

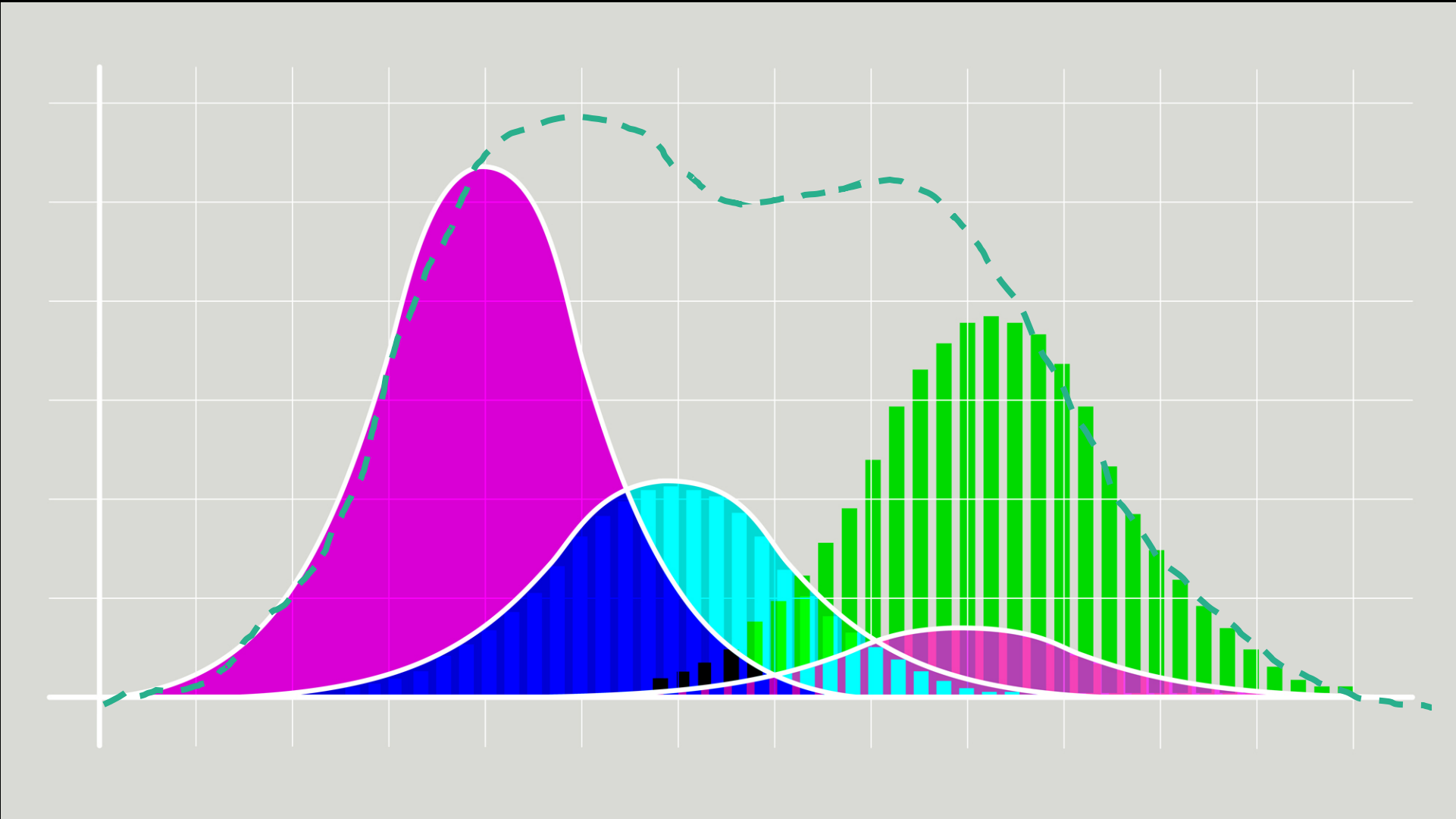
THE DATA IN BLACK AND WHITE

Success Gaps at Grossmont College

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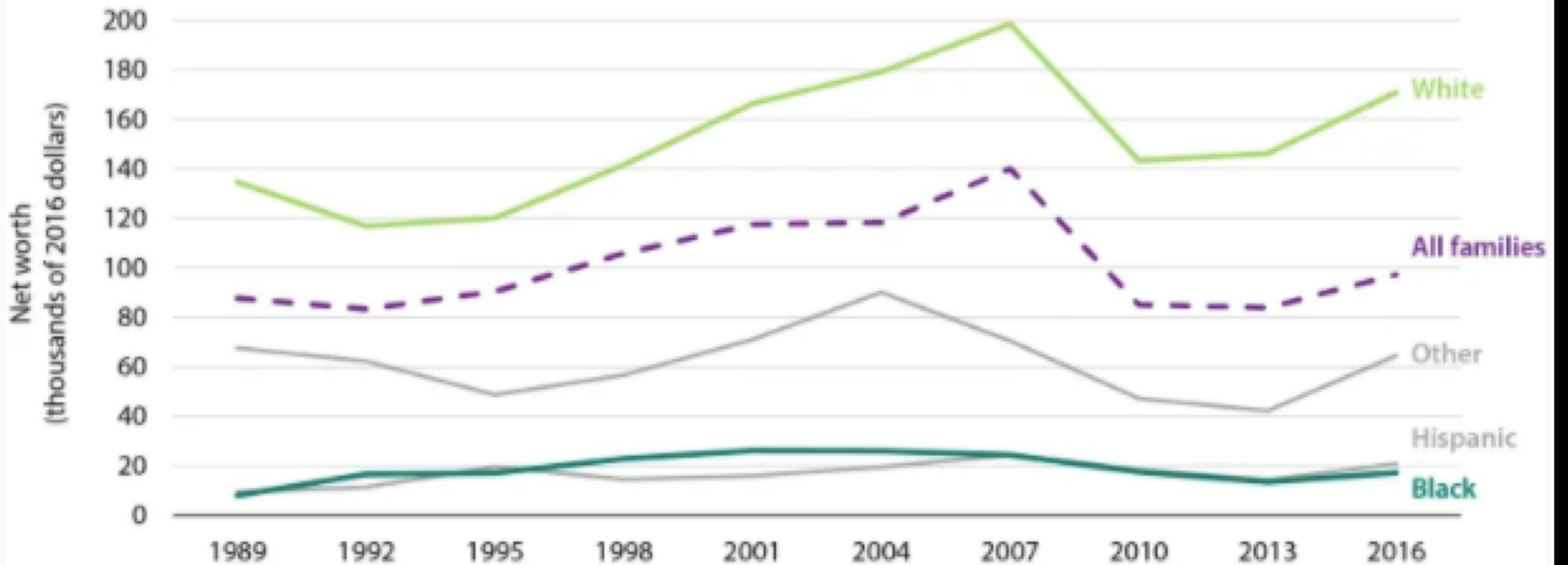
What is disaggregated data? Why do we use it?



So why do we disaggregate data in education?

- Practice began around Civil Rights era to check effectiveness of desegregation efforts.
- Educational outcomes continued to lag so federal & state governments began to require that schools track & disaggregate student outcomes
- Both moral & economic reasons to compel us to improve outcomes for minoritized students





Source: Survey of Consumer Finances 1989–2016.
 Note: Net worth refers to the difference between assets and debt for a household head. Race and ethnicity are those of the survey respondent.

