

Los Medanos College Equity Scorecard Report:

Phase II - The Transfer Study by the IDEA Evidence Team



Laying the
Groundwork

Defining the
Problem

Assessing
Interventions

Implementing
Solutions

Evaluating
Results

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LOS MEDANOS
COLLEGE


CENTER FOR
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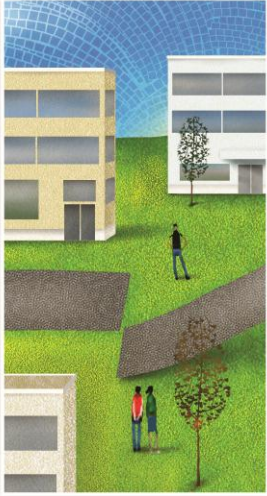
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Overview

Phase II - The Basic Skills Study by the Los Medanos IDEA Evidence Team



Defining the
Problem

The overarching goal of the IDEA Equity Scorecard Evidence Team, funded by Title V HSI Grant, was to discover possible barriers to the success of students transferring from LMC to 4-year colleges and universities, specifically for underrepresented students.

The Focal Effort*:

Progression of students with 60 transferable units to Transfer Ready status

The team looked at unit accumulation data for a cohort of first time** students beginning in 2006 and found that a number of students succeeded in accumulating 60 units. Of the students who accumulated 60 or more units, the team found that a significant number did not achieve Transfer Ready*** status. While these students demonstrated success at enrolling in and completing courses at LMC over a long period of time, they did not achieve Transfer Ready status. The team sought to discover what might be getting in their way and how similar students could be supported in becoming Transfer Ready.

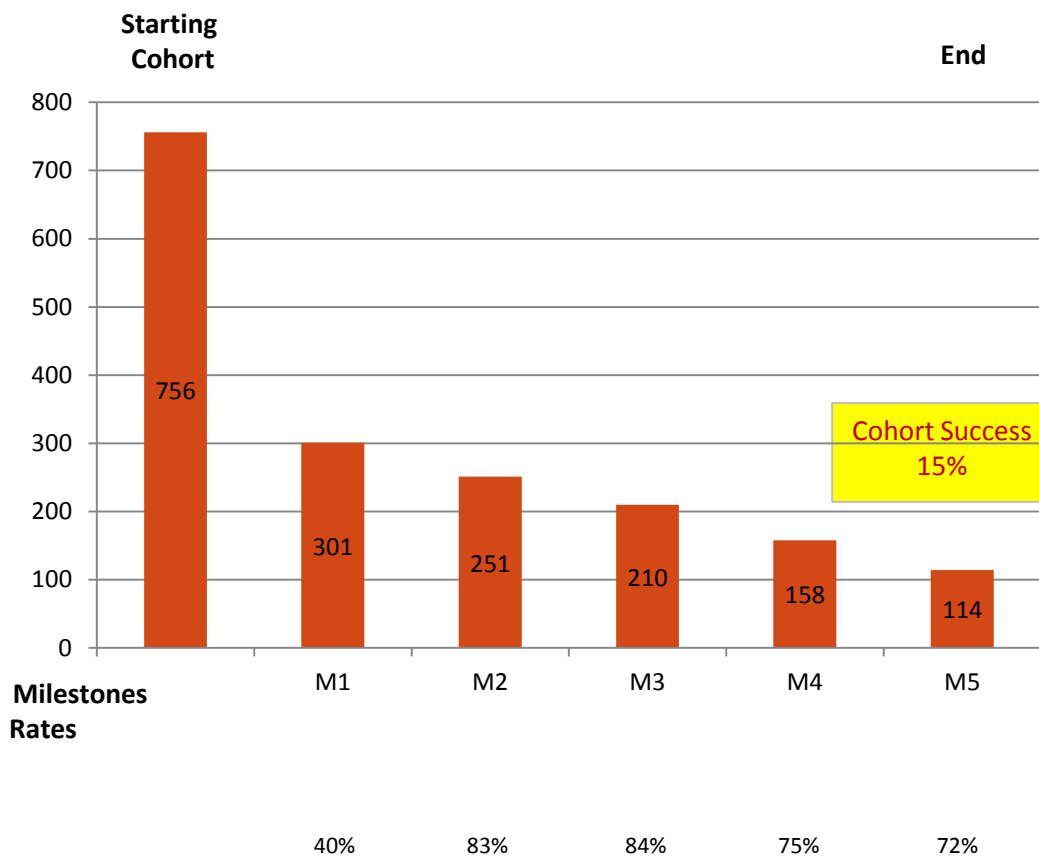
* **Focal Effort** is the equity gap the team selected to better understand in order to make specific recommendations.

