

Equity and Preparedness

Analysis of AHC Scorecard Data

Our dominant strategies often operate in separate orbits

Growing FTES

How do we increase our high school capture rates & student persistence?

Improving Completion

How do we get more students through the completion pipeline?

Closing the achievement gap

How do we improve or scale up our programs that support our under performing students?

Reframing the challenge can help bring about better alignment



What FTES and completion strategies support the equity outcomes we are pursuing?

The preparedness challenge

“ College preparedness is *the* major determinant of inequities in educational attainment”

-Equity & Excellence in American Higher Education
by Bowen, Kurzweil & Tobin

Results of national studies

“Many students who fail to complete their basic skills sequence do so without failing or withdrawing from a course. They either never show up for their remedial course or do not return after completing a course in the lower part of the sequence.”

-Redesigning America's Community Colleges by Bailey, Jaggars & Jenkins

Results of national studies

“National studies have noted that students tend to earn developmental credits at the expense of earning college-level credits, and never quite catch up to their peers in terms of the number of college-level credits they earn.”

The Unintended Consequence of Remediation Policies

The more levels of developmental courses a student must take, the less likely that student is to ever complete college English or Math.

Bailey, Thomas. (February 2009). Rethinking Developmental Education. *CCRC Brief*. Community College Research Center. Teachers College, Columbia University.

Disappearing Students: English-Writing in California

Students' Starting Placement English-Writing	% Completing Transfer-Level English in 3 Years:	
	State	AHC
One Level Below	48%	53%
Two Levels Below	34%	34%
Three or more Levels Below	19%	12%

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Disappearing Students: Mathematics in California

Students' Starting Placement Mathematics	% Completing Transfer-Level Math in 3 Years	
	State	AHC
One Level Below	35%	38%
Two Levels Below	15%	6.5%
Three or more Levels Below	6%	4%

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Placement and Equity

- The propensity to start in basic skills is directly related to successful completion
- The propensity to start in basic skills is directly related to ethnicity and SES



STUDENT SUCCESS SCORECARD

Statewide

[Click here to select a different college](#)

[MOMENTUM POINTS](#)
[COMPLETION OUTCOMES](#)

[PROFILE](#)
[REMEDIAL](#)
[PERSISTENCE](#)
[30 UNITS](#)
[DEGREE/TRANSFER](#)
[CAREER TECHNICAL EDUCATION](#)

Completion

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
70.2%		40.5%		48.1%	
Gender	%	Gender	%	Gender	%
FEMALE	73.2	FEMALE	41.7	FEMALE	49.2
MALE	67.3	MALE	39.2	MALE	46.9
Age	%	Age	%	Age	%
UNDER 20	72.3	UNDER 20	42.7	UNDER 20	50.9
20-24	60.1	20-24	31.6	20-24	37.2
25-39	52.2	25-39	32.2	25-39	35.2
40 OR OVER	44.3	40 OR OVER	32.2	40 OR OVER	33.9
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	65.0	AFRICAN AMERICAN	33.5	AFRICAN AMERICAN	37.5
AMERICAN INDIAN/ ALASKA NATIVE	61.3	AMERICAN INDIAN/ ALASKA NATIVE	31.7	AMERICAN INDIAN/ ALASKA NATIVE	37.6
ASIAN	80.8	ASIAN	57.2	ASIAN	65.7
FILIPINO	70.9	FILIPINO	44.1	FILIPINO	51.1
HISPANIC	63.5	HISPANIC	34.7	HISPANIC	39.1
PACIFIC ISLANDER	64.1	PACIFIC ISLANDER	37.2	PACIFIC ISLANDER	42.7
WHITE	69.8	WHITE	43.6	WHITE	52.5

0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students
 *: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student attempted any level of Math or English in the first three years

[Methodology](#)

[View CDCP \(Non-credit\):
Career Development/College Preparation](#)

