



Student Completion an Equity Imperative

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Presentation Overview

- **Begin conversation about student completion within the context of student equity**
- **Examine institutional and course level completion data**
- **Uncover areas of excellence and improvement**
- **Create opportunities for meaningful dialogue about teaching**



Institutional Performance

What measures will we use?

- **Student Success Scorecard - Completion and transfer level attainment**

Why use these measures?

- **Represent outcomes and momentum points**
- **Readily available, well operationalized**
- **Availability of historical and comparison data**

What types of comparisons can we make?

- **Historical, peer colleges, performance standard, ethnicity and other demographics**

How were comparison or peer colleges selected?

- **Criteria: regional proximity, number of students, percent Latinx, percent part-time**

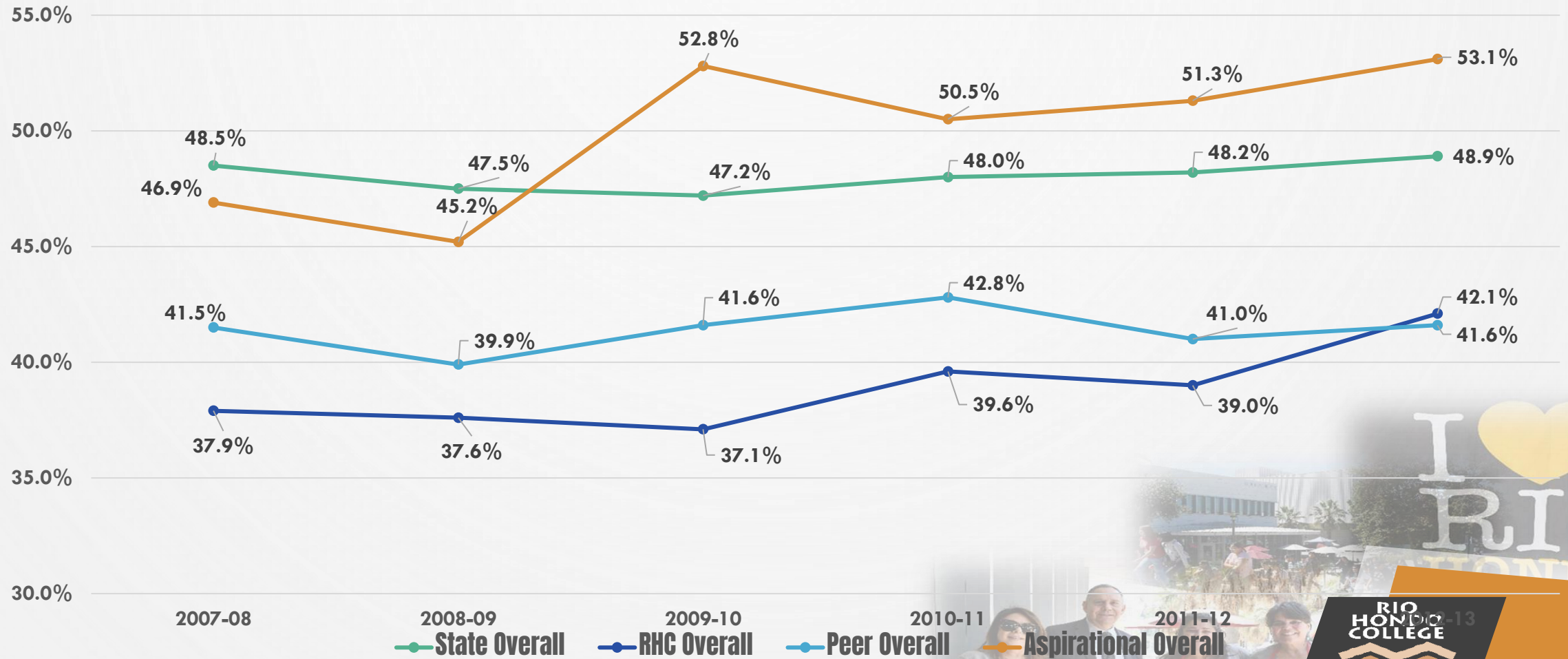
Peer College Comparison

Criteria	RHC	Peer	Aspirational Peer
FTES	13,275	16,799	12,014
Percent Latinx	72%	70%	62%
Percent Part-time	69%	63%	56%