** **First-time student**: Enrolled in CCCCD for the first time, not a special admit student, students 17 -19.

*** **Transfer Ready**: Completed 60+ units (not necessarily successfully) with a cumulative GPA > 2.0 and have successfully completed both transfer level math and transfer level English.

Overview

Baseline Data: Student Unit Accumulation within 5 years (Fall 2006 - Summer 2011)



M1: Students who accumulated 24 transferable units (Year 2)

M2: Students who accumulated 36 transferable units (Year 3)

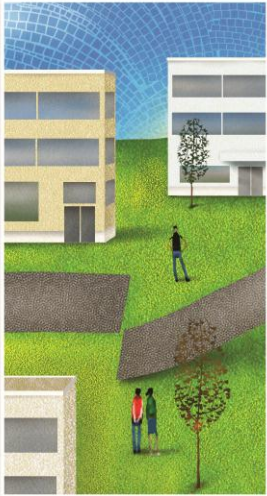
M3: Students who accumulated 48 transferable units (Year 4)

M4: Students who accumulated 60 transferable units (Year 5)

M5: Students who became Transfer Ready within 5 years

Overview

Profile of Students with 60 Transferable Units



Defining the Problem

Ethnicity	Transfer Ready		Not Transfer Ready	
	Number	Percentage	Number	Percentage
African American	7	6%	8	18%
Asian	6	5%	3	7%
Filipino	9	8%	2	5%
Hispanic	37	32%	10	23%
Pacific Islander	0	0%	3	7%
White	53	46%	14	32%
Other/Unknown	2	2%	4	9%
Total	114	100%	44	100%

Of all the 756 first time students in the 2006 cohort, 158 (21%) students accumulated 60 transferable units within 5 years.

Of the students who earned 60 transferable units, 72% were classified as Transfer Ready. However, by disaggregating the data, the team learned that White and Latino students had success rates above the all-student total.

Asian & Pacific Islander students, Native American students and African American students had success rates below the all-student total. While the numbers of students in these groups are relatively small, the team was interested in learning more about the equity gap and why there was a difference between groups. Specifically, though the numbers are small, the data show a significant issue in the African American student group.

Inquiry into the 44 students

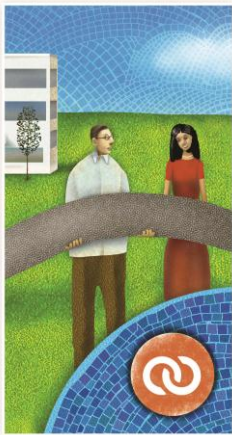
Transfer Ready status is defined as students who have achieved the following:

- 1) Completion of 60+ units (not necessarily successfully)
- 2) Successful Completion of Transferable Math Course
- 3) Successful Completion of Transferable English Course
- 4) GPA of 2.0 or above

