The Scorecard, Disproportionate Impact, and Student Equity

Beth Smith, Legislation & External Policies Committee Chair
Don Gauthier, Los Angeles Valley College

Why are we here?

- Student Success Initiative

- Questions to begin to answer

  Who are the students who are passing our classes and completing our programs?
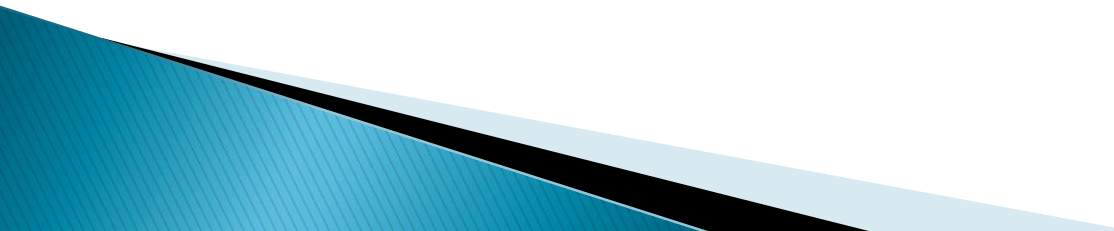
  Who are the students who are struggling to find success?

  In order to serve all the students at the college well, what information do we need about the populations that we serve and their progress?

STUDENT SUCCESS SCORECARD

ARCC 1.0 and ARCC 2.0 – The Scorecard

- Similarities

- Differences

- What the new scorecard can be used for

- What it shouldn't be used for

- How will students, faculty, administrators and our communities use/abuse this tool?

Scorecard features

- http://scorecard.cccco.edu/scorecard.aspx

- Four levels of data
  - 1)   Statewide
  - 2)   Campus
  - 3)   DataMart
 - 4)   Raw (uncooked) data

College Profile

Description of the student population and course sections offered in 2011-12

STUDENT INFORMATION			
Students			2,425,294
GENDER		ETHNICITY/RACE	
Female	53.0%	African American	7.5%
Male	45.8%	American Indian/Alaskan Native	0.5%
Unknown	1.2%	Asian	11.5%
AGE		Filipino	2.9%
Less than 20 years old	24.2%	Hispanic	35.9%
20 to 24 years old	30.5%	Pacific Islander	0.5%
25 to 49 years old	35.7%	White	31.2%
50 or more years old	9.6%	Two or more Races	2.8%
Unknown	0.0%	Unknown	7.1%
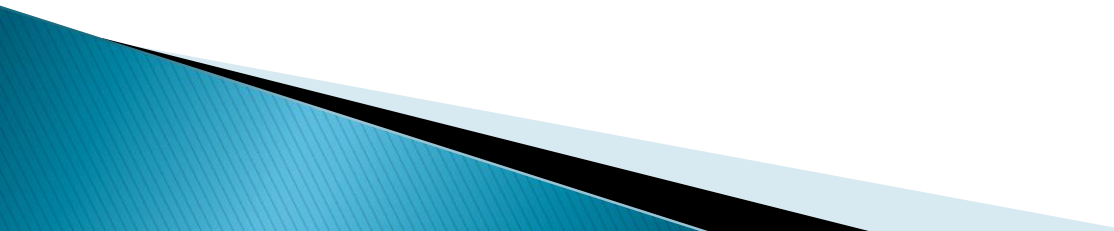
OTHER INFORMATION	
Full Time Equivalent Students	1,141,428.6
Credit Sections	313,931
Non-Credit Sections	27,993
Median Credit Section Size	29
Percentage of Full-Time Faculty	56.9%

What do the categories of data mean?

