

---

---

# Bringing an 'Equity Lens' to Program Review

— Instructional Planning Council —

Rana, Hoffman, Hsieh

May 20th, 2016

---

---

**How do we get the campus to address Equity Gaps?**

# Program Review: 'Connection and Entry' aka Access

**7A. Connection & Entry--Observation:** Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

**7B. Connection & Entry—Evaluation:** What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment?

# Data Packet: Equitable Access



## Student Characteristics 2010/11 through 2014/15 Mathematics (MATH)

### Annual Unique Headcount

| 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|---------|---------|---------|---------|---------|
| 2,982   | 3,046   | 3,215   | 3,207   | 3,133   |

### Total Unique Headcount by Semester

| FA10  | FA11  | FA12  | FA13  | FA14  | SP11  | SP12  | SP13  | SP14  | SP15  | SU10 | SU11 | SU12 | SU13 | SU14 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|
| 1,712 | 1,746 | 1,915 | 1,865 | 1,892 | 1,685 | 1,848 | 1,765 | 1,693 | 1,636 | 526  | 475  | 616  | 632  | 575  |

### Student Gender

|                     | 2010/11      |             | 2011/12      |             | 2012/13      |             | 2013/14      |             | 2014/15      |             | Change<br>2013/14-14/15 |           | 5 Year Row<br>Total & Average |             |
|---------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------------|-----------|-------------------------------|-------------|
| Female              | 1,650        | 53%         | 1,697        | 53%         | 1,778        | 53%         | 1,711        | 51%         | 1,667        | 51%         | -3%                     | 1%        | 8,503                         | 52%         |
| Male                | 1,266        | 45%         | 1,306        | 45%         | 1,377        | 45%         | 1,421        | 47%         | 1,382        | 46%         | -3%                     | -1%       | 6,752                         | 46%         |
| Unreported          | 66           | 2%          | 49           | 1%          | 60           | 2%          | 75           | 2%          | 84           | 3%          | 12%                     | 21%       | 334                           | 2%          |
| <b>Column Total</b> | <b>2,982</b> | <b>100%</b> | <b>3,052</b> | <b>100%</b> | <b>3,215</b> | <b>100%</b> | <b>3,207</b> | <b>100%</b> | <b>3,133</b> | <b>100%</b> | <b>-2%</b>              | <b>1%</b> | <b>15,589</b>                 | <b>100%</b> |

### Student Ethnicity

|                     | 2010/11      |             | 2011/12      |             | 2012/13      |             | 2013/14      |             | 2014/15      |             | Change<br>2013/14-14/15 |           | 5 Year Row<br>Total & Average |             |
|---------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------------|-----------|-------------------------------|-------------|
| African American    | 149          | 4%          | 156          | 5%          | 151          | 4%          | 138          | 4%          | 117          | 3%          | -15%                    | -16%      | 711                           | 4%          |
| Asian               | 246          | 9%          | 244          | 8%          | 272          | 9%          | 294          | 10%         | 356          | 12%         | 21%                     | 26%       | 1,412                         | 10%         |
| Filipino            | 103          | 3%          | 79           | 2%          | 80           | 2%          | 105          | 3%          | 123          | 3%          | 17%                     | 14%       | 490                           | 3%          |
| Hispanic            | 1,110        | 37%         | 1,076        | 36%         | 1,123        | 35%         | 1,122        | 35%         | 1,081        | 34%         | -4%                     | -1%       | 5,512                         | 35%         |
| White               | 935          | 31%         | 968          | 32%         | 994          | 30%         | 927          | 29%         | 831          | 26%         | -10%                    | -7%       | 4,655                         | 29%         |
| Other               | 10           | 0%          | 9            | 0%          | 8            | 0%          | 12           | 0%          | 6            | 0%          | -50%                    | -48%      | 45                            | 0%          |
| Unknown             | 429          | 15%         | 522          | 17%         | 589          | 19%         | 609          | 20%         | 619          | 20%         | 2%                      | 3%        | 2,768                         | 18%         |
| <b>Column Total</b> | <b>2,982</b> | <b>100%</b> | <b>3,054</b> | <b>100%</b> | <b>3,217</b> | <b>100%</b> | <b>3,207</b> | <b>100%</b> | <b>3,133</b> | <b>100%</b> | <b>-2%</b>              | <b>1%</b> | <b>15,593</b>                 | <b>100%</b> |

Compared to What?

