“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions but of deepening and solidifying them”

-Harry S. Truman (Commission on Higher Education Report, 1947)
Plan and Logistics


1. Context and Ground Rules
2. Dig into Data dashboards
3. Distill and make meaning of data trends
4. Identify areas of focus
5. Develop consensus around areas of concern
6. Develop a vision for the future in these areas
Context and Ground Rules
Assumptions and Background

- All students should have equal opportunities for success
- We want to serve ALL students well
- There are no inherent differences across groups (race, gender, etc.) that reasonably explain gaps
- Higher Education was built on white middle class values
Why Race?

- Race is visible
- Racial and ethnic minorities have been legally prohibited from attending universities
- Unlike financial aid policies (which remove barriers for low income students) no policies exist to remove barriers for people of color
- Many SES-based policies favor white students over students of color
- Racial gaps are more prominent and persist regardless of income

How do you know if something is equity minded?

Evidence Based  
Equity Advancing

Race Conscious  
Systemically Aware

Institutionally Focused
Strategies for Modeling Equity Mindedness

- Develop your framework, inform yourself
- Know the data and trends (inside the college and out)
- Understand how data/metrics are connected
- Reframe conversations: Focus on institutional barriers
- Develop ground rules for discussion
- Acknowledge our own biases and levels of privilege
Strategies for Meaning Making

- Understand the **definitions** and nuances of *your* data
- Develop guiding questions and hypotheses
- Look for patterns/trends
  - Across time
  - Across/between groups
  - Across other characteristics (course level/modality, etc.)
  - Between datasets
- Look at outliers/anomalies
- Infer meaning, draw conclusions, ask more questions
Things to keep in mind...

- We are not seeking **TRUTH** just one of many **truths**
- Dozens of variables influence student success but pervasive and persistent patterns can be compelling places to begin our work
- Don’t get trapped in false dichotomies
- Data and assessment are inextricably linked to a culture that values effective pedagogy and andragogy
- Student success data is, ideally, learner centered not teacher centered
“Inquiry is a change strategy, become a researcher of your own practice” - E. Bensimon

You don’t need data to maintain the status quo.
Connecting the Dots
THE WHY
Our Students and Communities

THE WHAT
Vision for Success

THE HOW
Guided Pathways

THE TOOLS
System-level Support

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program
- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)
Student Journey

- Enrollment
- Progress
- Momentum
- Success/Completion
- Employment

Short Term CTE Skills Builders
Enrollment: Who do we serve?

2017/18 AY
35,263

### Educational Objective

- Bachelor’s Degree: 52.5%
- Associate’s Degree: 5.8%
- Career/Skills Builders: 15.3%
- Basic Skills/Adult Ed.: 1.8%
- Lifelong Learning: 2.8%
- Concurrent University Student: 10.7%
- Undecided/Unreported: 11.3%

### Enrollment Status

- Current High School Student: 6.0%
- First-Time Student: 8.1%
- First-Time Transfer Student: 14.4%
- Continuing Student: 72.6%
- Returning Student: 6.2%
- Returning Transfer Student: 4.0%
- Unreported: 0.2%
Enrollment: Who do we serve?

**Gender**
- Male, 45.0%
- Female, 54.9%

**First Generation**
- Not First Generation, 72.4%
- First Generation, 27.6%

**Ethnicity**
- African American, 6.7%
- American Indian, 0.3%
- Asian, 10.9%
- Filipino, 4.6%
- Latino, 37.0%
- Other, 6.5%
- Pacific Islander, 0.6%
- Unreported, 1.8%
- White, 31.8%

**Age**
- Under 18, 4.7%
- 18 - 24, 56.9%
- 25 - 29, 19.5%
- 30 - 39, 13.9%
- 40 - 49, 4.6%
- 50 and >, 3.6%
Enrollment: Who is in your program?

Dig in

1. Do the characteristics of the students in your program match that of the campus?
   1. If you note differences, what might explain this?
2. Do you notice any trends across time?
   1. What might explain this?
Progress: Math and English Completion

Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

Math: 12.4%
English: 20.7%
Both: 7.6%

Math: 16.9%
English: 35.2%
Both: 11.8%
Momentum: Fall to Spring Retention

Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

Retained from Fall to Spring

Mesa: 63.4%
Any: 75.6%

Mesa: 62.3%
Any: 75.5%
Success: Associate Degrees

Transitioned to Postsecondary or Earned an Award

Among all students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS: 717</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>ADT: 687</td>
<td>550</td>
<td>550</td>
<td>550</td>
<td>550</td>
</tr>
<tr>
<td>Completion: 1309</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Certificate: 276</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>BA/BS: 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

