



# Crafton Hills College Student Equity Data: 2013 – 2014



Prepared by Keith Wurtz

# Introduction

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- ▶ Purpose – to help inform the development and improvement of strategies and services that can help CHC students succeed
- ▶ To inform the development and writing of Crafton's Student Equity Plan
- ▶ The Student Equity Data is based on the QEIs in the EMP and also meets the requirements specified by Title 5 Education Code [55512(a)]



# CHC Educational Master Plan Goals Related to Student Equity

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- ▶ Goal 1.1: Support, guide and empower every student to achieve his or her goals
- ▶ Goal 1.2: Deliver and ensure access to programs, services, and support that meet student's needs
- ▶ Goal 2.1: Seek, welcome, and respect diversity, and promote inclusiveness



# Session Objectives

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- ▶ Knowledge of the outcome areas where data indicates that groups have been disproportionately impacted
- ▶ Historical knowledge of the outcome areas where data indicates that groups have been disproportionately impacted
- ▶ Generate draft objectives for the Student Equity Plan based on the Student Equity Data
- ▶ Generate draft strategies to close equity gap based on draft objectives



# Disproportionate Impact

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...the percentage of persons from a particular racial, ethnic, gender, age or disability group...is significantly different from the representation of that group in the population...



# Three Indicators to Identify Disproportionate Impact

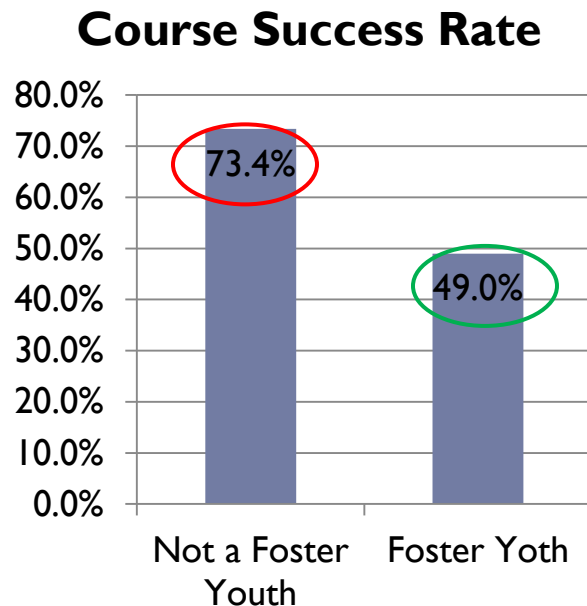
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- ▶ Two or more of the three indicators below had to substantially indicate that disproportionate impact was present
  - ▶ 80% Rule
  - ▶ Proportionality Index
  - ▶ Cohen's d effect size



# 80% Rule

- ▶ The rate for any race, sex, or ethnic group is less than 4/5 (or 80%) of the rate for the group with the highest rate is evidence of adverse impact



$$\frac{\text{Foster}}{\text{NotFoster}} * 100 = \%$$

$$\frac{.49}{.734} * 100 = 66.8\%$$

# Proportionality Index

- ▶ Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group

Foster Youth	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	33,363	99.3	24,490	99.5	1.00
Yes	245	0.7	120	0.5	.71
Total	33,608	100.0	24,610	100.0	

$$\frac{\textit{Foster}}{\textit{NotFoster}} = X.X$$

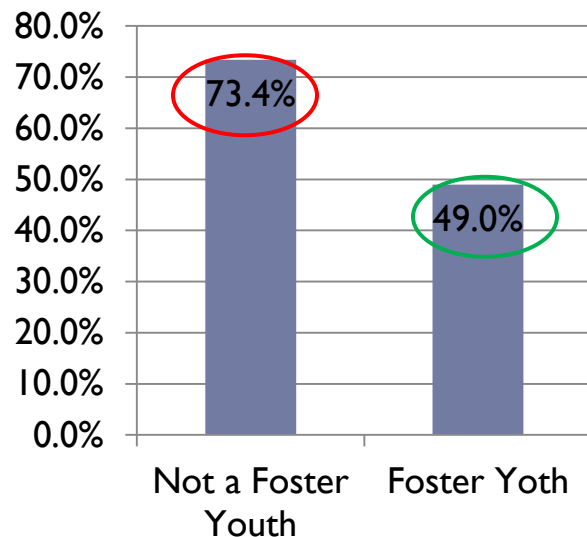
$$\frac{.005}{.007} = .71$$



# Cohen's d Effect Size

- ▶ The Cohen's d effect size statistic was used to indicate whether there was a substantial difference between the reference group and the subgroup being examined
- ▶ An effect size is considered to be meaningful if it is .20 or higher, which usually indicates that the difference in the outcome rate is 10% or greater

**Course Success Rate**



$$\frac{M_1 - M_2}{SD} = ES$$
$$\frac{.49 - .734}{SD} = -.55$$

# Access

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## ▶ Crafton Serves a Lower Percentage of...