Racial Wealth Gap

9% growth in jobs requiring HS Diploma or less

18.6% growth in jobs requiring an AA/AS

12% growth in jobs requiring BA

18% growth in jobs requiring MA/MS
(*fastest growing)

16% growth in jobs requiring PhD or professional degree

\$38,792 Median Annual Earnings for jobs requiring a HS Diploma

\$46,124 Median Annual Earnings for jobs requiring an AA/AS

\$64,896 Median Annual Earning for jobs requiring a BA/BS

\$77,844 Median Annual Earnings for jobs requiring a MA/MS

\$97,344 Median Annual Earnings for jobs requiring a PhD or professional degree

Employment by Education Requirement

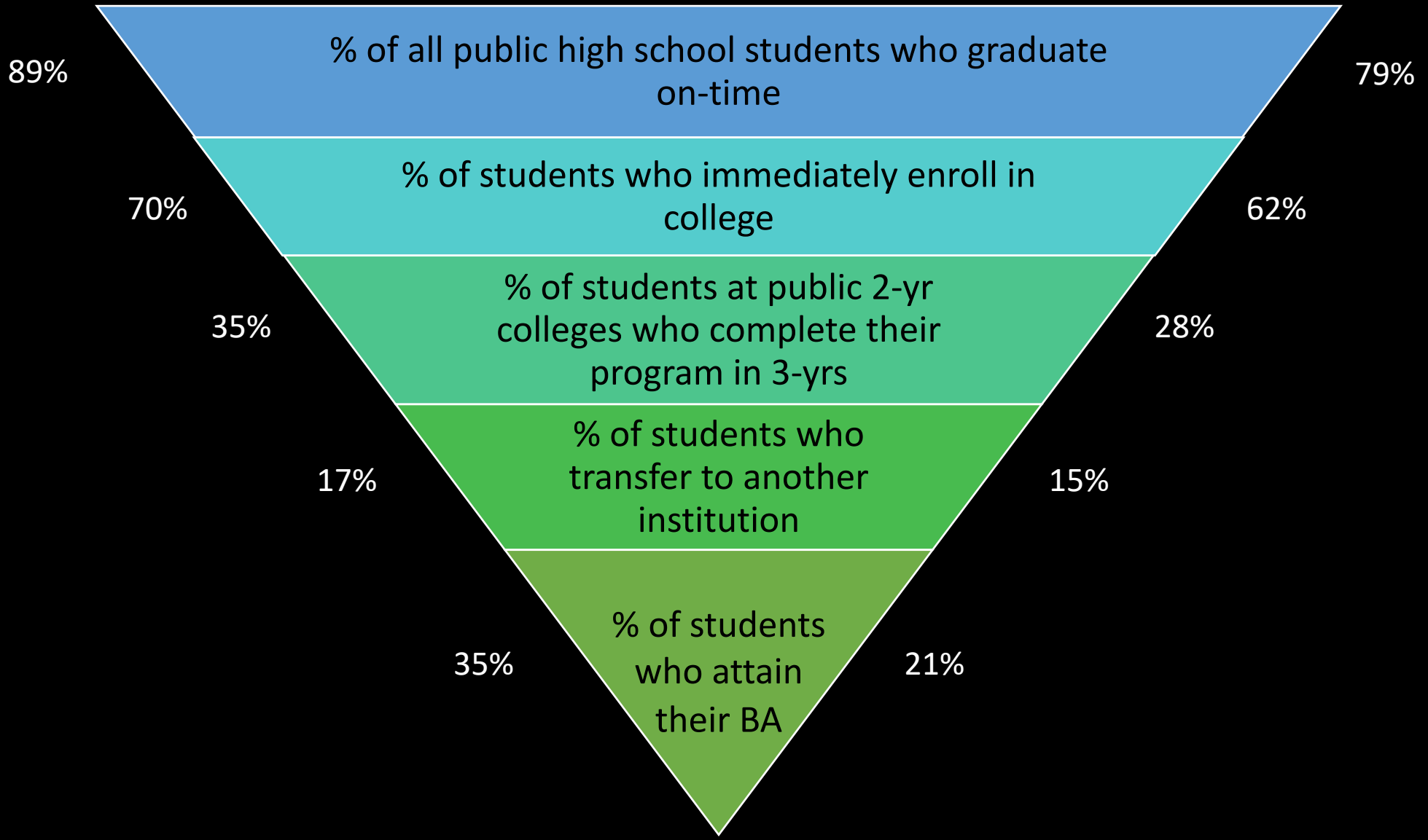
The National Picture

- Schools are more segregated today than they were in the 1954.
- Black/African American students are more likely to attend schools with less resources, less qualified teachers, teachers with lower salaries, and novice teachers.
- Non-Black teachers have lower expectations of Black students.
- Black/African American students receive less instructional time because they experience disproportionate amounts of discipline.
- Black/African American students have less access to college ready courses & underrepresented when they do have access



