# Welcome

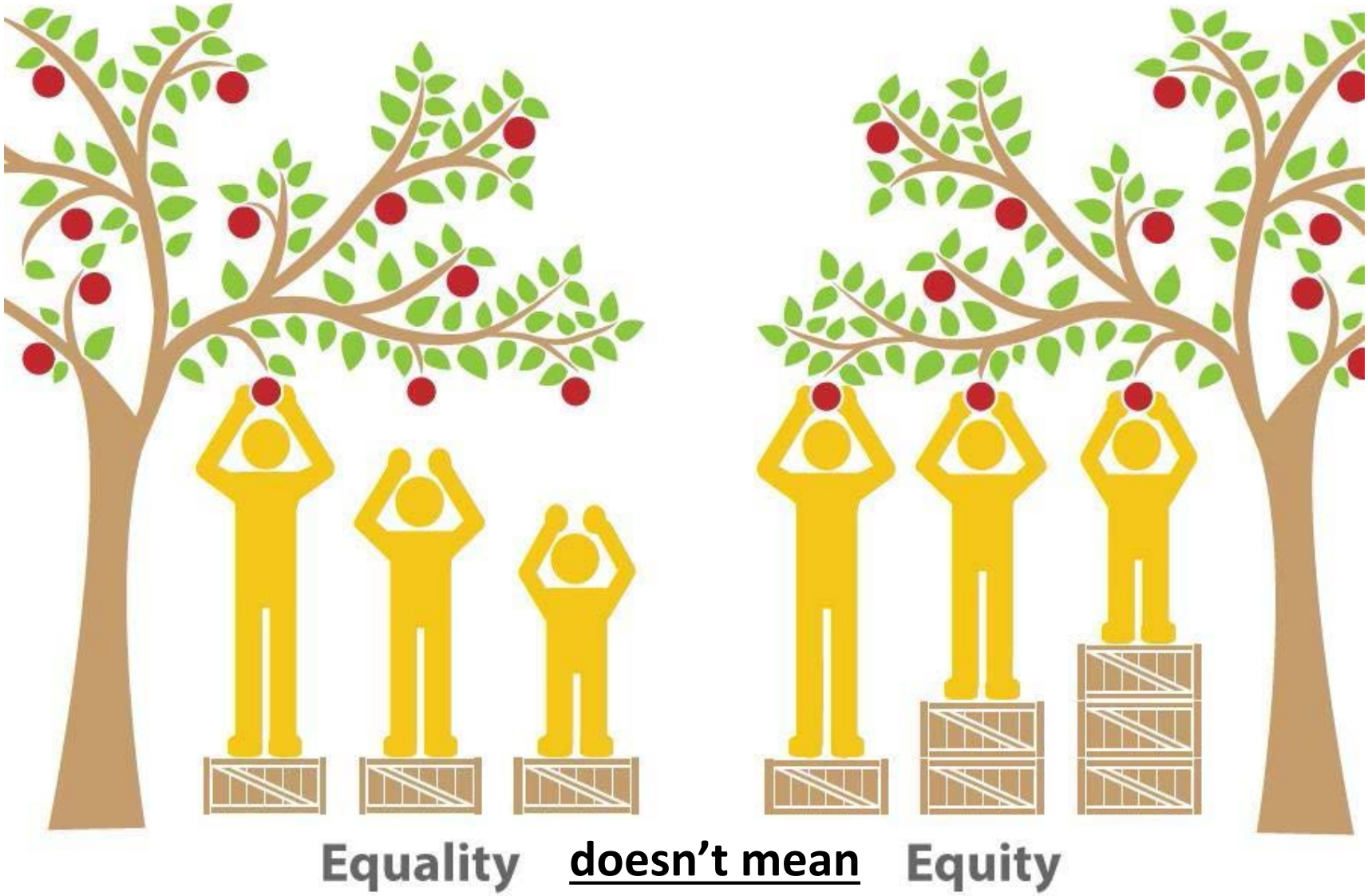
## Spring Professional Development Day

**January 14, 2016**

# Student Equity Plan

## Professional Development Day

### January 14, 2016


Equality doesn't mean Equity

# EQUITY PLAN OUTLINE

## PLANNING

PLANNING PROCESS AND COLLABORATION

COORDINATING PROGRAMS

- Disabled Student Programs and Services (**DSPS**)
- Extended Opportunity Programs and Services (**EOPS**) and Special Services
- Math, Engineering, Science Achievement (**MESA**), Puente and Middle College High School Programs
- Student Success and Support Program (**SSSP**)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (**CalWORKs**)
- Student Financial Aid Administration, Board Financial Assistance Program (**BFAP**)
- Basic Skills Initiative (**BSI**)

## SUCCESS INDICATORS

- ACCESS
- COURSE COMPLETION
- ESL AND BASIC SKILLS COMPLETION
- DEGREE AND CERTIFICATE COMPLETION
- TRANSFER

### SUCCESS INDICATOR COMPONENTS

1. Campus-Based Research (DATA)
2. Goals
3. Activities
4. Funding
5. Evaluation

### RACIAL / ETHNIC GROUPS

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- Asian
- White
- More than one race