Equity requires us to compare w/:

- College
- Community

# Data Packet: Equitable Access

Campus

Table

2010/11

|                     |              |
|---------------------|--------------|
| African American    | 149          |
| Asian               | 246          |
| Filipino            | 103          |
| Hispanic            | 1,110        |
| White               | 935          |
| Other               | 10           |
| Unknown             | 429          |
| <b>Column Total</b> | <b>2,982</b> |

|                               |  |
|-------------------------------|--|
| Total                         |  |
| African American              |  |
| American Indian/Alaska Native |  |
| Asian                         |  |
| Hispanic                      |  |
| Multi races                   |  |
| Pacific Islander              |  |
| White                         |  |
| Other                         |  |
| Unknown                       |  |

Sources  
Origin: .

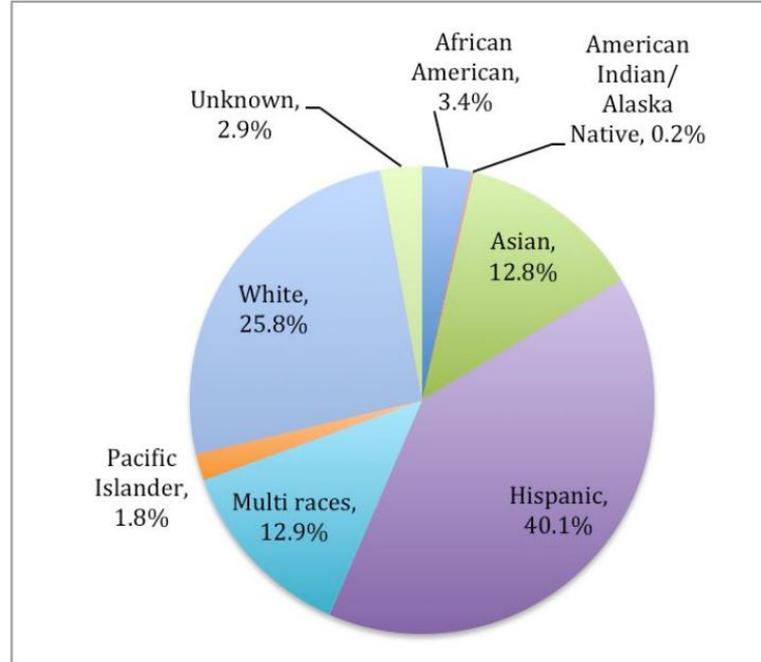


Figure 2 Student Ethnicities Cañada College

| Percent | P index |
|---------|---------|
| 3.4%    | 1.31    |
| 0.2%    | 0.87    |
| 12.8%   | 0.47    |
| 40.1%   | 1.72    |
| 12.9%   | 5.38    |
| 1.8%    | 1.32    |
| 25.8%   | 0.60    |
| 0.0%    | --      |
| 2.9%    | --      |

ace, and Hispanic  
ase (2014/15).

| Change | 2013/14-14/15 |
|--------|---------------|
| 5%     | -16%          |
| 1%     | 26%           |
| 7%     | 14%           |
| 1%     | -1%           |
| 0%     | -7%           |
| 0%     | -48%          |
| 2%     | 3%            |
| 2%     | 1%            |

5

# Program Review: Progress and Completion

## Aka “Course Completion and Sequence Completion”

- **8A. Progress & Completion—Observation:** Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, and day/evening. **Cite quantitative data and specific tables from the data packets.**
- **8B. Progress & Completion Online—Observation:** For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face (f2f) courses.
- **8C. Progress & Completion—Evaluation:** Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

# Data Packet: Equitable Course Completion

Compared to What?

