Student Equity Plan

Reestablishing Baseline Indicators

September 27, 2016

Rationale for Reestablishing Baseline Indicators

The original submission of Citrus College's Student Equity Plan (SEP) took place in fall 2014. Data compiled and analyzed to generate information on five of the seven equity indicators were primarily based on Scorecard cohort populations. As Scorecard cohorts are tracked for six years, some indicators were based on outcomes from students who started Citrus College in the 2007-2008 academic year (seven years before the plan was submitted)—while other indicators were based on students who started even earlier. The indicators computed from these cohorts were determined as being too far removed from Citrus College's current student body. In year two of funding (fall 2016), the SEP internal evaluation committee reproduced the equity indicators using data that was closer to the time point when funds were dispersed (fall 2015) as a means to obtain a baseline that was more intuitive for measuring progress.

Cohort Data & Definitions

The following equity indictors require a cohort based approach: C1. Basic Skills ESL Completion, C2. Basic Skills English Completion, C3. Basic Skills Math Completion, D. Degree/Certificate Completion, and E. Transfer. Two different data sources were used to compute these indicators: MIS Referential Files and Scorecard's Student Progress and Achievement Report (SPAR) Future Cohort. The internal evaluation committee agreed upon using the academic year of 2012-2013 to establish cohorts. This allowed for a three year time period (academic years: 2012-13, 2013-14, and 2014-15) to track completion and transfer without "spilling" into the year in which SEP funds began to be dispersed (2015-2016). The MIS files were used to generate cohorts for the basic skills completion indicators (C1. – C3.). The SPAR Future Cohort was used for the degree/certificate completion and transfer indicators (D and E). The parameters used to define cohorts (as well as completion outcomes) were based entirely off the specifications outlined in the California Community College Chancellor's Office *Methodology for College Profile Metrics* document, which can be obtained from:
http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2016%20specs.pdf.

Information in this Document

This document contains the following information:

- Replication of Baseline Indicators (Table 1, page 2)
- Comparing the Previous and Updated Baseline Indicators (Table 2, page 3)
- Data Sources (Table 3, page 4)
- Full Data Tables for Each Indicator (pages 5 – 10)
- How Basic Skills Cohorts were derived from MIS Referential Files (pages 11 – 13)

Reestablishing Baseline Indicators

Table 1 Summary of Disproportionate Impact (**REVISED**)

		A. Access	B. Course Completion	C1. Basic Skills ESL Completion	C2. Basic Skills English Completion	C3. Basic Skills Math Completion	D. Degree/ certificate Completion	E. Transfer
Gender	Male	No	No	No	.745	No	.709	No
	Female	No	No	No	No	No	No	No
Ethnicity	African-American	No	.771	NA	.594	.665	.644	.502
	American Indian Alaskan Native	No	No	No	NA	NA	NA	NA
	Asian	No	No	No	No	No	NA	No
	Hispanic	No	No	.395	.737	No	.759	.426
	Pacific Islander	No	No	No	NA	NA	NA	NA
	Two or more races	No	No	No	No	.610	.481	.730
	White Non-Hispanic	-25.3%	No	.646	No	No	No	.600
Special Population	DSPS	No	No	NA	.765	.633	.634	.539
	Economically Disadvantaged	No	No	No	No	No	No	.798
	Veteran	No	No	No	No	No	No	No
	Foster Youth	No	.752	No	.486	.308	No	No

No: No disproportionate impact

NA: Where subgroup populations are smaller than 0.5% of the total population or cell sizes < 5 the 80% index is not calculated; however, the course completion indicator includes an index calculation for all subgroups

*Course completion data are also from MIS Referential files

**Access analysis employed Methodology 3: Percentage Point Gap

Green : Inequity with no significant practical importance

Yellow: Almost at equity (80% index between 0.600 and 0.800)

Red : Far below equity (80% index less than 0.600; For Access, percentage point gap ≥ -3)

Comparing the Previous and Updated Baseline Indicators

This section compares the previous baseline indicators based off the original SEP submission (see rationale on page 1) with the updated baseline indicators (table 1, page 2). The table below shows the number of disparate outcomes within each indicator by magnitude of disparity category (either "Far Below Equity" or "Almost At Equity") for both baselines. The last column shows the percent change from the previous baseline to the new baseline by indicator and magnitude of disparity.

There was no change in the number of disparate outcomes—in either disparate categories—for the course completion indicator. Basic skills ESL completion saw a 50% decrease for both disparate categories. In basic skills English, the number of "Far Below Equity" disparities rose from 0 to 2; the number of "Almost At Equity" decreased 40%, however. Basic skills math saw a 67% decrease in the number of "Far Below Equity" disparities, while the "Almost At Equity" numbers stayed the same. Degree/certificate completion dropped 50% in the worse category, but dramatically rose by 300% in the number of disparities within the "Almost At Equity" category. The transfer indicator saw a dramatic increase in the number of "Far Below Equity" disparities: from 0 to 3; the "Almost At Equity" category decreased in the number of disparities by one fourth.