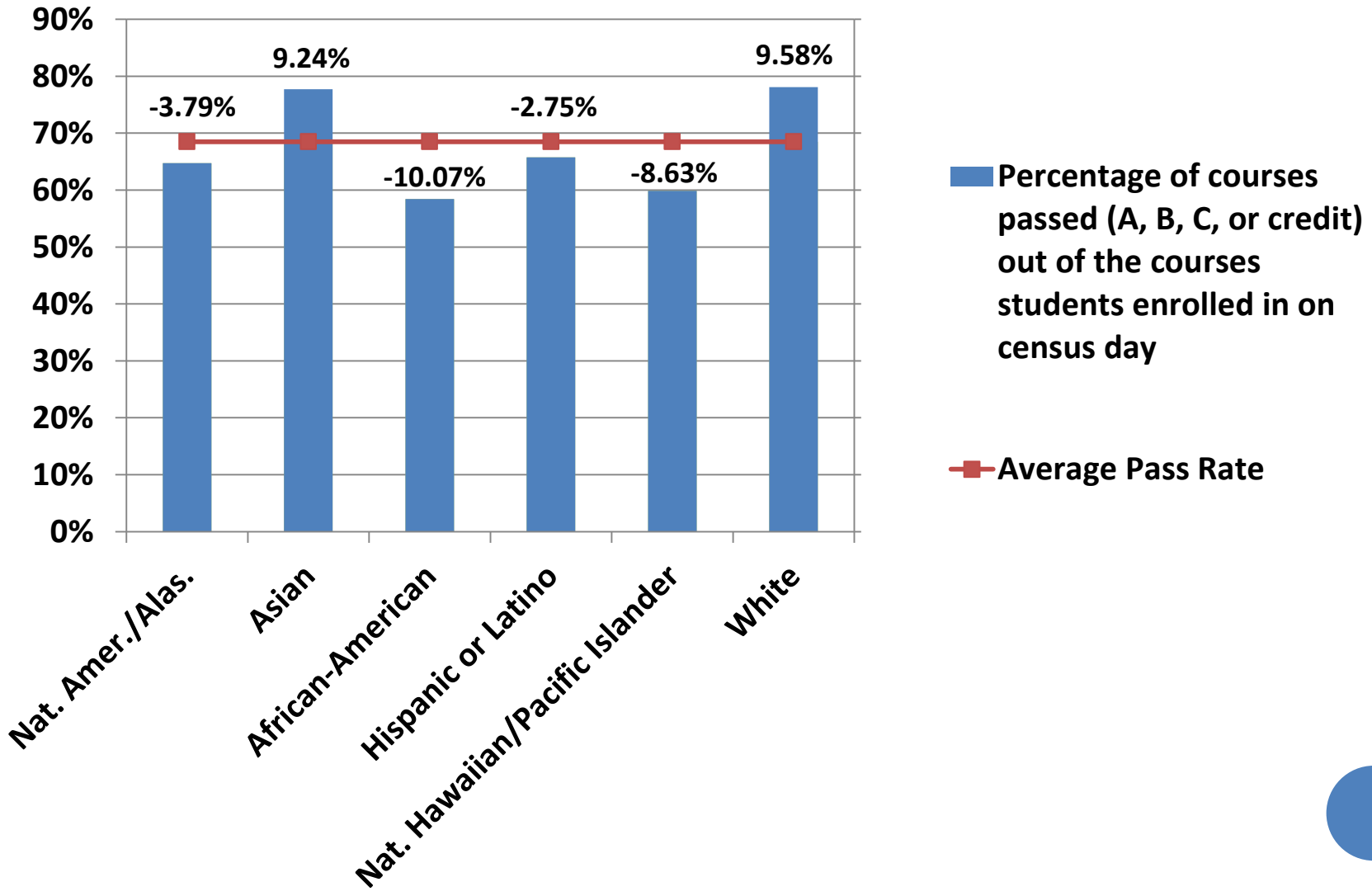
### CHARACTERISTICS

- Males
- Females
- Veterans
- Current or former foster youth
- Students with disabilities
- Low-income students

# Funding Categories

- Outreach
- Student Equity Coordination/Planning
- Instructional Support Activities
- Student Services or other Categorical Program
- Curriculum/Course Development or Adaptation
- Direct Student Support
- Research and Evaluation
- Professional Development

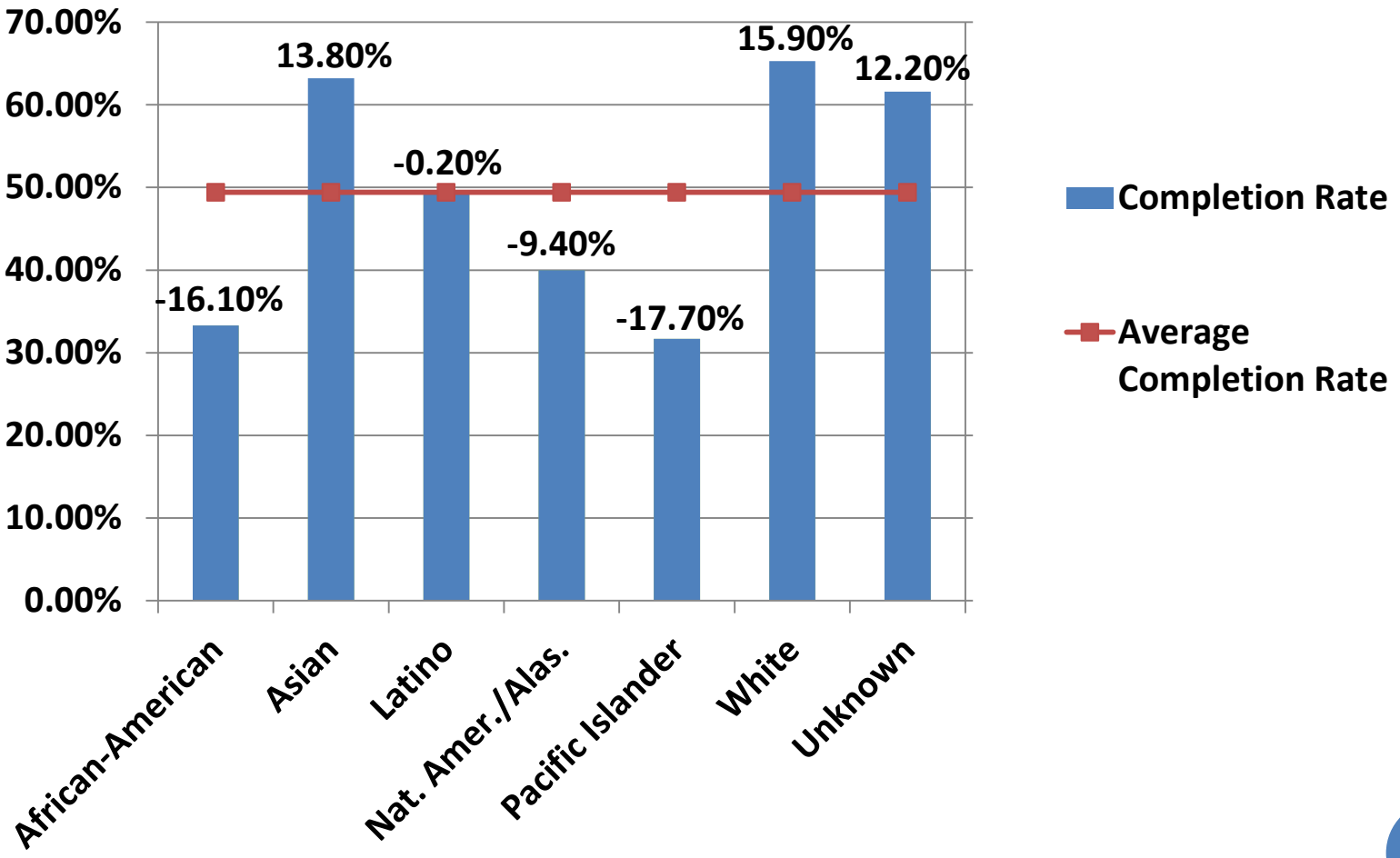
# Data – Course Completion ECC, Fall 2014



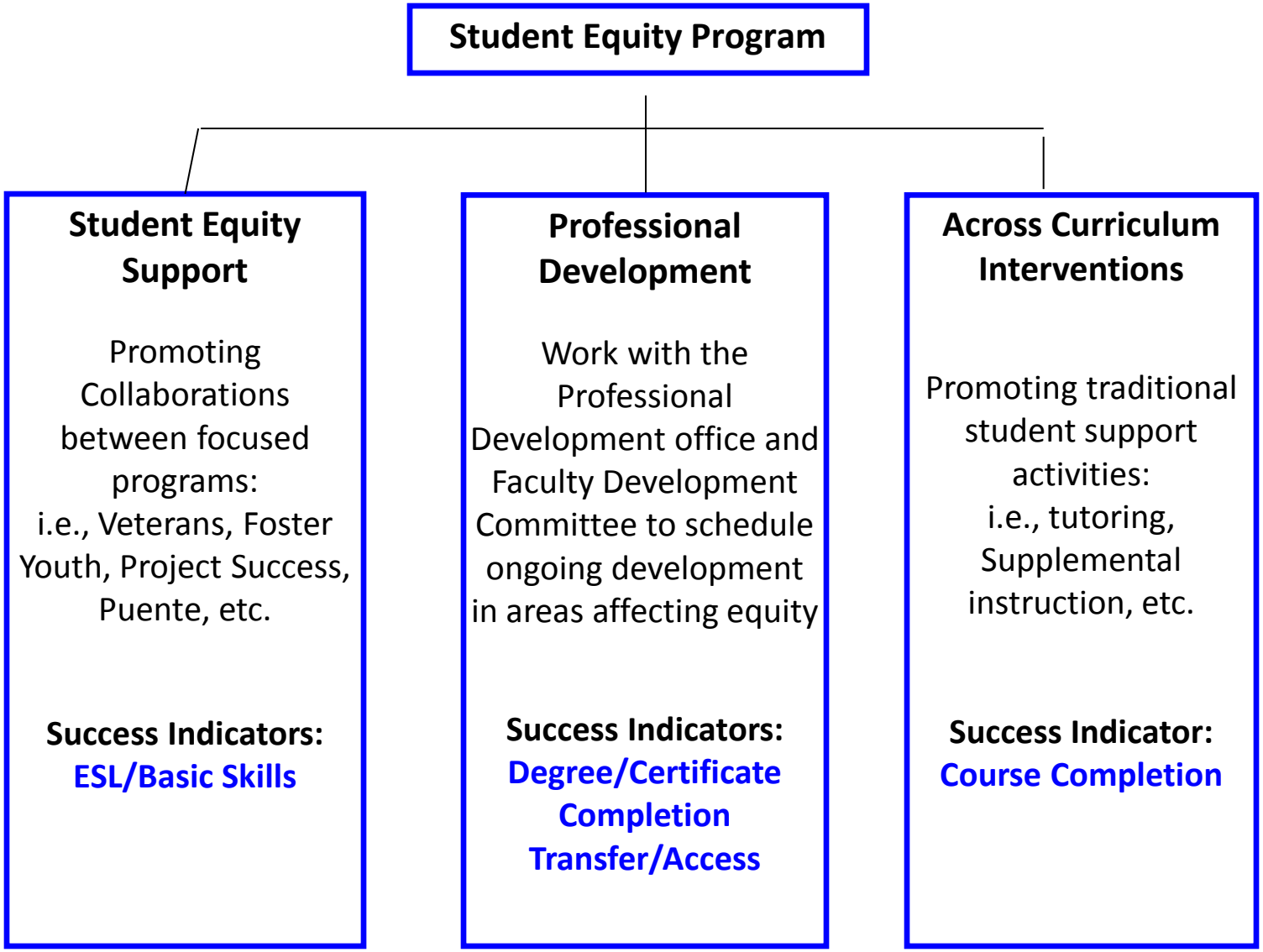
# Data – Course Completion ECC: Courses Lost