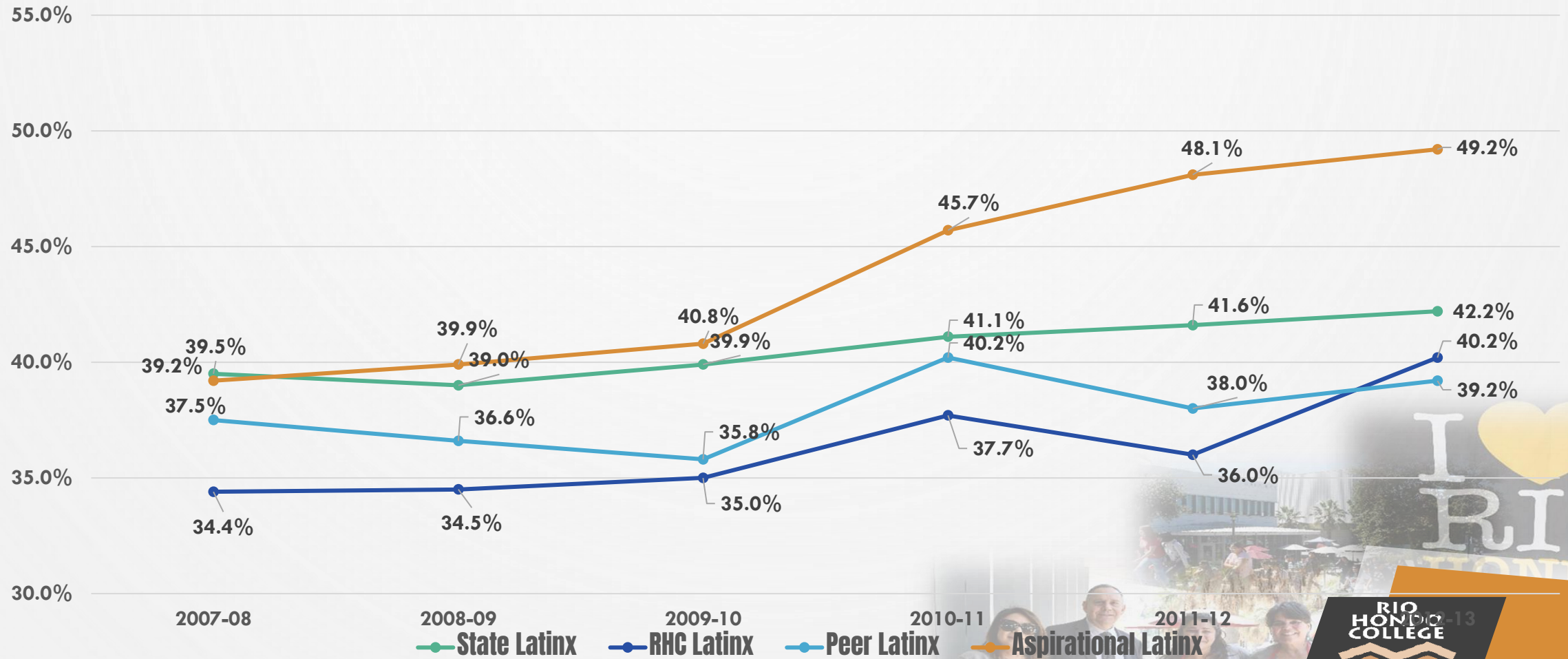
Student Success Scorecard: Completion

Six-Year Completion Rates for Degrees, Certificates, Transfer and Transfer Prepared Students 2007-08 to 2012-13



