

# USING CCSSE DATA TO IDENTIFY EQUITY GAPS

Office of Student Equity and Success

Student Equity Committee

December 11, 2015

# The Community College Survey of Student Engagement (*CCSSE*)

- *CCSSE* is designed to capture student engagement as a measure of institutional quality.
- As a tool for improvement, *CCSSE* helps us
  - Assess quality in community college education
  - Identify and learn from good educational practice
  - Identify areas in which we can improve

# Identifying Gaps Using Institutional Data

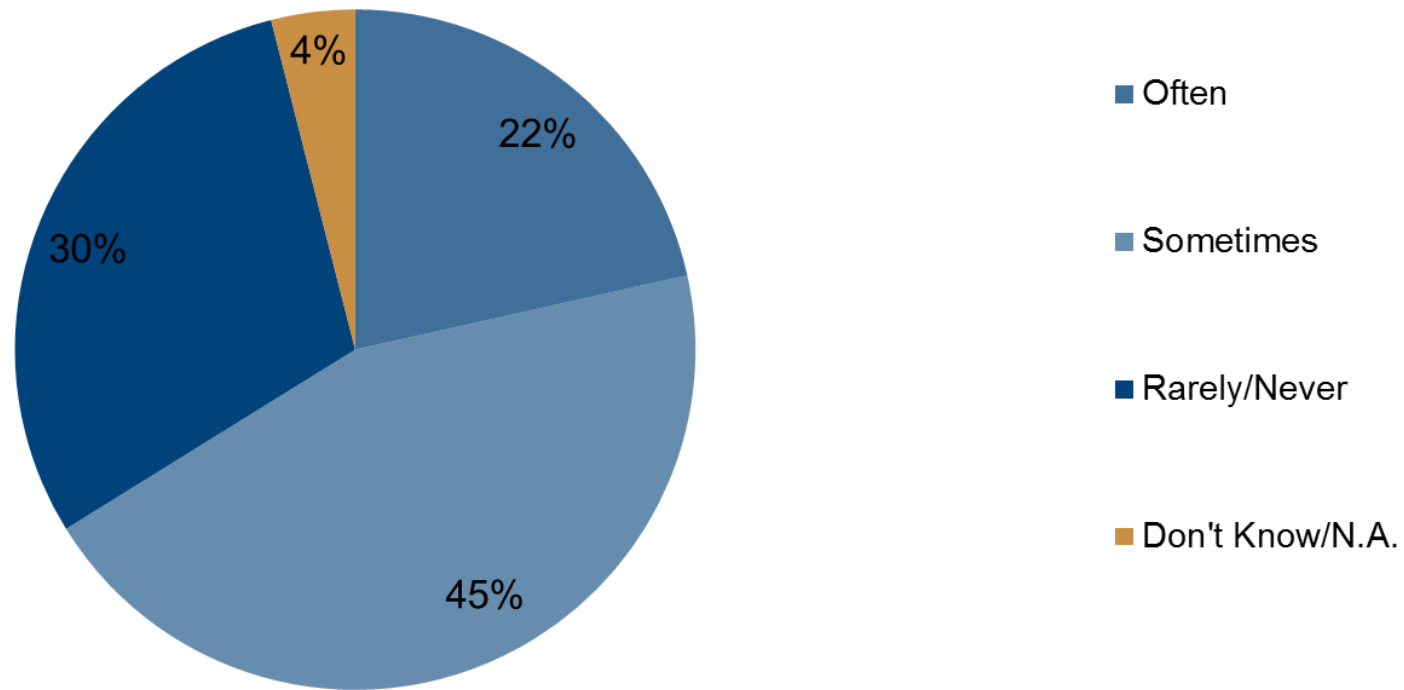
- Steps when identifying gaps
  - Identify questions/issues
    - What does the literature say about our students/student groups?
    - What is the college/program supposed to be doing to help students?
    - What does the Statewide or National data indicate?
  - Look at institutional data to see where our students are
    - 2015 CCSSE data
    - Merced College data - dashboard
  - Apply an equity lens to determine if there are gaps between student groups
  - Based on multiple data sources and the literature draw conclusions/implications
  - Develop or amend services to close the gaps or ensure no new gaps are created