It is evident from the information provided in table 2 that the previous baseline indicators were indeed too far removed from Citrus College's current student body. Although some indicators remained stagnant, other areas that were of major concern have subsided while new concerns present themselves.

Table 2 Percent change in equity indicators

	Previous Baseline Indicators		Updated Baseline Indicators		*Percent Change	
	Far Below Equity	Almost At Equity	Far Below Equity	Almost At Equity	Far Below Equity	Almost At Equity
A. Access	NA	NA	NA	NA	NA	NA
B. Course Completion	0	2	0	2	0%	0%
C1. Basic Skills ESL Completion	2	2	1	1	-50%	-50%
C2. Basic Skills English Completion	0	5	2	3	From 0 to 2	-40%
C3. Basic Skills Math Completion	3	3	1	3	-67%	0%
D. Degree/ certificate Completion	2	1	1	4	-50%	+300%
E. Transfer	0	4	3	3	From 0 to 3	-25%

*Negative values represent a positive change
Note. This table does NOT reveal "how much" each individual subgroup index changed on corresponding indicators; rather, the information "counts" the number of disparities to show the most troublesome areas as defined as those indicators with the most struggling subgroups.

Data Sources

Table 3 Summary of Data Sources

	A. Access	B. Course Completion	C1. Basic Skills ESL Completion	C2. Basic Skills English Completion	C3. Basic Skills Math Completion	D. Degree/ certificate Completion	E. Transfer
Gender	Data Mart, Census Bureau, Citrus College Educational and Facilities Master Plan	MIS Referential Files Fall 2014	MIS Referential Files 2012-2013 ESL Cohort	MIS Referential Files 2012-2013 English and Math Cohort		Scorecard SPAR Cohort: 2012-2013	Scorecard SPAR Cohort: 2012-2013
Ethnicity							
Persons with Disabilities							
Economically Disadvantaged	Data Mart & Census Bureau						
Veteran	MIS Referential File & Census Bureau	MIS Referential Files Fall 2014	MIS Referential Files 2012-2013 ESL Cohort	MIS Referential Files 2012-2013 English and Math Cohort		Scorecard & MIS Referential Files SPAR Cohort: 2012-2013	
Foster Youth	Data Mart & UC Berkeley Center for Social Service Research						

Blue : As suggested in *Attachment C: Data Procedure*
Green: No guideline in *Attachment C: Data Procedure* but data are available from various source

Full Data Tables for Each Indicator

Course Completion

The data in the table below shows the course completion rates for students enrolled in the fall 2014 semester. Completion is defined as students who were successful in credit bearing courses during the fall 2014 term.

	Completed	Total	Proportion Completed	80% Index
		Course Completion		
Gender				
Female	13605	19087	0.713	1
Male	11742	17309	0.678	0.951
Not Reported	515	754	0.683	NA
Ethnicity				
Asian	3756	4913	0.765	1
Black	954	1618	0.590	0.771
Hispanic	14652	21965	0.667	0.872
American Indian/Alaskan Native	42	66	0.636	0.832
Pacific Islander	33	48	0.688	0.899
Two or More Races	823	1145	0.719	0.940
White Non-Hispanic	5388	7076	0.761	0.995
Unknown	214	319	0.671	NA
DSPS				
No	24299	34801	0.698	1
Yes	1563	2349	0.665	0.953
Economically Disadvantaged				
No	10569	15869	0.666	0.926
Yes	15293	21281	0.719	1
Veteran				
No	25217	36207	0.696	1
Yes	645	943	0.684	0.983
Foster Youth				
No	25775	36984	0.697	1
Yes	87	166	0.524	0.752
Total				
	25862	37150	0.696	NA

Basic Skills ESL Completion

The data in the table below shows the three year completion outcomes for students in the 2012-2013 Basic Skills ESL cohort. Completion is defined as students who started in any ESL course and who both progressed and successfully completed ENGL101 within the three year time frame.

Basic Skills ESL Progression				
	Completed	Total	Progression Rate	80% Index
Gender				
Female	17	53	0.321	1
Male	9	29	0.310	0.967
Not Reported	0	1	0.000	NA
Ethnicity				
Asian	19	45	0.422	1
Black	0	1	0.000	NA
Hispanic	4	24	0.167	0.395
White Non-Hispanic	3	11	0.273	0.646
Unknown	0	2	0.000	NA
DSPS				
No	26	81	0.321	1
Yes	0	2	0.000	NA
Economically Disadvantaged				
No	13	47	0.277	0.766
Yes	13	36	0.361	1
Veteran				
No	25	82	0.305	0.305
Yes	1	1	1.000	1
Foster Youth				
No	26	83	0.313	1
Yes	0	0		NA
Total				
	26	83	0.313	NA

Basic Skills English Completion

The data in the table below shows the three year completion outcomes for students in the 2012-2013 Basic Skills English cohort. Completion is defined as students who started in ENGL098 or ENGL099 (one and two levels below transfer) and who both progressed and successfully completed ENGL101 within the three year time frame.

Basic Skills English Progression				
	Completed	Total	Progression Rate	80% Index
Gender				
Female	624	1407	0.443	1
Male	403	1221	0.330	0.745
Not Reported	5	14	0.357	NA
Ethnicity				
Asian	87	169	0.515	1
Black	45	147	0.306	0.594
Hispanic	714	1880	0.380	0.737
American Indian/Alaskan Native	4	10	0.400	NA
Pacific Islander	0	5	0.000	NA
Two or more races	28	60	0.467	0.906
White Non-Hispanic	148	357	0.415	0.805
Unknown	6	14	0.429	NA
DSPS				
No	944	2355	0.401	1
Yes	88	287	0.307	0.765
Economically Disadvantaged				
No	523	1603	0.326	0.666
Yes	509	1039	0.490	1
Veteran				
No	1021	2613	0.391	1
Yes	11	29	0.379	0.970
Foster Youth				
No	1028	2621	0.392	1
Yes	4	21	0.190	0.486
Total				
	1032	2642	0.391	NA

Basic Skills Math Completion

The data in the table below shows the three year completion outcomes for students in the 2012-2013 Basic Skills Math cohort. Completion is defined as students who started in at least two levels below transfer level and who both progressed and successfully completed a college level course (one level below transfer) or higher within the three year time frame.

Basic Skills Math Progression				
	Completed	Total	Progression Rate	80% Index
Gender				
Female	382	1299	0.294	1
Male	296	1125	0.263	0.895
Not Reported	5	14	0.357	NA
Ethnicity				
Asian	37	109	0.339	1
Black	30	133	0.226	0.665
Hispanic	479	1676	0.286	0.843
American Indian/Alaskan Native	0	5	0.000	NA
Pacific Islander	1	2	0.500	NA
Two or more races	12	58	0.207	0.610
White Non-Hispanic	119	438	0.272	0.801
Unknown	5	17	0.294	0.868
DSPS				
No	636	2183	0.291	1
Yes	47	255	0.184	0.633
Economically Disadvantaged				
No	313	1405	0.223	0.622
Yes	370	1033	0.358	1
Veteran				
No	666	2394	0.278	0.721
Yes	17	44	0.386	1
Foster Youth				
No	681	2415	0.282	1
Yes	2	23	0.087	0.308
Total				
	683	2438	0.280	NA

Degree/Certificate Completion

The data in the table below shows the three year completion outcomes for students in the 2012-2013 SPAR Future cohort. Completion is defined as students who obtained a degree or certificate within the three year time frame. It should be noted that Scorecard data does not differentiate between the types of certificates awarded. In 2014-2015, California Community College's began awarding California State University General Education (CSU/GE) certificates. Although these certificates are included when looking at a count of the number of certificates awarded, they should be distinguished from a headcount of students whom actually completed a program of study. In the 2012-2013 SPAR Future cohort, there was only one student who earned a CSU/GE certificate without also earning some other degree or certificate.

Degree/Certificate Completion				
	Completed	Total	Proportion Completed	80% Index
Gender				
Female	184	1068	0.172	1
Male	114	935	0.122	0.709
Not Reported	3	13	0.231	NA
Ethnicity				
Asian	34	180	0.189	1
Black	9	74	0.122	0.644
Hispanic	189	1317	0.144	0.759
American Indian/Alaskan Native	0	1	0.000	NA
Pacific Islander	0	3	0.000	NA
Two or More Races	6	66	0.091	0.481
White Non-Hispanic	63	369	0.171	0.903
Unknown	0	6	0.000	NA
DSPS				
No	285	1852	0.154	1
Yes	16	164	0.098	0.634
Economically Disadvantaged				
No	28	243	0.115	0.748
Yes	273	1773	0.154	1
Veteran				
No	294	1985	0.148	0.655
Yes	7	31	0.226	1
Foster Youth				
No	299	2004	0.149	0.893
Yes	2	12	0.167	1
Total				
	301	2016	0.149	NA

Transfer

The data in the table below shows the three year transfer outcomes for students in the 2012-2013 SPAR Future cohort. Transfer is defined as students who transferred to a four year university within the three year time period. It should be noted that Scorecard data does not account for students who may have simultaneously enrolled at a four year university and Citrus College. To delimit the number of "false transfers", students flagged as transferring in the academic year that coincides with their cohort year (2012-2013) were removed from the cohort (n = 17).

	Completed	Total	Proportion Completed	80% Index
Gender				
Female	199	1058	0.188	1
Male	148	928	0.159	0.848
Not Reported	3	13	0.231	NA
Ethnicity				
Asian	60	178	0.337	1
Black	12	71	0.169	0.502
Hispanic	188	1309	0.144	0.426
American Indian/Alaskan Native	0	1	0.000	NA
Pacific Islander	0	3	0.000	NA
Two or More Races	16	65	0.246	0.730
White Non-Hispanic	74	366	0.202	0.600
Unknown	0	6	0.000	NA
DSPS				
No	334	1836	0.182	1
Yes	16	163	0.098	0.539
Economically Disadvantaged				
No	51	240	0.213	1
Yes	299	1759	0.170	0.798
Veteran				
No	337	1968	0.171	0.409
Yes	13	31	0.419	1
Foster Youth				
No	348	1987	0.175	1
Yes	2	12	0.167	0.952
Total				
	350	1999	0.175	NA

How Basic Skills Cohorts were derived from MIS Referential Files

This section is intended to provide, in detail, the query steps that were run to define the cohort as well as obtain all relevant metrics. Below is an example using the basic skills math cohort (the ESL and English cohort steps were very similar, with only minor variations).

Step 1 → Everyone in Basic Skills Math (ever)

- Use SX table
- Pull CCCCO_ID
- Term_ID
- Course_ID with following criteria: "MATH020" Or "MATH029" Or "MATH030" Or "MATH032"
- Grade with criteria "Is Not Null"

Step 2 → Only Those with a Minimum Term_ID of 1213 and a Grade

- Generate new query using Step 1
- Pull CCCCO_ID
- Term_ID with Total field set at "Min" and criteria of: "127" Or "131" Or "133" Or "135"
- Grade with Total field set at "Where" and criteria of: "A" Or "B" Or "C" Or "D" Or "F" Or "FW" Or "MW" Or "W" Or "P" Or "NP"

Step 3 → Math Cohort

- Merge Step 2 and SI table
- Pull everything from Step 2
- Pull Student_ID_Status with criteria of "S"
- Pull Student_ID from SI table

Step 4 → All Transfer Takers from 1213 to 1415

- Use SX table
- Pull CCCO_ID
- Term_ID with criteria set at: >="127" And <="155"
- Course_ID with criteria set at: "MATH160" Or "MATH162" Or "MATH165" Or "MATH168" Or "MATH170" Or "MATH151" Or "MATH175" Or "MATH148" Or "MATH150"
- Generated Field: Success:
  IIf([GRADE]="A","Successful",IIf([GRADE]="B","Successful",IIf([GRADE]="P","Successful",IIf([GRADE]="C","Successful","Unsuccessful"))))

Step 5: Those from Cohort who Took a Transfer Course

- Merge Step 3 with Step 4
- Pull CCCO_ID
- Success
- TermID

Step 5a→ Completers

- Use Step 5 to query only ID and "Successful" students (successful in transfer course)

Step 5b→ Complete Cohort

- Link Step 3 with Step 5a with joint command of "everyone in Step 3, regardless if in step 5a"
- Pull CCCO_ID
- Term_ID
- ID_Status
- Student_ID
- GenerateField: BSMathOutcome: IIf([Success]="Successful","Positive","Negative")

Step 6→ Gender & Ethn

- Double Join Step 5b and ST table by CCCCO_ID and Term_ID
- Pull everything from Step 5b
- Pull Gender and IPEDS_Race from ST

  *Intermediate Notification: Turn Step 6 to table and change property of Term_ID to "integer"

Step 6a→ Special Pops

- Double join table Step 6 with SG table by CCCCO_ID and Term_ID with joint command of "everyone from Step 6, regardless if in SG table"
- Pull everything in Step 6
- Pull fields 4 and 6 from SG and rename "Military_Status" & "Foster_Youth"

Step 6b→ EconDisadvantaged

- Double join table Step 6 with SV table by CCCCO_ID and Term_ID with joint command of "everyone from Step 6, regardless if in SG table"
- Pull everything in Step 6a
- Pull field 6 from SG and rename "Econ_Disadv"

Step 6c→ DSPS

- Join Step 6b with SB table by CCCO_ID
- Pull everything from Step 6b
- Pull DSPS_Flag from SB table

**Export to excel, recode variables per the Data Element Dictionary. Perform analysis.