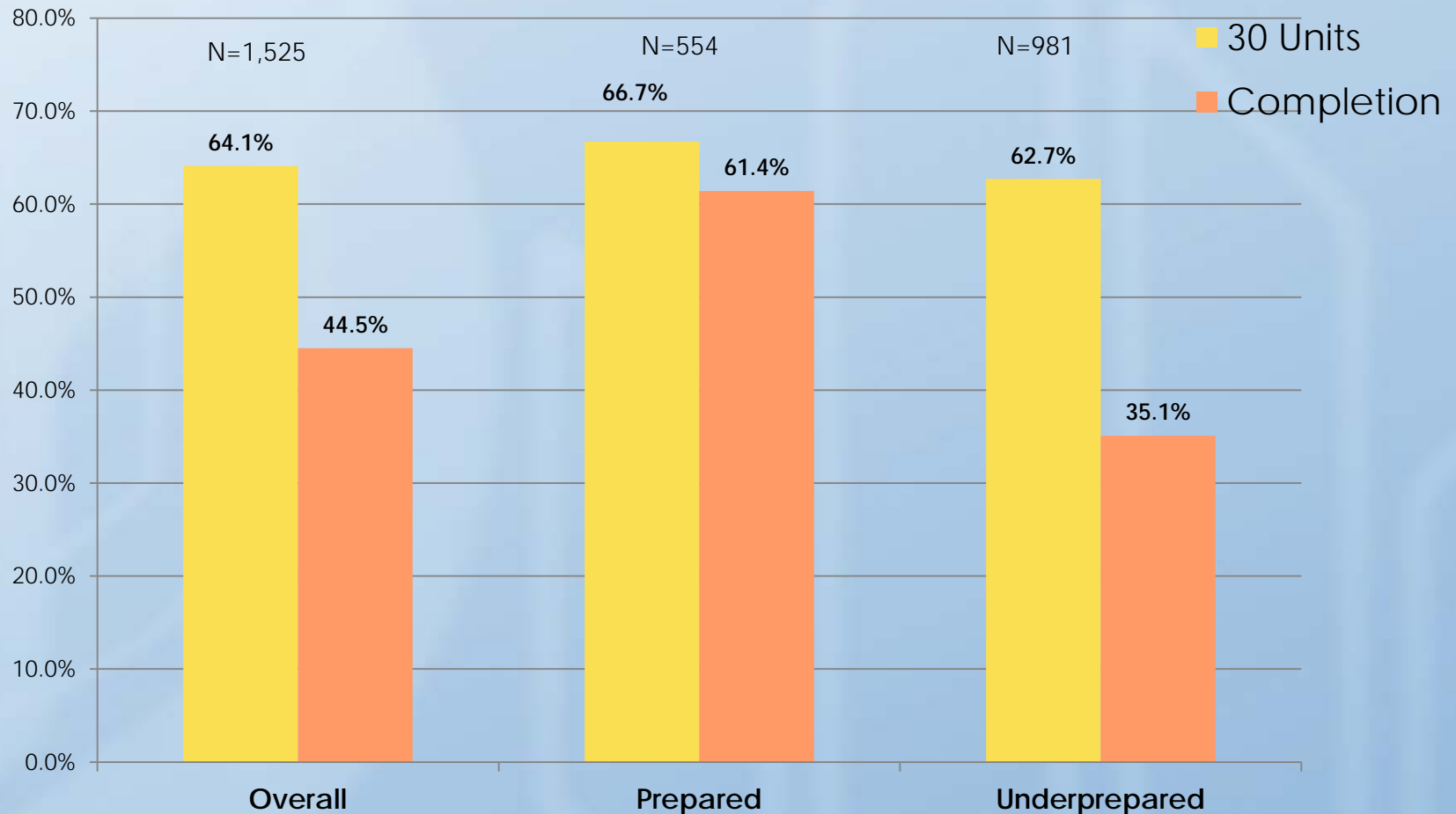
[View Printable Scorecard Reports:
Current Year | Five Year](#)

AHC Scorecard Data

	Prepared			Underprepared			Overall	
	N	% Prepared	% Cohort	N	% Underprepared	% Cohort	N	%
African American	15	2.8%	29.4%	36	3.7%	70.6%	51	3.3%
Asian	20	3.7%	40.8%	29	3.0%	59.2%	49	3.2%
Filipino	24	4.4%	47.1%	27	2.8%	52.9%	51	3.3%
Hispanic	212	39.0%	27.4%	563	57.4%	72.6%	775	50.8%
White	273	50.2%	45.6%	326	33.2%	54.4%	599	39.3%
Total	544		35.7%	981		64.3%	1,525	

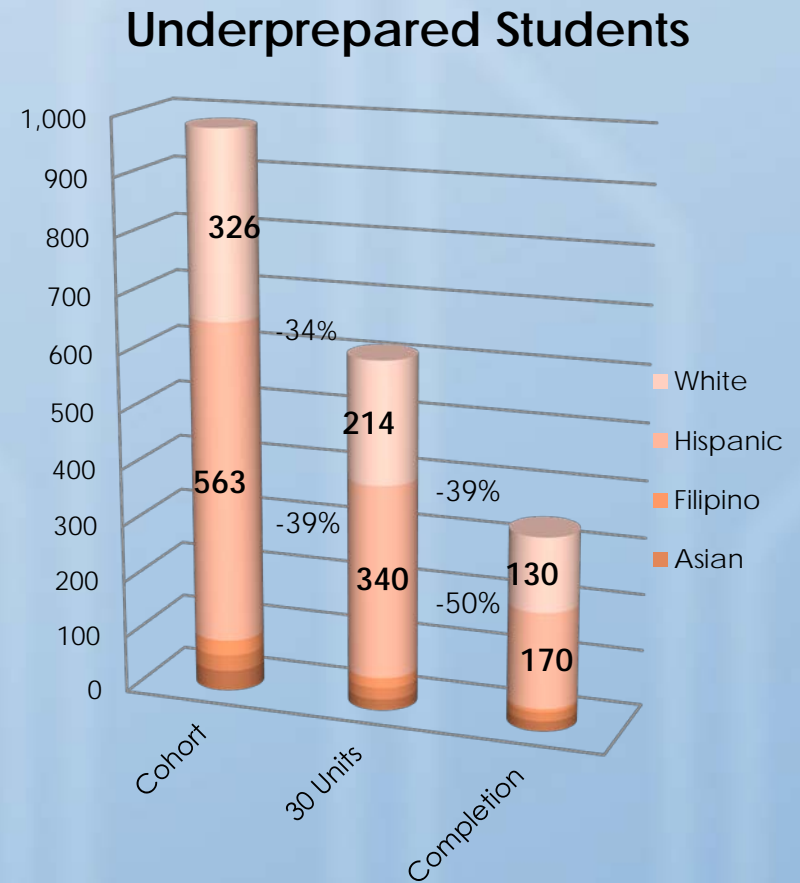
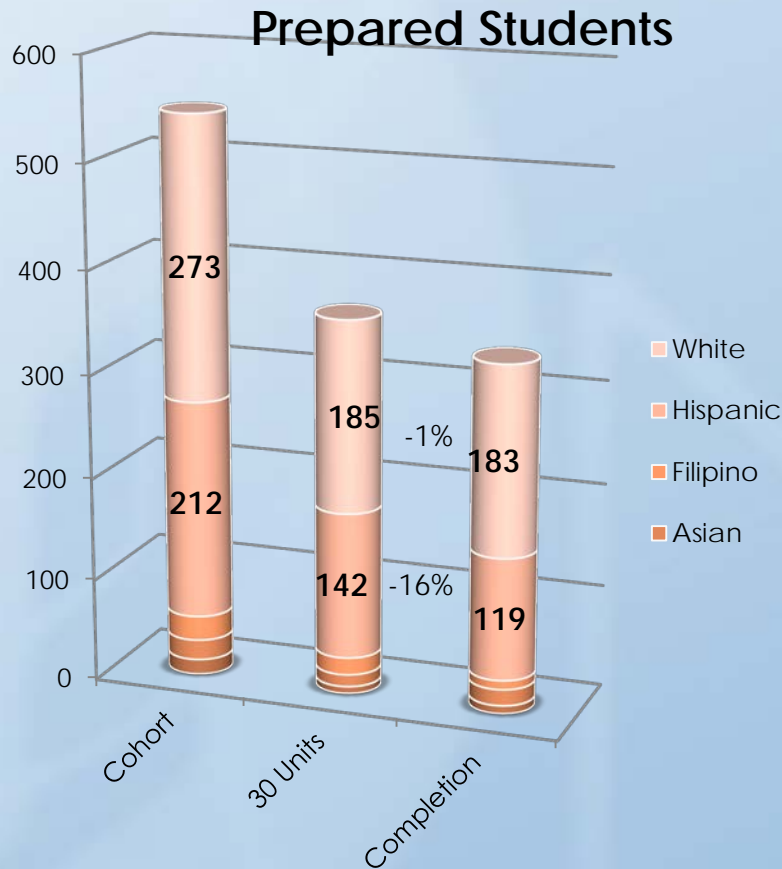
Certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14

AHC Scorecard: 30 Units and Completion



Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.

AHC Scorecard Completion Outcomes



Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.

What's the best way to frame the challenge?

Improving equity \neq closing the achievement gap

Improving equity = Bringing up the bottom

Are we properly aligning and integrating our strategies?

Some evidence that we may not be:

- Roughly **85%** of colleges experiencing increases in overall completing rates did so at the cost of a widening of the achievement gap.
- Of the colleges that experienced some degree of reduction in their achievement gap, **80%** of them did so by decreasing the top performing group.

The preparedness challenge

To make any significant progress in closing the achievement gap, colleges must address the preparedness challenge.

Most of the best practices promoted in the literature are effective primarily for prepared populations only.

Some promising practices that address unpreparedness:

1. **Multiple Measures placement**
2. **Placement prep programs**
3. **Acceleration models**

Defining Equity

- Do we have an **AHC** definition of equity?
 - Should We??
- How often is equity discussed on campus, and in what venues?
- How does equity integrate with our mission and Strategic Plan?