Opened Meeting with a discussion on meeting times/dates
- Some members prefer early, while others prefer later in the afternoon.
- Meetings were scheduled during 2021SU, at most commonly available dates/times. If we were to change, it would be based on most suitable time for a majority of members.

1) **Primary goals of the Advisory Research Group - Matthew Trengove**
   a. Reviewed the Hartnell Values/Mission along with the Responsibilities and Purpose of the ARG meetings for current and new members which are summarized as:
      i. To review current research projects & summarize results
      ii. To disseminate these results to other committees/groups/councils
      iii. To solicit ideas for new research requests from the college/group members on classroom issues and research ideas
   b. Note: We should have asked new members to introduce themselves, so we'll do this at the next meeting (my apologies). Solicit 2-3 things they want to get from their experience with the group.

Note: As the director of IR, I really depend on your input in the process, and your assistance getting this information out to other constituents, as the issues we discuss, like AB705 could help other groups, programs, services and/or committees on campus. We've all gotten busier over the past year, so even a reference like 'Matt had a study on … ' would promote action. I value your input into materials, criteria and/or development of research ideas as well as the best ways to communicate results. Sometimes I forget to introduce background information that launched the research, like our discussions on AB705. This helps me consider that the audience, and key issues that facilitate understanding.

2) **Calculate Disproportionate Impact among Equity Groups**
   a. List of all the dashboards and places in which equity data is available.

The primary goal is to develop a deeper understanding of the data. The default source for Equity Data on disproportionate impact (DI) is the Vision for Success (VfS) dashboard which comes from the chancellor's office. Unfortunately, the chancellor's office has not updated this information for at least three academic years.

Note: We received a request to replicate the VfS data and achieved an 87% alignment, which the auditors said was impressive. These methods for calculating DI were promoted by the Chancellor's Office and align our standards in the current strategic plan. DI is calculated over a three-year period as the students who complete a program change from year to year, in which a value over 80%, over a three-year period, indicates no DI.

There are three methods for calculating DI, the first is the '80% rule' in which we examined the number who completed an associate's degree, divided by the number of students in that demographic group and want a value of at least 80%. This ratio is based on the federal standard for equal opportunity equal employment opportunity Commission which said that a value below 80% for any race, sex, ethnic group will be regarded by federal agencies as evidence of adverse impact or what the chancellor's office cause disproportionate impact. There are other methods the 'Percentage Point Gap' and the 'Proportionality Index' that also classify DI as an 80% ratio. The different methods are used to validate result.

Question: How does this take into account the fact that among those 586 students, about 500 of them had no intention of getting a degree? They're just here taking yoga. It could look really bad, but in truth, all seven we're seeking a goal of degree got it.

Response: That's part of the problem with replicating the data from the Chancellor's office reports. I've spoken to other researchers across the state and no one's been able to replicate the entire process. In essence this is the minimum standard, that we should achieve at every college, and is applicable to every college.

Question: Is there anything to account for student enrollments (part-time/full-time)? If you signed up for 0.5 credits, you were in this calculation

Response: Yeah, the JAJ/JPA programs has a lot of these students. As a result, you'll see that the affluent white males are being disproportionately impacted. This was part of the request to replicate the Vision for Success data, and exclude those student groups.

The proportionality index is very similar but instead we're calculating it as proportion of students, so the seven of the 553 completions gives us a 1.27 ratio, compared with the proportion of the overall number which gives us a 2.3% and then we divide these two numbers and we get the same answer. Again the primary purpose for the different methods is to test and validate results. The flaw in the percentage point gap method is among large populations. Hartnell has a large population of Hispanic students, so this method would compare a ratio of less than a 0.010 with a different ratio. The CCCCO recommends setting a floor at 3% to minimize these issues.

There are a few references to articles on calculating disproportionate impact, sponsored by the chancellor's office, and data you can use to review. Please keep in mind that Vision for Success is based on students enrolled in a given term (i.e., fall and a summer headcount), while Student Success Metrics is based on annual headcounts.

3) **AB705 Study on the impact of AB705**
   a. Has AB705 had a positive impact on students starting with a transfer level English and math class?
   b. Has there been a corresponding drop in in-course success?

The results were very positive and truly overwhelming, as almost exactly from 2019FA when it was launched, the number of students who start with a transfer level English and math course has increased by 82%.

Question: Can you remind me about AB705?