# Student Support Services

- Students need guidance (SSTF, Rec 2.2)
  - Given options, students who lack guidance are likely to seek what they think will be their most direct path through college-level courses, without understanding what is required to be successful in the college environment and without regard to their academic preparation for college-level work.
- What Merced College has done...
  - Mandated orientation and assessment
  - Implemented abbreviated education plans for all new students
  - Implemented comprehensive education plans for all continuing students

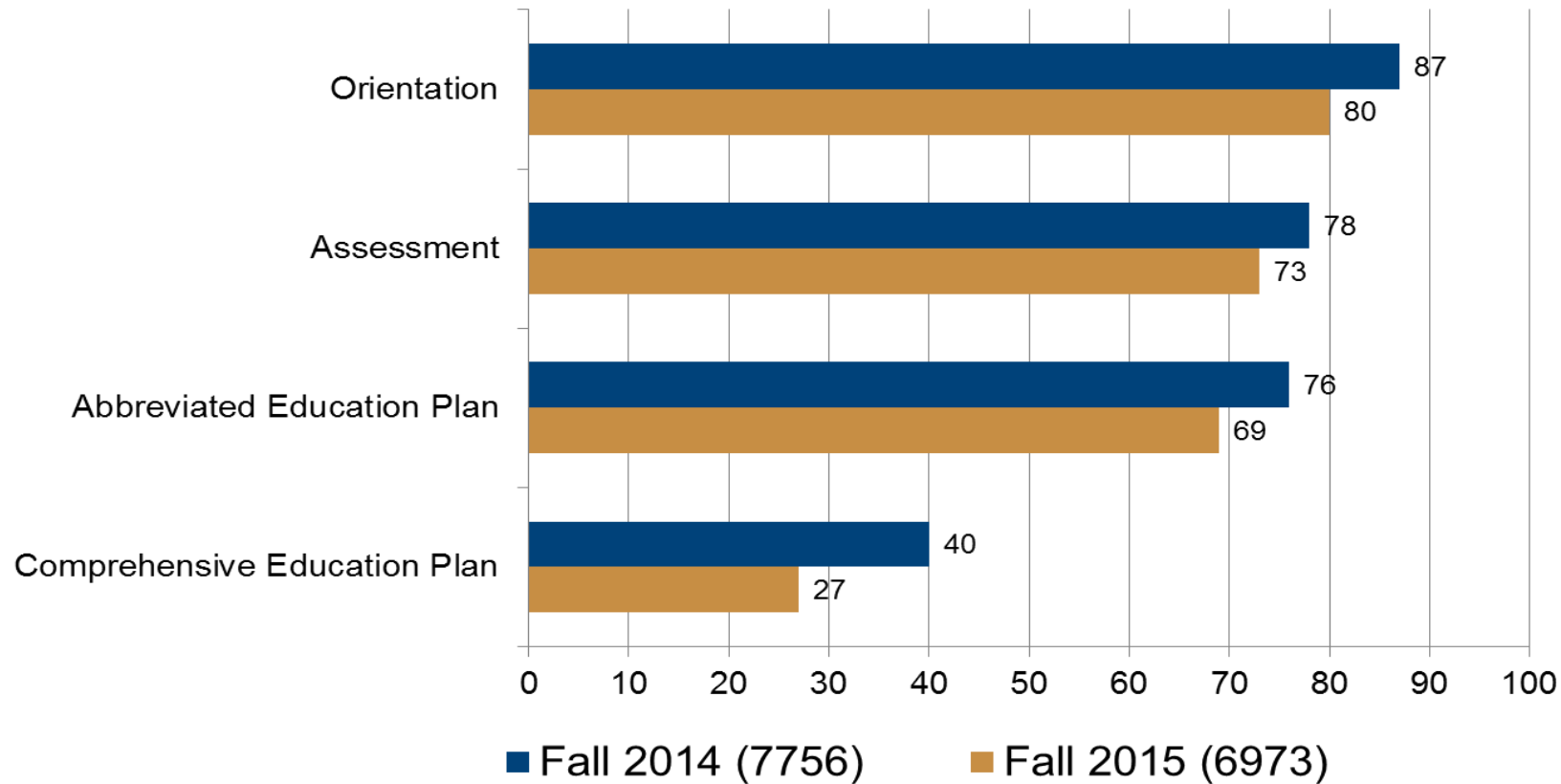
# 2015 Merced College CCSSE Data

## How often do you use Academic Advising/Planning?



Implications: A third of our sampled students indicate they rarely or never use our Counseling services.

