

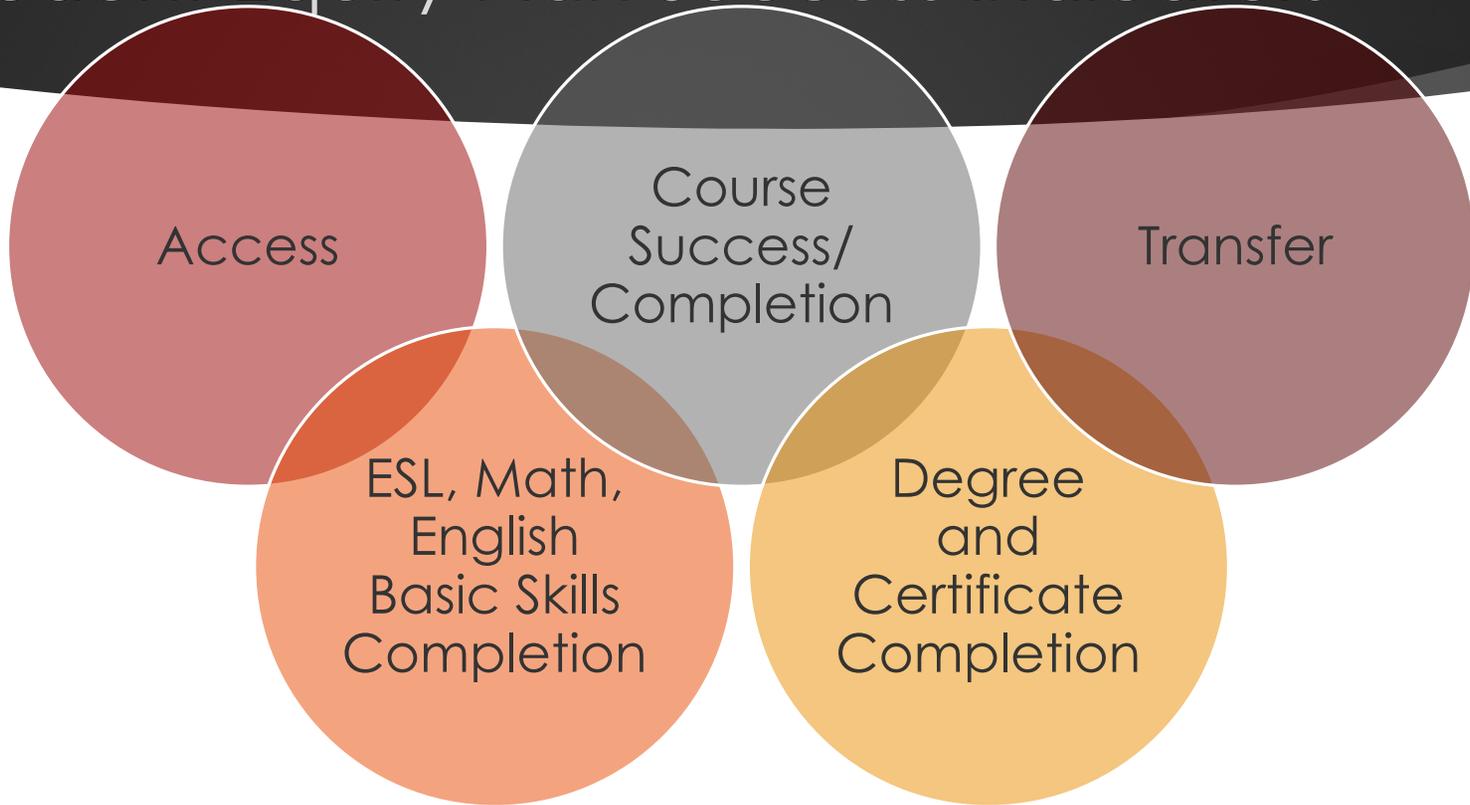
# Draft Evaluation of Student Equity Plan 1.0

FEBRUARY 1, 2019



**FOOTHILL**  
COLLEGE

# Student Equity Plan Success Indicators



# Equity Plan Overarching Activities

1. Create a **Student Success and Retention Team**
2. Develop and **Early Alert** System
3. Develop a **mentoring** program
4. Provide **professional development**
5. Apply a robust **research** agenda



# Some general observations

- ▶ The **Student Success and Retention Team** is mentioned 17 times in SEP 1.0. However, this team never met consistently and essentially fell apart after staffing changes. This caused some of the **lack of communication and follow up** regarding planned activities.
- ▶ There was a clear message to the campus that SEP 1.0 was a **living document** and could change. However, we were working under the premise that the state would require us to evaluate and revise the plan **every year**. That requirement was suspended so the plan was never formally evaluated, there wasn't a formal process to change the plan, and changes that did occur were not formally documented in any revised plan.



## More general observations

- ▶ Many of the activities were to involve or be led by a **Director of Equity**. However, there was no stable Director of Equity in the life of SEP 1.0.
- ▶ We need to find a better way of **institutionalizing our implementation and evaluation processes** so that they don't fall apart when there are personnel changes (or changes in requirements).



