

Making the Case for Equity in the California Community Colleges

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Measuring Equitable Outcomes for Basic Skills Students

- Course success rates
- Subsequent course success rates for students who begin in basic skills courses
- Degree attainment rates
- Transfer to a baccalaureate institution

Why is Equity the Goal for Underrepresented Minority (URM) Students?

- Most URM students begin their college career in the California Community Colleges
- URM students are overrepresented in basic skills courses
- URM students are less likely to complete their educational goals

California's Economy

- California's Economy is dependent on an educated and highly skilled workforce
- Availability of education for California's youths will affect the ability of the state to remain an economic leader in the future
- The fastest growing minority group in California, Latinos, are also the most underrepresented in higher education, and will be the largest growing labor participants



Basic Skills Statistics

- Nearly 85% of California Community College students begin their educational career in a basic skills course
- Latino and African-American students are less likely to pass a basic skills course than White or Asian counterparts, and therefore, are less likely to make it through a transferable level course to obtain a degree



Disaggregating data by Race/Ethnicity

- Shows individual achievement for each race and ethnic group
- Shows disproportionate impact
- Allows benchmarks to be set by race/ethnicity
- Allows for accountability
- Allows us to view educational outcomes for each

Setting An Equity Agenda



- Achieve equitable student educational outcomes
- Institute an equity agenda at all California Community Colleges
- Draw attention to the low educational attainment of students of color, and the low overall success of all students, especially in basic skills courses

DATA Available to the CCCs to Measure Equity

- Accountability Reporting for the Community Colleges (ARCC)
- Basic Skills Accountability Report Framework
- Student Equity Reports

ARCC Data

- Student Progress & Achievement
- Completed 30 or More Units
- Fall to Fall Persistence
- Vocational Course Completion
- **Basic Skills Course Completion**
- **Basic Skills Course Improvement**
- ESL Course Improvement

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- The Basic Skills Course Completion rate measures a straight success rate in all basic skills courses across one academic year.
 - Basic Skills Course Improvement Rate measures students who successfully complete one basic skills course and successfully complete the next sequential course are included.

Statewide ARCC Data

College Level Performance Indicator	State Rate
1. Student Progress & Achievement	51.2%
2. Completed 30 or More Units	70.4%
3. Fall to Fall Persistence	68.3%
4. Vocational Course Completion	78.2%
5. Basic Skills Course Completion	60.5%
6. Basic Skills Course Improvement	50.0%
7. ESL Course Improvement	44.7%

Proposed ARCC Data

- **Progress rate through basic skills courses to transfer level course by discipline**
- Successful course completion by discipline
- **Certificate/degree/transfer rate for basic skills students**
- Intermediate milestones
- Proposed Supplemental Measures
- **Grade distribution in subsequent coursework**
- **Time to completion of developmental sequence**
- **Number of sections of basic skills courses offered**
- **Assessment and placement distribution**
- Attitudinal/engagement measures

Measuring Student Achievement at Postsecondary Institutions-National Governor's Association (NGA)

Designing a postsecondary education data system that meets the needs of their state:

- Select appropriate student milestones to measure remediation, retention, and attainment
- Determine which students to count
- Select appropriate benchmarks
- Group achievement rates by student population and institution

The four key student achievement milestones all states should track are:


- Successful completion of remedial and core courses
- Advancement from remedial to credit-bearing courses
- Transfer from a two-year institution to a four-year institution
- Credential attainment

Basic Skills Accountability Report Framework

- Goes beyond ARCC in reporting baselines for basic skills students

Baseline Measures for Developmental Education

- Percentage of New Students Assessed into Developmental Education Courses
- Number of Developmental Education Sections Offered
- Percentage of Section Offerings that are Developmental Education
- Unduplicated Number of Students Enrolled in Developmental Education
- Student Success Rate in Developmental Education Courses
- Student Retention Rate in Developmental Education Courses
- Student Course Repetition Rate in Developmental Education Courses
- Fall-to-Fall Persistence Rate of Developmental Education Students
- Percentage of Developmental Ed. Sections Taught by Full-Time Faculty
- Transferred

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- **Additional Recommended Measures**
 - Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses
 - Success Rate of Developmental Education Students in Transfer-Level Courses
 - Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate
 - Percentage of Students who Successfully Completed a Developmental Education Course and Transfer to a four-year institution

Student Equity Reports

- Access
- Course Completion (*Retention*)
- **ESL/Basic Skills Course Completion**
- Degree/Certificate Completion
- Transfer Rate
- Equal Employment Opportunity

Disaggregated by ethnicity, gender and disability

Required periodically by the California Community College Chancellor's Office in 1993, 1998, 2003, 2005

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