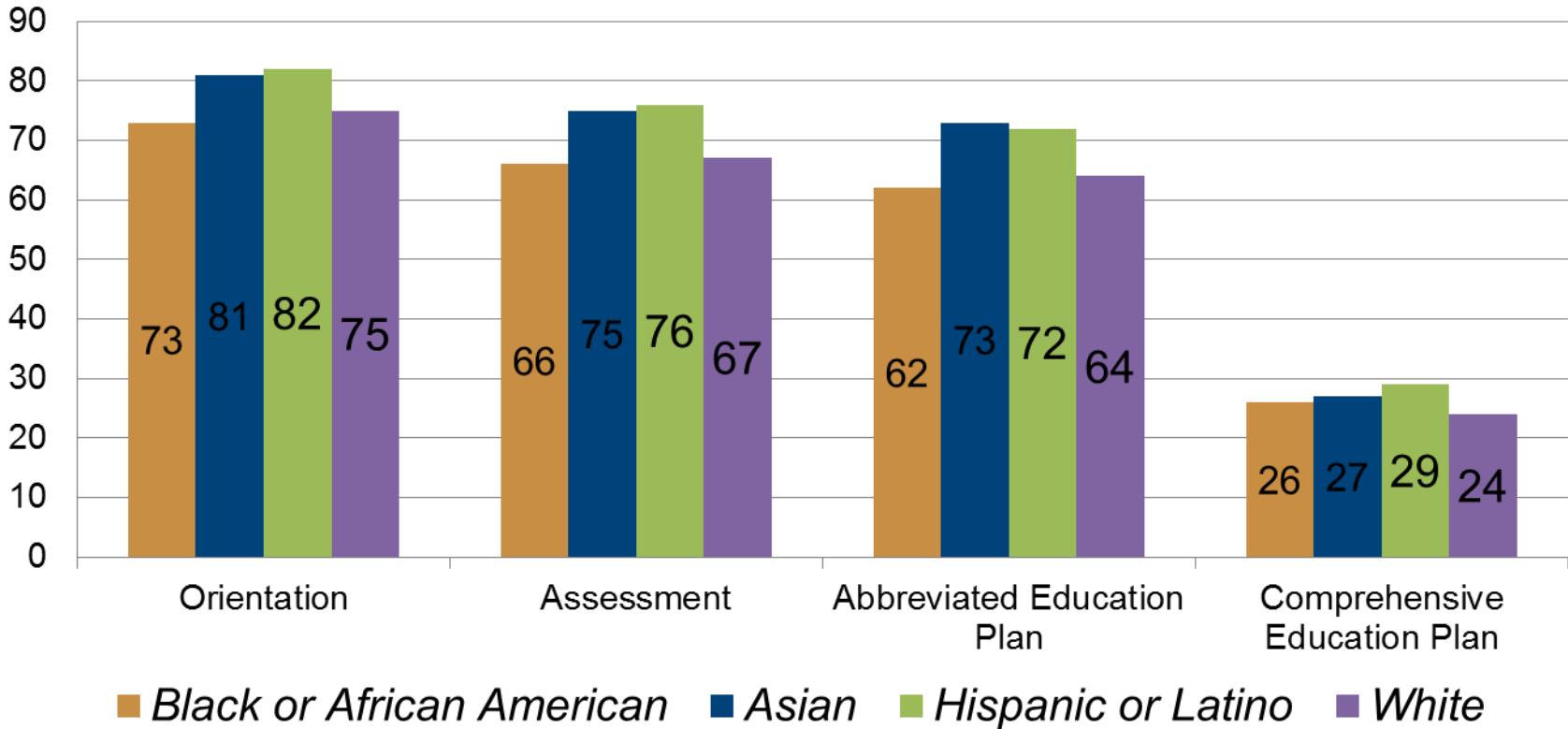
# Merced College Dashboard Data SSSP Core Services



Implications: There is a large drop in the number of students who complete a comprehensive education plan on time (for Fall 14 students, only 40% after one year).

# Merced College Dashboard Data

## SSSP Core Services – Fall 2015



Implications: Black or African American and White students are disproportionately impacted when compared to the college average for Orientation, Assessment, and Abbreviated Education Plans. White students are also DI for completing comprehensive education plans as compared to the college average .

