success Metrics \(SSM\) Dashboard](#)
  - Establishes 2017-18 data as the baseline for all metrics EXCEPT transfer

# Transition to Student Success Metrics (SSM) Data

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- Significant conceptual shift from Student Success Scorecard
  - Metrics are no longer “cohort based”
  - Definitions are evolving in response to questions from the field
- Multiple updates to the analysis analysis have been released
  - Updates reflect improvements and responsiveness to the field, BUT...
  - Challenging to provide one “fixed” dataset for local dialogue
- Local and college-specific anomalies
  - Replicating SSM with local data has been a challenge across the system

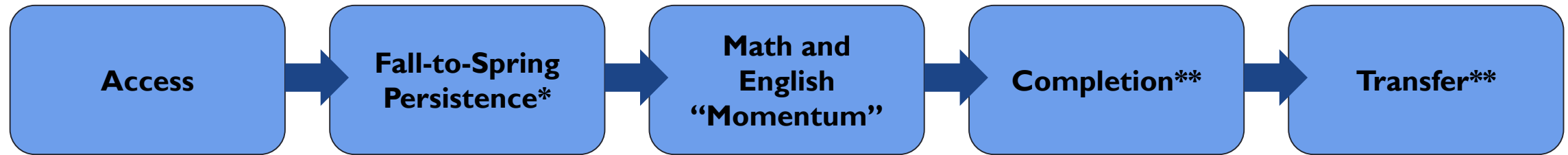


# Metrics in the Student Equity Plan

Metric from Student Equity Plan / SSM	Translated for Local Alignment & Integration
Enrolled in the same community college	<b>ACCESS:</b> Successful enrollment
Retained from Fall to Spring at the same college	<b>RETENTION:</b> Fall to Spring
Completed both transfer-level math and English	<b>MOMENTUM:</b> Transfer-level math & English
Attained the Vision goal completion definition	<b>COMPLETION:</b> Earned a credit certificate or degree
Transferred to a 4-year institution	<b>TRANSFER:</b> Successful enrollment at a 4-yr

# Definitions of the Equity Metrics

(our interpretation based on the Data Element Dictionary)



Numerator:

# of students who enroll at our college

# of students who persist from Fall to Spring

# of students who complete transfer math and English in 1st year

unduplicated # of students who complete a degree or credit certificate

unduplicated # of students who transfer to a 4-year institution

Denominator:

# of students who apply to our college

# of students enrolled in Fall

# of first-time students in a given year

\* Excludes students who complete an award or transfer

\*\* Proportionality Index (PI) used to determine disproportionate impact for Completion and Transfer. PPG used for all other metrics.

# Looking for Patterns: **Within Each Metric**

## Disproportionate Impact: By Metric, Gender, & Ethnicity

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

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race
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 or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race
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 or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race
All*							n < 10
Female	n < 10					n < 10	n < 10
Male	n < 10						

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

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race
All*							
Female							
Male							

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

	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race
All*							
Female							
Male							

\*Goal not required for this category; included for reference only.



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

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

	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen*
All*				data n/a		data n/a
Female				data n/a		data n/a
Male				data n/a		data n/a

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

	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

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

	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
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Female						
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	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

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

	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

\*Goal not required for this category; included for reference only.



Updated 2019.04.10

# Looking for Patterns: Across All Metrics

Disproportionate Impact: By Student Subgroup, Across all Metrics

ALL STUDENTS\*

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
More than one race
Native Hawaiian or Pacific Islander
Some other race
White
Foster Youth
Students w/ Disabilities
LGBT students
Economic Disadvantage
Veterans
First Gen



Disproportionate Impact: By Student Subgroup, Across all Metrics

FEMALE STUDENTS

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
More than one race
Native Hawaiian or Pacific Islander
Some other race
White
Foster Youth
Students w/ Disabilities
LGBT students
Economic Disadvantage
Veterans
First Gen



Disproportionate Impact: By Student Subgroup, Across all Metrics

MALE STUDENTS

	Access	Retention	Momentum	Completion	Transfer
American Indian or Alaska Native			n < 10		
Asian					
Black or African American					
Hispanic or Latino					
More than one race			n < 10		
Native Hawaiian or Pacific Islander			n < 10		
Some other race					
White					
Foster Youth					
Students w/ Disabilities					
LGBT students					
Economic Disadvantage	data n/a				
Veterans					
First Gen	data n/a				



Updated 2019.04.10

# Next Steps

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- Spend some time with the heat maps
  - What jumps out at you?
  - What questions do you have?
- Ongoing Dialogue
  - Student Success & Equity Committee
  - Future Leadership Council meeting
  - College Forum(s)
  - Other?

# 2018 *SENSE* SURVEY

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Key Findings and Potential Implications for Planning

# What is SENSE?

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## **Survey of Entering Student Engagement**

- Complement to CCSSE (Community College Survey of Student Engagement)
- Goal: Inform practices related to retention of new students
- Survey items about college practice & student behavior in early weeks of college
- Administered during the 4<sup>th</sup> and 5<sup>th</sup> weeks in Fall term to likely entering students
- National survey – allows benchmarking against other community colleges

# Benchmarking Areas

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- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathways
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network



# 2018 *SENSE* Cohort

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## **269 institutions from 40 states & District of Columbia**

- 112 small (<4,500)
- 54 medium (4,500 – 7,999)
- 64 large (8,000 – 14,999)
- 39 extra-large (15,000 +)

# Data Points in the Key Findings

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## **Aspects of Highest & Lowest Engagement**

- Five areas where Grossmont scored most favorably and least favorably

## **Guided Pathways items**

- Results from special-focus section on Guided Pathways practices

## **Comparison to other colleges in the *SENSE* Cohort**

- 2018 *SENSE* Cohort
- 2018 Top-Performing Colleges (top 10% of cohort for each benchmark)

# Next Steps

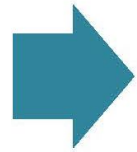
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  - What jumps out at you?
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  - Other?

# BIG PICTURE

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Outreach



Engagement



Retention

Promote the Path!

Clarify the Path

Enter the Path

Stay on the Path

Ensure Learning



Equity-focused analysis of institutional data

Questions? Concerns? Observations? Ideas?

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