- Data definitions
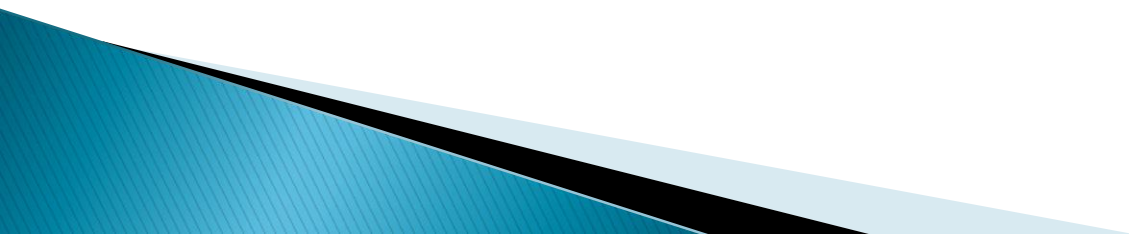
Statewide data : our student demographics aggregated system-wide

- Who do we serve?

- What do retention and completion numbers show us?

- What do we need to ensure student success?

California Community Colleges
Trending Scorecard:
College of the Modocs

Math Completed	12 Units Completed	30 Units Completed	Degree, Certificate, Transfer Earned
Percent of starting cohort that complete any degree-applicable or transferable math course.	Percent of starting cohort that completes 12 credit units.	Percent of starting cohort that completes 30 credit units.	Percent of starting cohort that earns any of the following: (a) AA/AS; (b) certificate of at least 18 units; (c) transfers to any 4-yr institution; (d) completes 60 transferable units (transfer-prepared).

CURRENT YEAR ALL DEMOGRAPHICS

52 PERCENT	**57** PERCENT	**44** PERCENT	**39** PERCENT

TRENDING

Years	01-06	02-07	03-08	04-09	05-10	01-06	02-07	03-08	04-09	05-10	01-06	02-07	03-08	04-09	05-10	01-06	02-07	03-08	04-09	05-10
ALL	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
MALE	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
FEMALE	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
<25 YEARS	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
>25 YEARS	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
AFRICAN AMERICAN	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
ASIAN	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
HISPANIC/LATINO	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
NATIVE AMERICAN	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
PACIFIC ISLANDER	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
UNKNOWN	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
WHITE	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4
>1 ETHNICITY	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4	51.5	52.8	53.5	51.6	52.4

Numbers above are percentages.
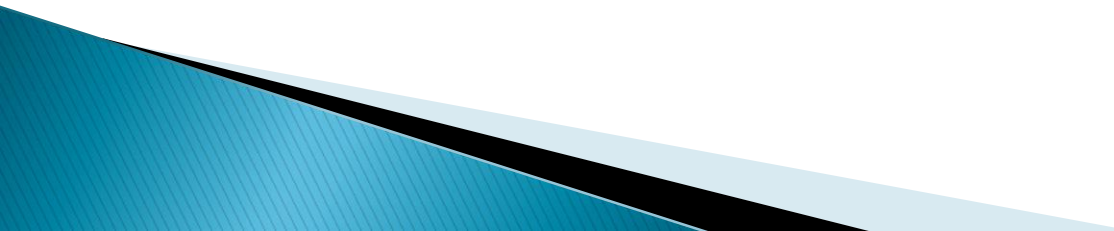
Campus data – our local student demographics

As a campus, who do we serve?

What do retention and completion numbers show us about our local students?

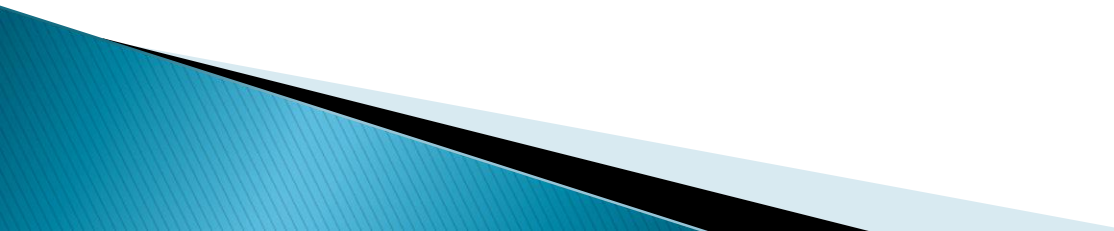What do we need to do as a campus to ensure student success?