## Course Success and Retention by Ethnicity

|           |                              | Headcount | Success Count | Success Rate | Retention Count | Retention Rate |
|-----------|------------------------------|-----------|---------------|--------------|-----------------|----------------|
| 2010/2011 | African Am.                  | 188       | 59            | 31%          | 112             | 60%            |
|           | Asian                        | 329       | 216           | 66%          | 261             | 79%            |
|           | Filipino                     | 120       | 68            | 57%          | 92              | 77%            |
|           | Hispanic                     | 1,451     | 648           | 45%          | 1,066           | 73%            |
|           | Native Am.                   | 13        | 4             | 31%          | 9               | 69%            |
|           | Unknown                      | 536       | 289           | 54%          | 419             | 78%            |
|           | White                        | 1,201     | 751           | 63%          | 957             | 80%            |
|           | <b>Totals &amp; Averages</b> | 3,838     | 2,035         | 53%          | 2,916           | 76%            |

Equity requires us to compare w/:

- Total
- OR Highest performing Group

# Gap Analysis

Sub Group - Total = Gap

$$31\% - 53\% = -22\%$$

Gap < - 3%  $\Leftrightarrow$  "Disproportionate Impact "

Closing the Gap:

22% of the baseline 188 is about 41 students

# Equity Plan Gap Analysis

## Campus Based Research: Course Completion

**Table B1: Course completion by population group**

|           | Student Head Count (unduplicated) | Enrollment Count (duplicated) | Successful Course Completion (duplicated) |               | 80% Index (Reference=Max) | Percentage Point Gap |        |
|-----------|-----------------------------------|-------------------------------|---|---------------|---------------------------|----------------------|--------|
|           |                                   |                               | Count                                     | Rate          |                           |                      |        |
| Ethnicity | African American                  | 365                           | 1,325                                     | 693           | 52.3%                     | 72%                  | -9.7%  |
|           | American Indian/Alaskan Native    | 22                            | 76  | 39            | 51.3%                     | 71%                  | -10.7% |
|           | Asian                             | 984                           | 2,693                                     | 1,954         | 72.6%                     | 100%                 | 10.5%  |
|           | Filipino                          | 404                           | 996                                       | 601           | 60.3%                     | 83%                  | -1.7%  |
|           | Hispanic                          | 3,823                         | 13,223                                    | 7,634         | 57.7%                     | 80%                  | -4.3%  |
|           | Multi Races                       | 1,386                         | 4,888                                     | 2,956         | 60.5%                     | 83%                  | -1.6%  |
|           | Pacific Islander                  | 154                           | 543                                       | 287           | 52.9%                     | 73%                  | -9.2%  |
|           | White                             | 2,692                         | 8,043                                     | 5,548         | 69.0%                     | 95%                  | 6.9%   |
|           | Unknown                           | 326                           | 1,021                                     | 644           | 63.1%                     | 87%                  | 1.0%   |
|           | <b>Total</b>                      | <b>10,156</b>                 | <b>32,808</b>                             | <b>20,356</b> | <b>62.0%</b>              | <b>86%</b>           |        |

# Recommendations

- Modify data-packets:
  - align categories with Equity plan
  - Provide p-index for Access and Gap analysis for Course Completion
  - Produce graphs to chart time-series, Access comparisons
- Clarify language in Program Review process
  - prompt specific Language Re: Equity Gaps
  - Timeline: Summer meeting to reflect on PR process.
  -
- Provide training “[Making sense of your program’s equity data](#)”
  - Flex Sessions
  - Division Meetings
- Follow-up:
  - Compare Gaps pre/post Common Assessment Initiative
  - Engage Community groups w/discussions of needs, curriculum discussions etc.