Response: The idea came from research by the State University of New York (SUNY), this is probably not important, but they had many students taking remedial math and remedial English and wanted to know if it was helping them progress. After years of research they found that many of the students who take remedial courses never actually got to transfer level math classes or transfer level English classes, so they wanted to find a better way. Basically AB705 was enacted to give students the option to enroll in transfer level math or English sections, and created courses with an extra section in which they would get the tutorials they need to be successful.

The results of our review were overwhelmingly positive with an 87% increase in students starting with transfer level MAT/ENG courses, and the average of 60.3%. This is slightly down from the previous rates, but was not large enough to be attributed to the launch of AB705. The number of students who start in transfer level math and English has doubled and almost tripled what it was originally.

Question:
Are you talking about enrollments or withdrawals? Students may drop a class or withdraw from every single class.

Response: This represents the number of students who've dropped at least one class, which means they could have withdrawn if they only took one course, so results correspond to enrollment, as you could take three classes and withdrew from one. And that's going to affect the success and the reason why we're talking about here is because it's going to affect the success in that class.

We had 2900 students start in the 1718 academic year, a quarter of them took a transfer level English course in the first year 200 of them took a transfer level English course in the second year, almost the same number took it in the third year and a few of them took in the fourth year.

The cohort count is not going to add up to the English enrollment count, because not all of them took an English course. Then we see this number of 600 goes to 1100 1800 and 1600 so we have a we have a significant increase in the number of students taking transfer level English courses. And the overall success rate is not significantly different, it is different but it's not significantly different. Therefore, AB705 has been very successful in my humble opinion.

The issue of Throughput Rate, which has been a concern of the Chancellor's Office, was raised during a recent presentation. This is the number of students who have taken it and then passed ENG/MAT courses within a year. But it's this is comparing a ratio to a previous ratio, while the denominator has increased dramatically. As the denominator of students has doubled, the fact that the throughput rate is about the same is significantly positive.

Next year the CCCCO is going to hand down to us new strategies to implement and increase throughput.

4) **Discussion topics/questions from the group:**

Question: Is it possible to identify students who didn't pass a particular course?
Response: It's difficult to find students who didn't pass and didn't take the next course, so we look at things like students who started in English on one day. But we can't find students who didn't pass that have not taken HIS-17A.

Dave/Matt: It's come up before, we could use artificial intelligence and dump all of our data on students that failed to come up with conclusions like if you're under 25 and you take a seven o'clock or eight o'clock class you're going to fail. North orange county made Sherpa, but couldn't use the results because it predicts the failure of students so, what are you going to do when that student goes to a counselor. They run Sherpa on a student and find that no matter what you're not going to pass this course. What do they say to the student? And the underlying assumptions would be wrong.

Question: What about the self-placement versus results? How many students are not placing where the tool is asking them to go and placing themselves lower?

Response: We have the MM/MMT fields so you want to know how many of these students actually took a course lower than their placement? For example, how many ENG-1A placements enroll in ENG-1AX. There is always the possibility that the ENG-1AX fits their schedule and ENG-1 doesn't, but we can review that data.

We assume that students are self-placing into lower level sections and possibly pre-transfer sections.

5) **Conclusion:**

One comment I should probably make to the group is that this semester is going to be a bit special, for IR we are generally busy, but we are also understaffed this Semester, so it may take a little bit longer to get results. We've been understaffed for a while, as we lost the Institutional Data Analyst two years ago. If there are any tight deadlines, please give me a little bit more lead time and if I ever seem to be skipping over your request just send me a reminder, and that will help coordinate the day to day activities.

- **Note:** Please don't hesitate to ask questions, rather than putting something in the chat because I don't always new messages.

Next Meeting Agenda:
- Review 2021-22AY 'Year of Equity' PPA Questions for Instructional & Non-Instructional programs,
- Student Success Statistics based on CCCCO standards, which presents course-level data disaggregated by race and ethnicity.

There were many instances in 2020FA and 2020SP in which both the male and the female withdrawals increased, which affects performance in these classes. We'll implement this particular dashboard as part of the PPA process this year.

Note: The California college is dependent on data over three years, and there was no real way that I can simply do that in a dashboard so I compared performance one semester with all prior/subsequent semesters in MAT-13 sections. Compare female student success in 2019FA with all other semesters which shows that the overall success rate of 57% was lower than it was expected.