Student Success Scorecard: Completion

Latinx Six-Year Completion Rates Students for Degrees, Certificates, Transfer and Transfer Prepared Students 2007-08 to 2012-13



Completion - Summary

Completion	Growth	Most Recent Year	Variance Most Recent Year	RHC Variance
State Overall	0.4%	48.9%	-6.7%	-6.8%
State Latinx	2.7%	42.2%		-2.0%
RHC Overall	4.2%	42.1%	-1.9%	
RHC Latinx	5.8%	40.2%		
Peer Overall	0.1%	41.6%	-2.4%	0.5%
Peer Latinx	1.7%	39.2%		1.0%
Aspirational Overall	6.2%	53.1%	-3.9%	-11.0%
Aspirational Latinx	10.0%	49.2%		-9.0%

Good News:

Some improvement occurred for every college, including Rio, and the state over the six cohort periods. Improvement ranged from .4 percentage points to 10 percentage points.

Rio recorded a 4.2 percentage point improvement overall and a nearly 6 percentage improvement for Latinx students. The largest increase, 10 percentage points, occurred for the aspirational college among its Latinx students - moving from 39% to 49%.

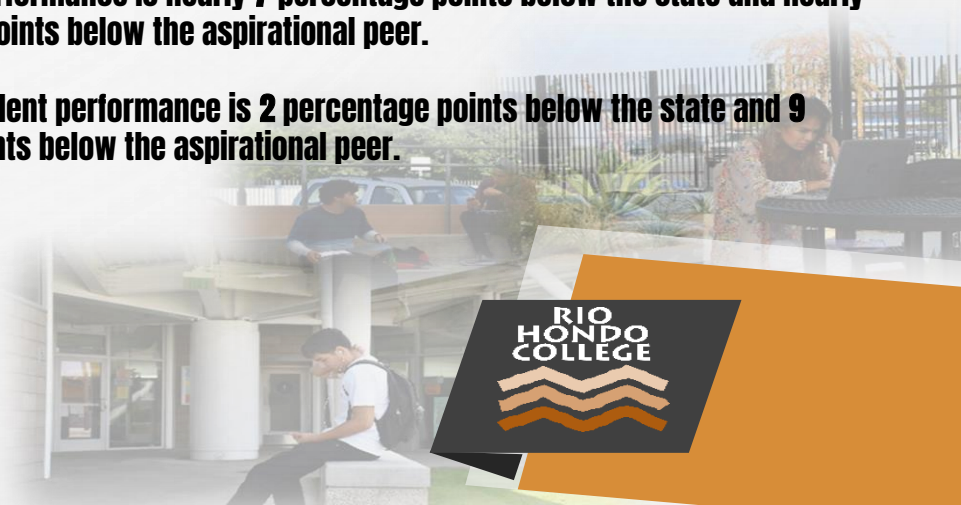
Rio's Latinx students' slightly outperform the peer college (1 percentage point).

Room for Improvement:

Across all colleges and the state, Latinx student performance was lower than the overall performance.