| Student Group | Equity Gap (%) | Equity Gap (decimal) | Multiply | # courses enrolled on census day | Number of courses "lost" |
|---|---|---|---|---|---|
| African American | **-10.07** | -0.1007 | X | 7,287 | **734** |
| American Indian/ Alaska Native | -3.79 | -0.0379 | X | 68 | 2.6 |
| Native Hawaiian or Pacific Islander | -8.63 | -0.0863 | X | 289 | 25 |
| Hispanic or Latino | **-2.75** | -0.0275 | X | 27,088 | **745** |

# Data – Basic Skills Course Completion ECC

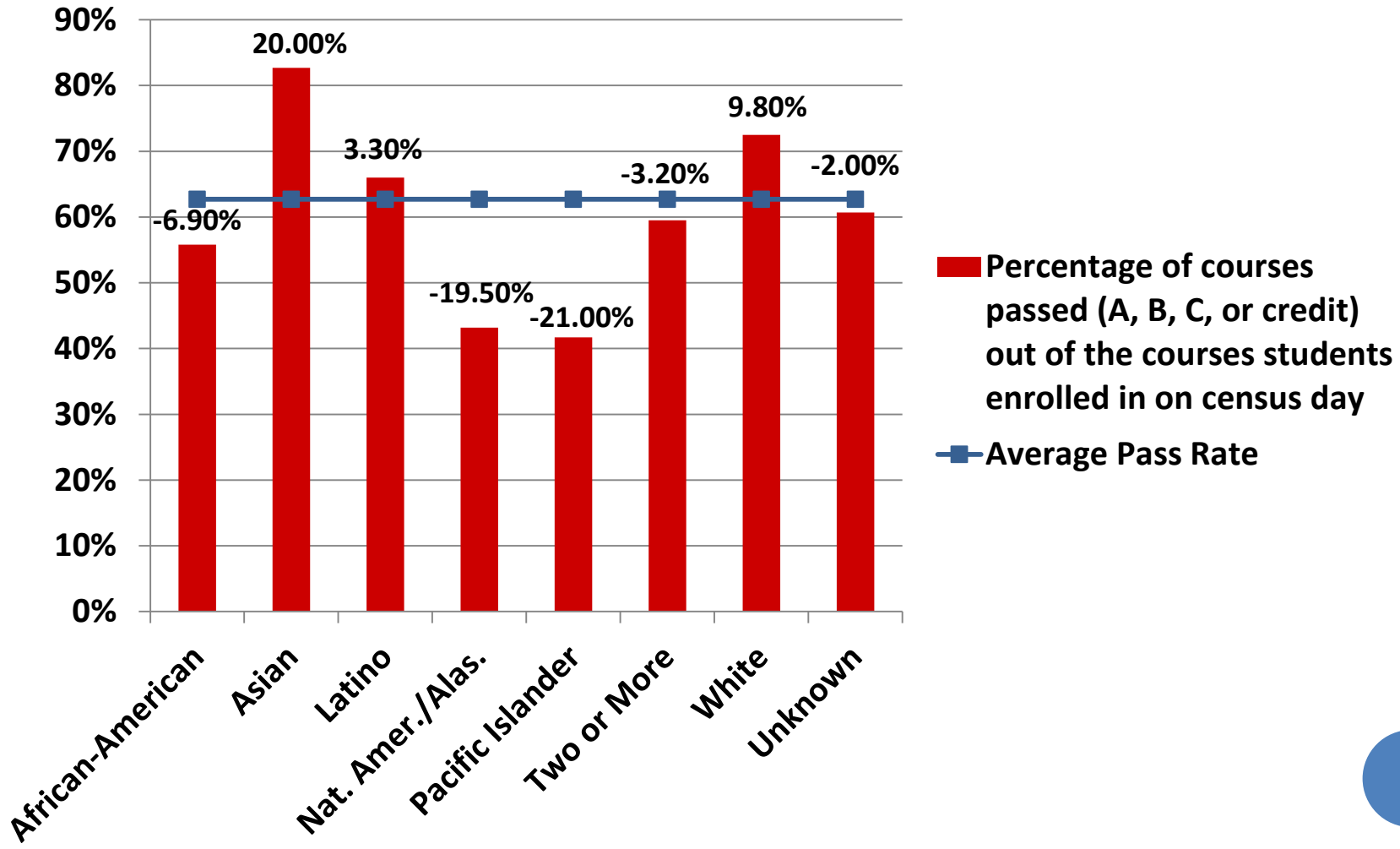


# Plan Organization at ECC



# Data – Course Completion Compton

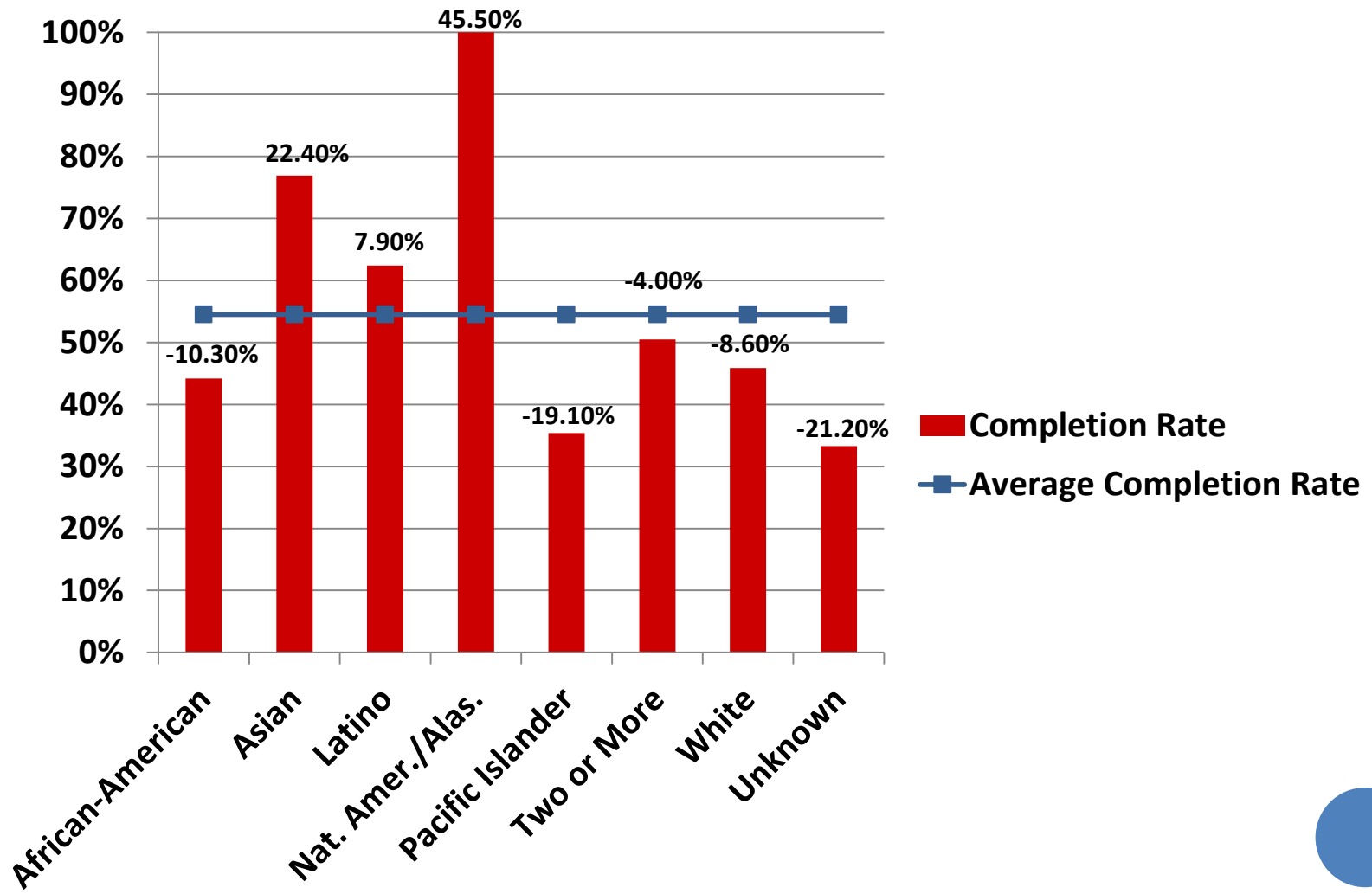
## Fall 2014



# Data – Course Completion Compton: Courses Lost

| Student Group | Equity Gap (%) | Equity Gap (decimal) | Multiply | # courses enrolled on census day | Number of courses "lost" |
|---|---|---|---|---|---|
| **African American** | **-6.90** | -0.0690 | x | 12,228 | **843** |
| **American Indian/ Alaska Native** | -19.50 | -0.1950 | x | 37 | 7.2 |
| **Pacific Islander** | -21.00 | -0.2100 | x | 252 | 53 |
| **Foster Youth** | **-16.60** | -0.1660 | x | 388 | **64** |

# Data – Basic Skills Course Completion Compton



# Some Proposed Activities

- Implement embedded class tutoring in courses that traditionally have low success rates.
- Redesign in-class tutoring program for developmental writing courses to improve success and retention.