AA/AS: 686
ADT: 716
Completion: 1518
Certificate: 320
BA/BS: 0
Success: Transfer to UC/CSU

Among all students, the number who transferred to various types of postsecondary institutions:

- 2014-2015: 1,990
- 2015-2016: 2,093
- 2016-2017: 2,195

10.3% increase over last 3 years

5.2% increase

4.9% increase
Success: Unit Accumulation

Average Number of Units Accumulated by Associate Degree Earners

Among all students who earned an associate degree in the selected year, and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college.
Highlights Along the Journey-
Entry/Progress

Placement Assistant & AB705
Mesa journey-Past, present, future

**Fall 2015**
- MMAP Pilot site
- Replacement of students who had completed ACCU
- Used CalPASS Data
- Launch of English 101x

**Summer 2017**
- Launch of Placement Assistant
- Utilizes self-reported information
- Totally supplants ACCU

**Spring 2018**
- Inclusion of International, HISE, GED, CAHSEE scores into PA
- Updated logic-floors set at College-level + Co-req.

**Fall 2018**
- Launch of Math 96x (intermediate Algebra)

**Spring 2019**
- Launch of Math 116X, 104X (college Algebra and Trig)

**Future**
- Automatic placement from CCCApply
- Auto email generated at application
- Co-requisites in Math
Start here.

First Name*

Last Name*

Email*

CSID*

Re-enter CSID*
Fall 2018 Outcomes

- Over 75% of students have access to standalone Transfer-Level Math and English
- In English co-req. transfer is the floor, in Math co-req. Intermediate Algebra is currently the floor
- Students placed at lower level were less likely to enroll (for both Math and English)
- Students in the higher HS GPA groupings had higher success rates (for both math and English)

**English**
- Success Rate in English 101 remained stable at ~71% for PA students
- Equity Gaps still remain for our African-American and Latinx student groups
- Those gaps narrow in the Accelerated class (101x)
- Throughput improved for All student groups

**Math**
- Students placed at lower levels had lower success
- Success Rates in Intermediate Algebra and Statistics were lower than campus average
- Success Rates in College Algebra and Trig remained stable
- Success rates in Accelerated Intermediate Algebra was significantly higher than the standalone course (66% vs. 42%)
- Equity gaps remain
Throughput

**Math**
- Enrollment in transfer level Math in the first term increased from 16% to 32% since Fall 2014.
- The percent of students completing transfer level math in their first term has increased from 10% to 18% since Fall 2014.
- Note that co-requisite math courses at the transfer level were launched in Spring 2019 for College Algebra and Trig and Co-requisite support for Stats will launch in Fall 2019.

**English**
- Enrollment in transfer level English in the first term has increased from 17% to 44% since Fall 2014.
- The percent of students who have completed transfer level English in the first term from since Fall 2014 has gone form 13% to 36%.
- Latinx students have gone from 10% to 36%
- African-American students have gone from 8% to 26%
## English/ELAC Course Success Rates Fall 2018

(Note: only includes courses with >10 enrollments)

<table>
<thead>
<tr>
<th>Course</th>
<th>Valid Enrollments</th>
<th>Success Count</th>
<th>Success Rate-PA</th>
<th>Success Rate-Campus-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAC015</td>
<td>12</td>
<td>8</td>
<td>67%</td>
<td>69%</td>
</tr>
<tr>
<td>ENGL047A</td>
<td>166</td>
<td>108</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>ENGL101x</td>
<td>198</td>
<td>142</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>ENGL101</td>
<td>933</td>
<td>665</td>
<td>71%</td>
<td>66%</td>
</tr>
<tr>
<td>ENGL105</td>
<td>222</td>
<td>150</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>ENGL205</td>
<td>76</td>
<td>58</td>
<td>76%</td>
<td>75%</td>
</tr>
</tbody>
</table>
# Math Course Success Rates Fall 2018

(Note: Only includes top 5 enrolled Math classes for PA students)

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>Success</th>
<th>Success Rate-PA</th>
<th>Fall 2018-Campus</th>
<th>Fall 2017-Campus</th>
<th>Diff-FA2018-PA</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH096</td>
<td>445</td>
<td>186</td>
<td>42%</td>
<td>49%</td>
<td>57%</td>
<td>-7%</td>
</tr>
<tr>
<td>MATH096x</td>
<td>74</td>
<td>49</td>
<td>66%</td>
<td>60%</td>
<td>--</td>
<td>6%</td>
</tr>
<tr>
<td>MATH104</td>
<td>250</td>
<td>153</td>
<td>61%</td>
<td>61%</td>
<td>57%</td>
<td>0%</td>
</tr>
<tr>
<td>MATH116</td>
<td>163</td>
<td>95</td>
<td>58%</td>
<td>57%</td>
<td>60%</td>
<td>1%</td>
</tr>
<tr>
<td>MATH119</td>
<td>329</td>
<td>163</td>
<td>50%</td>
<td>58%</td>
<td>69%</td>
<td>-8%</td>
</tr>
</tbody>
</table>
English Challenges and strategies