White Students

Black Students

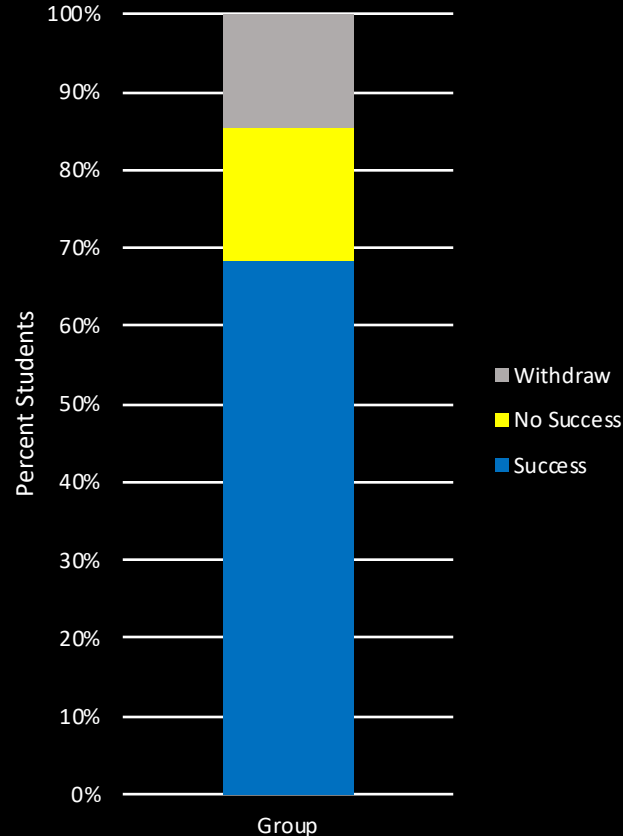


The College Pipeline

So what can
we do?



Student Fate: Success—No Success—Withdraw



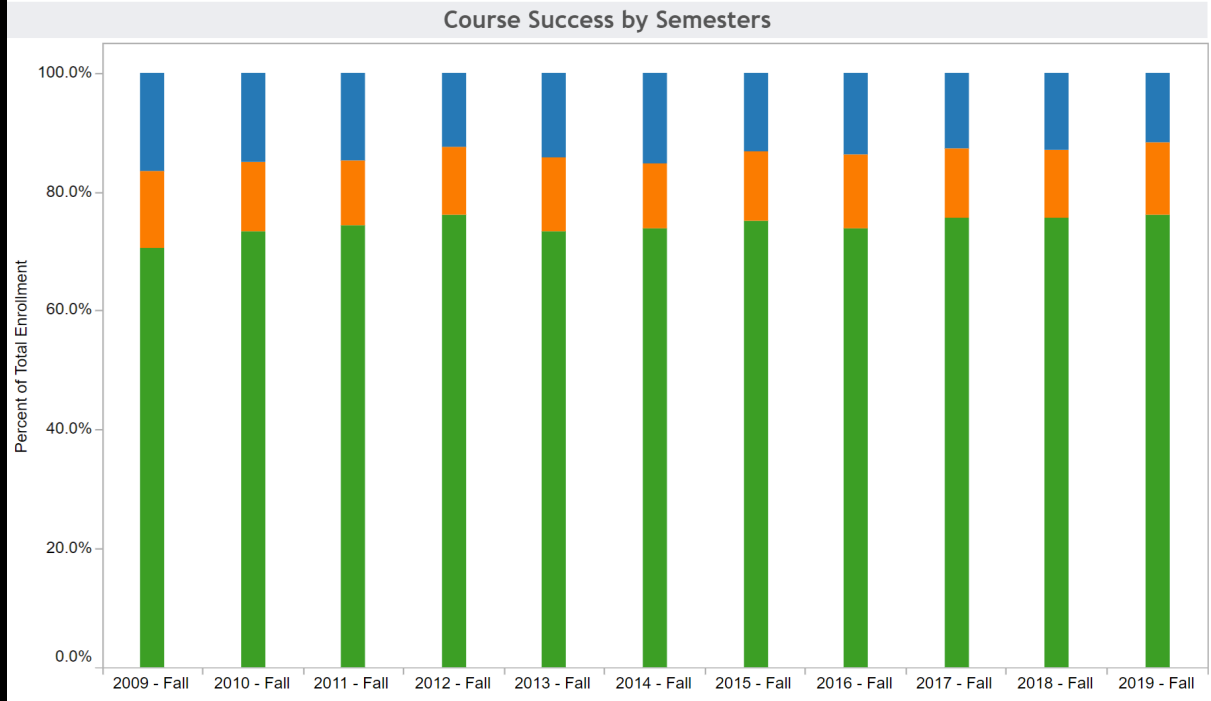
- Census = Students enrolled end of Week 2
- **Success** = Received grade of C or higher
- **No Success** = Received grade of D or F
- **Withdraw** = Was in class at census and dropped class before the drop deadline (Week 12)
- **Retention** = Success + No Success (did not drop)