- Employee development in cultural awareness, intergroup dialogue, syllabus preparation, etc.

# Some Proposed Activities, continued

- Implement a Bridge English Program to accelerate pathways to transfer-level courses.
- Create peer mentor programs to improve student engagement.
- Develop diagnostic tests for each Math course that would be utilized to develop student success strategies.

# Budget Overview

**El Camino**

- 2014-15 budget: $1,044,414
- 2015-16 budget: $2,112,177

**Compton Center**

- 2014-15 budget: $401,975
- 2015-16 budget: $821,379

# Project Highlights

- **Addressing Disproportionate Impact in Behavioral and Social Sciences Courses –** Jason Suárez

- **A Pathway Toward Equity in Developmental Math –** Arturo Martinez and Lars Kjeseth

# Addressing Disproportionate Impact in Behavioral and Social Sciences Courses

**Spring 2016 Professional Development Day**

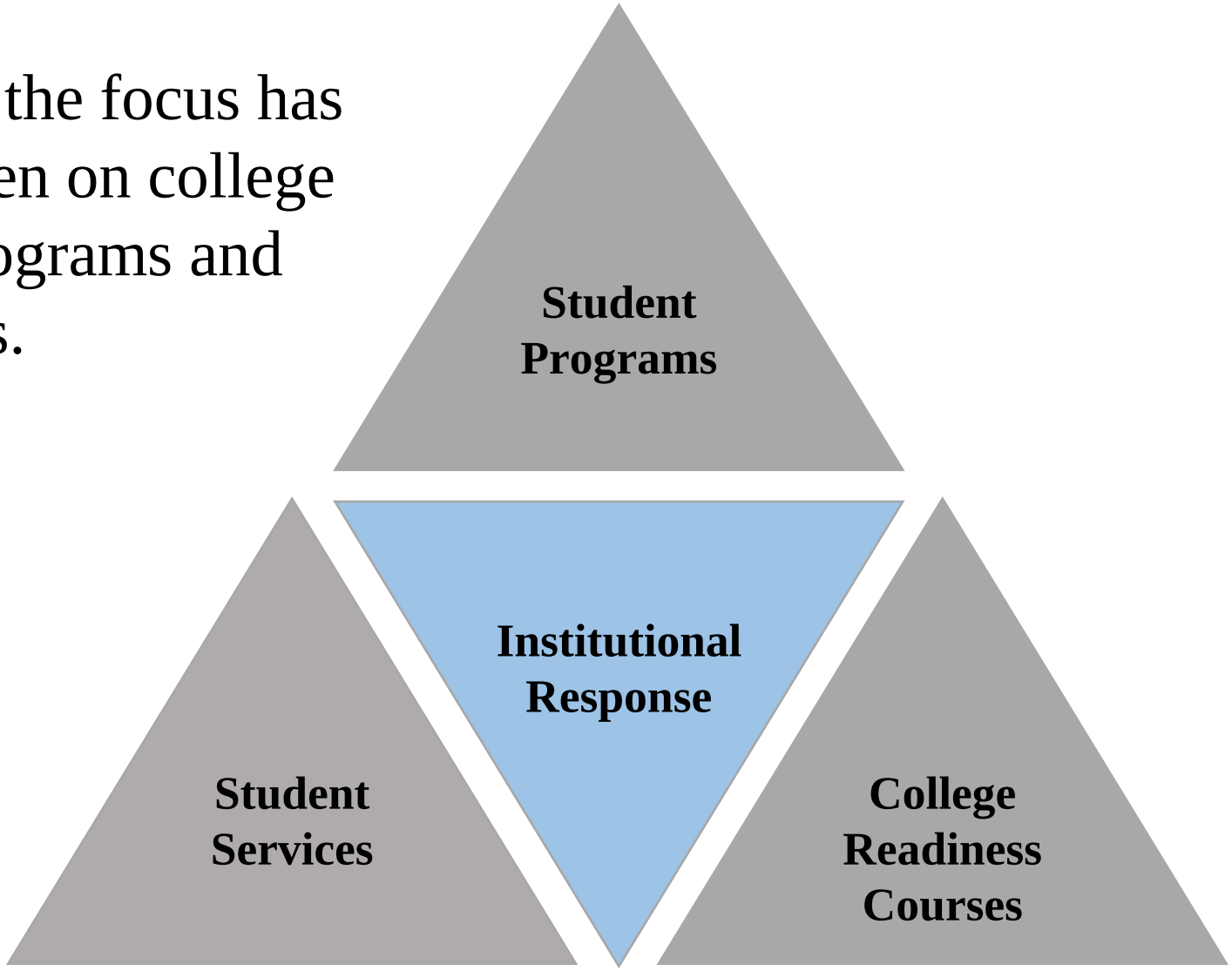
SER
Student Equity Reenvisioned

# The BSS student equity challenge

| Demographic | # enrollment | % enrollment | D, F, NP, W | % courses not passed |
|---|---|---|---|---|
| African-American | 4,104 | 15% | **1,660** | **40%** |
| Asian | 4,066 | 15% | **695** | **17%** |
| Latino | 14,492 | 52% | **4,591** | **32%** |
| Pacific Islander | 137 | 0% | **62** | **45%** |
| White | 3,566 | 13% | **310** | **27%** |

# How can BSS contribute to student equity?

Historically, the focus has primarily been on college readiness programs and interventions.



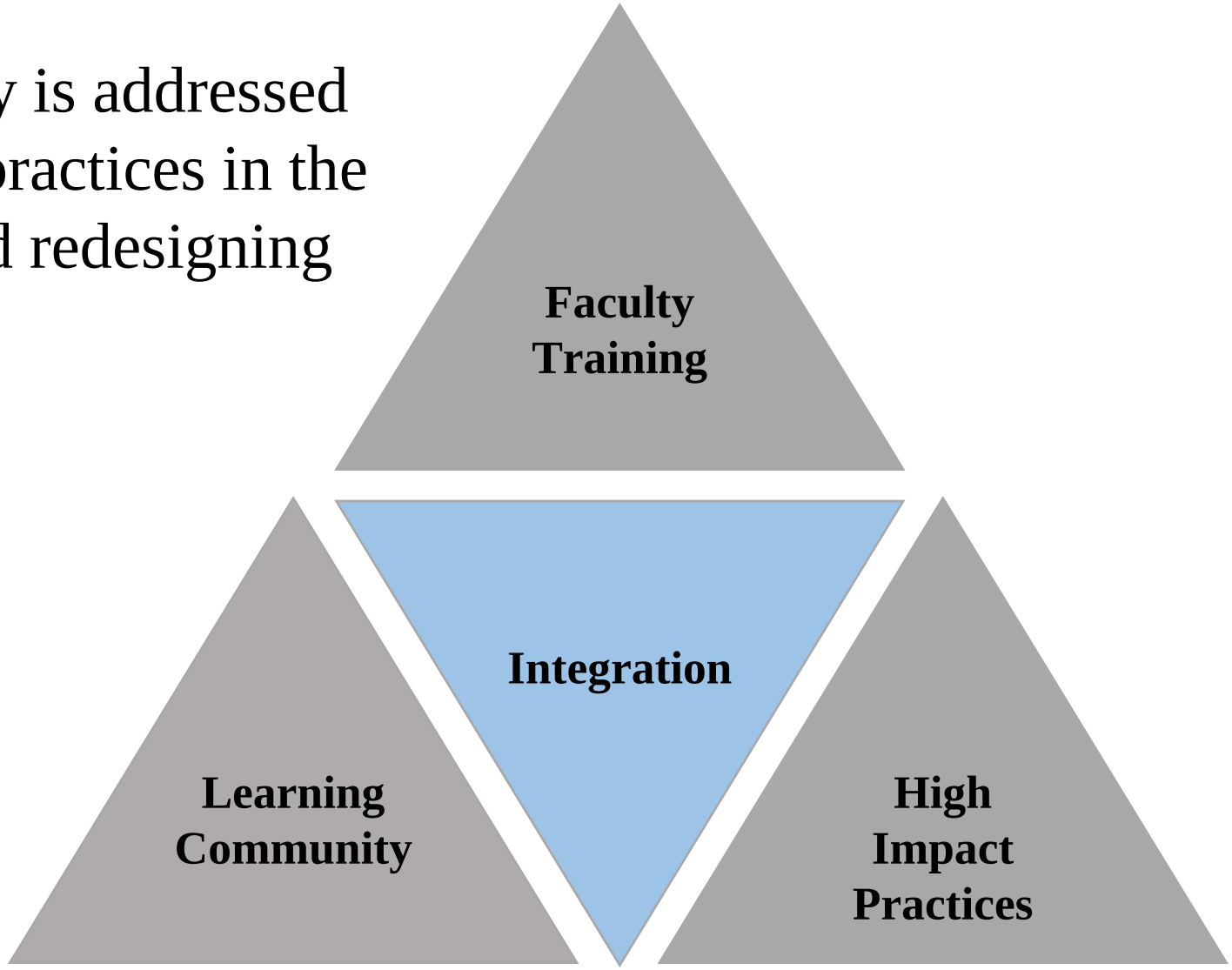

SERA
Student Equity Reenvisioned

# Current trends explored

- Give Students a Compass
  - National initiative
  - Advances liberal learning and underserved student success
- Conferences/Institutes
  - 3CSN Southern California Equity Summit
  - Threshold Concepts Wicked Problems Leadership Institute
- High Impact Practices/Learning Theory
  - Learning Communities
  - Affective and Experiential Learning

# BSS pilot approach

Student equity is addressed by changing practices in the classroom and redesigning curriculum.




ASER
Student Equity Reenvisioned

# Faculty training

- Student Equity Reenvisioned Workshops
  - From a Deficit-minded to an Equity-Minded Framework
  - Threshold Concepts and Student Bottlenecks
  - “Re-mapping” General Education
  - Affective and Experiential Learning

# Theme-based learning community

- Foundational - Interest - Disproportionate Impact
  - **Fall 2016 theme – Social Problems**
  - **Human Development 10**: Strategies for Creating Success in College and in Life
  - **Ethnic Studies 1**: Introduction to Ethnic Studies
  - **History 101**: United States History to 1877

# High impact practices

- Infusion into course design
  - **Threshold Concepts**: discipline-based thinking
  - **Service Learning**: integrate community service/instruction
  - **Signature Project**: research on student-defined social problem
  - **PASS Mentors**: peers assisting students with course content
  - **Student Services**: Counseling/Career /Transfer

# To learn more visit

http://eccser.org

SER Student Equity Reenvisioned

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Behavioral and Social Sciences Division
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El Camino College

# A PATHWAY TOWARD **EQUITY** IN DEVELOPMENTAL MATH

Lars Kjeseth & Art Martinez

**Proven strategies for closing equity gaps in developmental education**:

1. Program Redesign (Acceleration)
2. Assessment / Placement Reform
3. Co-requisites / Mainstreaming

**Proven strategies for closing equity gaps in developmental education**:

1. Program Redesign (Acceleration)

# **Proven strategies for closing equity gaps in developmental education**:

## 1. Program Redesign (Acceleration)

Design **new pathways**, which move students more quickly into transfer-level English and mathematics courses in a way that prepares students for success in their chosen area of study.

# 1. **Program Redesign (Acceleration)**

The **Traditional** Developmental Mathematics Program…

A 2008 - 2010 ECC tracking study of first-time arithmetic students yielded **abysmal** developmental math completion rates.