CHC Student Group	09-10	13-14
Native American	No	Yes
Caucasian	Yes	Yes
30 – 49 year olds	No	Yes
50 years old or older	Yes	Yes
Students identified with a disability	Yes	Yes
Veterans*		Yes

\*A large portion of veterans living in the primary service area were veterans from Viet Nam and Korea

- Three additional groups were underserved from Crafton's primary service area in 2013-2014 than in 2009-2010
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# Course Success Rate

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- ▶ All of the groups disproportionately impacted in 2009-2010 on course success were not disproportionately impacted in 2013-2014
- ▶ Foster Youth and Veterans were the groups disproportionately impacted on course success in 2013-2014

CHC Student Group	09-10	13-14
Males	Yes	No
African American	Yes	No
Native American	Yes	No
Hispanic	Yes	No
Students identified with a disability	Yes	No
Economically Disadvantaged	Yes	No
Foster Youth		Yes



# Math Throughput Rate\*

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- ▶ Three additional groups were disproportionately impacted in 2013-2014 on the math throughput rate that were not disproportionately impacted in 2009-2010
- ▶ Females were disproportionately impacted on math improvement rate in 2009-2010, but not in 2013-2014

CHC Student Group	09-10	13-14
Females	Yes	No
African American	No	Yes
30-34 year olds	No	Yes
Economically Disadvantaged	No	Yes

\*In 2009-2010 the math improvement rate (i.e. successfully completed next highest level math course) was examined, not the math throughput rate (i.e. successfully completed transfer level math).

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# English Throughput Rate\*

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- ▶ Four of the groups disproportionately impacted in 2009-2010 on the English throughput rate were not disproportionately impacted in 2013-2014
- ▶ African American and Hispanic students were disproportionately impacted on the English improvement rate in 2013-2014

CHC Student Group	09-10	13-14
Males	Yes	No
African American	Yes	Yes
Hispanic	No	Yes
20-29 year olds	Yes	No
Student identified with a disability	Yes	No
Economically Disadvantaged	Yes	No

\*In 2009-2010 the English improvement rate (i.e. successfully completed next highest level English course) was examined, not the English throughput rate (i.e. successfully completed transfer level English).

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# Degree/Certificate Completion Rate\*

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- ▶ Three of the groups disproportionately impacted in 2009-2010 on the Degree/Certificate completion rate were not disproportionately impacted in 2013-2014
- ▶ Six groups were disproportionately impacted on the degree/certificate completion rate in 2013-2014

CHC Student Group	09-10	13-14
Females	Yes	No
Males	No	Yes
African American	Yes	Yes
Hispanic	Yes	Yes
Native American	No	Yes
19 years old or younger	Yes	No
20-34 years older	No	Yes
50 years old or older	No	Yes
Economically Disadvantaged	Yes	No

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# Transfer Rate

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- ▶ Two of the groups disproportionately impacted in 2009-2010 on the transfer rate were not disproportionately impacted in 2013-2014
- ▶ Three groups were disproportionately impacted on the transfer rate in 2013-2014

CHC Student Group	09-10	13-14
Males	Yes	No
African American	No	Yes
Hispanic	Yes	Yes
20 years old or older	No	Yes
Economically Disadvantaged	Yes	No



