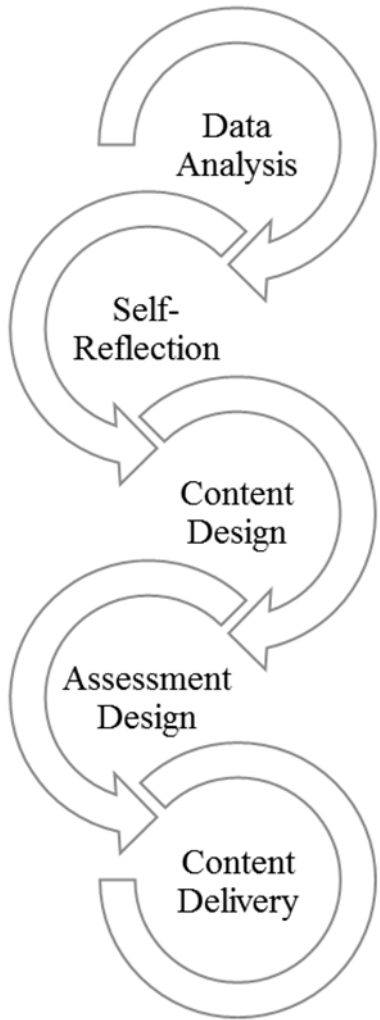


Equity-Minded Inquiry



# Unpacking Disaggregated Course Completion Data through Equity-Minded Inquiry

**SER Faculty Inquiry Team Meeting 1**

February 19, 2016

Administration 131

9:00 a.m.-1:00 p.m.

# Welcome and Today's Agenda

## Overview of Student Equity

*Idania Reyes*

## What Can We Do as Faculty

*Jason Suárez*

~~Break~~

## Unpacking Disaggregated Data

*Idania Reyes*

## Unpacking Divisional Data

*Faculty Inquiry Teams*

## Equity-Minded Inquiry

*Hong Herrera Thomas*

*John Baranski*

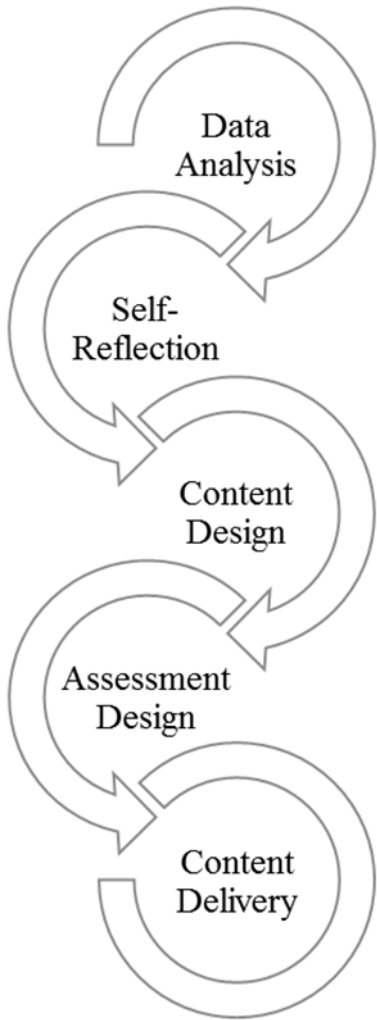
~~Working Lunch~~

## **Breakout Session 2** Equity-Minded Inquiry

*Faculty Inquiry Teams*

Conclusion

# Equity-Minded Inquiry



## An Overview of Student Equity

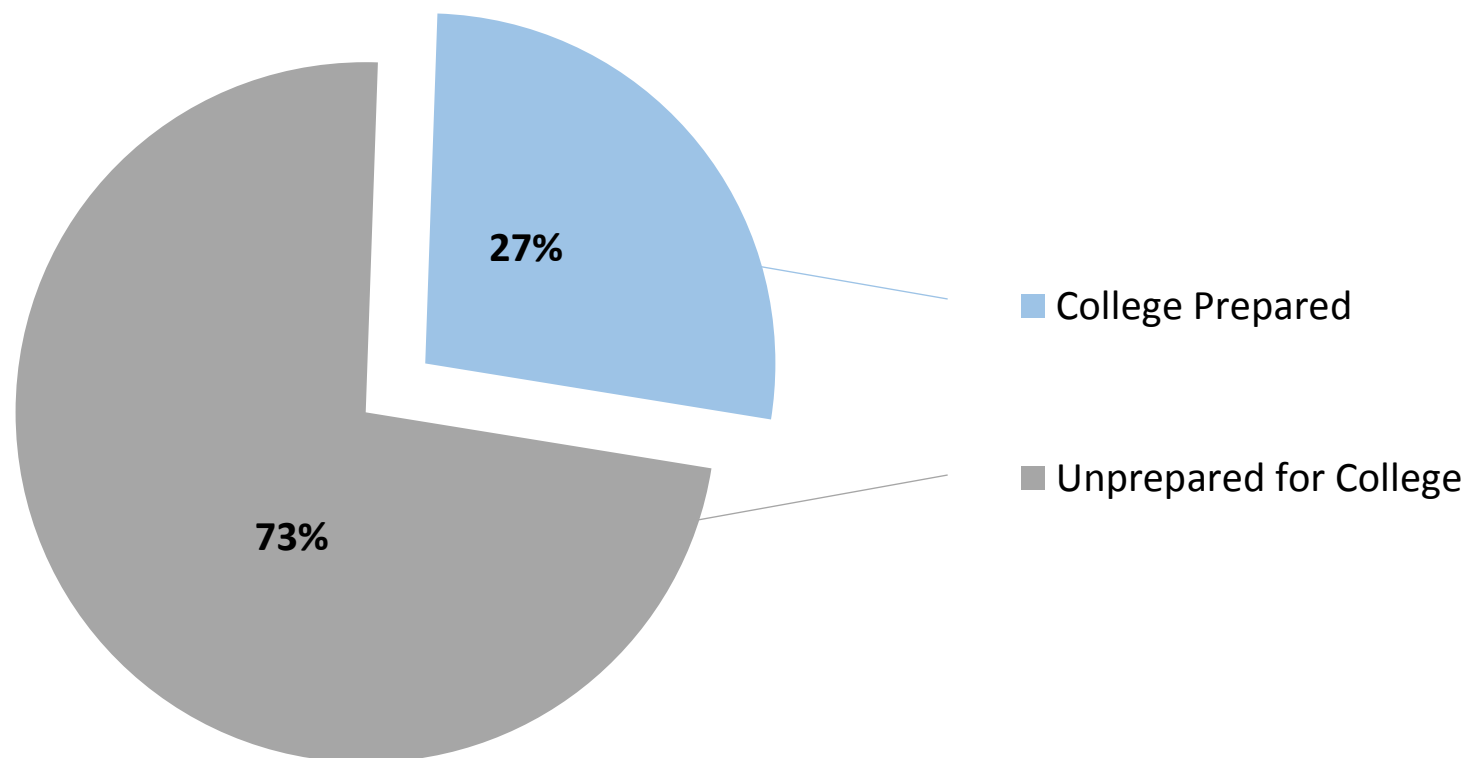
Idania Reyes, Director of the Student Equity Program  
El Camino College



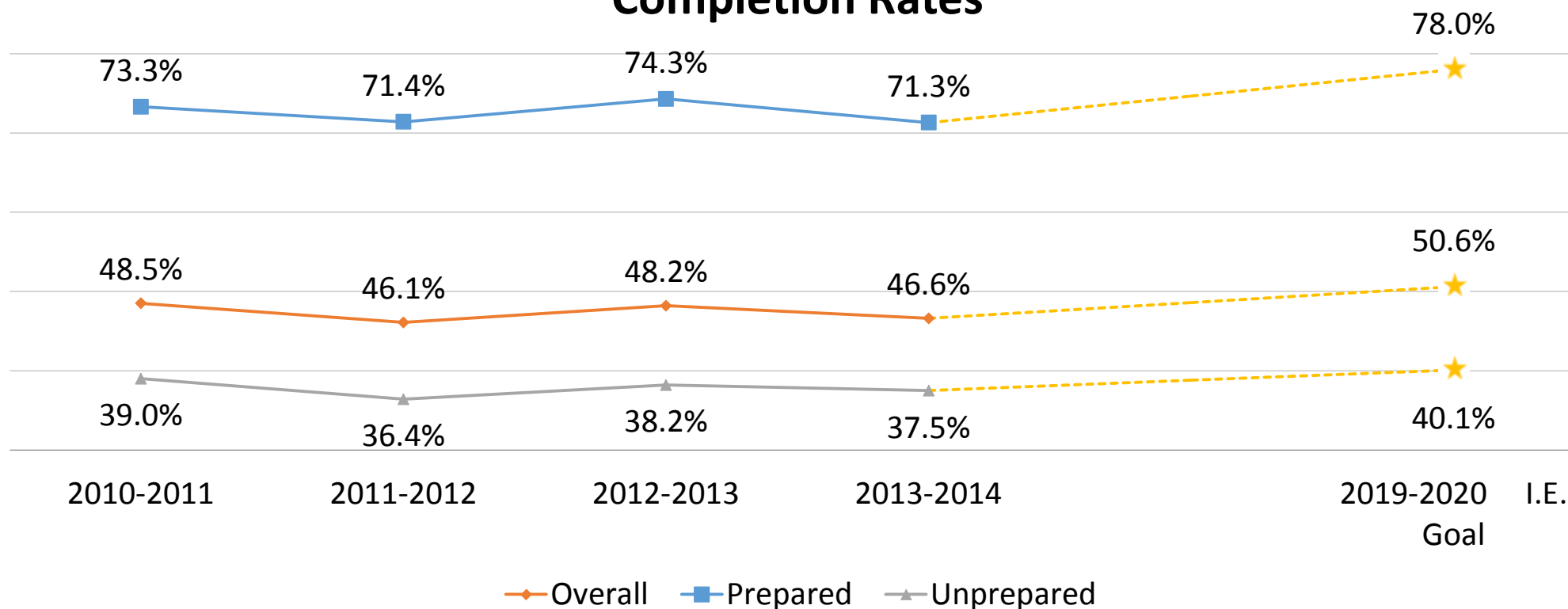
# El Camino College **2015 Student Success Scorecard**