- What do we call it? Nomenclature
  - Registration logistics (LCOM)
  - Students being unable to find the class
  - Branding (counseling & student facing)
- Grading structures
  - Co-grading
  - Pass/no pass vs. graded
- Communication
  - How will students know about it?
  - Using existing tool
Math Challenges and strategies

- Curriculum issues
  - Using existing courses vs. Developing new courses
  - Re-examining existing courses

- Multiple math pathways
  - Communicating recommended pathways to students
  - B-STEM – SLAM

- Setting priorities
  - Helping the few vs. the many
  - Supporting faculty who are doing the work
  - Where to start
Back Door wins

- Culture
  - Re thinking existing practices
  - Building communities of practice
  - Faculty who would not have these conversations previously are now having them
  - Guinea Pig Project (transparency about data)

- Aligning curriculum
  - Conversations with Continuing Education
  - Regional conversations about curriculum including k-12
Leveraging resources

- PATHWAYS
  - Identified as Priority Element

- BSSOT/BSI
  - Reassigned time o write curriculum
  - RA time to coordinate courses
  - Stipends (ESUs) to participate in CoP
  - Stipends for participating in AIM
  - Professional Learning

- Equity
  - RA Time to coordinate Math 92

- HSI Title 5
  - Mathletics
Highlights Along the Journey-Progress/Momentum

CRUISE (17-18)

- Nearly 600 students were served, nearly 50% were Latinx, 72% were Transfer/Degree seeking, 35% First Gen
- Success rates for CRUISE students was 74% compared to 71% Overall
- All racial groups Except Filipino had higher success rates for CRUISE participants as compared to overall campus. The average Success rate difference was +5%
- CRUISE students enrolled in an average of 7.9 more units than non CRUISE students
- CRUISE students persist to 2\textsuperscript{nd} term at higher rate (87% vs 70%) and 3\textsuperscript{rd} term (68% vs 49%) when compared to other first time to college students
Highlights Along the Journey - Momentum

STAND

- 1,245 students served in 16/17 and 17/18
- Over 70% are ages 18-24, 41% are Latinx, 17% are African American/Black, 2/3 are degree/transfer seeking
- Course Success Rate is slightly above campus average of 71%
Equity Minded Reflection

Each table will focus on 1 metric

Use Student Success Metrics Dashboard

- Look at overall rates and Disaggregate by Race
- Use the Equity Minded Reflection Guide to focus dialogue
Distill it down

Respond to the following questions in Padlet (you can respond as a group or individually)

1. What do you observe in the data?
   - Identify 2-3 key findings around trend over time and across groups.

2. What trends would we like to see?
   - Identify 1-2 specific outcomes that we’d like to strive for across all groups and within subgroups.
A look at prior goal setting

<table>
<thead>
<tr>
<th>Vision for Success Local Goal Setting Summary Table</th>
<th>GOAL 1</th>
<th>GOAL 2</th>
<th>GOAL 3</th>
<th>GOAL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: All Assoc. Degrees 1B: Certificates 1C: Vision for Success 2A: ADTs Only 2B: Transfer UC/CSU 3: Unit Accum. 4A: Median Earnings 4B: Living Wage 4C: Employed in Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>1553</td>
<td>321</td>
<td>1637</td>
<td>732</td>
</tr>
<tr>
<td>2 yrs prior to Baseline</td>
<td>1401</td>
<td>276</td>
<td>1521</td>
<td>685</td>
</tr>
<tr>
<td>% Change Prior 2 yrs to baseline</td>
<td>10.8%</td>
<td>16.3%</td>
<td>7.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Most recent year</td>
<td>1402</td>
<td>320</td>
<td>1518</td>
<td>716</td>
</tr>
<tr>
<td>21/22 Goal Count</td>
<td>2143</td>
<td>411</td>
<td>1637</td>
<td>1010</td>
</tr>
<tr>
<td>21/22 Goal Percent Change</td>
<td>38%</td>
<td>28%</td>
<td>0%</td>
<td>38%</td>
</tr>
<tr>
<td>CCCC SYSTEMWIDE System Goals</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Questions, Comments, Thoughts?