Grossmont College

WHITE

Success 70-75%

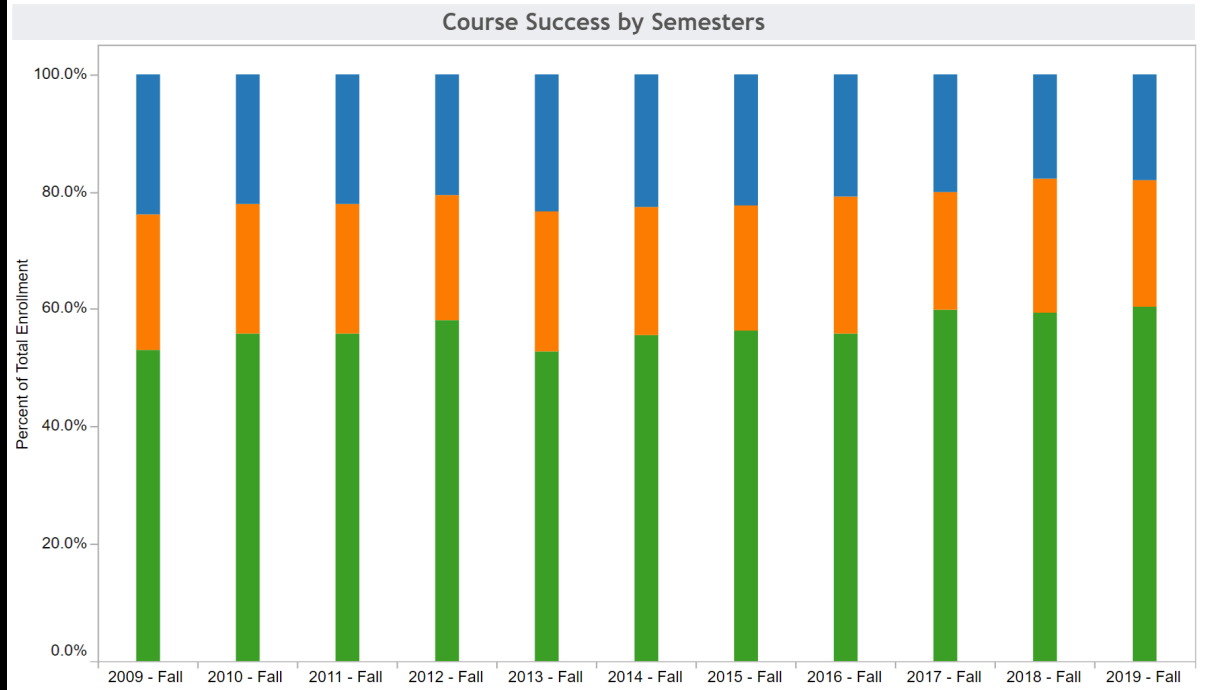
Retention 80-85%