Complete Student Success Scorecard is available on the Chancellor's Office Website: [www.cccco.edu](http://www.cccco.edu)

## Percentage of 2013-14 Cohort Unprepared for College

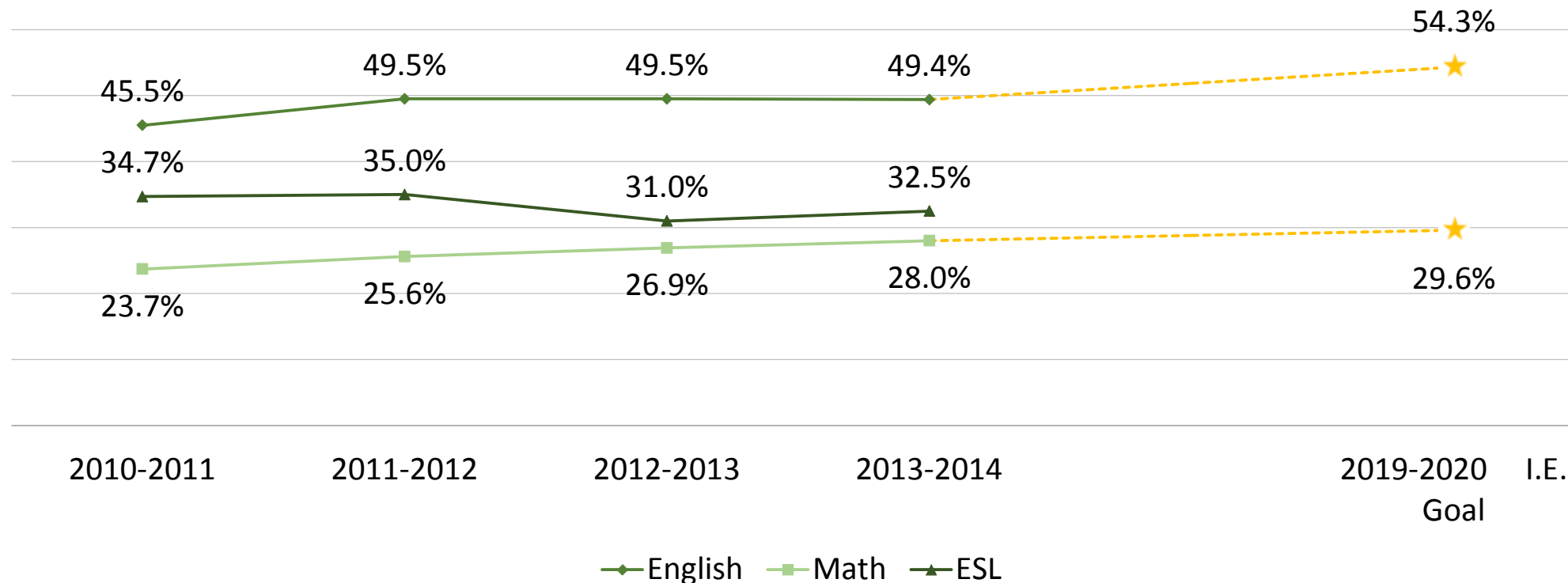


## Completion Rates



Among those whose first record in the CCC system is at El Camino College who are degree-, certificate-, and/or transfer-seeking students: the percentage who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.

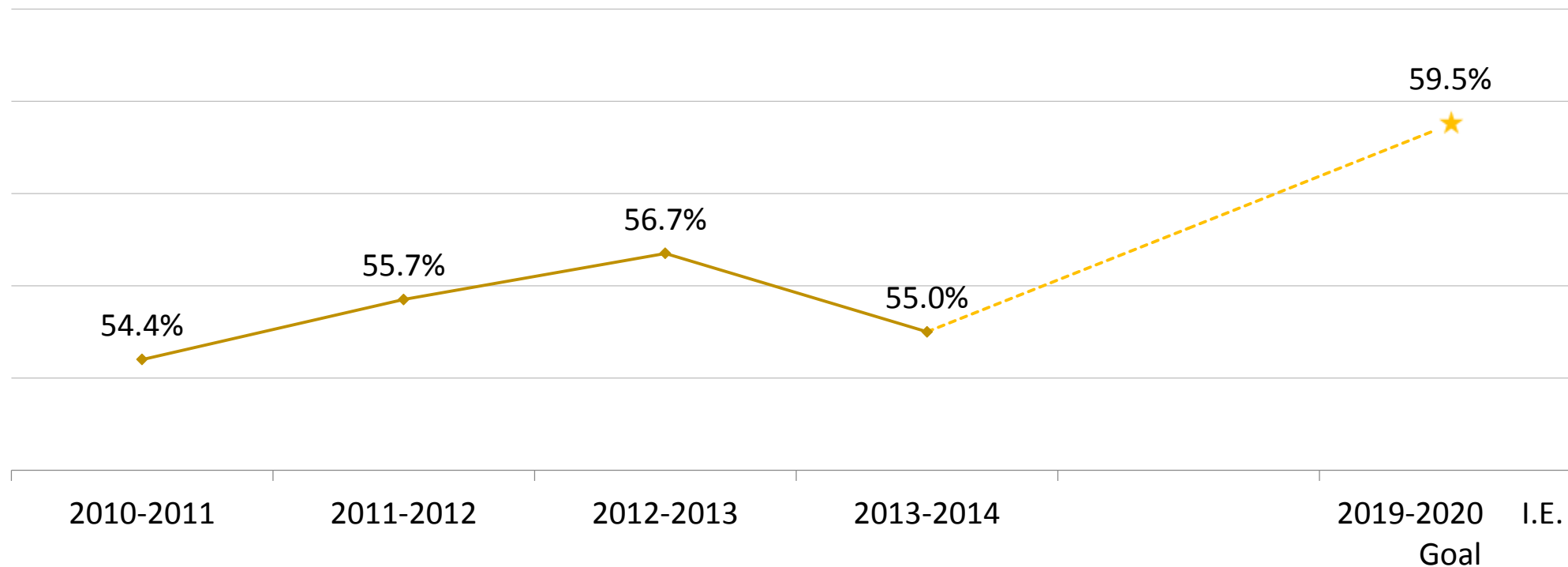
## Remedial Progress Rates



Among credit students whose first attempt of below-transfer-level English, Math, and/or ESL in the CCC system is at El Camino College: the percentage who completed a college-level course in the same discipline anywhere in the CCC system within six years.

## Career and Technical Education

## Completion Rates



Among those whose first attempt of a CTE course in the CCC system is at El Camino College and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline: the percentage who completed a degree or certificate, or who transferred anywhere in the CCC system within six years.



# SUCCESS INDICATORS

ACCESS

COURSE COMPLETION

ESL AND BASIC SKILLS COMPLETION

DEGREE AND CERTIFICATE COMPLETION

TRANSFER

Each success indicator has five components

Success indicator outcomes are to be disaggregated by the racial/ethnic groups and characteristics listed to the right.