# Student Support Services Summary

- MC has implemented core services to address the SSTF rec. 2.2 about providing students with guidance
- The CCSSE indicated that a third of our sampled students indicated they rarely or never use our Counseling services.
- Our institutional data (dashboard) confirms the CCSSE data - There is a large drop in the number of students who complete a comprehensive education plan on time (only 40% after one year).
- Applying an equity lens we see that Black or African American and White students are disproportionately impacted when compared to the college average for Orientation, Assessment, and Abbreviated Education Plans. White students are also DI for completing comprehensive education plans.

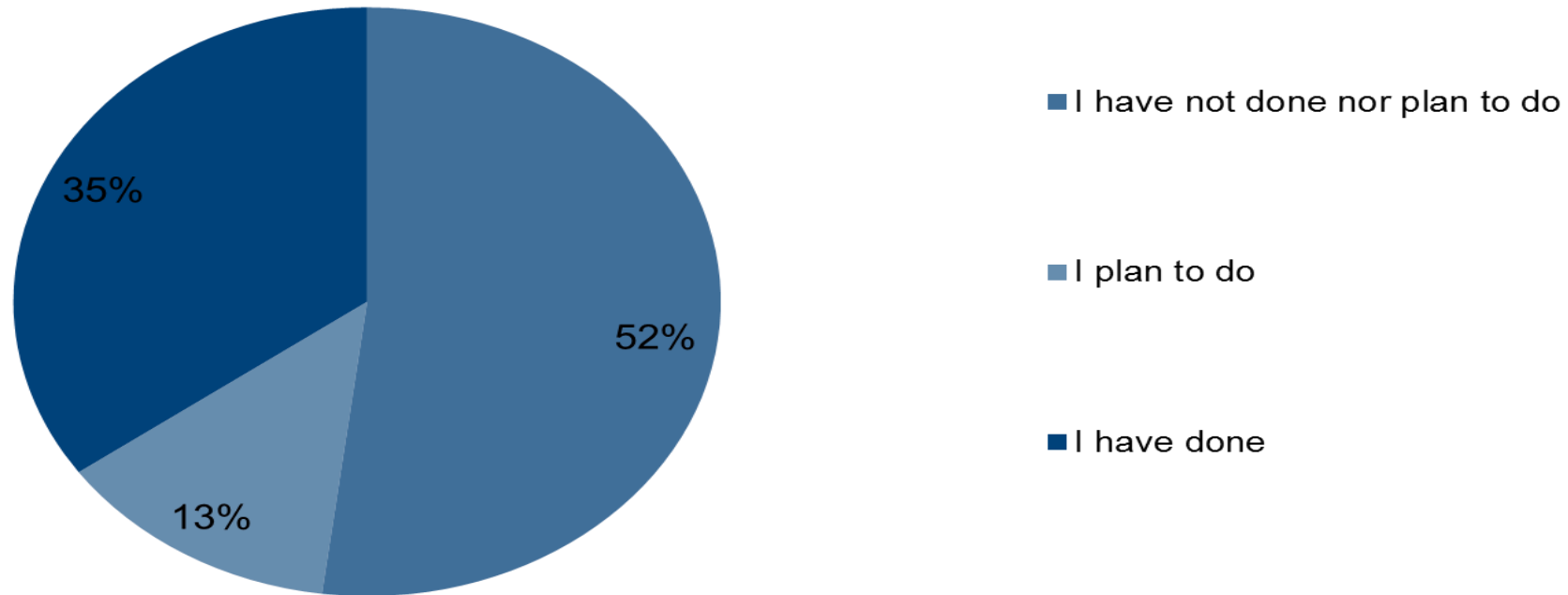


# Math Remedial Enrollment and Success

- SSTF rec. 5 – Improve the education of basic skills students
- The National research shows that 60% of community college students test into remedial courses
- In California (ARCC via the SSTF)...
  - Only 10% are enrolled in remedial courses
  - Of the 16.2% of students entering 4 levels below only 25.4 earn a degree
  - Of the 18.4% of students entering 1 level below only 42.6% earn a degree
- The equity lens in CA...
  - Basic skills enrollments are dominated by Hispanics (40%) and Blacks (11%)
  - Black students have the lowest rate of successfully completing college level math (17% after 2 years) – other groups are not far behind – Hispanics (25%), Whites (30%), and Asian (38%).