Equity issues and disproportionate impacts

- What is disproportionate impact?

- How do you know that DI is affecting students?
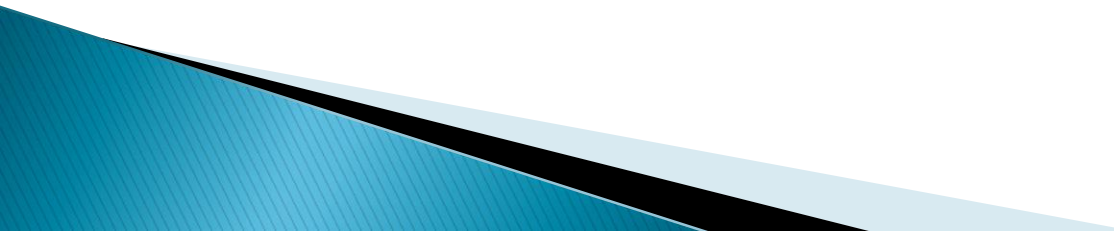
- Do you need a researcher to determine DI?

Among late registrants, do success rates differ for specific demographic groups?

What information do we need?

- Enrollment status (first-time student indicator)
- Student demographics (gender, ethnicity, age)
- Course registration date
- Course start date
- Course enrollment
- Final grade data for the target term

Sample Late Registrant Course Success Rates by Age Data Table

Age Group	Late Registrant	Enrollments	Course Success	Ratio
Under 18	4%	173	60%	103%
18–24	54%	6798	56%	100%
25–29	13%	1053	44%	76%
30–34	8%	576	56%	97%
35–39	6%	320	59%	102%
40–49	8%	432	64%	110%
50+	7%	260	68%	117%

Sample Late Registrant Course Success Rates by Age Data Table

Age Group	Late Registrant	Enrollments	Course Success	Ratio
Under 18	4%	173	60%	103%
18–24	54%	6798	56%	100%
25–29	13%	1053	44%	76%
30–34	8%	576	56%	97%
35–39	6%	320	59%	102%
40–49	8%	432	64%	110%
50+	7%	260	68%	117%

Sample Late Registrant Course Success Rates by Age Data Table

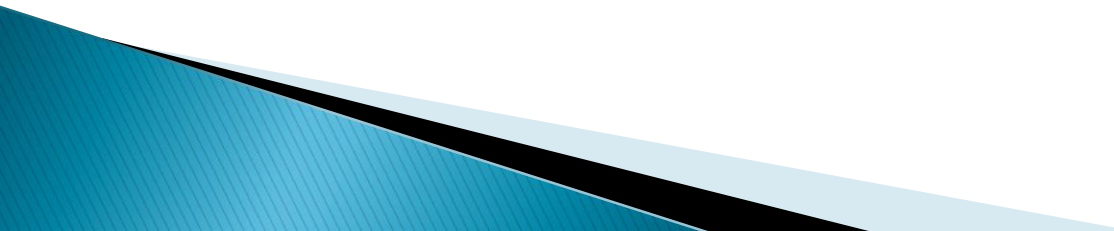| Age Group	Late Registrant	Enrollments	Course Success	Ratio
Under 18	4%	173	60%	103%
18–24	54%	6798	56%	100%
25–29	13%	1053	44%	76%
30–34	8%	576	56%	97%
35–39	6%	320	59%	102%
40–49	8%	432	64%	110%
50+	7%	260	68%	117%

Now What?

More Research Questions

- Are specific student groups more likely to apply for admissions after the application deadline?

- Are certain student groups more likely to be dropped due to new fee payment policies?

- Are certain student groups less likely to receive priority registration due to a new policy?

- Are students who register for classes after the first day of the term less likely to be retained in the subsequent term?

What Can Be Done?

▸ Policy Changes – don't allow late registration

▸ Outreach – target student groups

▸ Late start classes

▸ Work with student leaders

Useful Links & Resources

- http://scorecard.cccco.edu/scorecard.aspx

- http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf.