

STUDENT EQUITY PLAN SUMMARY

INDICATOR: COURSE COMPLETION

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

- Per state requirement, disproportionate impact can be calculated two ways: through the 80% index and proportionality index.

The 80% Index:

- Context: Equal Employment Opportunity Commission (EEOC); used in Title VII enforcement by federal government (part of the 1964 Civil Rights Act)
- Definition: Evidence of disparate impact occurs when any race, sex or ethnic group experiences success rates less than four-fifths (4/5) (or 80%) of the rate for the group with the highest rate.

The Proportionality Index:

- Definition: Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.
- Meaning: Outcome percentage/Cohort percentage

DATA ANALYSIS AND FINDINGS

Table B-6. Foothill College Course Completion Rates and 80% Index by Ethnicity, Fall 2013

	Enrollment Count	Success Count	Success Rate	80%index
African-American	1,429	778	54.44%	0.65
American Indian	78	63	80.77%	0.97
Asian	9,229	7,269	78.76%	0.94
Hispanic	7,697	5,121	66.53%	0.80
Multi-Ethnicity	1,811	1,272	70.24%	0.84
Pacific Islander	346	193	55.78%	0.67
Unknown	2,572	2,149	83.55%	1.00
White Non-Hispanic	11,151	8,791	78.84%	0.94

Analysis:

African-American, Hispanic/Latino and Pacific Islander students all experience a disproportionate impact in course completion success rates because they experience success rates at or below 80% (4/5) of the success rate for highest group—in this case, “Unknown” students.

FUNDING

- President Miner allocated \$5,000 to the Student Equity Workgroup at its inception (fall 2013).
- The State of California has allocated \$70 million to the California Community College system to promote equity efforts. Foothill College’s allocation will be \$446,248 for 2014-15.

GOALS

Address the achievement gap:

- For the next three (3) years the entire campus will work to increase course completion success rates for African-American, Hispanic/Latino and Filipino/Pacific Islander students by three percentage points (over fall 2013 figures).

Research and collaborate:

- Coordinate with the Office of Institutional Research and Planning (IR&P) to gather more data to better understand the course success and probation rates for African-American, Hispanic/Latino and Filipino/Pacific Islander students and explore possible causes and/or correlations for the disproportionate impacts;
- Coordinate with IR&P to understand why males are more likely to end up on probation even though there is relative parity in the course success rates for males and females;
- Coordinate with IR&P and other campus departments to identify possible reasons why African-Americans, Hispanics/Latinos and Filipinos/Pacific Islanders and students aged 20-24 experience disproportionate impact in their success rates along the basic skills pathways in English, Math and ESL; and
- Identify, support and build on efforts already being implemented to mitigate disproportionate impacts in these programs.

ACTIVITIES

Year 1 (2014-2015)

- Identify specific activities that will increase the course completion success rates of African-American, Hispanic/Latino and Filipino/Pacific Islander students.
- Collaborate with the Program Review Committee to identify programs/disciplines with lower success rates for African-American, Hispanic/Latino and Filipino/Pacific Islander students. Then help program faculty, staff and administrators identify potential interventions and create a plan for increasing the success of these students.
- Work with the President’s Office to determine whether Foothill College can participate in the Student Equity Scorecard through the USC Center for Urban Excellence.
- Collaborate with IR&P to formulate an equity research plan that will identify possible causes and correlations for disproportionate impact and solicit student input in identifying the activities and practices that will help students experience increased success.