BLACK

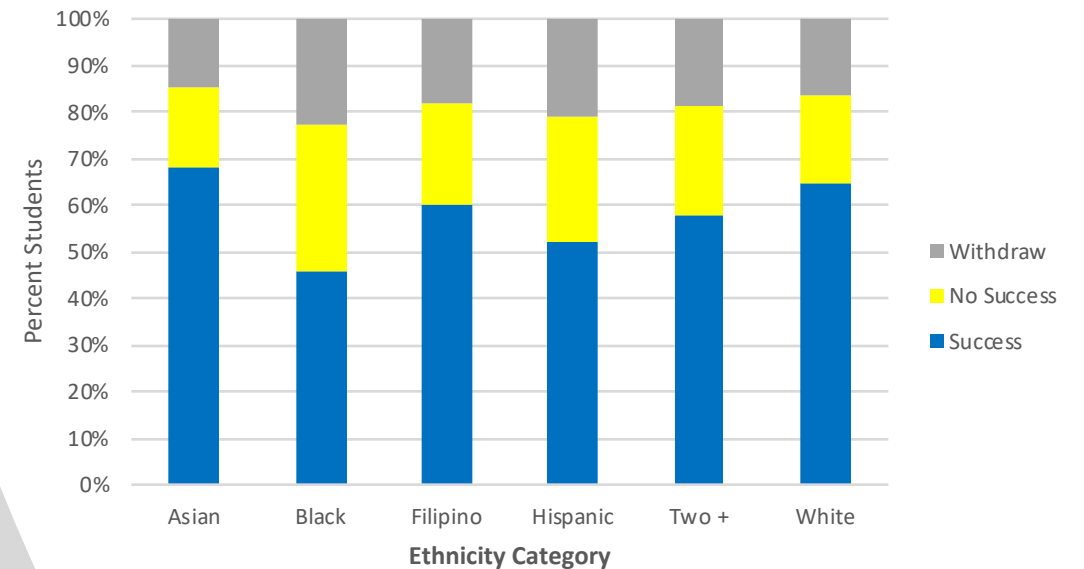
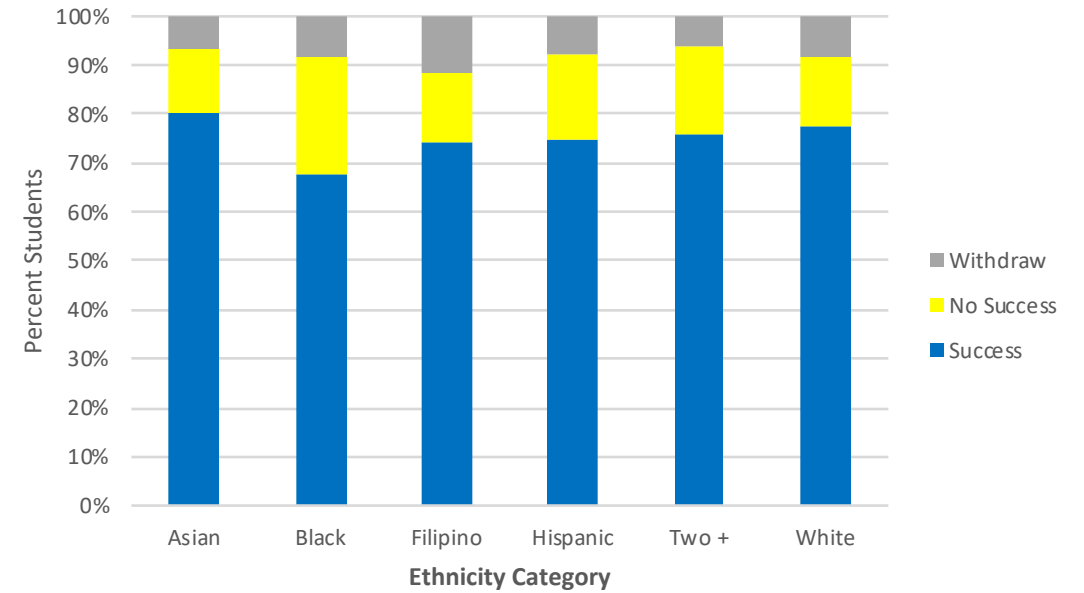
Success 55-60%

