



# INNOVATION HAPPENS HERE

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## Questions and Answers

**Q.** How is "diverse" defined?

**A:** In terms of the trivia question, diversity was defined as the probability that two randomly selected students would have a different race/ethnicity. Using CCCCCO Datamart data, Cosumnes River College had the third highest probability (0.79).

**Q.** How has dealing with dozens of state categorical programs affected your ability to be innovative and efficient in program delivery?

**A.** Categorical programs have not stifled or innovative work. In fact we have been able to leverage those resources to fund many of the innovations highlighted today.

**Q.** How did fall enrollment look at CRC, and what do you anticipate for spring?

**A:** The unduplicated number of students (the headcount) is up, but enrollment is down. According to our Vice President of Instruction, overall enrollment is down about 9% compared to last fall.

**Q.** Can you speak more about the strategy of getting faculty "real time" data on student success and getting faculty to commit to engaging in collective sense making about the data? This is a great strategy. How do/did you get faculty to buy in and commit to doing it? And how does this impact capacity of IR who must provide the data?

**A:** This semester faculty are currently able to request a personalized equity report that contains success data for their courses over the last three years. This report comes in the form of an emailed page that can be opened from a web browser. Although not available online, these personalized reports can be quickly generated by the Research and Equity office by way of an automated database script. An online web portal is currently being developed to host these reports so faculty can login and view their own data. As of today, the server is setup and report development is underway. The next big step is to begin hosting discussions with faculty about their data. We are currently working with the TLLs, faculty leaders, and the faculty senate to discuss how to constructively roll out the reports. Although report development and dissemination can be automated to an extent, the Research and Equity will need to facilitate peer-to-peer discussions about data to promote the effectiveness of the reports.

**Q.** Do you have strategies to reach out to that 9% student population to have a better understanding if there are way to bring them back to CRC?

**A.** We have not yet developed strategies specially around African American students who are not enrolling because of the pandemic. This is an area that we will begin to wrap our head around so we can develop strategies that we believe would be effective.

**Q.** How does this initiative strategically connect to our feeder K12 districts and local universities (CSUS, UCD, Pacific)? Are there any regional metrics that span from K12 through degree/credential attainment?

**A.** We are continually looking at expanding dual enrollment opportunities for our high school students. We do monitor and track our enrollment rates from our feeder high schools in addition we 2 UPWARD BOUND grants that are in are most diverse feeder high schools as part of our overall student equity strategy to increase representation of African American, Native American, and Latinx students.

**Q.** I appreciate that you have set specific goals and targets. Lots of colleges say they want to close equity gaps, but they lack specificity. Can you share more about what the process to set these targets looked like, who was involved, how do people across the college understand their role, etc.?

**A:** For a given metric, a standard deviation is calculated using the most recent five years of data. This value is then multiplied by 1.96 and added to the most recent value (Fall 2019) to get a five-year goal. To get a one term goal (e.g., the goals calculated above), the increase was divided by five. Equity goals were calculated by first determining the equity gap for a particular group (e.g., African American). An equity gap is calculated by subtracting the overall rate for all students from the rate for a group. This gap was then multiplied by 0.60 and subtracted from the one-year goal value for all students (described above) to get a goal. Ultimately this method posits a 40% reduction in an equity gap for a particular group. I want to also share that constituency leadership; Executive Leadership and the Research team were involved in setting the targets – although the method described above was approved by the Institutional Effectiveness Committee as the standard for collegewide goal-setting on campus. This work happened during the summer.

**Q.** I love the We Won't Fail concept. There are what I categorize as the "Bilities" that contribute to the success of a program. The elements include but are not limited to Accountability, Flexibility and Sustainability. It appears that you have thought through all these elements in your plan, but in your opinion is one of these more important than others?

**A.** Accountability at this stage in our college work is of most importance. This why our efforts our focused around setting of goals and targets.

**Q.** Speak to those students receiving an aa degree versus the ADT. Should not the ADT be the largest number of students completing? Are both groups taking fewer "excess" units?

**A:** The number of ADTs have increased notably over the last few years. In 2015-2016, students were earning 2.5 times as many AA/AS degrees compared to ADTs. In 2019-2020, this ratio has shrunk to 1.5 – suggesting that ADTs are growing at a much faster rate than AA/AS awards. Additionally, according to the Vision for Success dashboard, the number of units earned has declined slightly. Various initiatives and programs should lead to a decline in excess units going forward. For example, AB705 will reduce the number of units earned in basic skills math and English, and program maps/opt-out will define a clear course taking path for students to complete. This will result in less confusion about what courses to take. A particular focus going forward should be in promoting student program persistence. A recent evaluation in the Research and Equity Office showed that the number of major switches was correlated with increased "excess" units upon graduation.

**Q.** How is CRC paying for the Extended Stay contract and various other basic needs programs/services? Through state funding at all?

**A:** Currently, the CRC Emergency Hotel Program is wholly funded utilizing philanthropic dollars. The other programs housed under the Hawk Cares program are funding using categorial funds and the Hunger Free Grant.