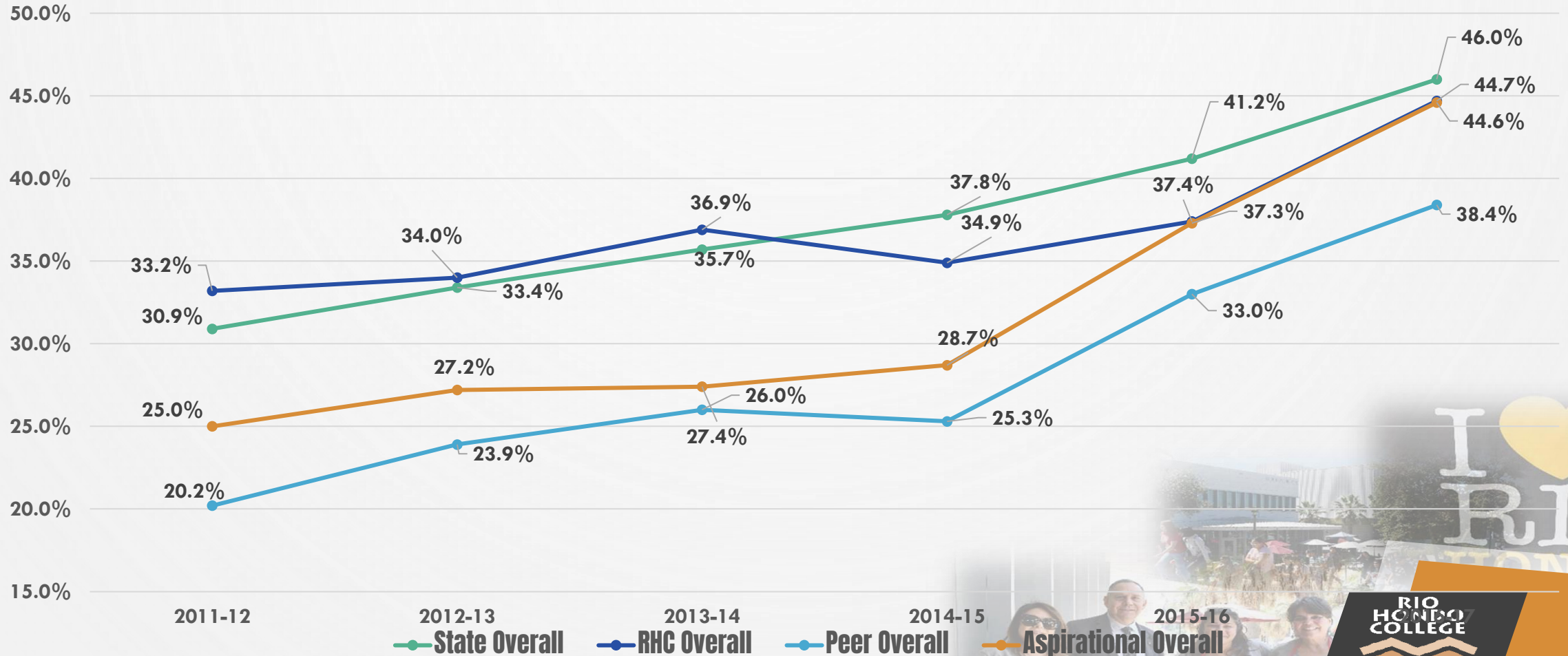
Rio's overall performance is nearly 7 percentage points below the state and nearly 11 percentage points below the aspirational peer.

Rio's Latinx student performance is 2 percentage points below the state and 9 percentage points below the aspirational peer.