## SUCCESS INDICATOR COMPONENTS

1. Campus-Based Research (DATA)
2. Goals
3. Activities
4. Funding
5. Evaluation

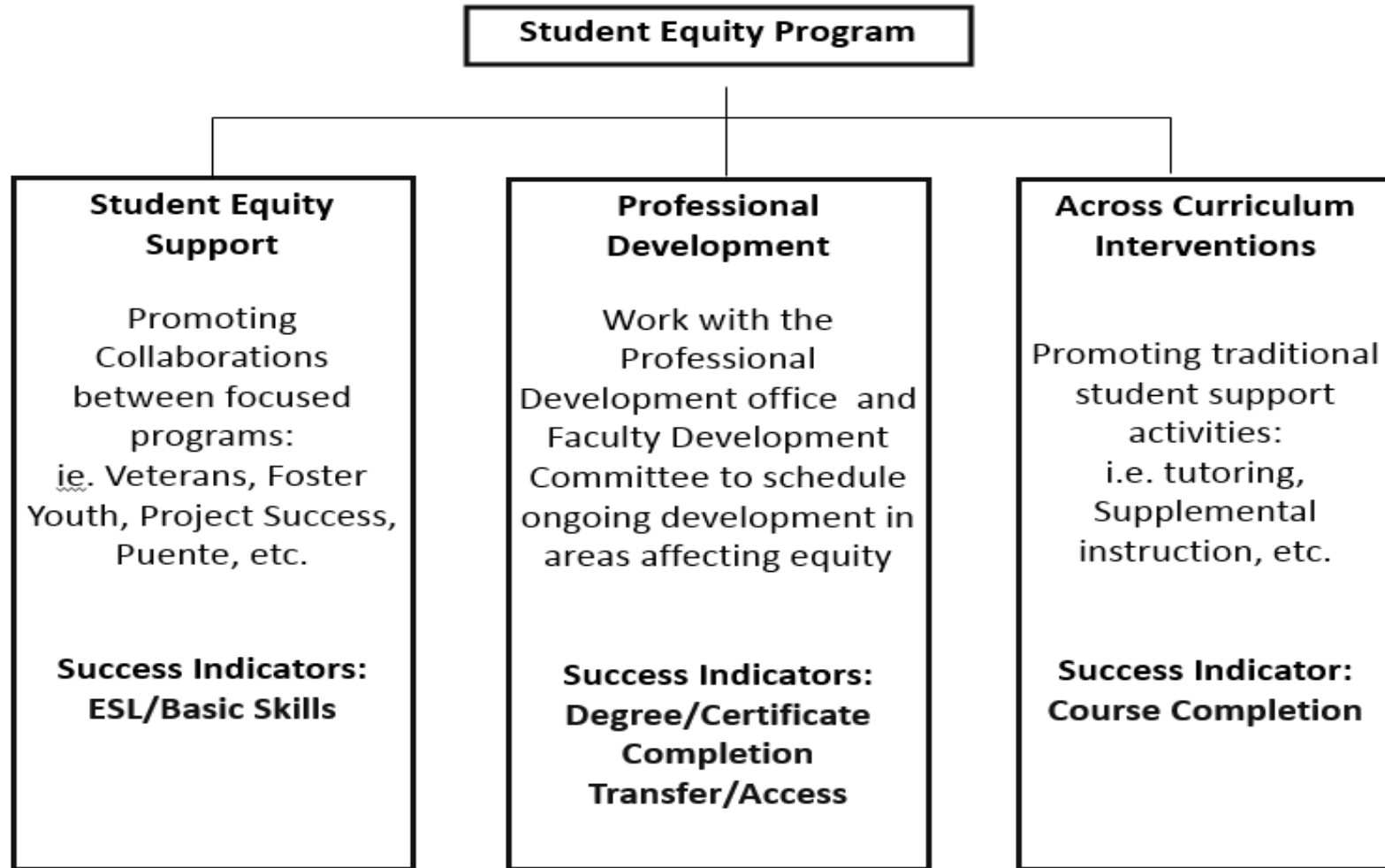
## RACIAL / ETHNIC GROUPS

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- Asian
- White
- More than one race

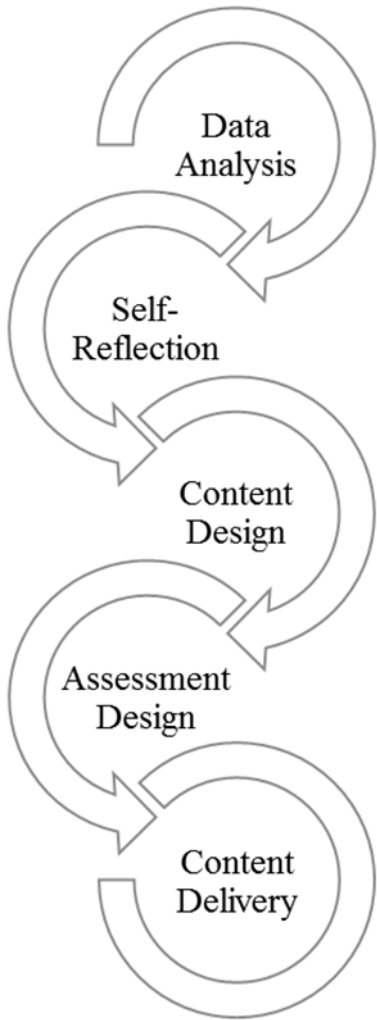
## CHARACTERISTICS

- Males
- Females
- Veterans
- Current or former foster youth
- Students with disabilities
- Low-income students