Arithmetic

⬇

Pre-Algebra

⬇

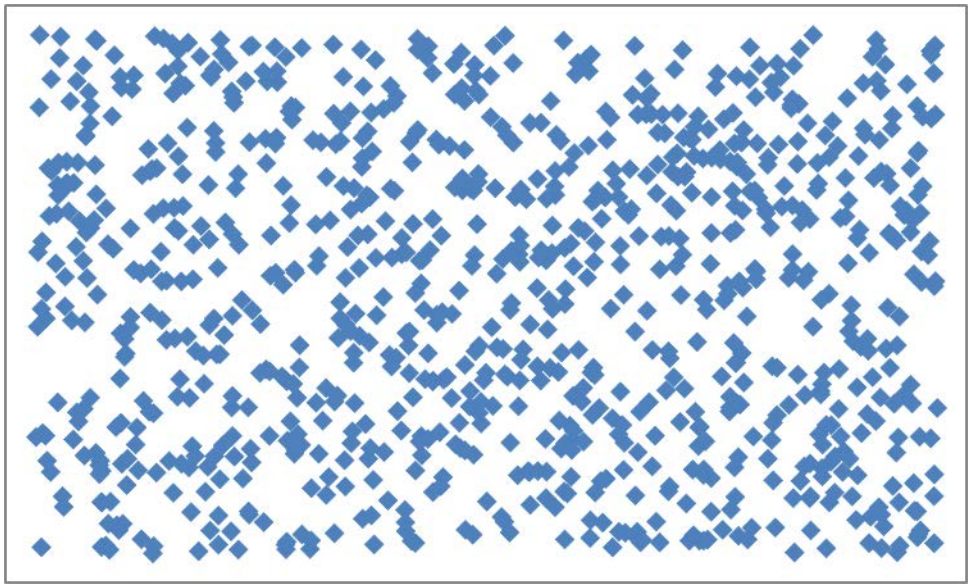
Elementary Algebra

⬇

Intermediate Algebra

# Developmental Mathematics Tracking Study

## Students who first **attempted** arithmetic in Fall 2008

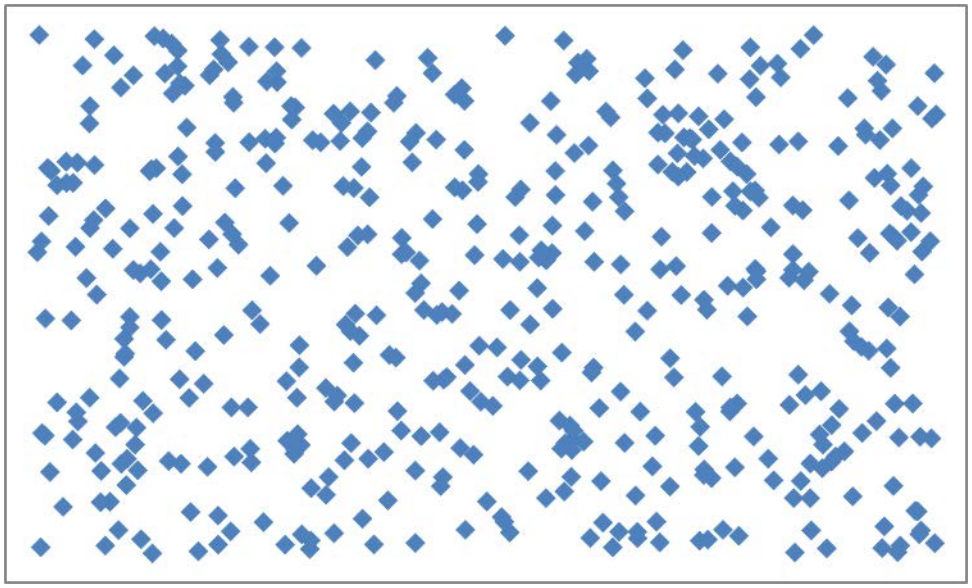


ECC Institutional Research Study 2008 - 2010

**N=918**

# Developmental Mathematics Tracking Study

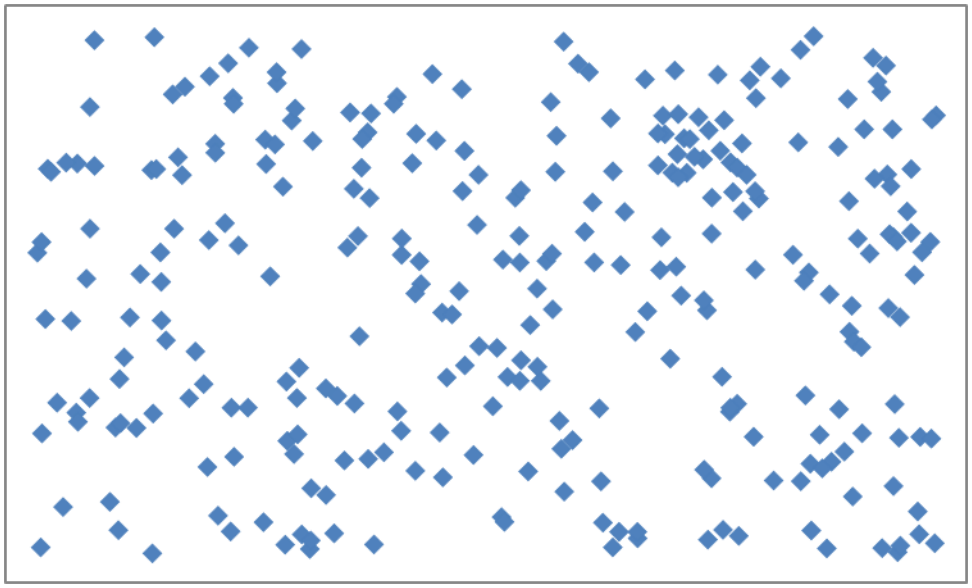
Students who **passed** arithmetic, pre-algebra, elementary algebra, intermediate algebra



**N=492**

# Developmental Mathematics Tracking Study

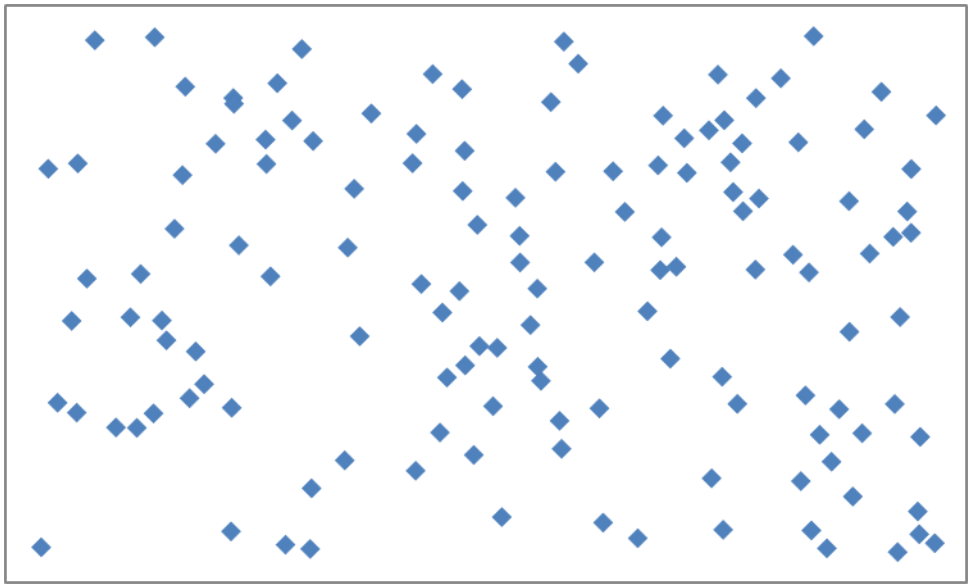
Students who **passed** arithmetic, pre-algebra, elementary algebra, intermediate algebra