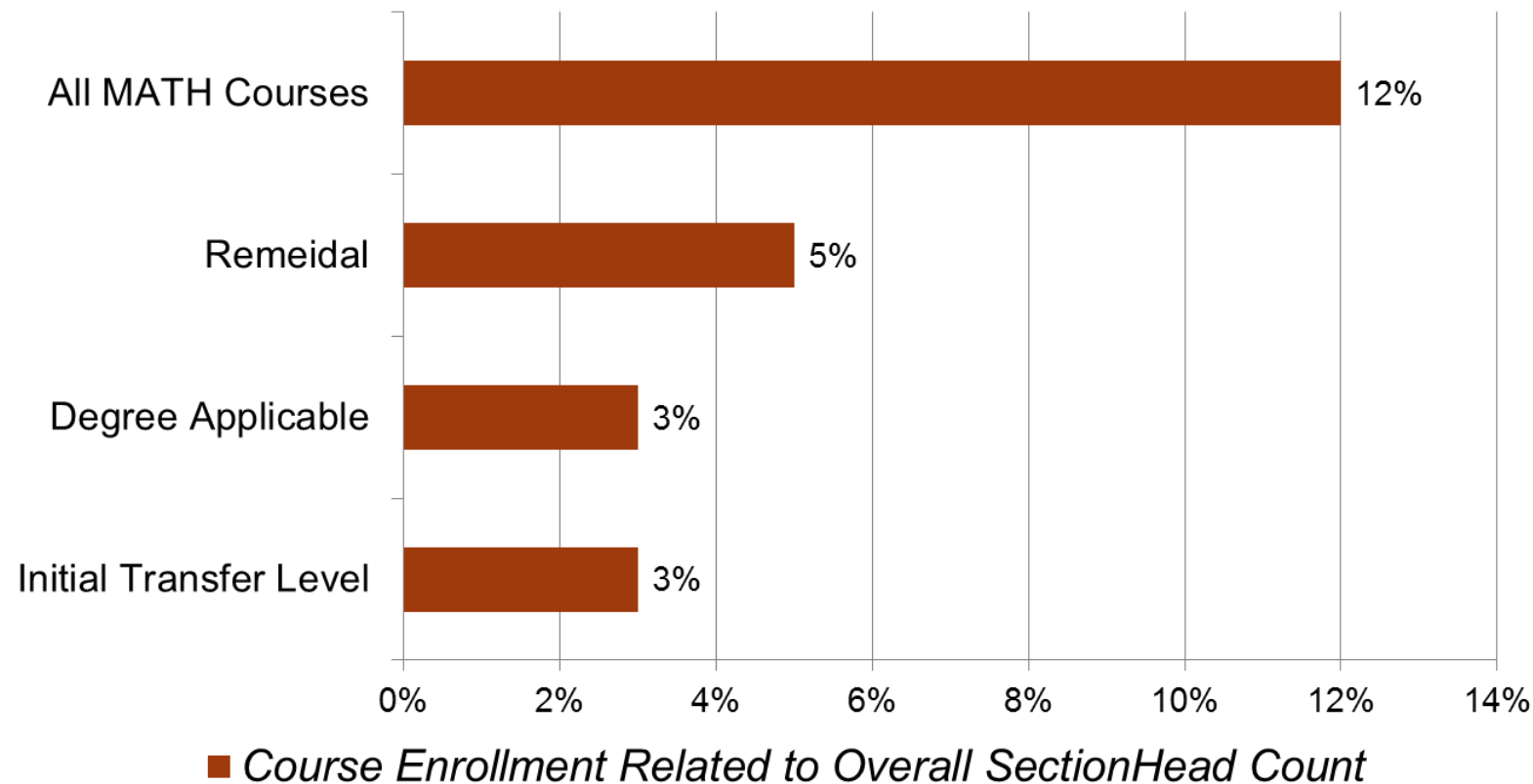
# 2015 Merced College CCSSE Data

## What are student plans for taking developmental Math courses at Merced College?



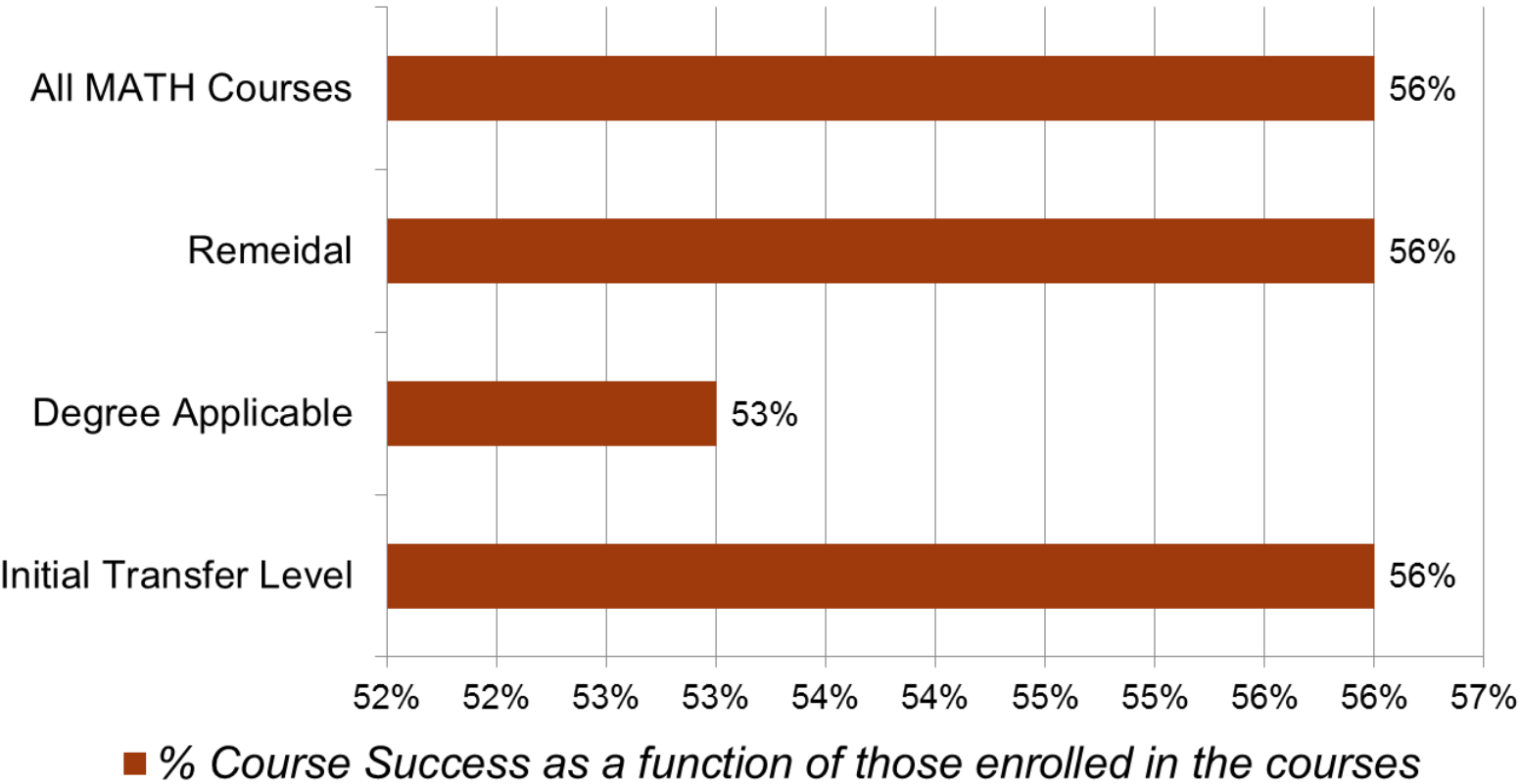
Implications: 52% of sampled students state they do not plan to take a developmental Math course at Merced College, whereas 48% either have taken or plan to take one.