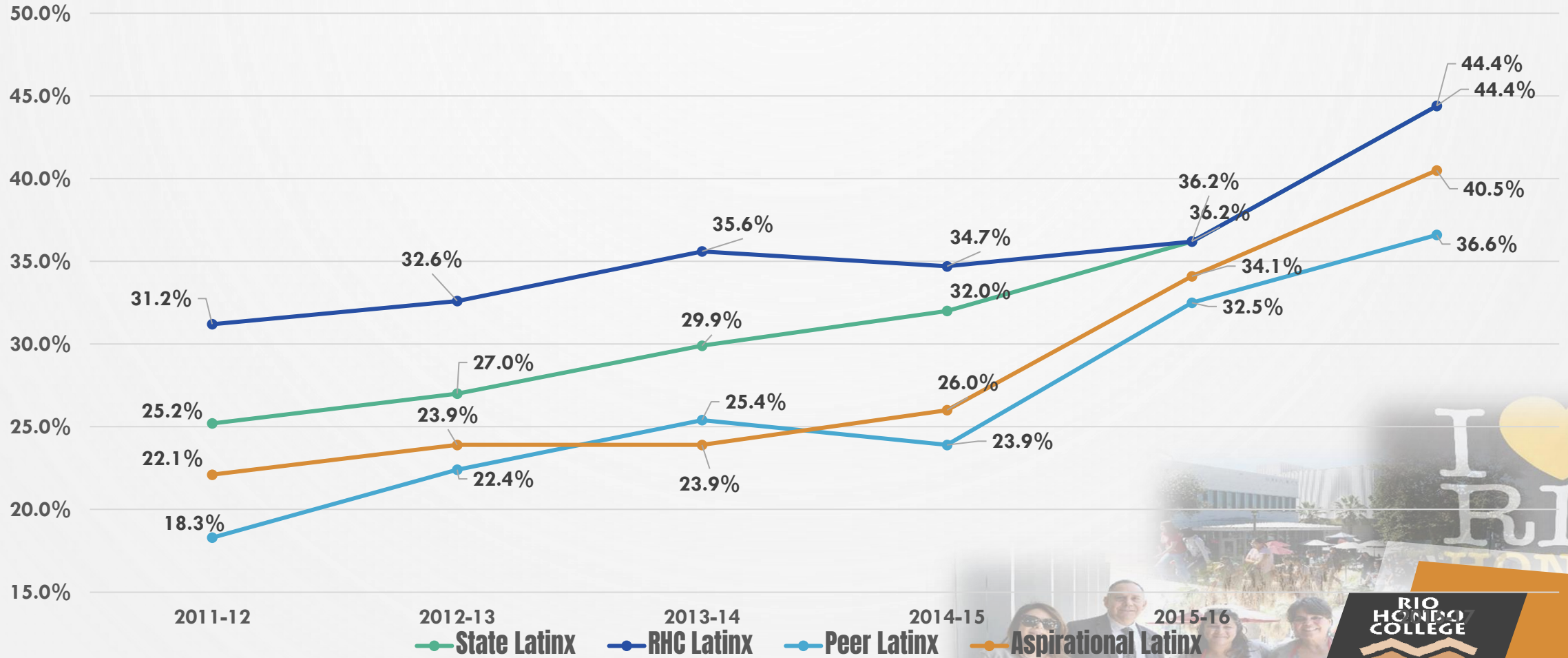
Transfer Level Achievement: English

One-Year Transfer Level Achievement in English 2011-12 to 2016-17



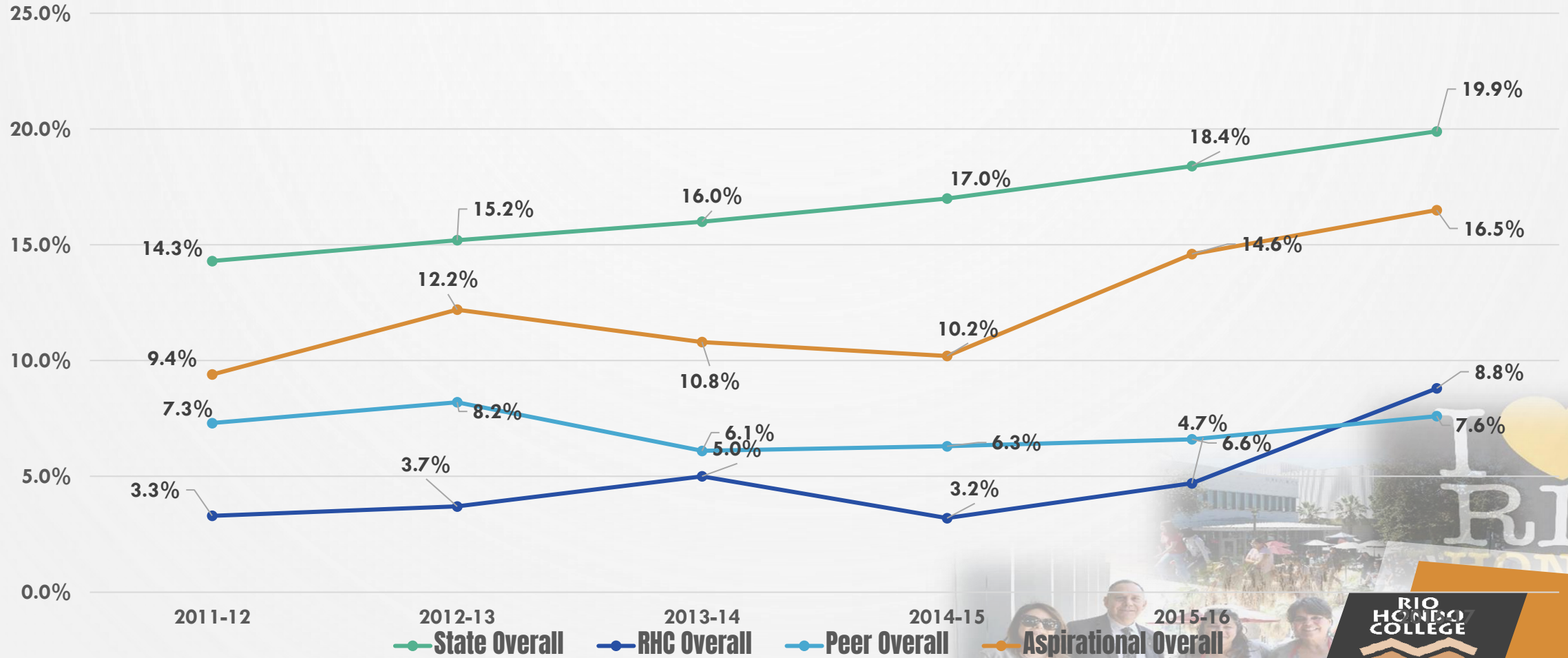
Transfer Level Achievement: English

Latinx One-Year Transfer Level Achievement in English 2011-12 to 2016-17



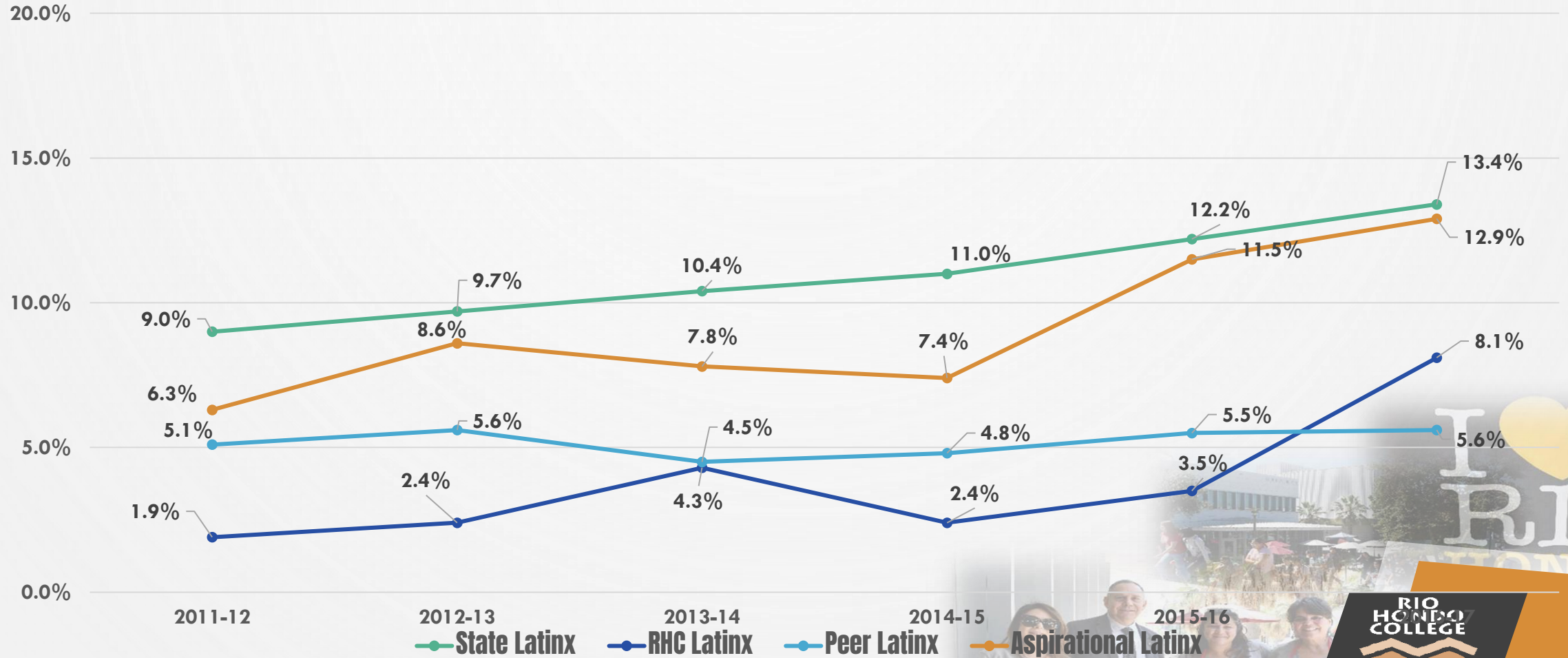
Transfer Level Achievement: Math

One-Year Transfer Level Achievement in Math 2011-12 to 2016-17



Transfer Level Achievement: Math

Latinx One-Year Transfer Level Achievement in Math 2011-12 to 2016-17



Transfer Attainment - English and Math