# Writing Objectives

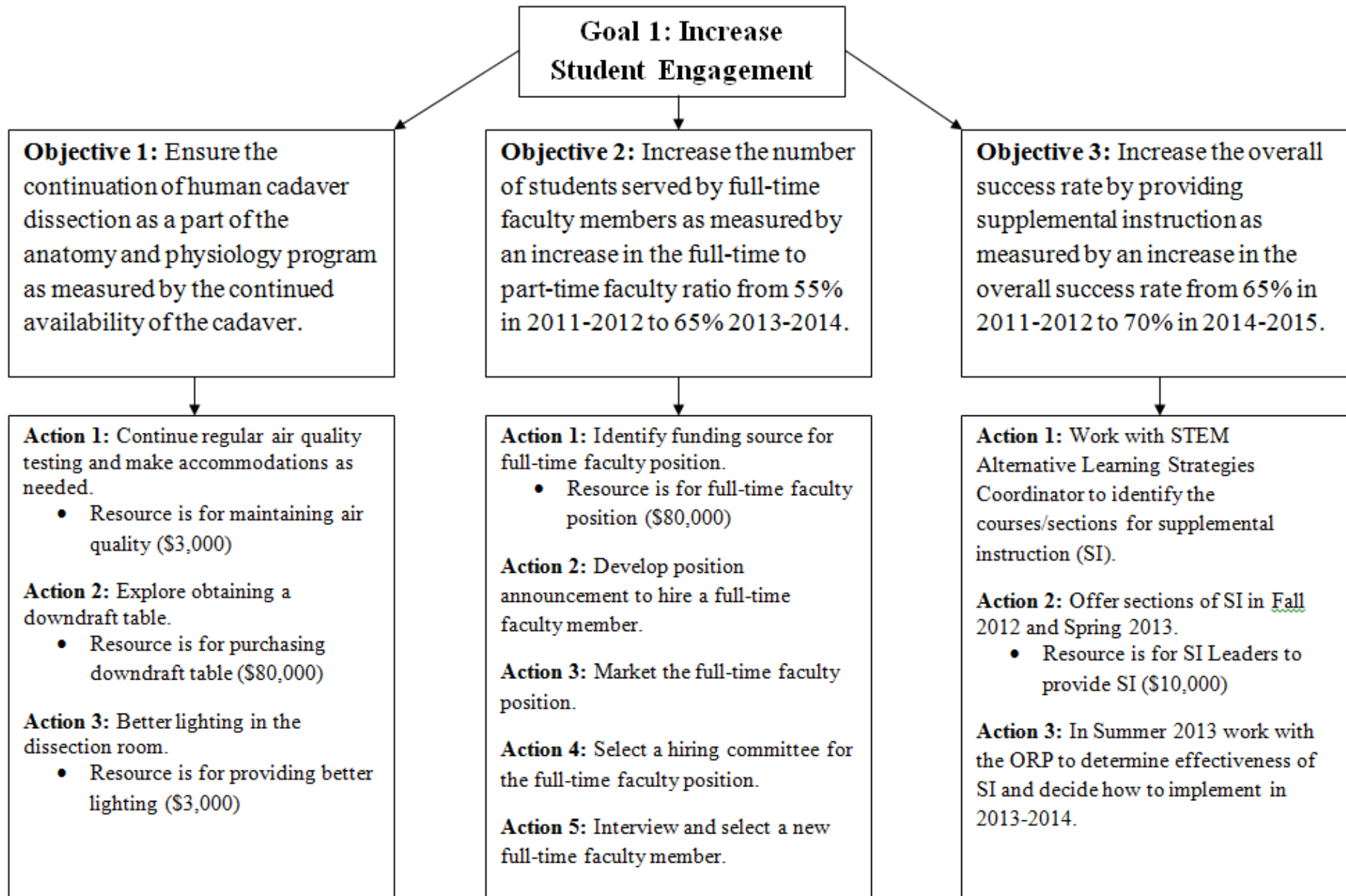
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- ▶ A concrete, measurable outcome that represents a milestone on the way to achieving a goal
- ▶ Characteristics of a Sound Objective
  - ▶ Relevant to the applicable goal
  - ▶ Specific and measurable
  - ▶ Reasonable with respect to scope and timeline
  - ▶ Lends itself to formulation of a coherent set of actions
- ▶ Example Objective: Sixty percent (60%) of the 75 students enrolled in Civic Education Through ESL Internet course will increase their reading level by two grades and master eight core competencies in civic education.





# How do goals, objectives, and actions all work together?



# Summary of Results

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- ▶ Disproportionate impact was most likely to occur in the following outcome areas:
  - ▶ Access
  - ▶ Math and English throughput rates
  - ▶ Degree and certificate completion rate
  - ▶ Transfer rate



# Possible Access Objective 1

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- ▶ Increase the proportion of 30 – 39 year old CHC students from 9.4% to 15.5% and exceed the .90 proportionality index threshold.
  - ▶ Action #1: Conduct segmentation modeling research to identify the courses that 30-39 year old Crafton students are most interested in taking
    - ▶ Resource #1: Time for the OIERP to conduct the research.
  - ▶ Action #2: Conduct target marketing research using GIS and US Census data, the environmental scan data, and market to Espaniola and Urban Cliff-Climbers
    - ▶ Resource #1: Time for the OIERP to conduct the research.
  - ▶ Action #3: Offer sections at non-traditional times (online, night, Friday's, and weekends)
    - ▶ Resource #1: Cost of offering additional sections (minimum of 14 sections)
    - ▶ Resource #2: Cost of offering support services at non-traditional times for approximately 450 additional students



# Possible Access Objective 2

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- ▶ Increase the proportion of Native American Crafton students from 0.2% to 0.4% and exceed the .90 proportionality index threshold.
  - ▶ Action #1: Work with local nations and grant partners to develop strategies to increase the number of Native American students attending Crafton
    - ▶ Resource #1: Time for the College to facilitate meetings.
  - ▶ Action #2: Based on meetings with local nations develop strategies and implement
    - ▶ Resource #1: Time for the College to facilitate meetings.



# Possible Math Throughput Rate Objective 1

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- ▶ Increase the Hispanic student three-year math throughput rate from 27% to 32.8%.
  - ▶ Action #1: Develop a plan and timeline for implementing priority registration for students who enroll in math first until they complete math required in SEP
    - ▶ Resource #1: Cost of offering 15 additional math sections to meet demand.
    - ▶ Resource #2: Time for developing programming in Ellucian





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# Questions / Comments

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