# PLAN ORGANIZATION AT ECC



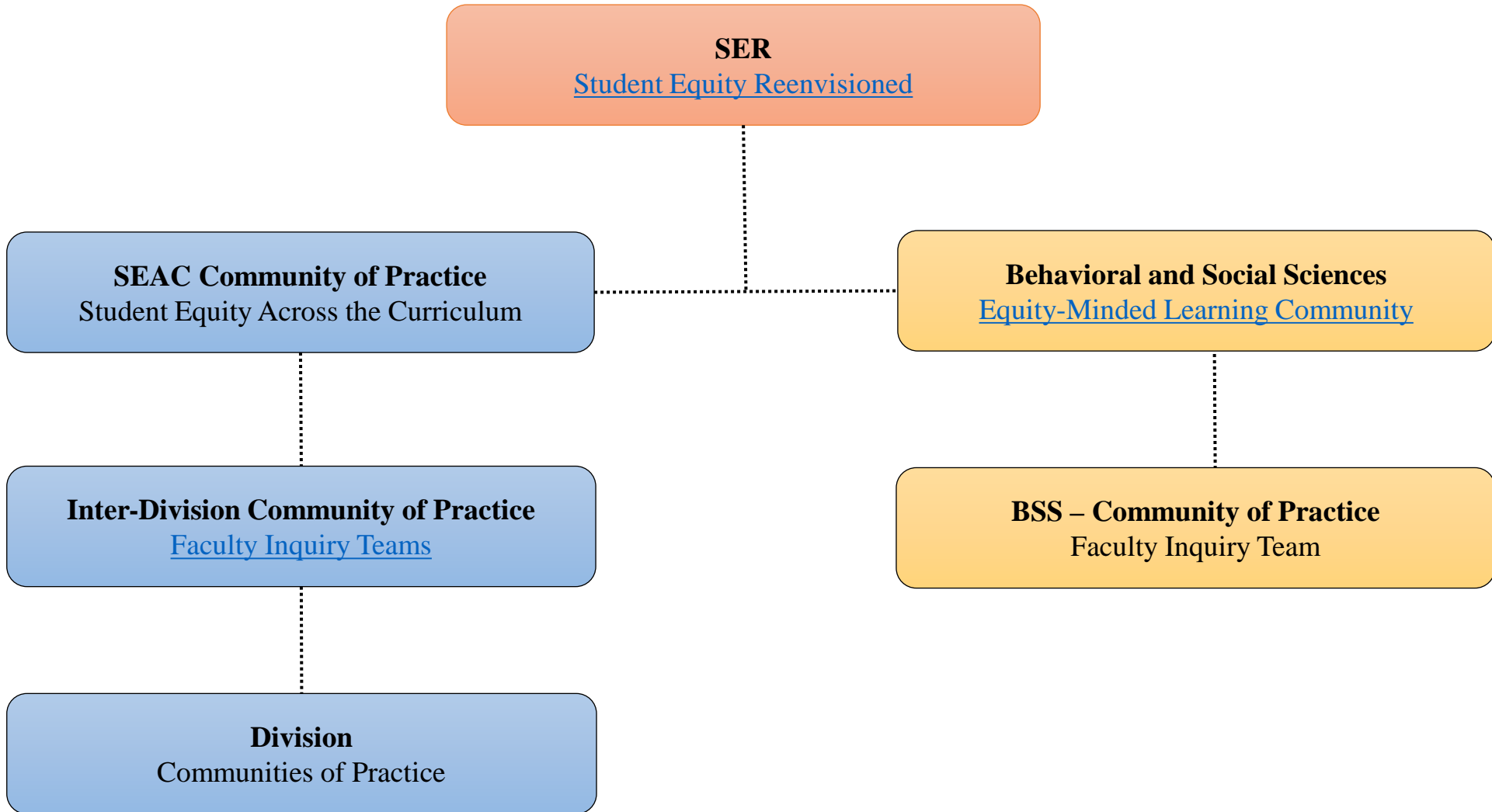
# Equity-Minded Inquiry



## What We Can Do as Faculty

Jason R. Suárez, History Department/SER Faculty Coordinator  
El Camino College

# What exactly is SER?

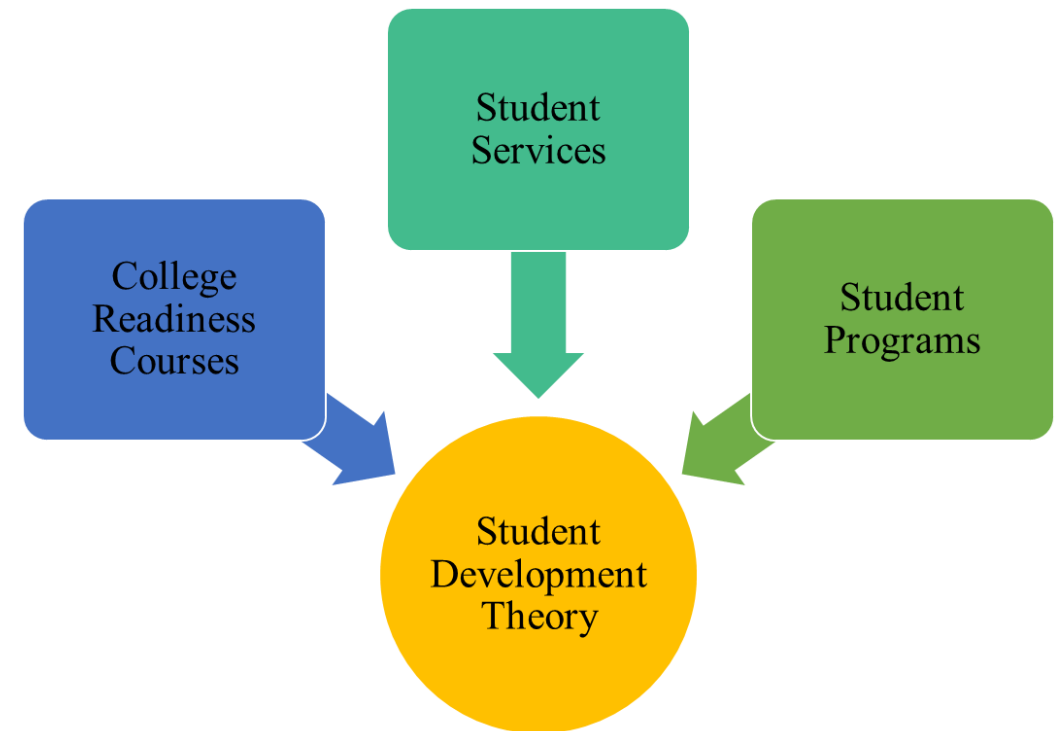


# Student development theory

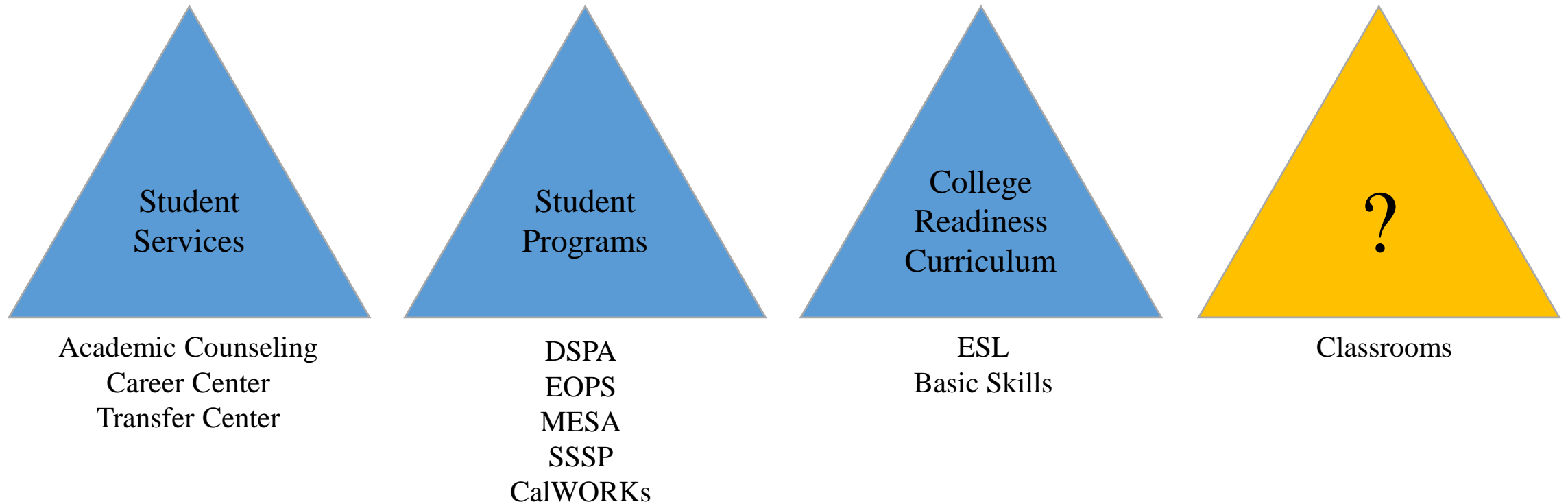
When creating equity plans, traditional institutional practices tend to focus more on . . .

- Bolstering college-readiness curriculum (ESL, developmental and basic skills)
- Effectively coordinating and integrating key student and learning support services

Student characteristics are perceived as the primary cause of differences in educational outcomes.



# What is missing from this approach?



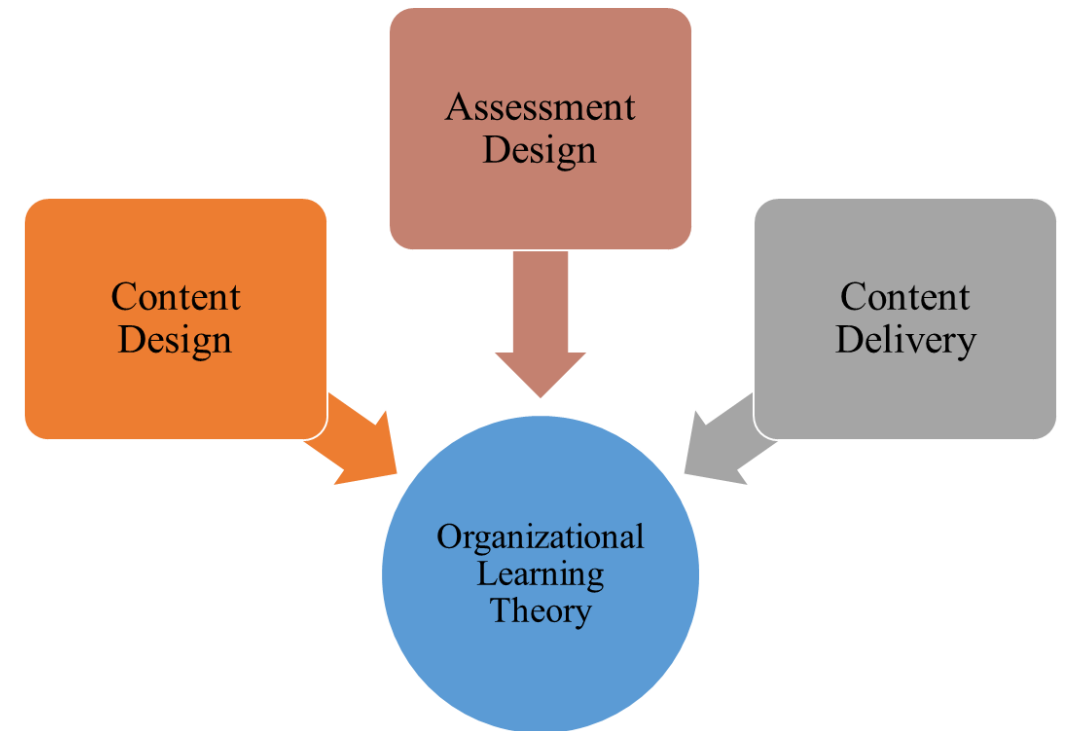
# Organizational learning theory

SER proposes approaching student equity from the organizational learning theory model.

This framework encourages faculty to reflect on . . .

- Their content and assessment design
- Their content delivery

This model will move faculty from viewing inequities from deficit-minded to equity-minded