# Access

- ▶ Goal was to **improve access** for the following populations identified as experiencing a disproportionate impact at Foothill: Asian Indian, Veterans, and Vietnamese.
- ▶ The planned activities were all around **marketing** and **outreach** to recruit students for the Asian Indian, Veterans, and Vietnamese student groups:



Student group	% point gap then
Asian Indian	-4
Veterans	-4
Vietnamese	-2

# Overall Assessment: Access

- ▶ Disproportionate impact was identified and mitigation strategies proposed.
- ▶ There was no detail in the plan about if or how the **origins** of the disproportionate impact were explored. Thus, is unclear whether the identified activities for outreach strategically addressed this issue.
- ▶ **Groups responsible for implementation** were often **unaware** they were responsible for the activities outlined in the plan.
- ▶ Some of the planned (sub-)activities were done but **no specific data was collected** regarding their impact on the intended populations



Student group	% point gap then	% point gap now
Asian Indian	-4	unknown
Veterans	-4	-4
Vietnamese	-2	unknown

# Course Completion

- ▶ The goal identified was to improve course completion rates for the student groups identified as experiencing a disproportionate impact: African American, Latino, and low-income.



<b>Student group</b>	<b>% point gap then</b>
African American	-15
LatinX	-7
Low Income	-10

# Course Completion: Strategies Planned

- ▶ Develop and implement a **mentoring** program
- ▶ **Professional development** to assist faculty and staff with identifying and implementing strategies to increase success of disproportionately impacted students
- ▶ Support 3SP **Early Alert** Activities
- ▶ Plan for the expansion of **First Year Experience**
- ▶ Provide equity **research**
- ▶ Develop **online access to data** about subpopulations of student
- ▶ **Reduce financial barriers** for low income students



# Overall Assessment: Course Completion

- ▶ All activities under course completion, with the exception of the mentoring program, were implemented
  - ▶ For a variety of reasons (including but not limited to position changes, insufficient resources, etc.) some activities were not implemented exactly as described in the plan
- ▶ While there have been positive changes in course completion at the college level, it is unclear what impact SEP 1.0 activities had on these changes.



Student group	% point gap then	% point gap now
African American	-15	-8
Latinx	-7	-7
Low Income	-10	-8

# ESL and Basic Skills Completion

- ▶ Goal is to improve ESL and basic skills completion for disproportionately impacted student groups

- ▶ The identified activity was to implement **Multiple Measures of Assessment**



ESL Basic Skills Completion	% point gap then
Pacific Islander	-23
Females	-3
Latinx	-7
English Basic Skills Completion	
African American	-19
Low income	-7
Filipinx or Pacific Islander	-13
Math Basic Skills Completion	
African American	-23
Low income	-6
Filipinx or Pacific Islander	-6

# Overall assessment: ESL and Basic Skills Completion

- ▶ Multiple Measures of Assessment was piloted
- ▶ The most recent data from Fall 2017 suggests that students of color benefited from multiple measures, with **more students gaining access** to college-level English and Math courses.
- ▶ AB 705 requires the college to use high school transcripts to place students into English, math, and ESLL courses
  - ▶ Math currently uses high school transcripts for placement
  - ▶ English will begin using HS transcripts Fall 2019
  - ▶ ESLL will begin using HS transcripts Fall 2020



# Overall Assessment: ESL and Basic Skills Completion

ESL Basic Skills Completion	% point gap then	% point gap now
Pacific Islander	-23	16
Females	-3	-2
Latinx	-7	-2
English Basic Skills Completion		
African American	-19	-28
Low income	-7	-5
Filipinx or Pacific Islander	-13	-1
Math Basic Skills Completion		
African American	-23	-19
Low income	-6	-2
Filipinx or Pacific Islander	-6	-4



# Degree and Certificate Completion

- ▶ Goal is to **improve degree and certificate completion** for student groups identified as experiencing a disproportionate impact
- ▶ The identified activity was to use student **educational plan data** to **project student needs**



Student group	% point gap then
African American	-2
LatinX	-2
Low Income	+2

# Overall Assessment: Degree and Certificate Completion

- ▶ Overall, degree and certificate completion **gaps have widened** for all three disproportionately impacted student groups.
- ▶ There was anticipation of an automated SIS (Edunav?) that would assist students in developing ed plans to project their course of study and allow for the college to better anticipate and schedule courses. Our understanding is that this process began with Edunav, but completion is to be determined.
- ▶ A **programmer analyst** was also hired part-time to help project course needs, but was mainly used to help pull matriculation lists for 3SP instead; and, this position was only briefly filled.



Student group	% point gap then	% point gap now
African American	-2	-17
Latinx	-2	-4
Low Income	2	-4

# Transfer

- ▶ Goal is to improve transfer for student groups identified as experiencing a disproportionate impact
- ▶ The strategy identified was, "Facilitate the **Assessment of ADT Program Learning Outcomes** for Disproportionate Impact:"



Student group	% point gap then
African American	-23
LatinX	-16
Low Income	-13

# Overall Assessment: Transfer

- ▶ The activity involving **disaggregation of program-level SLOs** was abandoned because our accrediting commission removed PL-SLO disaggregation as a requirement
- ▶ The **SLO Committee** was mentioned to have key roles in these activities. A few departments were approached to pilot program level outcome assessment for the ADT, working in conjunction with an **external consultant**. However, the consultant's scope of work was re-prioritized to accreditation. The SLO committee disbanded at the conclusion of accreditation activity.
- ▶ The Institutional Planning and Budgeting Task Force is revising the college's **program review** documents. The new documents include prompts designed to emphasize the importance of high-quality program-level learning outcomes and assessments for their usefulness beyond accreditation compliance.



Student group	% point gap then	% point gap now
African American	-23	-31
Latinx	-16	-15
Low Income	-13	-11