Completion	Growth	Most Recent Year	Variance Most Recent Year	RHC Variance
Transfer English				
State Overall	15.1%	46.0%	-1.6%	-1.3%
State Latinx	19.2%	44.4%	-1.6%	0.0%
RHC Overall	11.5%	44.7%	-0.3%	
RHC Latinx	13.2%	44.4%	-0.3%	
Peer Overall	18.2%	38.4%	-1.8%	6.3%
Peer Latinx	18.3%	36.6%	-1.8%	7.8%
Aspirational Overall	19.6%	44.6%	-4.1%	0.1%
Aspirational Latinx	18.4%	40.5%	-4.1%	3.9%
Transfer Math				
State Overall	5.6%	19.9%	-6.5%	-11.1%
State Latinx	4.4%	13.4%	-6.5%	-5.3%
RHC Overall	5.5%	8.8%	-0.7%	
RHC Latinx	6.2%	8.1%	-0.7%	
Peer Overall	0.3%	7.6%	-2.0%	1.2%
Peer Latinx	0.5%	5.6%	-2.0%	2.5%
Aspirational Overall	7.1%	16.5%	-3.6%	-7.7%
Aspirational Latinx	6.6%	12.9%	-3.6%	-4.8%

Good News:

There has been substantial improvement in completion of transfer level English during the period - ranging from 11.5 to 19.6 percentage points.

In English, Rio outperforms its peer and aspirational peer. There is only a slight difference between all students and Latinx students (.3 percentage points).

In math there has also been substantial improvement in completion of transfer level courses within the first year. Ranging from .3 percentage points to 7.1 percentage points.

