

# #NISTS2019 CONFERENCE

## WORKING TOGETHER TO SIMPLIFY TRANSFER

FEBRUARY 13-15, 2019 • ATLANTA, GEORGIA

The following presentation was given at the 17<sup>th</sup> Annual Conference for the National Institute for the Study of Transfer Students. Some photos have been removed in order to avoid possible copyright infringement. *Please cite responsibly and direct questions to the original presenter(s).*

### **Achieving Transfer Equity: A Case Study of East Los Angeles College's Efforts in Closing Transfer Equity Gaps for Their Latinx Student Population**

Diversity & Inclusion

Based on the Center for Urban Education's Transfer Equity Scorecard, East Los Angeles College leaders will present steps that were taken by campus stake holders to identify racial equity gaps, examine institutional transfer practices and address the inequities identified in transfer data. Inquiry activities, findings, recommendations and Vision for Success transfer metrics/goals will be shared. This session will include opportunities for discussion and session participant evaluation of their respective campus transfer practices from a student equity perspective.

**Laura Cantu**, *Dean Student Services*  
East Los Angeles College

**Paulina P Palomino**, *Dean Student Services*  
East Los Angeles College

# Achieving Transfer Equity

A Case Study of East Los Angeles College's  
Efforts in Closing Transfer Equity Gaps for Their  
Latinx Student Population.

NISTS

February 13, 2019

Paulina P. Palomino, Transfer Champion Catalyst  
Dr. Laura Cantu



# Context & Agenda

Overview of the ELAC Transfer Data

Transfer Equity Scorecard Project

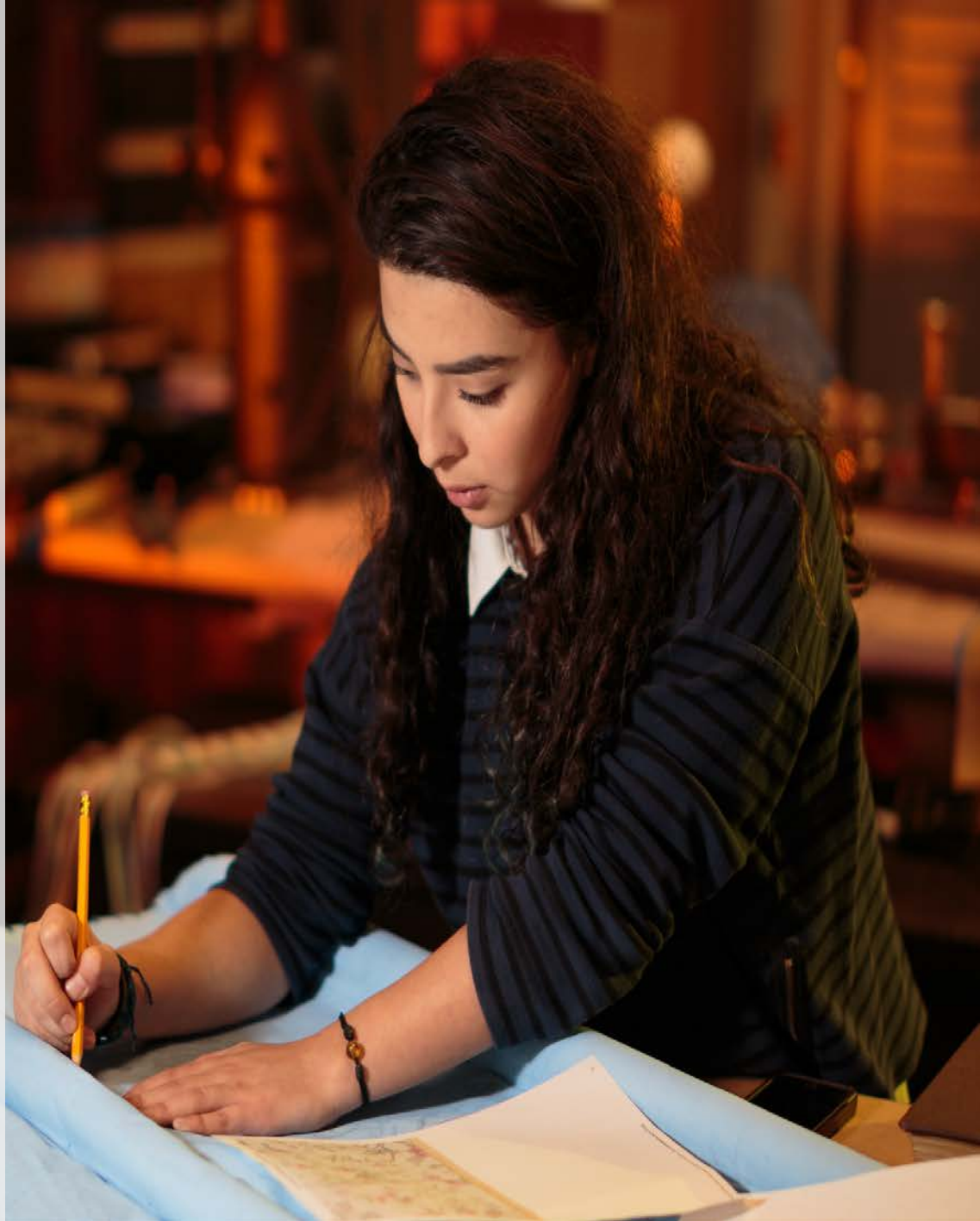
University Partners

Vision for Success Transfer Metrics

Questions

# College Background

The Community We Serve



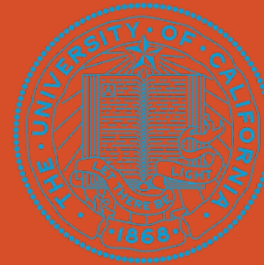


# East Los Angeles College Facts

- **30,000** FTE students
- **70%** of ELAC Students are first-generation college students
- **67%** of ELAC Students are Hispanic/Latino
- **91%** of ELAC Student receive some type of Financial Aid in 2016
- **76%** increase on Latino/Hispanic admit rate in the UC system since 2009
- **136%** increase on transfers to the UC & CSU system since 2009
- **13<sup>th</sup>** for transfers to the University of California
- **7<sup>th</sup>** for transfer to the Cal State University system