# Merced College Dashboard Data Math Enrollment – Fall 2014



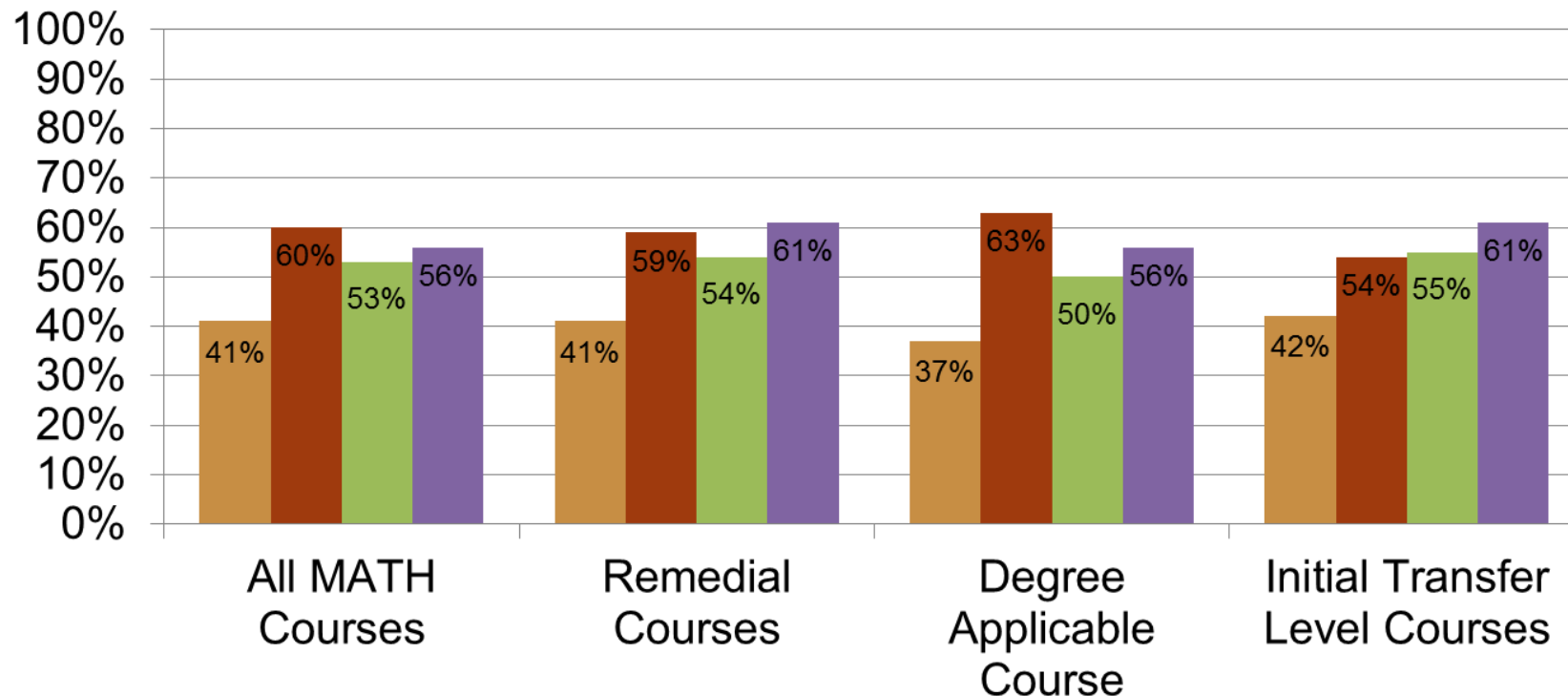
Implications: While our largest enrollment for Math courses are in remedial Math courses (42%) only 5% of Merced College students enrolled in remedial Math during the Fall 2014 semester.

# Merced College Dashboard Data Math Success – Fall 2014



Implications: MATH course success is low across each type of MATH course with the Degree Applicable (MATH C) course having the lowest success rate (53%).

# Merced College Dashboard Data Math Success by Ethnicity – Fall 2014



■ Black or African American ■ Asian ■ Hispanic or Latino ■ White

Implications: Black or African American students have the lowest success rates in all Math courses with the lowest success rates in Math C and remedial courses and are considered disproportionately impacted at each Math level. Hispanic students are also disproportionately impacted in Math C. College average = 56%

# Math Remedial Education Summary

- MC has implemented services such as the math bridge with high school students and learning communities to address the SSTF rec. 5.
- The CCSSE indicated that over half of our students do not plan to enroll in developmental Math courses while at Merced College.
- Our institutional data indicates that over 75% of students (who tested between July and October 2015) placed into remedial Math (OGIR). This contradicts the CCSSE data since more than half of our students need to take these courses in order to earn a degree or transfer.
- Applying an equity lens we see that Black or African American students are disproportionately impacted when compared to the college average for each of the Math levels. Hispanic students are also DI for successfully completing Math C.

# Use the Data

- Establish a question about your students or your services
- Do a brief review of the literature or surveys conducted at Merced College
- Investigate and gather data using the dashboards or other data sources to discover if there are gaps in your students success or access to services
- Bring it to the equity committee and lets do something about it!