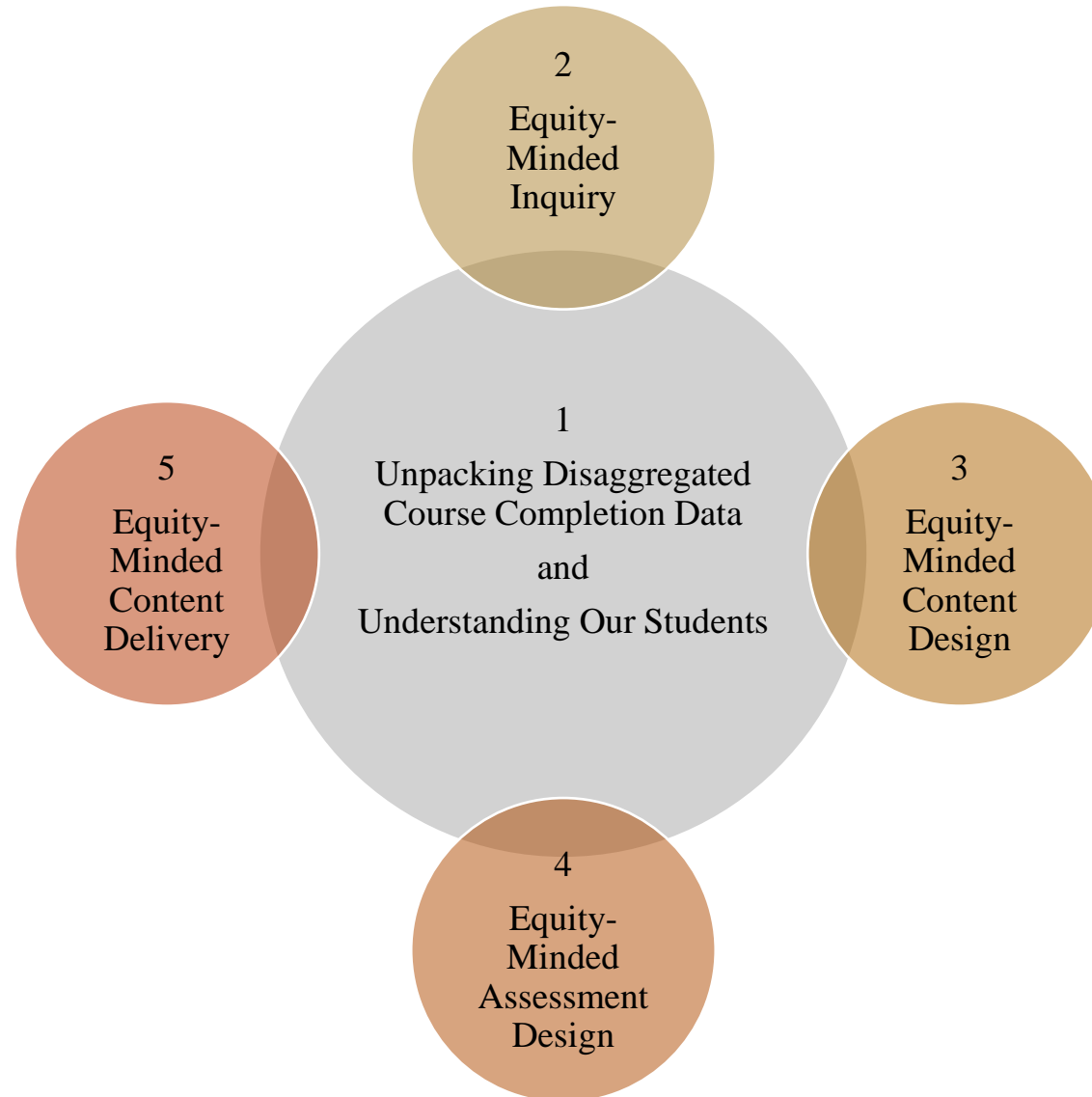
# Bridging two worlds

The difference between the two is how equity is framed. What would happen both are are bridged?