# ELAC Transfer Enrollment

## Fall 2007



UNIVERSITY  
OF  
CALIFORNIA

**Ranked 27th  
in the State**

**780 Transfers**

**Ranked 28th  
in the State**

**128 Transfers**

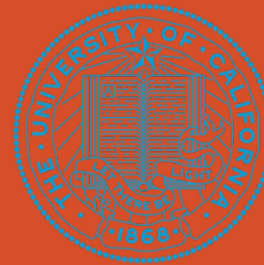
# ELAC Transfer Enrollment

## Fall 2017



**Ranked 7th  
in the State**

**1,204 Transfers**



**UNIVERSITY  
OF  
CALIFORNIA**

**Ranked 13th  
in the State**

**323 Transfers**

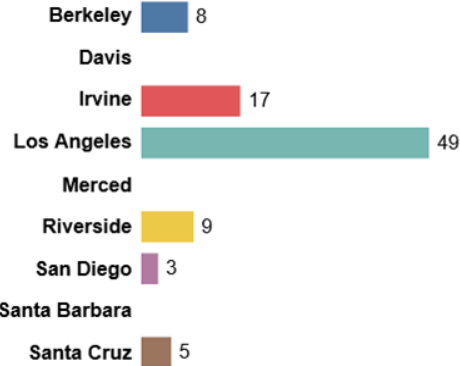


# California Community College new enrollments at UC

## Fall 2000

Click home button to reset map.  
The color legend represents the most popular UC campus at a community college.

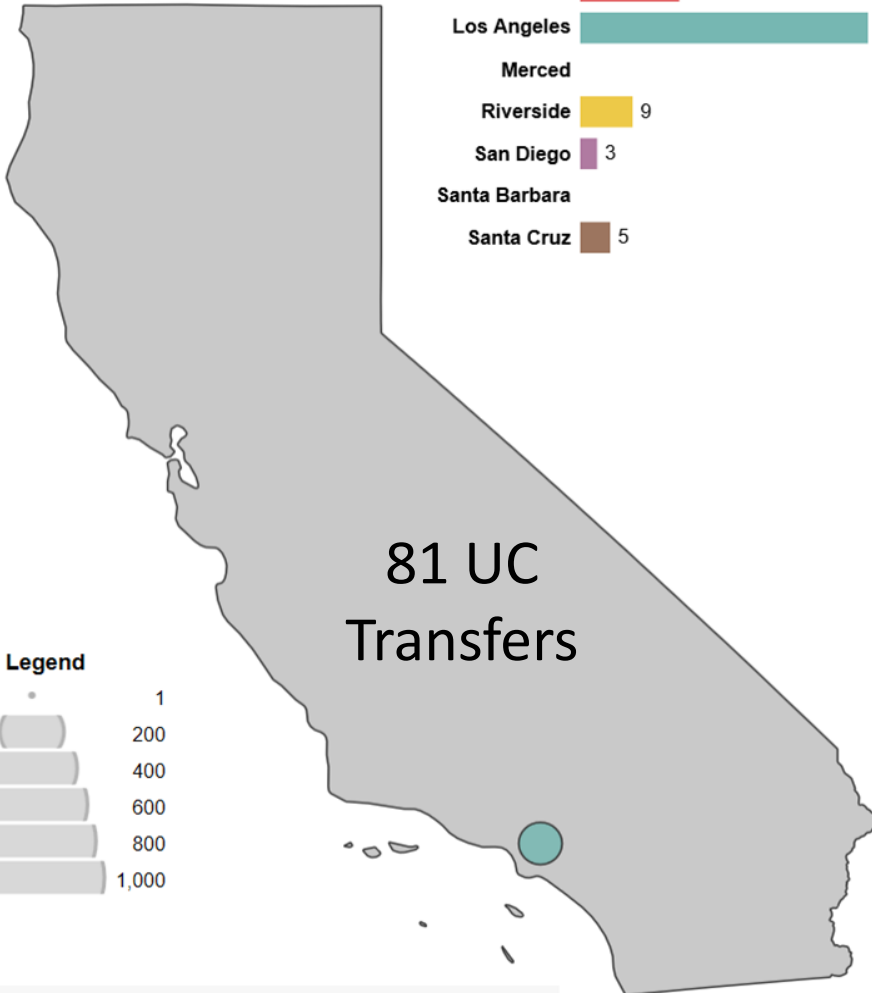
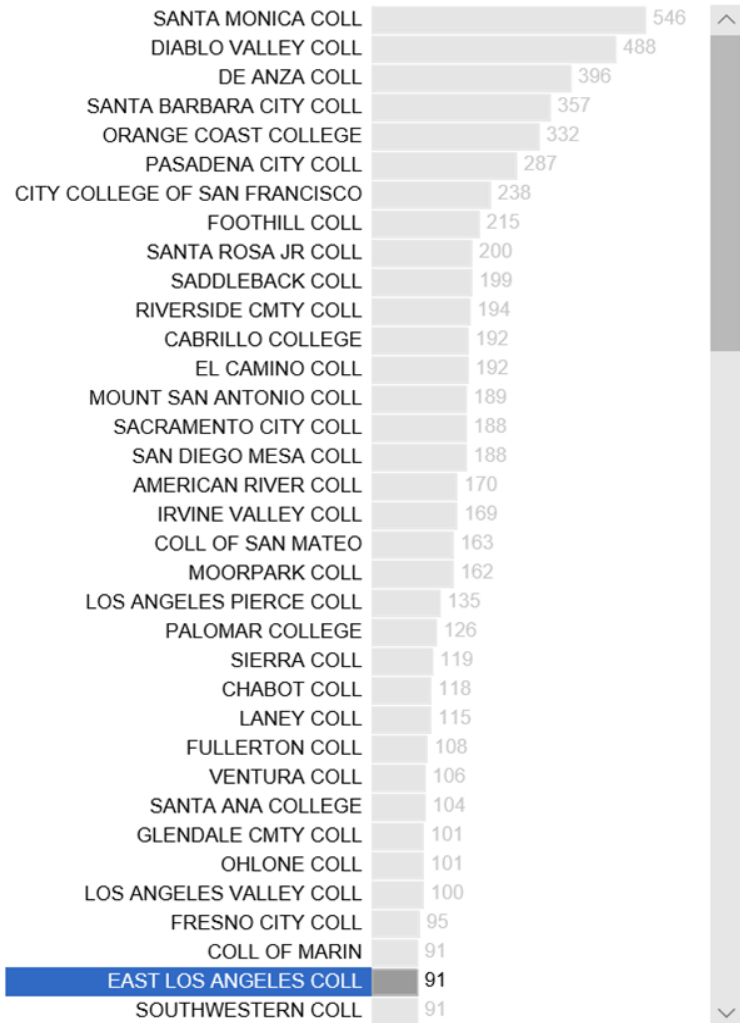
### Enrollees by campus, fall (Select a campus to filter)