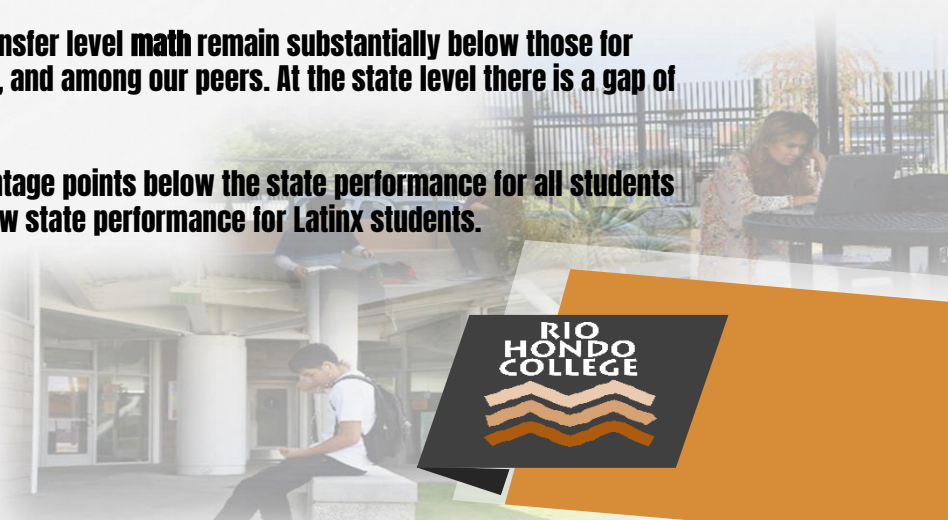
At Rio, completion rates for transfer level math increased by 5.5 percentage point for all students and 6.2 percentage points for Latinx students. Improvement for Latinx students outpaced improved for Latinx students across the state.

Rio outperforms its peer for both all students (1.2 percentage points) and Latinx students (and 2.5 percentage points) in transfer level math completion.

Room for Improvement:

Overall, completion rates in transfer level math remain substantially below those for English across the state, at Rio, and among our peers. At the state level there is a gap of 26.1 percentage points.

In math, Rio remains 11.1 percentage points below the state performance for all students and 5.3 percentage points below state performance for Latinx students.



Institutional Performance - What Does it Really Mean?

- **Despite the challenges faced by our students, there are some areas of performance where Rio performs as well or better than the state and peers.**
- **We know that improvement is possible. It is observed in our local, state, and peer data.**
- **We can achieve more. We see that in the variation of improvement rates for Rio, our peers, and the state.**
- **We know that even though improvements have occurred, there are still challenges faced by Latinx students when we observe performance that is persistently not equal to performance of all students.**
- **We know that completion rates and transfer level English and math attainment are below desired standards both locally and at the state level.**



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How does this relate to What is your Why?

Does the data show that you're accomplishing your "why"?



First: Reflect

- **Be proud: collectively we taught, aided, and supported OUR students to earn 97,718 units last semester**
- **16,308 students earned (on average) 6 units each**
- **Approximately half of our students take less than 6 units and the other half take more than 6 units**



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What success rate for a class would you consider to be appropriate?



Course Success Rates

Overall College success rate vs. state average

- **72.4% success rate (5 year average)**
- **CTE: 91.4%**
- **Health Sciences: 93.7%**
- **Public Safety: 89%**

More realistic success rate: 66.8%
(with those programs removed)



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Online vs On-ground

	Rio	Rio (without CTE, HS, PS)	Statewide
Overall Success	72.4%	66.8%	70.9%
Online Success	58.3%	57.1%	65.53%
Onground Success	74.8%	68.6%	71.9%

Variability across section success rates: *A potential equity problem*

Course	Total students	Lowest success	Highest success	Average success rate
A	635	30.8% (14,11,9)	92.7% (42,32,26)	63.9% (29,22,18)
B	809	40.9% (18,14,11)	100% (45,35,28)	71.2% (32,25,20)
C	621	35.5% (16,12,10)	100% (45,35,28)	78.7% (35,28,22)
D	1159	31.4% (14,11,9)	93.8% (42,33,26)	66.2% (30,23,19)

Numbers in parentheses show number of students in a section of 45, 35, and 28 who would pass with these success rates



What Can We Do About It?

Don't freeze
Change takes time
This is a long game

We can make small changes now
Commit to one small change today