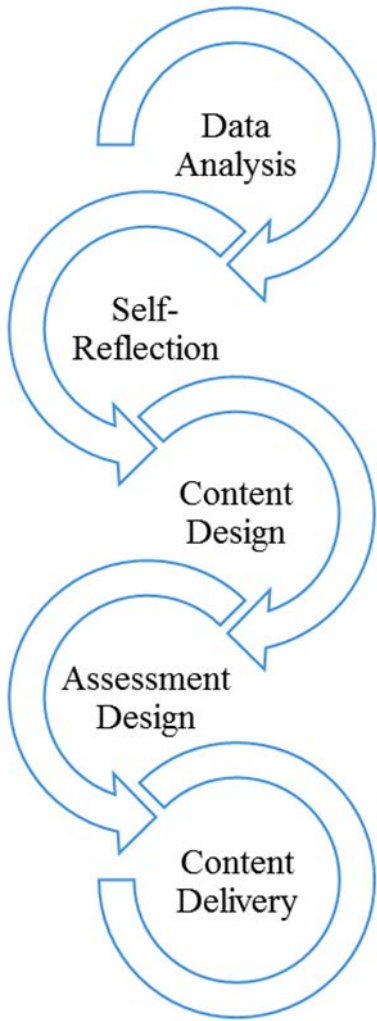




# The SER equity-minded framework

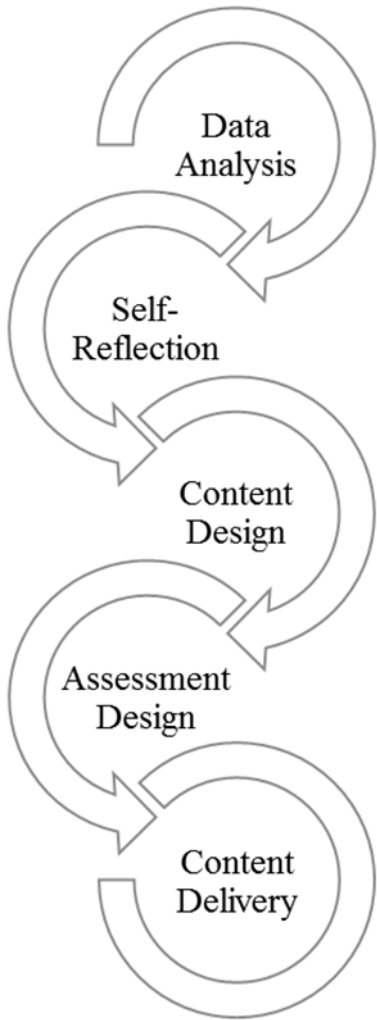


# Equity-Minded Inquiry



## Session Break

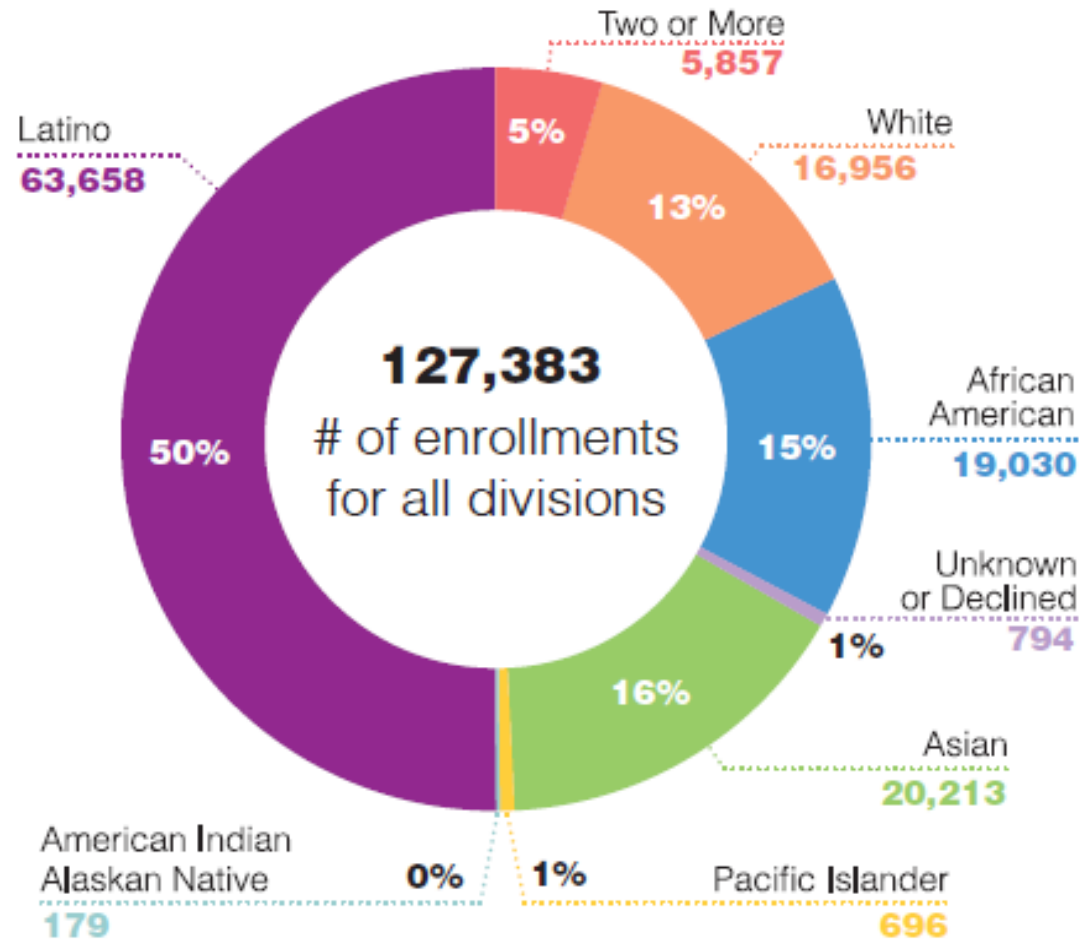
Equity-Minded Inquiry



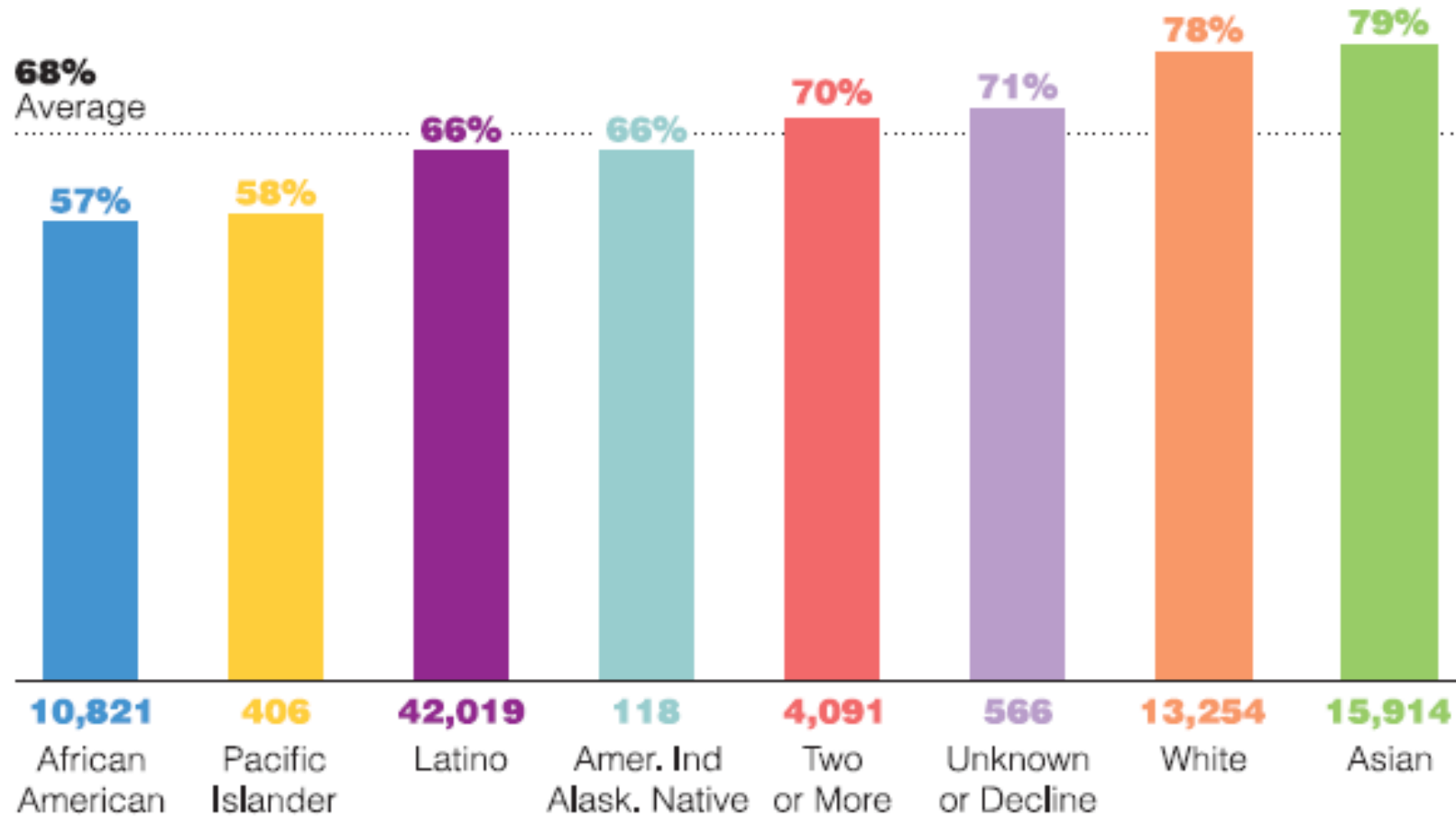
# Unpacking Disaggregated Data

Idania Reyes, Director of the Student Equity Program  
El Camino College

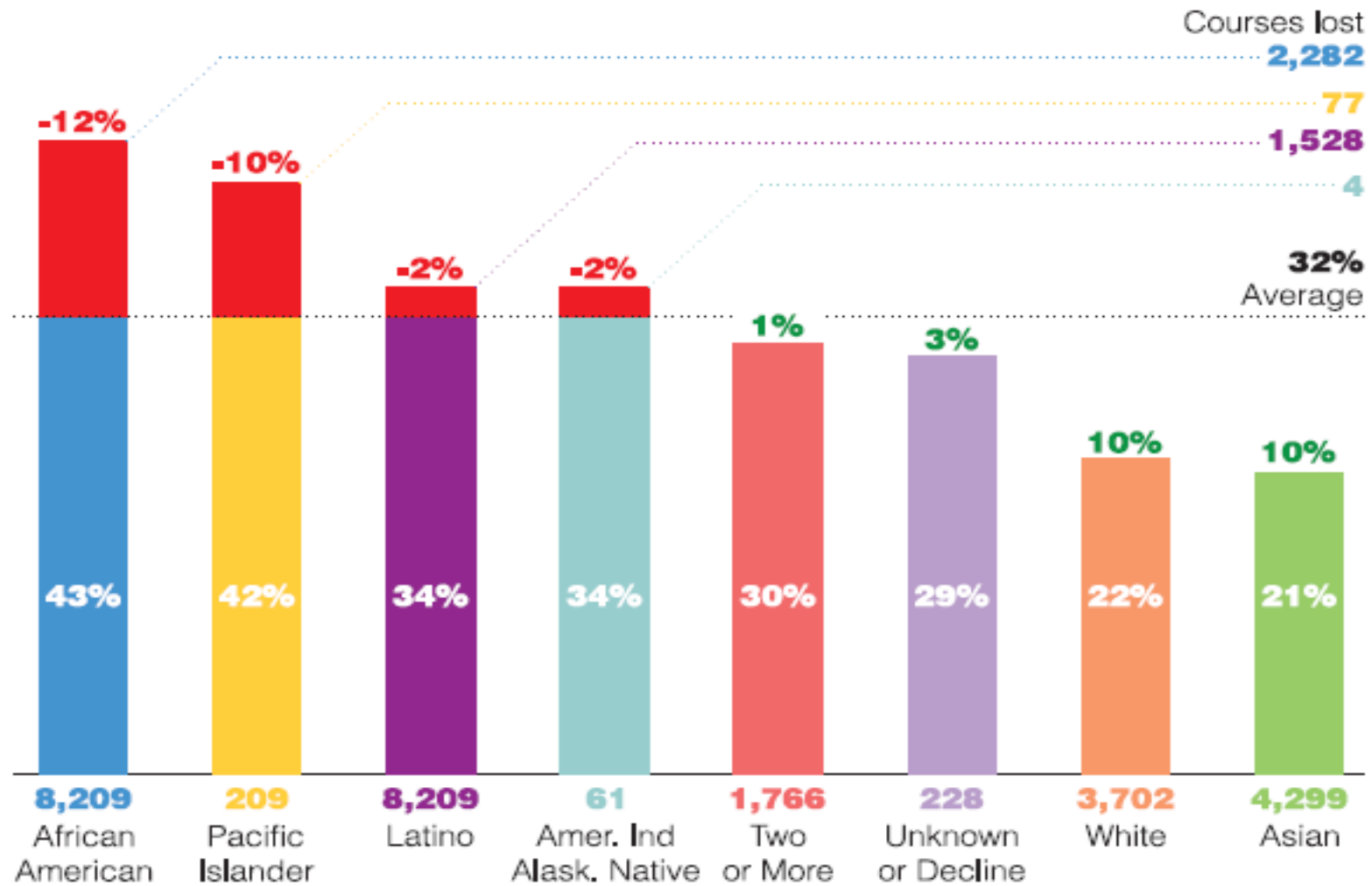
# Course Enrollment by Race/Ethnicity - Fall 2014 & Spring 2015



# Course Completion by Race/Ethnicity Successfully Completed with A, B, or C



# Course Completion Gaps



# African American Course Completion by All Divisions

Division	# of Course Enrollments by African American Students at Census	% of All course enrollments by African American Students that were successfully completed with an A, B, or C	% of All course enrollments by All Students that were successfully completed with an A, B, or C	Percentage Point Difference
Behavioral and Social Science	4,104	59.55%	70.73%	-11.18
Business	1,115	47.53%	63.23%	-15.69
Fine Arts	2,851	63.35%	75.12%	-11.78
Health Sciences and Athletics	2,841	67.09%	77.40%	-10.31
Humanities	3,488	52.41%	65.66%	-13.26
Industry and Technology	1,206	62.19%	76.91%	-14.72
Mathematical Sciences	2,210	41.40%	54.53%	-13.12
Natural Sciences	1,132	51.15%	63.79%	-12.64
Total	18,947	56.78%	68.39%	-11.61

# Latino Course Completion by All Divisions

Division	# of Course Enrollments by Latino Students at Census	% of All course enrollments by Latino Students that were successfully completed with an A, B, or C	% of All course enrollments by All Students that were successfully completed with an A, B, or C	Percentage Point Difference
Behavioral and Social Science	14,492	68.32%	70.73%	-2.41
Business	2,928	60.31%	63.23%	-2.91
Fine Arts	7,915	73.75%	75.12%	-1.38
Health Sciences and Athletics	6,692	76.08%	77.40%	-1.32
Humanities	12,343	64.30%	65.66%	-1.37
Industry and Technology	4,820	75.35%	76.91%	-1.55
Mathematical Sciences	9,125	50.68%	54.53%	-3.84
Natural Sciences	5,124	59.41%	63.79%	-4.38
Total	63,439	65.94%	68.39%	-2.45



# Breakout Session 1

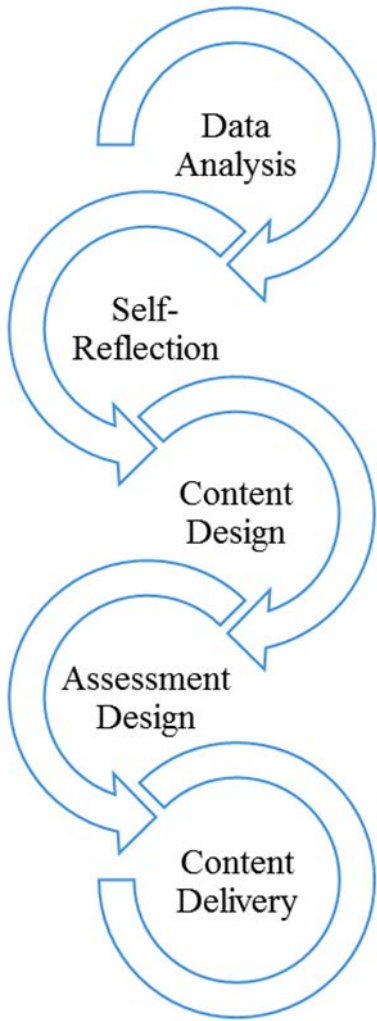
## Unpacking Disaggregated Course Completion Data Poster

### Instructions

1. Identify the three demographic groups with the largest equity gaps.
2. Record the data requested on your wall poster.
3. Analyze what the data suggests about the state of equity in your division.
4. Address the questions provided in your toolkit.