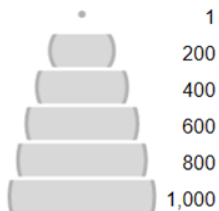
### Fall term

### Search for a community college

### Enrollees by community college



### Size Legend



Data source: UC Information Center Data Warehouse. Note that UC Merced opened in 2005.

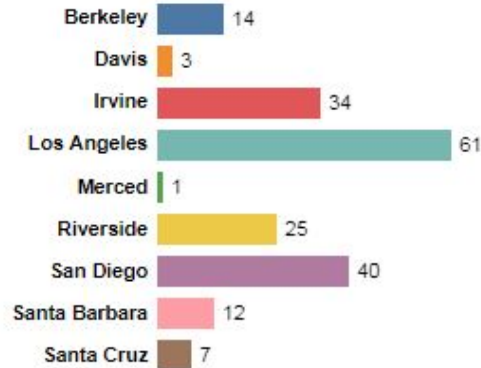


# California Community College new enrollments at UC

## Fall 2010

Click home button to reset map.  
The color legend represents the most popular UC campus at a community college.

### Enrollees by campus, fall (Select a campus to filter)

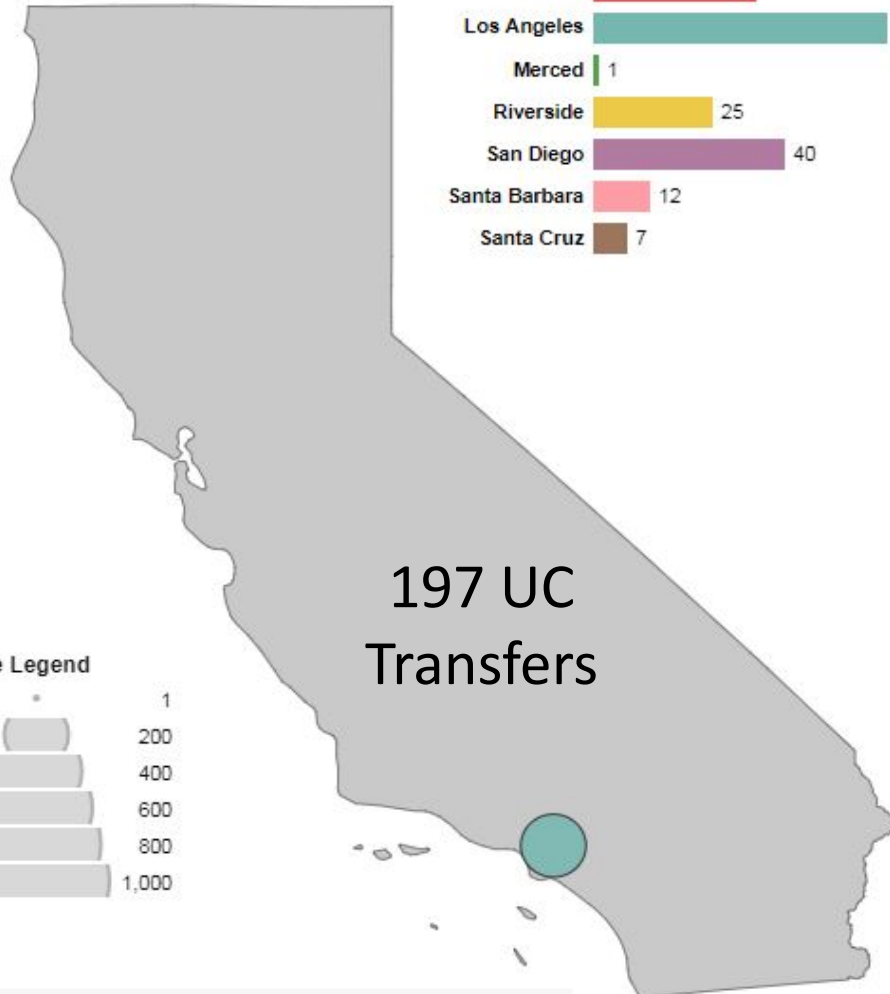
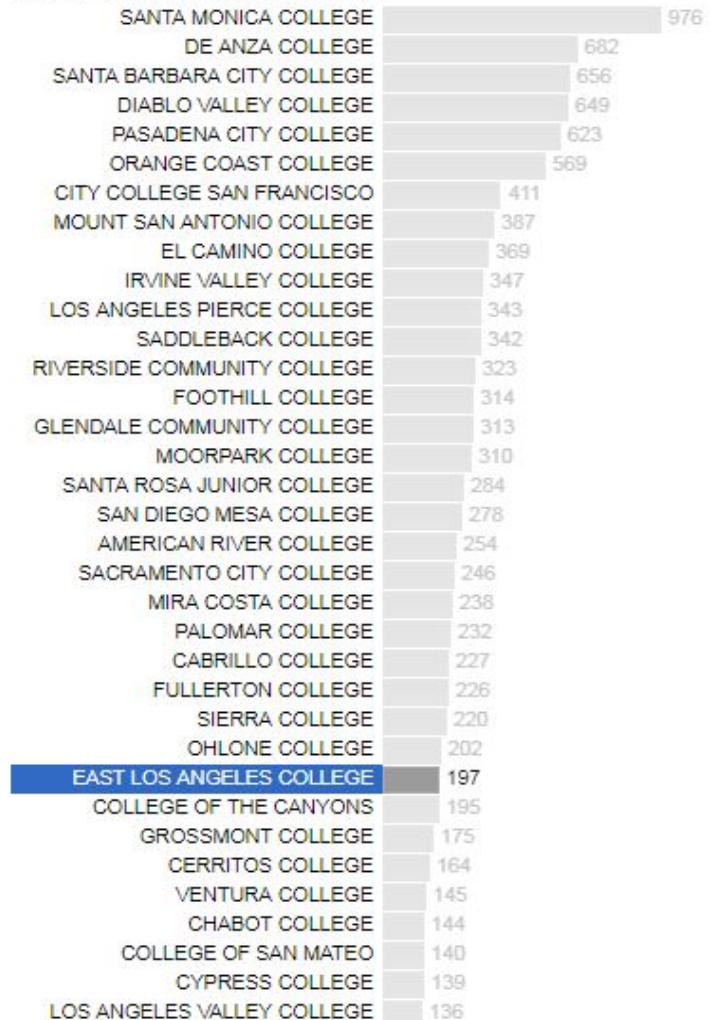