**N=292**

# Developmental Mathematics Tracking Study

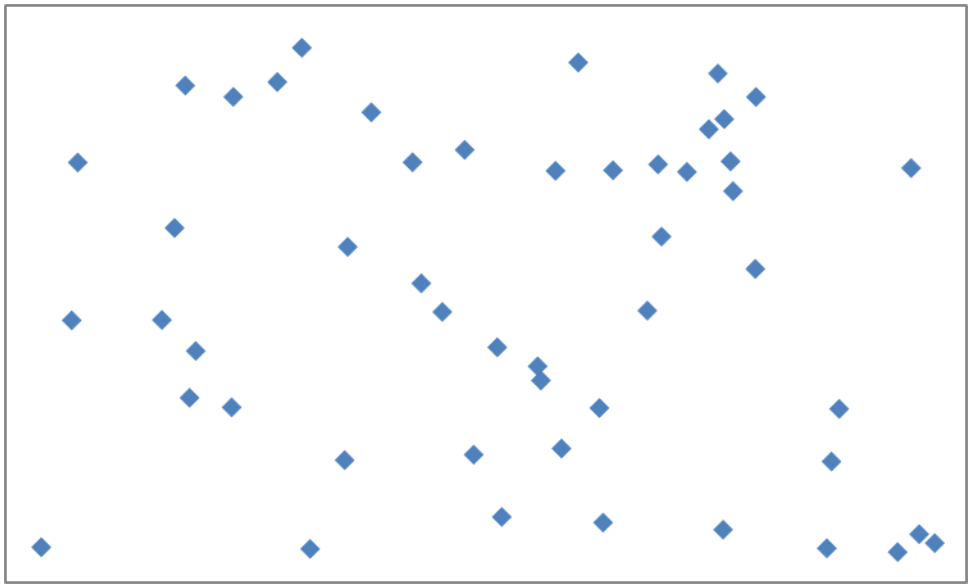
Students who **passed** arithmetic, pre-algebra, elementary algebra, intermediate algebra



**N=135**

# Developmental Mathematics Tracking Study

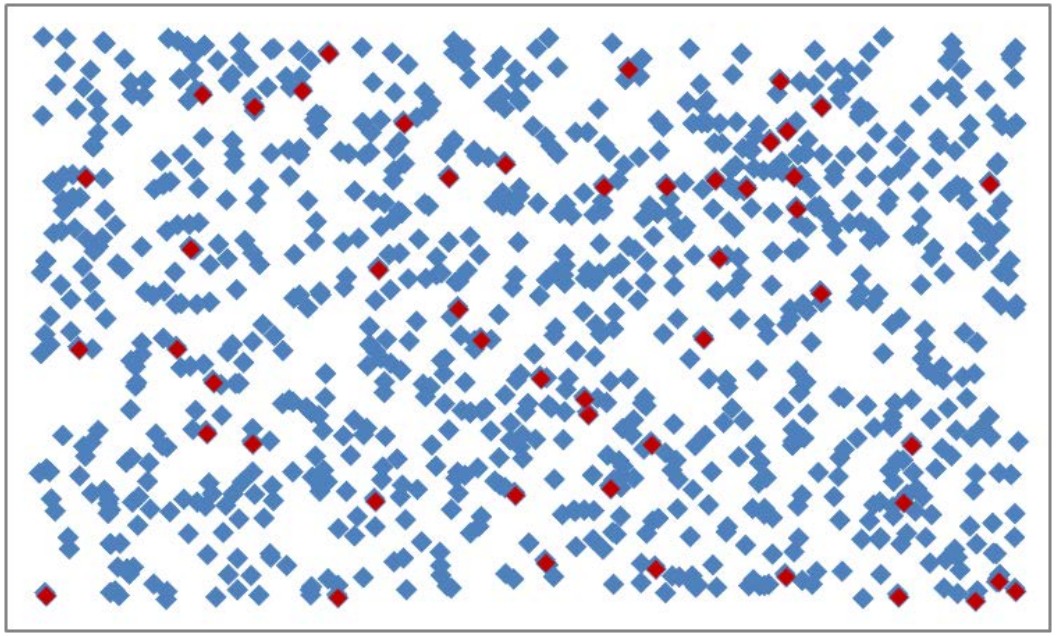
Students who **passed** arithmetic, pre-algebra, elementary algebra, intermediate algebra



**N=50**

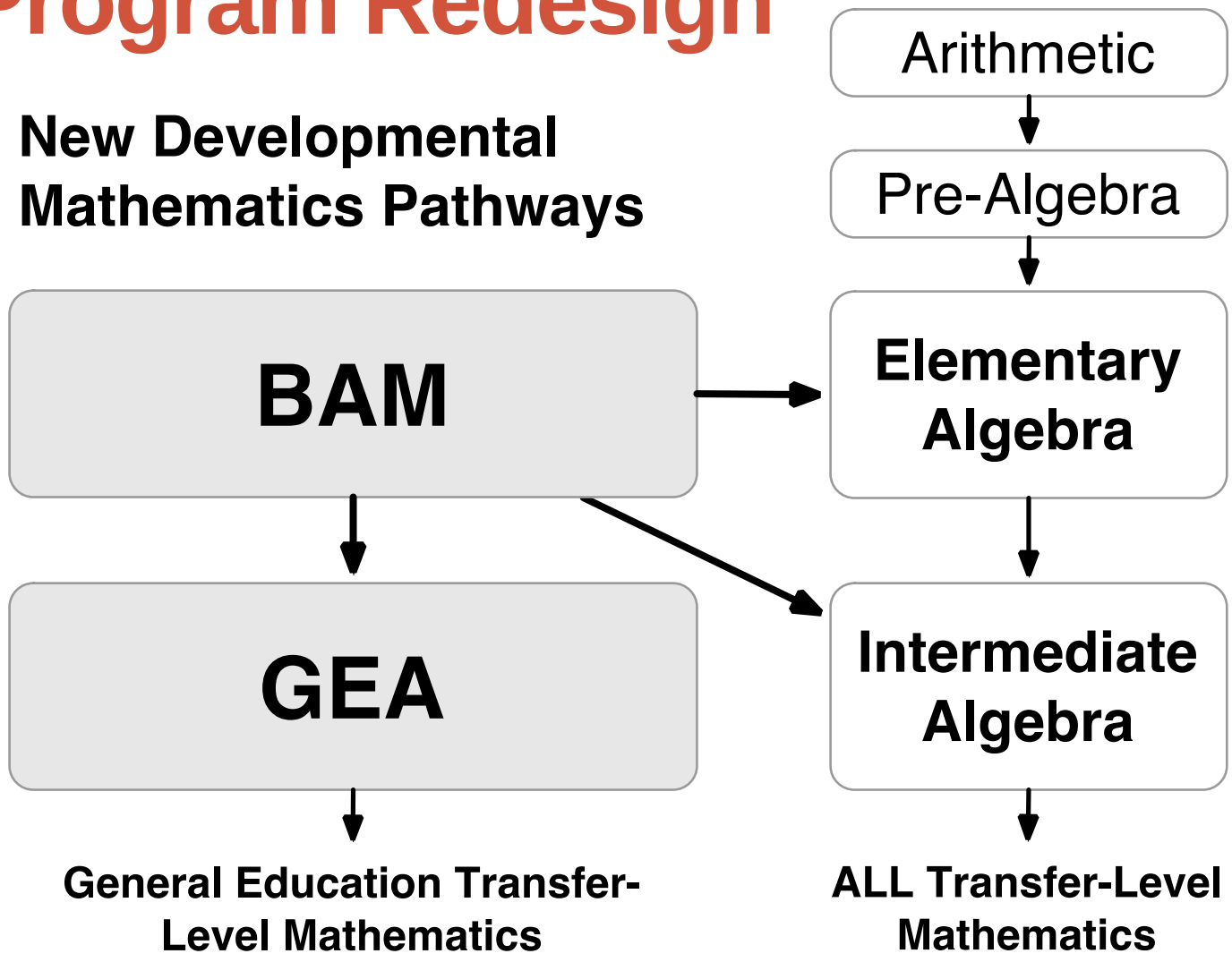
# Developmental Mathematics Tracking Study