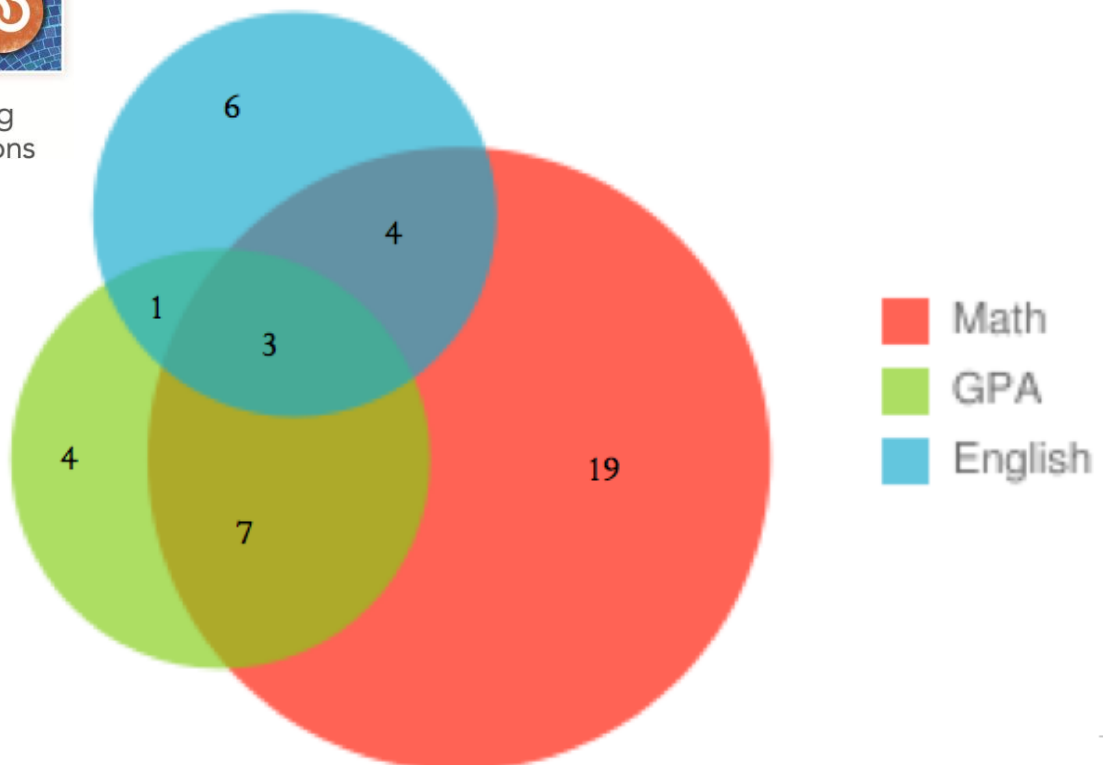
Because all students at both Milestones 4 and 5 had completed 60+ units, the team looked at the influence of factors 2-4 (listed above) on the 44 students who achieved 60 or more transferable units, yet did not achieve Transfer Ready status.

Findings

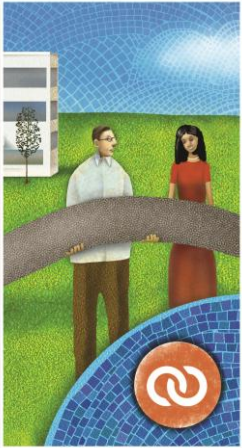
Of the 44 students, 33 of them had not completed transfer level math. The team wanted to better understand why so many had not completed transfer level math.



Assessing Interventions



Inquiry into the 44 students



Assessing
Interventions

Math Success: Special Programs / Ed Plans

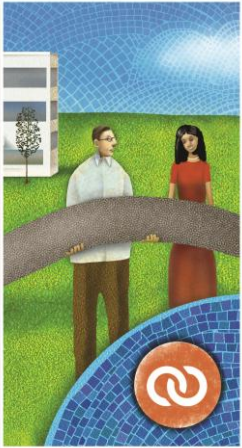
The team reviewed data on the involvement of the 158 students in special programs and whether or not they had Education Plans. The team anticipated that students who participated in these programs and/or had Education Plans would be more successful.

FINDINGS

1) **Special Programs:** Many of the programs in place at LMC today did not exist in 2006-07 when the cohort first enrolled at LMC. Therefore, while future analysis of the contributions of Special Programs may be valuable, the influence of special programs on achieving this final milestone could not be determined in this study.

2) **Education Plans:** There was no correlation between having an Education Plan and success in bridging the gap between 60 units and attaining transfer ready status. Based on this, the team did not recommend Ed Plans as a priority focal point. However, the team observed that Ed Plans range in type and purpose. While future investigation of the variety of Ed Plans could be useful, this was not found to be a strong factor in the math variation for the cohort.

Inquiry into the 44 students



Assessing
Interventions

Math Success: Transcript Review

The team reviewed the transcripts for the 158 students who completed 60 transferable credits to answer the following questions:

1. Do non-transfer ready students start at a lower math level than transfer ready students?
2. Are transfer ready students more likely to take math in their first semester than non-transfer ready students?
3. Are transfer ready students more likely to pass their first math class than non-transfer ready students?