### Fall term

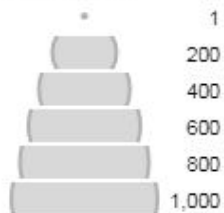
2010

### Search for a community college

### Enrollees by community college



### Size Legend

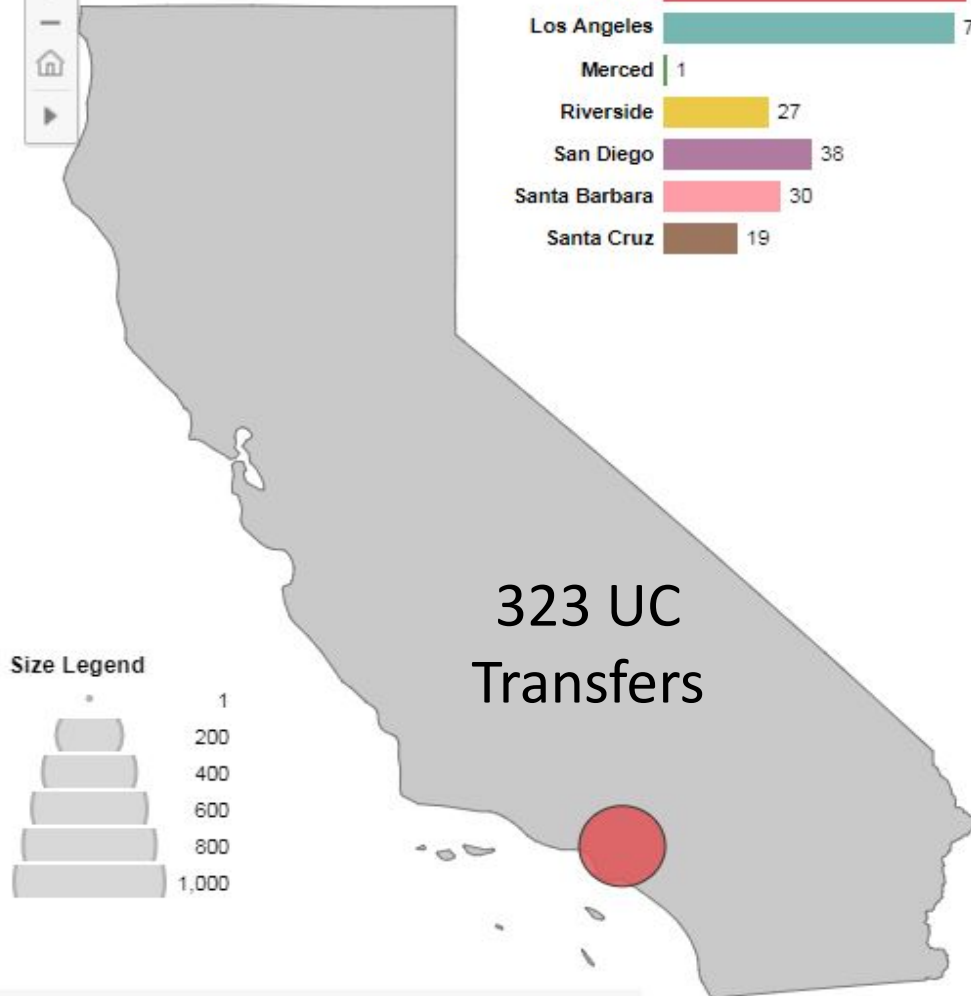


Data source: UC Information Center Data Warehouse. Note that UC Merced opened in 2005.

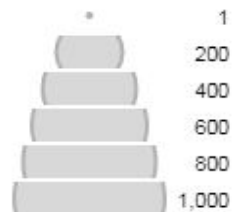
# California Community College new enrollments at UC

## Fall 2017

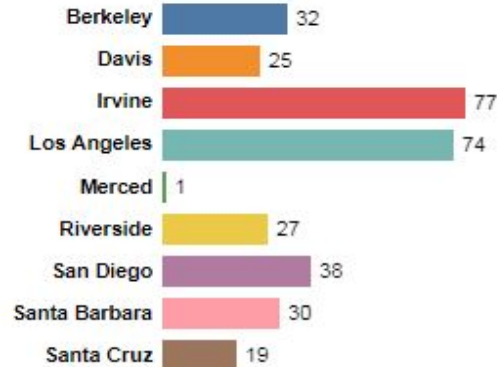
Click home button to reset map.  
The color legend represents the most popular UC campus at a community college.