Retention 75-85%



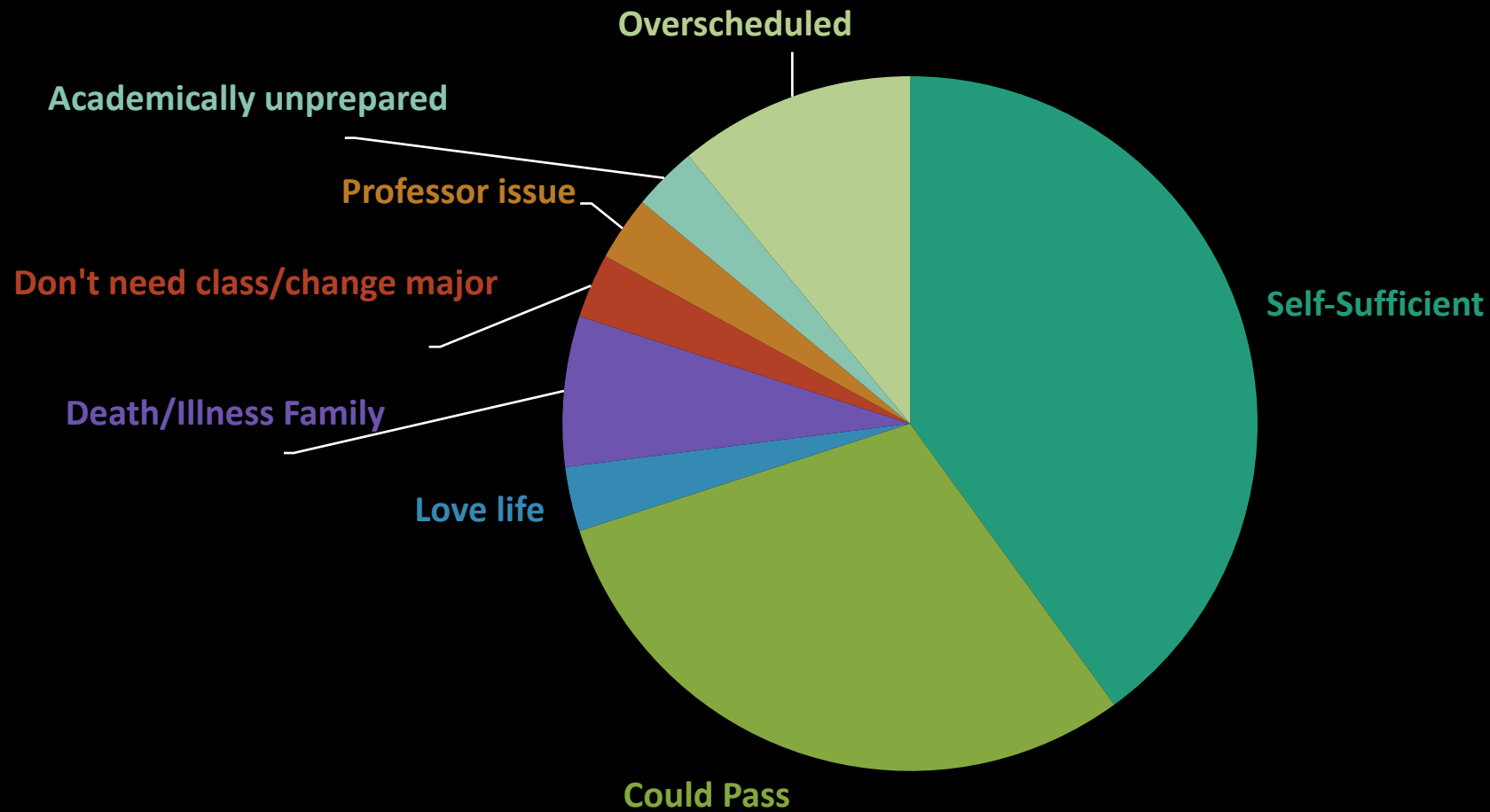
Program Review Data

- Department Level
 - Combines together data from all courses, all instructors
- Data summed across 5 years for good sample size
- **No matter the level of success in department, Black students do worse**



- “Students aren’t prepared...”
 - Departments that view students as the problem have worse outcomes for all students, with larger equity gaps
- “We are color blind..”
 - People have different life experiences and situations and expecting them to be like you is unreasonable.
- “It’s not our problem”
 - It is your problem. I guarantee you are doing things that discourage and disadvantage some students.
- “Students should know.... Students should do...”
 - Well, they don’t. How can we help them learn what they need to and motivate and encourage them to do what they need to do?
- “We can’t do that unless we have...”
 - There isn’t enough money for your program to have whatever you are asking for and there never will be.

Estimated Student Situations



Personal Reflection on Anti-Racism

- **Self-Reflection**
 - A person needs to examine how they individually act, speak and conduct college business to discover their discriminatory and racist habits/ideas/policies and reflect on how they can do better.
- **Self-care**
 - If you are overextended, your students suffer.
- **Ask questions instead of making assumptions**