FINDINGS: Importance of first math course success

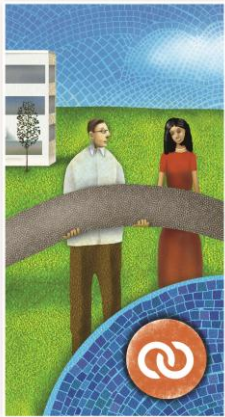
Of the three possible factors explored by the team, only success in the first math course attempted was found to predict completion of the transfer ready requirements.

The team found that student **success in the very first math class** was a strong determinate in whether a given student completed math through transfer level.

This was true regardless of whether students started in their first semester or waited a year, and regardless of whether they began math one course below college level or three courses below.

The team was surprised that the timing of students' first attempt at math made little difference and that many students were so persistent in completing their transfer math requirement. Many enrolled multiple ⁸ times in a course after having withdrawn or failed the course previously.

Recommendations



Assessing
Interventions

Focal Point for Recommendations

The team is interested in how the institution can better support students who have trouble passing their first math course, particularly the group of students who have demonstrated success in completing large numbers (60+ units) of other courses.

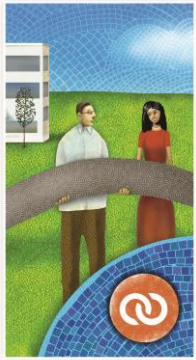
Policy & Practice Recommendations

1. In alignment with LMC Strategic Priority #4, develop targeted interventions to support African American students in their first math course.
 - Recruit and hire faculty with successful skills and experience working with our student population.
 - Train faculty on strategies to better understand our student population and to enhance inclusion of and communication with African American students in their math classrooms.
 - Implement a peer tutoring program for African American students in their first math course.
 - Provide math preparation programs prior to students first math course at the college (i.e. summer math jam, summer bridge, high school senior year partnerships).

Note: These targeted interventions were informed by student focus groups and interviews with African American students during the spring 2013 semester.

2. Expand the offering of accelerated courses.
3. Revisit math placement process that prevents new students from placing into college level math through the assessment test.

Next Steps

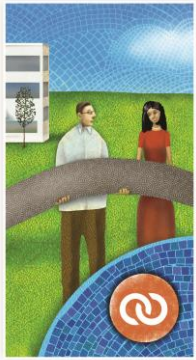


Assessing Interventions

Translating Findings into Action

1. Under leadership of the Dean of Math & Sciences and the Dean of Student Success meet with Math Department Chair and Brentwood Center Department Chair to discuss findings and areas for recommendations.
2. Present and discuss findings with Campus Leaders and Campus Community, including a presentation to the Shared Governance Council and a Brown Bag session in the Fall 2013 semester.
3. Identify opportunities to collaborate regarding staff development with PDAC.

Achieving Equity



Assessing Interventions

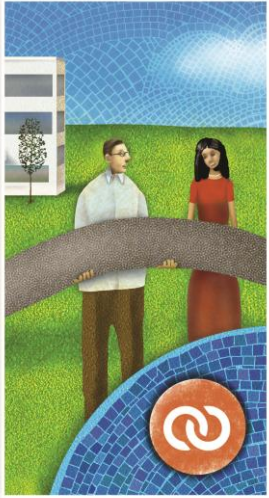
BENCHMARK GOALS:

In order to track the success of the recommendations, the team would like the campus to set numeric goals for the success of all students who accumulate 60 transferable credits so that all ethnic and racial groups reach the 5 years success rate of 80%.

GOAL: Achieving equity for students who accumulate 60 transferable credits so that they become transfer ready at the same rate as the highest student rate.

Group	Baseline	2013	2014	Goal (2015)
White / Latino	79%	79%	80%	80%
African American	47%	55%	65%	80%
Native American	0%	30%	50%	80%
Asian	65%	70%	75%	80%

Recommendations



Assessing
Interventions

Resources

Resources:

[1. Math Practice Resources/LEVONISOVA DISSERTATION.doc](#)

[2. Math Practice Resources/USC CUE STEM Change Agents at Community Colleges Stewarding HSI STEM funds.pdf](#)

[3. Math Practice Resources/LASAC Consultant Report for dissemination.pdf](#)

[4. \[http://cue.usc.edu/tools/stem/institutional_agents.html\]\(http://cue.usc.edu/tools/stem/institutional_agents.html\)](#)