### Size Legend



### Enrollees by campus, fall (Select a campus to filter)

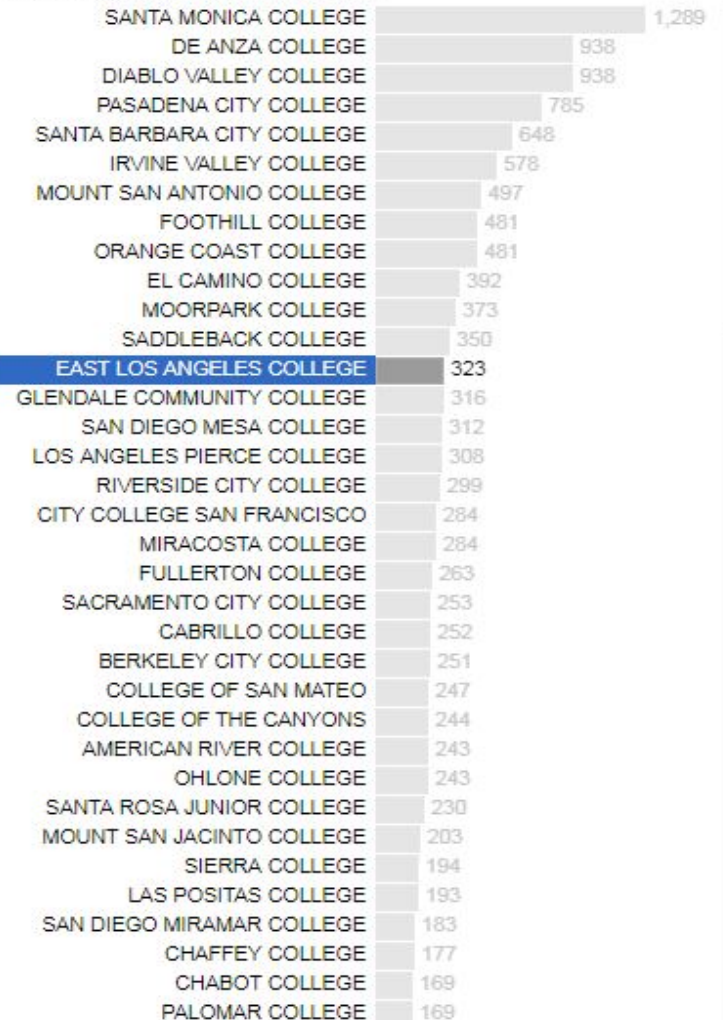


### Fall term

2017

### Search for a community college

### Enrollees by community college



Data source: UC Information Center Data Warehouse. Note that UC Merced opened in 2005.

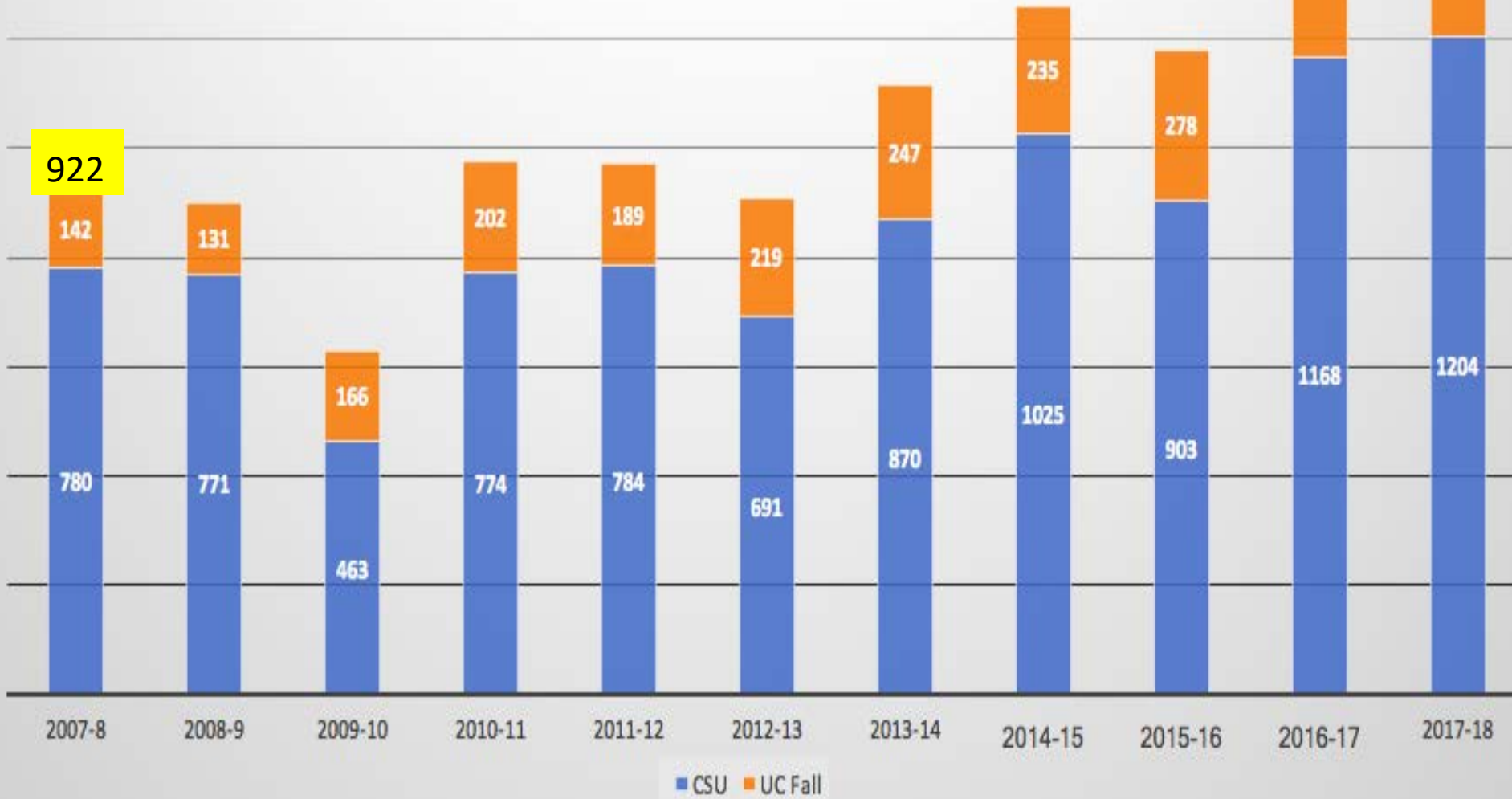
# Growth from 2007-2008 to 2017-2018 (10 year span)

CSU transfer increase of 424 or 54%

UC transfer increase of 182 or 127%

2016-2017 **ELAC is #9**

In overall Transfers to California Public Universities







# Transfer Equity Project

## Equity Scorecard



# STATED GOALS OF THE PROJECT - 2016

---

*“Continue to create a transfer culture on campus.”*

*“Focus on and increase equity in transfer for our Hispanic population.”*

*“Better understand how we can provide support for transfer.”*

*“If we truly believe that we have a transfer culture here, then why is the transfer rate so low for our Latinx students?”*