 - Students and colleagues are people who have had different life experiences than you do.
- **Don't label.**
 - People aren't defined by what group they appear to be in
- **Be curious and open instead of shutting down**
 - Instead of saying "No" or "I don't believe that" say "Why" or "I don't understand that"

What does the research say?



[Student Support ReDefined \(RP group\)](#)

[Engaging Practices Engaging Students \(CCSSE\)](#)

What does
the research
say?

Four Pillars of Guided Pathways



Create clear
curricular
pathways to
employment
and further
education.



Help students
choose and
enter their
pathway.



Help students
stay on
their path.



Ensure that
learning is
happening
with
intentional
outcomes.

Statewide Efforts

- Student Centered Funding Formula
 - Disaggregating data
 - Being held accountable for equity gaps
- Chancellor's Vision for Success
 - Data-informed decisions
 - Make sure we've closed equity gaps
 - High expectations with high support
 - Framework for accomplishing Vision for Success is Guided Pathways.



Next Steps?



**Personal Reflection &
Reading**



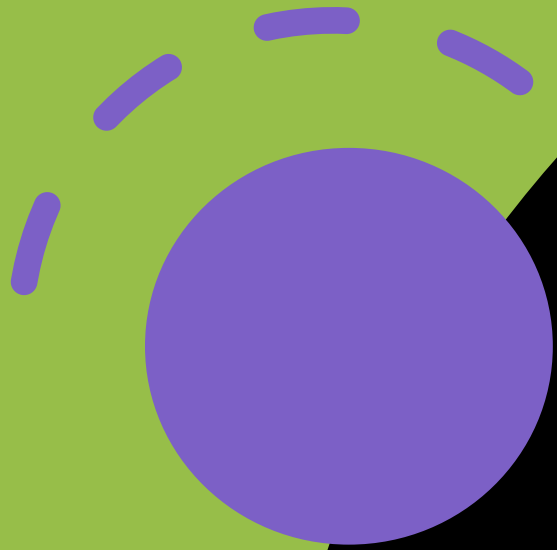
**Facilitate Discussions
within department**



**Plan & Take Action
in the classroom & as
a department**



**Monitor Data
to see if efforts are
effective**



Explore your own data!

<https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/Course%20Success%20Rates.html>