

STUDENT EQUITY PLAN SUMMARY

INDICATOR: COURSE COMPLETION

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

- Per state requirement, disproportionate impact is calculated two ways: the 80% and proportionality indexes.

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 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 donated \$5,000 to the Student Equity Workgroup at its inception.
- The State of California has allocated \$70 million to the California Community College system to promote equity efforts.

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 3% (over fall 2013 figures).

Research and collaborate:

- Coordinate with the Office of Research to gather more data to better understand the course success rates 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 the Office of Research 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 the Office of Research and other campus departments to identify possible reasons why African American, Hispanic/Latino, and Filipino/Pacific Islander students and students aged 20-24 experience disproportionate impacts as they attempt to complete basic skills English, math or ESLL courses sequences, 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, Latino and Filipino/Pacific Islander students.
- Collaborate with the Program Review Committee to identify programs and disciplines with low success rates for African-American, Latino, and Filipino/Pacific Islander students. Then work with program faculty, staff and administrators to identify potential interventions and create a plan for increasing the success of these students.
- Collaborate with the Office of Research to formulate an equity research plan that will identify possible causes and correlations for disproportionate impacts and solicit student input in identifying the activities and practices that help them succeed.
- Work with President’s Office to determine whether Foothill College can participate in the Student Equity Scorecard through the USC Center for Urban Excellence.