# DATA ANALYSIS AS A GROUP = CONTRADICTIONS

*”How can we call ourselves the gateway to the baccalaureate for Latinx students when so few actually transfer?”*

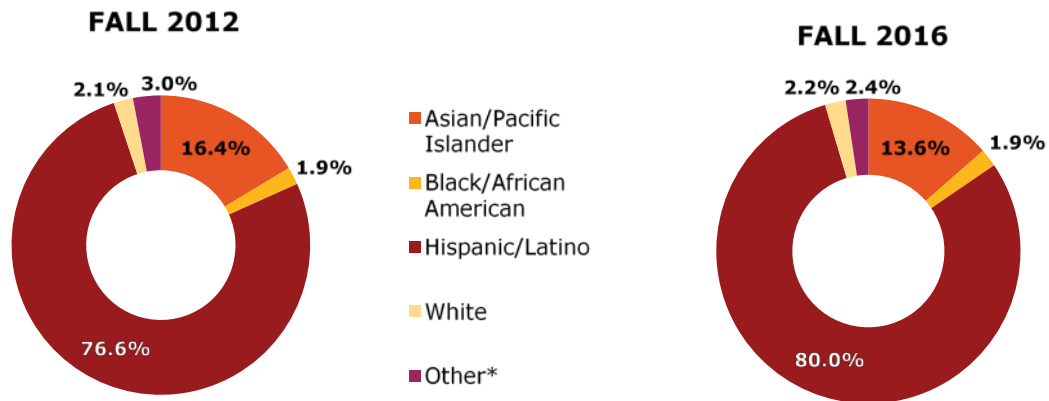


# ◀ 1. Access

## East Los Angeles College Student Population by Ethnicity/Race

Figure 1.1.

ELAC CREDIT STUDENT POPULATION BY ETHNICITY/RACE, FALL 2012 (N = 26,235) vs FALL 2016 (N = 26,924)



\*Other includes Native American/Alaskan Native, Two or More Races, and Unreported ethnicity/race groups

## ◀ 2. Transfer Aspirants

### Successfully Completed Remedial English

*Table 2.1.*

#### FALL 2015 TRANSFER ASPIRANTS, SUCCESSFUL COMPLETION OF REMEDIAL ENGLISH COURSE

Ethnicity/Race	Enrolled in Remedial English	Completed Remedial English	% Completed Remedial English	Equity Gap Compared to Highest Performing Students (Percentage Point Gap)
Asian/Pacific Islander	151	132	87.4%	--
Black/African American	11	7	63.6%	-23.8%
Hispanic/Latino	857	681	79.5%	-7.9%
Total*	1,034	834	80.7%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

### Closing the Equity Gap

In order to close the equity gaps, an additional **3** African American and **68** Hispanic/Latino transfer aspirants entering ELAC in Fall 2015 needed to successfully complete remedial English.

## SUCCESSFULLY COMPLETED TRANSFER ENGLISH

**Table 2.3.**

### FALL 2015 TRANSFER ASPIRANTS, ENROLLMENT IN AND SUCCESSFUL COMPLETION OF TRANSFER ENGLISH

Ethnicity/Race	Transfer Aspirants	Enrolled in Transfer English	% Enrolled in Transfer English	Completed Transfer English	% Completed Transfer English (Out of Enrolled)	Equity Gap Compared to Highest Performing Students (Percentage Point Gap)
Asian/ Pacific Islander	385	148	38.4%	130	87.8%	--
Black/ African American	41	7	17.1%	5	71.4%	-16.4%
Hispanic/ Latino	1,804	634	35.1%	426	67.2%	-20.6%
White	35	11	31.4%	7	63.6%	-24.2%
Total*	2,309	815	35.3%	579	71.0%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

### Closing the Equity Gap

In order to close the equity gaps, an additional **1** African American, **31** Hispanic/Latino, and **3** White transfer aspirants entering ELAC in Fall 2015 needed to successfully complete transfer English.

## SUCCESSFULLY COMPLETED REMEDIAL MATH

*Table 2.2.*

### FALL 2015 TRANSFER ASPIRANTS, SUCCESSFUL COMPLETION OF REMEDIAL MATH COURSE

Ethnicity/Race	Enrolled in Remedial Math	Completed Remedial Math	% Completed Remedial Math	Equity Gap Compared to Highest Performing Students (Percentage Point Gap)
Asian/Pacific Islander	162	132	81.6%	--
Black/African American	16	9	56.3%	-25.2%
Hispanic/Latino	1,244	682	69.3%	-12.2%
White	16	13	81.3%	-0.2%
Total*	1,461	1,032	70.6%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

### Closing the Equity Gap

In order to close the equity gaps, an additional **4** African American and **152** Hispanic/Latino transfer aspirants entering ELAC in Fall 2015 need to successfully complete remedial math.

# SUCCESSFULLY COMPLETED TRANSFER MATH

**Table 2.4.**

## FALL 2015 TRANSFER ASPIRANTS, ENROLLMENT IN AND SUCCESSFUL COMPLETION OF TRANSFER MATH

Ethnicity/Race	Transfer Aspirants	Enrolled in Transfer Math	% Enrolled in Transfer Math	Completed Transfer Math	% Completed Transfer Math (Out of Enrolled)	Equity Gap Compared to Highest Performing Students (Percentage Point Gap)
Asian/ Pacific Islander	385	203	52.7%	170	83.7%	--
Black/ African American	41	6	14.6%	3	50.0%	-33.7%
Hispanic/ Latino	1,804	249	13.8%	168	67.5%	-16.2%
White	35	8	22.9%	5	62.5%	-21.2%
Total*	2,309	479	20.7%	357	74.5%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

### Closing the Equity Gap

In order to close the equity gaps, an additional **2** African American, **40** Hispanic/Latino, and **2** White transfer aspirants entering ELAC in Fall 2015 needed to successfully complete transfer math.