## Students who **completed** Developmental Math



**50 Students out of 918 = 5%. Unacceptable!**

# 1. Program Redesign



# ECC Acceleration Results 2011 - 2014

## Improved completion rates for all students at all levels, but equity gaps persist.

| | Developmental Mathematics 3-yr Completion Rates | | | |
|---|---|---|---|---|
| | **Pre-Reforms** | **Post-Reforms** | | |
| | All Levels (three cohorts prior to Spring 2011) | All Levels (three cohorts after Fall 2011) | Arithmetic & Prealgebra ( Math 12,23 cohorts after F '11) | BAM (three Math 37 cohorts after F'11) |
| **All Students** | **29%** | 41% | 13% | 41% |
| **African Americans** | 13% | **24%** | **3%** | **22%** |
| **Latino / Latina** | 29% | 39% | 9% | 46% |
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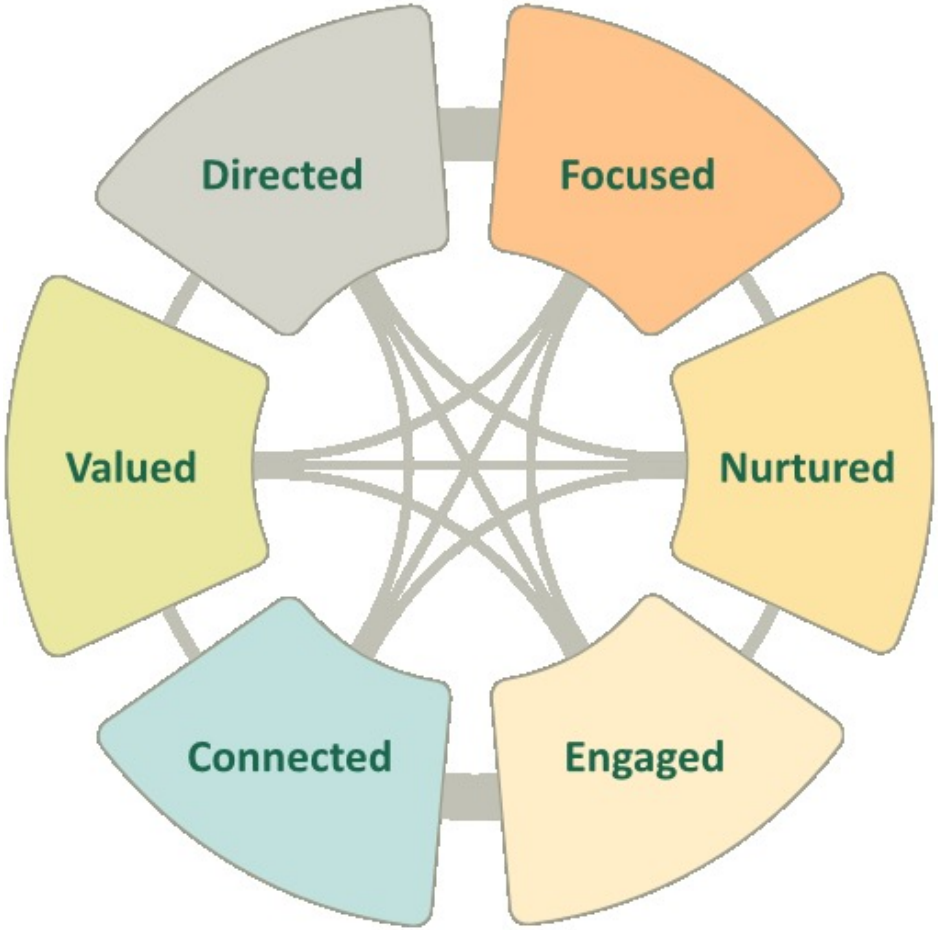
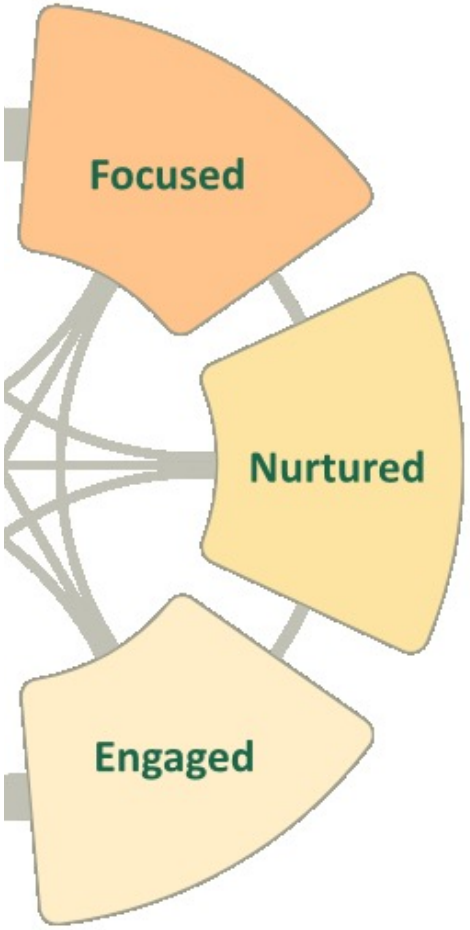
# Why ECC Acceleration Works:



# Why ECC Acceleration Works:

- **Focused**: Shorter pathways to transfer-level allow students to remain motivated to succeed.
- **Nurtured**: Affective domain activities inspire students to persevere.
- **Engaged**: Students grapple with activities that emphasize critical thinking in authentic problems.



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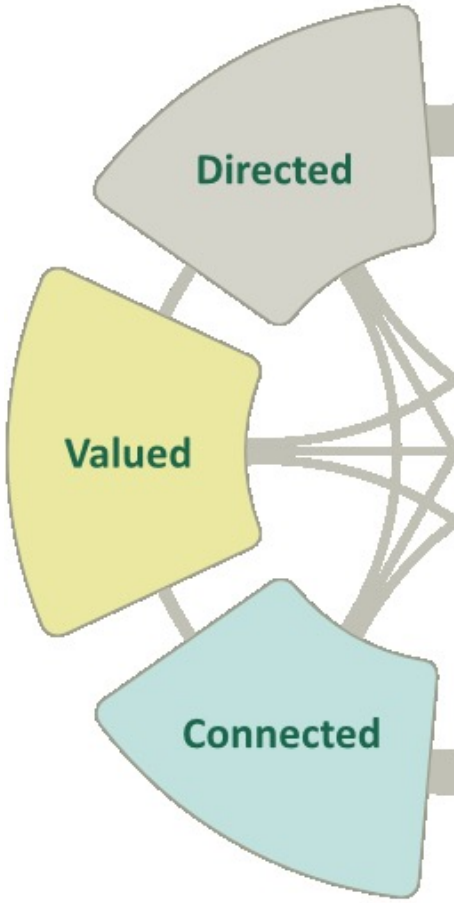


- **Directed**: These courses have clear and high expectations. Students are accountable for meeting these standards.
- **Valued**: Students' previous knowledge is honored and leveraged in the course.
- **Connected**: Frequent one-on-one conversations between instructors and students about progress and goals.

# Have a great semester!