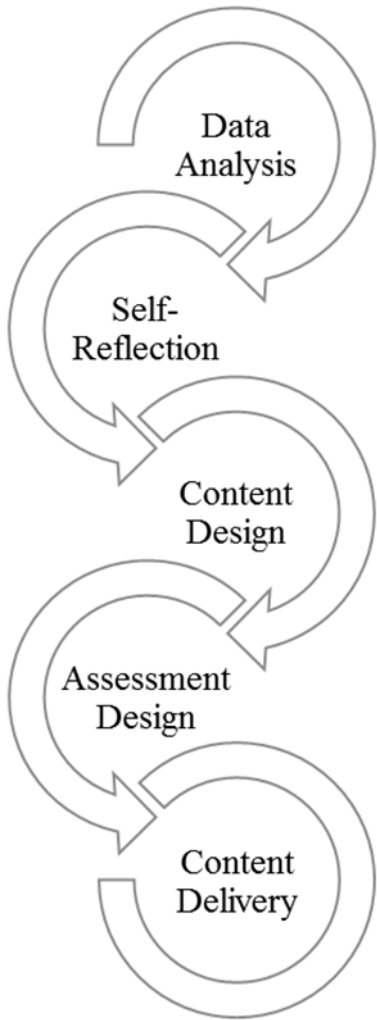
Demographic Group	Demographic Group	Demographic Group
# Enrolled	# Enrolled	# Enrolled
% Did Not Pass	% Did Not Pass	% Did Not Pass
Equity Gap	Equity Gap	Equity Gap

# Equity-Minded Inquiry



## Working Lunch

# Equity-Minded Inquiry



## Equity-Minded Inquiry

Hong Herrera Thomas, History Department  
BSS Faculty Inquiry Team Leader  
El Camino College

John Baranski, History Department  
BSS Faculty Inquiry Team Leader  
El Camino College

# What is equity?

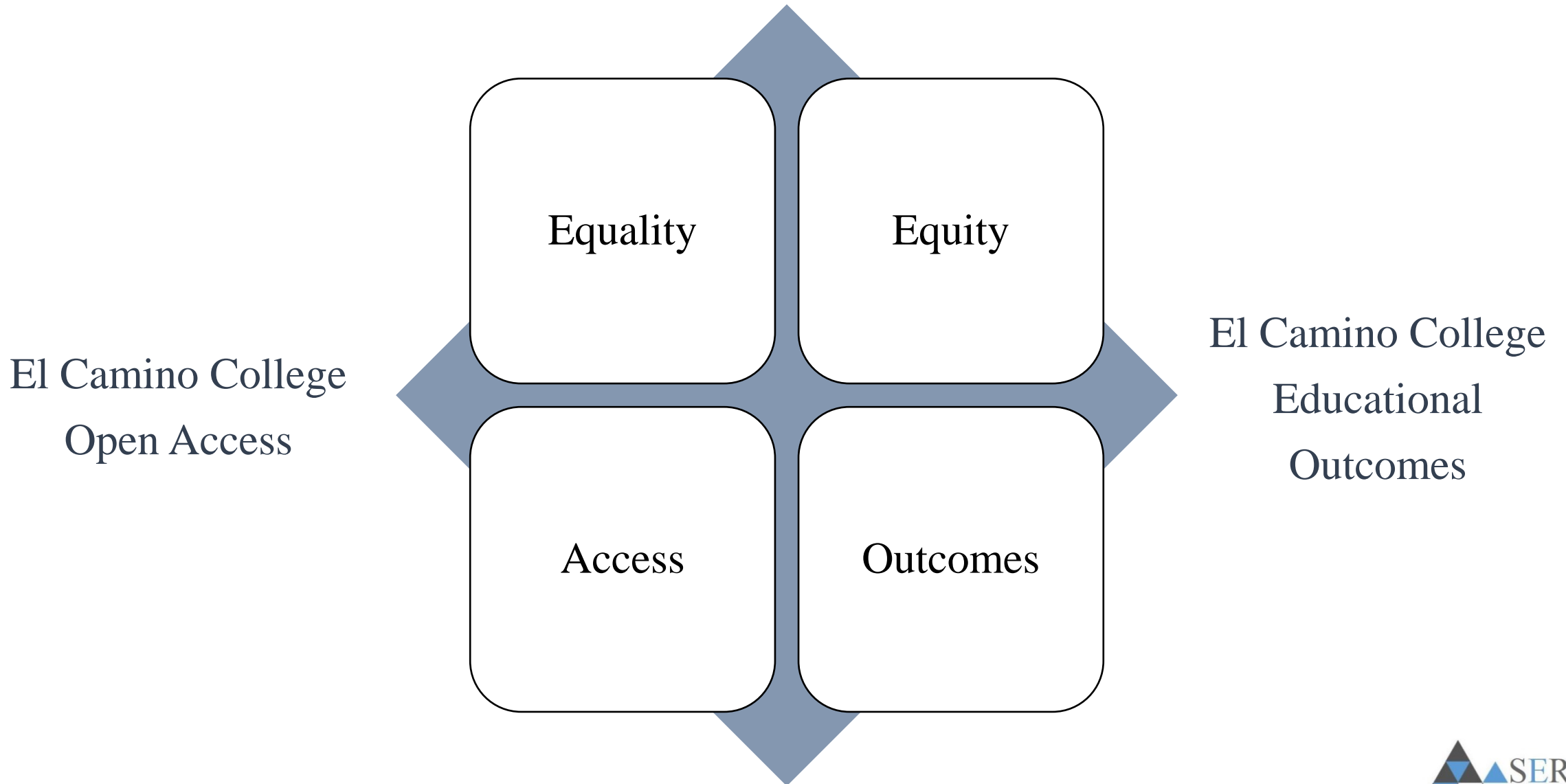
What do the following three quotes suggest equity is?

“Equity is not about equal treatment of students, but equal educational results. With equity, all students—no exceptions—are guaranteed success in school.” - [Curtis Linton](#)

“A key phrase for understanding student equity data is adverse or disproportional impact. Typically, this phrase reminds educators to examine data for differences in outcomes and consider if the cohort with fewer successes than other cohorts is experiencing barriers that specifically impact that group.” - [Student Equity: From Dialog and Access to Action](#)

“Equity refers to achieving parity in student educational outcomes.” - [Center for Urban Education](#)

# The difference between equality and equity

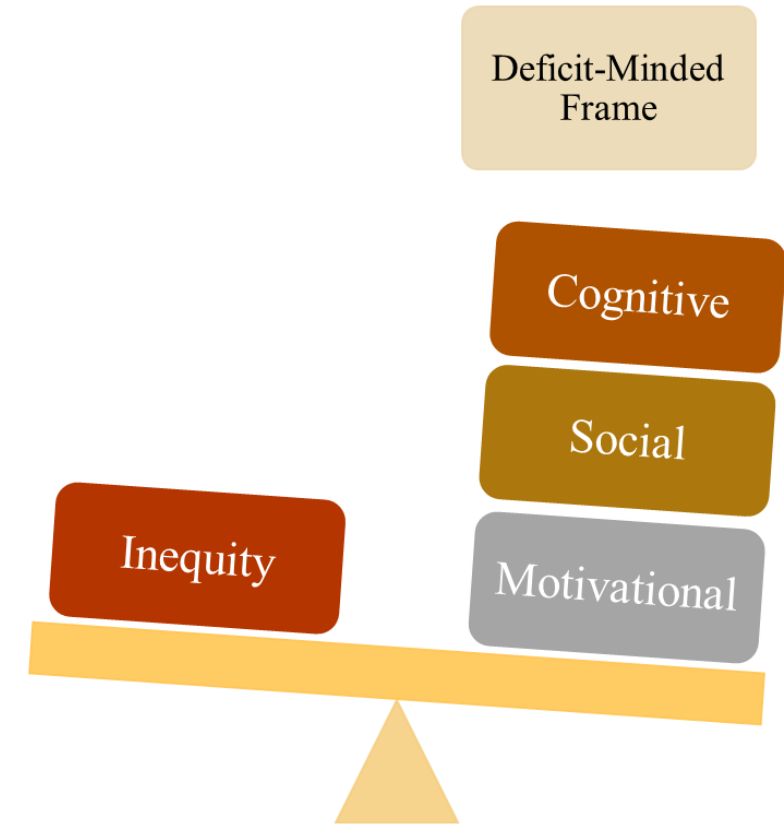


# Deficit-minded frame

Distinction between deficit-minded and equity-minded inquiry is the how inequity is framed with the context of educational outcomes.

A deficit-minded approach to inequity posits that students who fail in school do so because of . . .

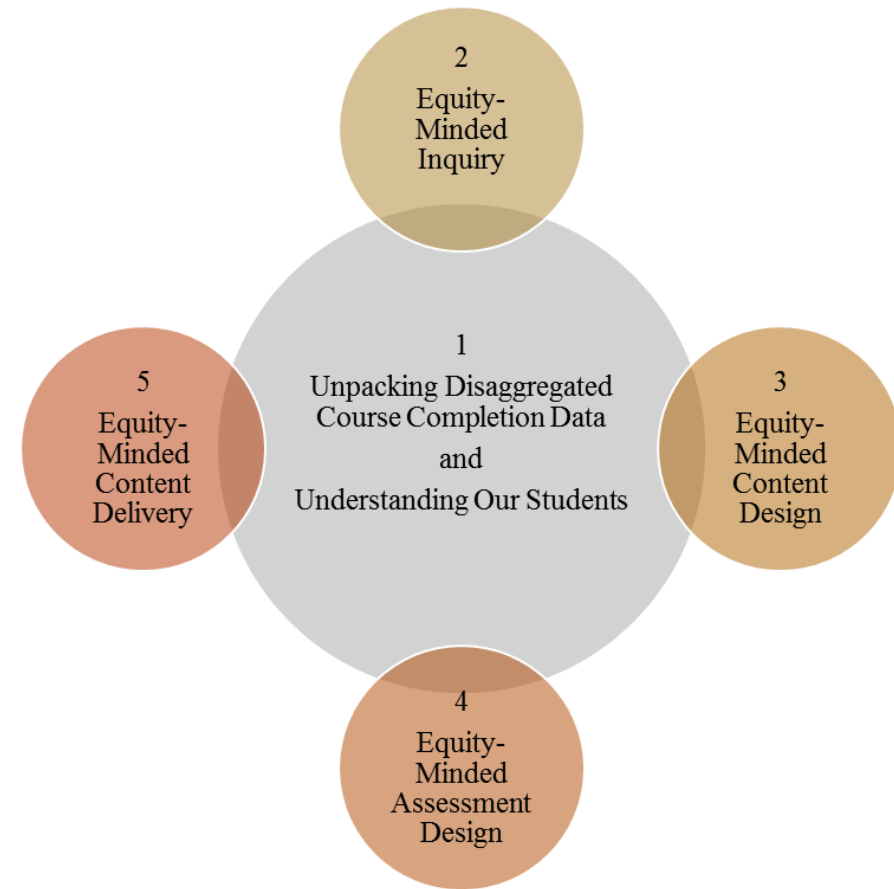
- Alleged internal deficits such as cognitive and/or motivational limitations
- Shortcomings socially linked to the student



# Equity-minded frame into the classroom

An equity-minded approach to inequity involves . . .

- Data-driven inquiry into student outcomes
- Awareness of identity-based inequities as institutional problems
- Personal and collective responsibility for achieving outcomes



# Equity-Minded Design Example 1

## Content Design (For American Studies, Women's Studies, and Ethnic Studies courses)

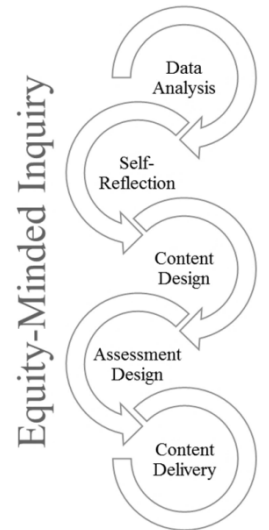
Topic of identity, social problems, and agency

### Components:

- Bring in a song that speaks to your identity. Relate it back to the course themes and explain why it is significant to you.

### Bridging Equity Gap:

- Allows students to find materials relevant to themselves.
- Allows them ownership of knowledge production.





# Equity-Minded Design Example 2

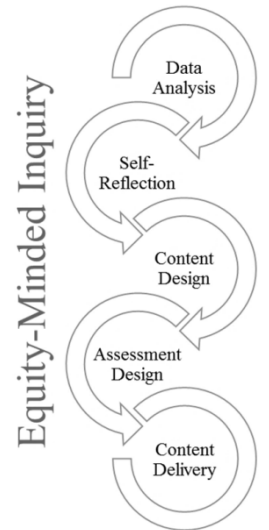
## Assessment Design

### Components:

- Class discussion lead by student presenters and guided by instructor.
- Instance feedback and assessment of content comprehension.

### Bridging Equity Gap:

- Allows for instant and personalized feedback and conversation that is meaningful to the student.



# Equity-Minded Design Example 3

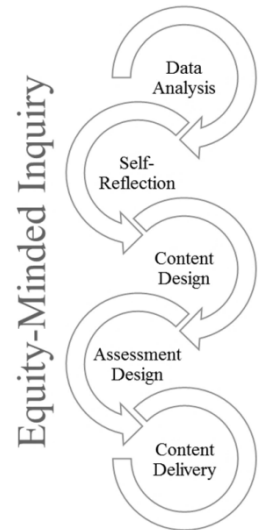
## Content Delivery Design

### Components:

- Model the assignment to the students by bring in a clip and explaining personal significance and tying to course themes.

### Bridging Equity Gap:

- Allows all students to participate and engage in course content.



# Equity-Minded Design Example 4

## Content Design (for history, other social science and humanities)

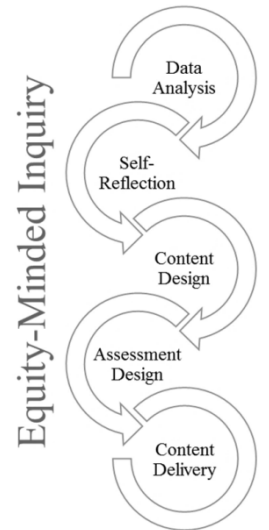
Topic: race relations and work

### Components:

- Content (readings, video clips, lectures, examples) selection to reflect the diversity of students.

### Bridging Equity Gap:

- Increase chance of students connecting with course content.



# Equity-Minded Design Example

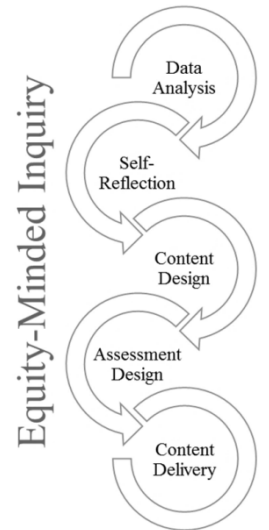
## Assessment and Delivery Design

### Components:

- Individual and group quizzes
- Group discussions
- Group quizzes include post-quiz class discussion

### Bridging Equity Gap:

- Frequent low stakes assessments
- Check in with student understanding of material and concepts
- Opportunity to do interventions with struggling students



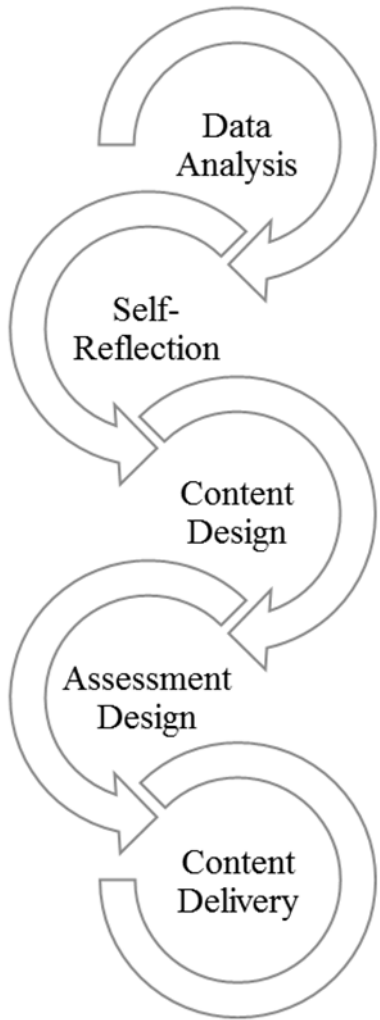
# Breakout Session 2

## Equity-Minded Inquiry into Classroom Practices

### Instructions

1. Identify one demographic group from your Unpacking Disaggregated Course Completion Data Poster.
2. Share possible equity-minded designs for course content, course assessments and content delivery selecting one for each of these categories that may contribute to closing the identified equity gap for the identified demographic group.
3. Map on your poster the designs key components and refer to specific ways in which these designs will help bridge the equity gap.

The image shows three identical poster templates arranged horizontally. Each template is a rounded rectangle with a dashed border. At the top of each poster is a grey header bar with a title. Below the header is a large rounded rectangle with a dashed border, labeled 'Components'. Below that is another rounded rectangle with a dashed border, labeled 'Bridge Equity Gap'. The three posters are titled 'Content Design', 'Assessment Design', and 'Content Delivery' respectively from left to right.



# Unpacking Disaggregated Course Completion Data through Equity-Minded Inquiry

Thank you for participating in today's event!

Visit the SER Website at <http://eccser.org>

Please feel free to contact me at [jsuarez@elcamino.edu](mailto:jsuarez@elcamino.edu)