## FULL TIME STATUS

### OVER/UNDER-REPRESENTATION AMONG FULL-TIME STUDENTS BY RACE/ETHNICITY

	Asian/ Pacific Islander	Black/ African American	Hispanic/ Latino	White	Total*
<b>% of Full-time Students</b>	30.0%	1.7%	63.9%	1.9%	100%
<b>Fall 2015</b>					
<b>% of Fall 2015 Transfer Aspirants</b>	16.7%	1.8%	78.1%	1.5%	100%
<b>Percentage Point Difference in Fall 2015</b>	+13.3%	-0.1%	-14.2%	+0.4%	--

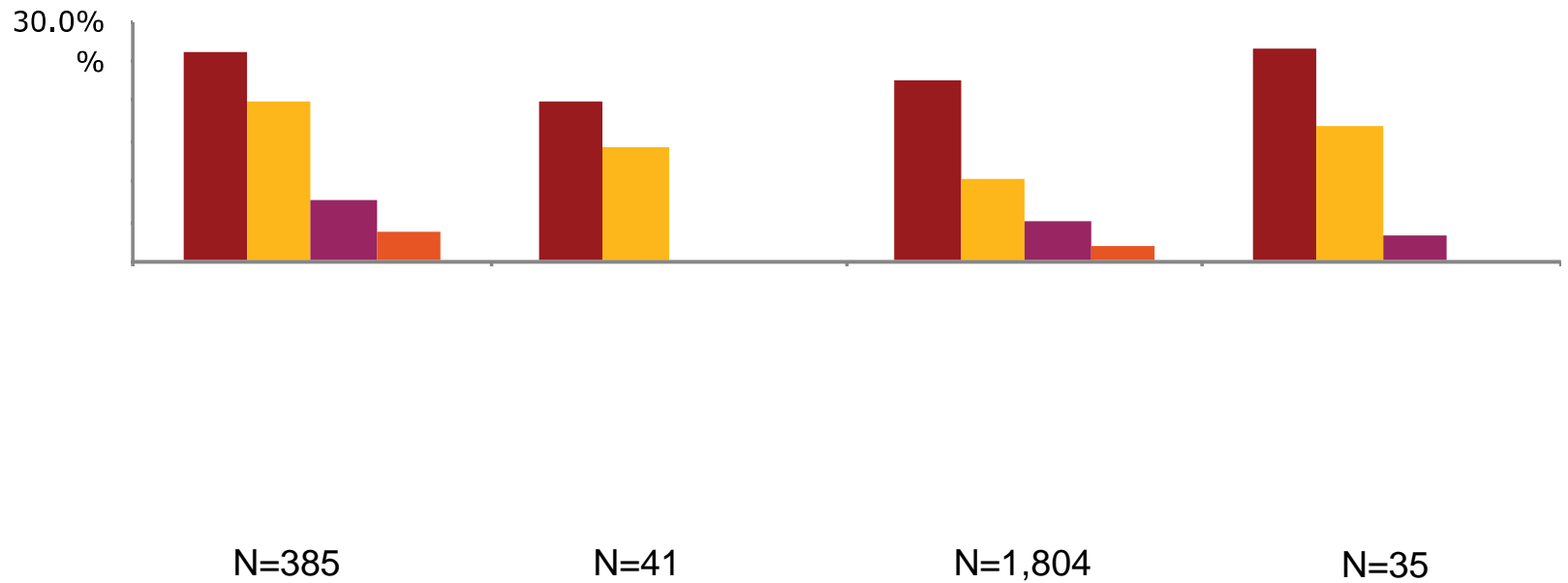
*\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.*



# “GOLDEN FOUR”

Figure 2.10.

PERCENTAGE OF TRANSFER ASPIRANTS WHO COMPLETED ONE, TWO, THREE, OR FOUR OF THE “GOLDEN FOUR”



\*See the ELAC Data Profile for more information.

**\*\*32 of 1804 Latinx students completed the golden four by fall 2015- winter 2017**

# FINANCIAL AID GRANT STATUS

**Table 2.12.**

## OVER/UNDER-REPRESENTATION AMONG BOGG RECIPIENTS BY RACE/ETHNICITY

	Asian/ Pacific Islander	Black/ African American	Hispanic/ Latino	White	Total*
<b>% of BOGG Recipients</b>	10.4%	1.3%	85.5%	1.2%	100%
<b>Fall 2015</b>					
<b>% of Fall 2015 Transfer Aspirants</b>	16.7%	1.8%	78.1%	1.5%	100%
<b>Percentage Point Difference in Fall 2015</b>	-6.3%	-0.5%	+7.3%	-0.3%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

**Table 2.13.**

## OVER/UNDER-REPRESENTATION AMONG PELL GRANT RECIPIENTS BY RACE/ETHNICITY

	Asian/ Pacific Islander	Black/ African American	Hispanic/ Latino	White	Total*
<b>% of Pell Recipients</b>	10.6%	1.6%	84.8%	1.3%	100%
<b>Fall 2015</b>					
<b>% of Fall 2015 Transfer Aspirants</b>	16.7%	1.8%	78.1%	1.5%	100%
<b>Percentage Point Difference in Fall 2015</b>	-6.1%	-0.2%	+6.7%	-0.2%	--

\*Total includes all ethnicity/race groups with 10 or fewer students in the sample.

# ◀ Table 1. Transfers to UCs

Current Condition: Proportion of the 2016-2017 Transfer Aspirants vs. Fall Transfers to UCs

	Asian/ Pacific Islander	Black/ African American	Latinx	White	International	Total*
Transfer Aspirants <sup>1</sup>	1,953	459	15,990	422	694	19,912
Percentage of Transfer Aspirants	9.8%	2.3%	80.3%	2.1%	3.5%	100%
UC Transfers (Fall 2016) <sup>2</sup>	93	5	123	5	84	315
Percentage of UC Transfers	29.5%	1.6%	39.0%	1.6%	26.7%	100%
Equity Gap <sup>3</sup>		-0.7%	-41.3%	-0.5%		

Table 1 shows the current condition of transfer to a UC, 2016-2017

ELAC's Latinx population represents the college's largest transfer aspirant group of students enrolled but also experiences the largest transfer equity gap at -41.3% (39%-80.3%)

What is this data telling us about the current state of transfer for the Latinx population?? – See next slide

<sup>1</sup>The number of credit students with a transfer goal enrolled in 2016-2017

<sup>2</sup>The number of transfers from ELAC to UCs in Fall 2016

<sup>3</sup>The percentage point gap represented when subtracting the percentage of transfer aspirants by ethnicity/race group from the percentage of UC transfers of the same group

# Figure 1. Transfer to the UC – Latinx Student Condition

Latinx students that enrolled at ELAC that identified transfer as their educational goal, fall 2016

**Number of Latinx students that transferred from ELAC to a UC, fall 2016**

**15,990**  
**80.3%**

**123**  
**39.0%**

- Latinx students represent 80.3% of the students that identified transfer as their education goal in fall 2016
- However, Latinx students only represent 39% of the total UC transfer population from ELAC
- There is a 41.3% percentage point gap between the Latinx transfer aspirant population and the percentage of Latinx students that transferred to a UC ( $39.0 - 80.3 = -41.3\%$ )



# ◀ Table 5. Transfers to CSUs

Current Condition: Proportion of the 2016-2017 Transfer Aspirants vs. Fall Transfers to CSUs

	Asian/ Pacific Islander	Black/ African American	Latinx	White	International	Total*
Transfer Aspirants <sup>1</sup>	1,953	459	15,990	422	694	19,912
Percentage of Transfer Aspirants	9.8%	2.3%	80.3%	2.1%	3.5%	100%
CSU Transfers <sup>2</sup>	215	8	779	14	111	1,168
Percentage of CSU Transfers	18.4%	0.7%	66.4%	1.2%	9.5%	100%
Equity Gap <sup>3</sup>		-1.6%	-13.9%	-0.9%		

Table 5 shows the current condition of transfer to the CSU, 2016-2017

ELAC's Latinx population represents the college's largest transfer aspirant group of students enrolled but also experiences the largest transfer equity gap at -13.9% (66.4%-80.3%)

What is this data telling us about the current state of transfer for the Latinx population?? – See next slide

<sup>1</sup>The number of credit students with a transfer goal enrolled in 2016-2017

<sup>2</sup>The number of transfers from ELAC to CSUs in 2016-2017

<sup>3</sup>The percentage point gap represented when subtracting the percentage of transfer aspirants by ethnicity/race group from the percentage of CSU transfers of the same group

# Figure 4. Transfer to the CSU – Latinx Student Condition

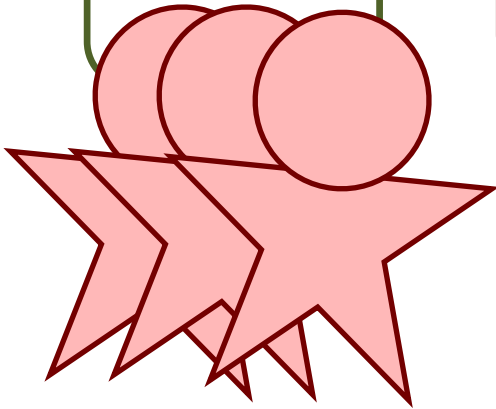
Latinx students that enrolled at ELAC that identified transfer as their educational goal, fall 2016

**Number of Latinx students that transferred from ELAC to a CSU, fall 2016**

**15,990**  
**80.3%**

**779**  
**66.4%**

- Latinx students represent 80.3% of the students that identified transfer as their education goal in fall 2016
- However, Latinx students only represent 66.4% of the total CSU transfer population from ELAC
- There is a 13.9% percentage point gap between the Latinx transfer aspirant population and the percentage of Latinx students that transferred to a CSU ( $66.4 - 80.3 = -13.9\%$ )





# EQUITY CHANGE LAB: ENGAGING IN INQUIRY

*"How can we call ourselves the gateway to the baccalaureate for Latinx students when so few actually transfer?"*

# PHASES OF THE EQUITY SCORECARD



## Laying the Groundwork.

Align the Equity Scorecard with existing campus efforts and identify faculty, staff, and administrators to lead the work.

## Defining the Problem.

Identify equity gaps in educational outcomes using tools that make the data real and actionable, and conduct inquiry by asking additional questions.

## Inquiry into Policies and Practices.

Inquire into instructional and academic support practices around identified focus areas and gaps.

## Implementing Solutions.

Make purposeful changes based on the results of systemic inquiry, setting goals for improved equity and effectiveness.

## Evaluating Results.

Evaluate the effectiveness of changes and creating long term plans to reach equity goals.

November 2016-  
May 2017

May 2017-  
June 2017

July 2017- June  
2018

July 2018 –  
December 2018

July 2018 –  
December 2018

# PHASES OF THE EQUITY SCORECARD



## Laying the Groundwork.

Align the Equity Scorecard with existing campus efforts and identify faculty, staff, and administrators to lead the work.

## What is Success?

- Becoming an Equity-Minded campus
- Creating student friendly transfer resources
- Gaining support for equity-minded work
- Involving more of the math department in equity work
- Setting numerical transfer goals by race

## What are you excited for as we move forward?

- Collaboration
- Improving success for our students
- Tailoring our services to students
- Attaining success that inspires others

November 2016-  
May 2017

May 2017-  
June 2017

July 2017- June  
2018

July 2018 –  
February 2020

December 2018-  
February 2020

# DETERMINING A FOCAL AREA



## MESSAGING AROUND TRANSFER

- What messages were students receiving when they came into ELAC?
- When students first enroll at ELAC are they introduced to transfer?
- Are students given the tools to understand how to transfer?
- Is transfer visible?
- Does ELAC send the message that transfer is an expectation?
- Are students taught about the importance of taking and completing transfer-impacting indicators, like math and English?
- Are students told about the golden four when they initially come into the college and the connection these courses have to transfer?

# PHASES OF THE EQUITY SCORECARD



## Laying the Groundwork.

Align the Equity Scorecard with existing campus efforts and identify faculty, staff, and administrators to lead the work.

## Defining the Problem.

Identify equity gaps in educational outcomes using tools that make the data real and actionable, and conduct inquiry by asking additional questions.

## Inquiry into Policies and Practices.

Inquire into instructional and academic support practices around identified focus areas and gaps.

### Inquiry groups:

- In-person orientation
- Online orientation
- Transfer related documents
- NFI Analysis

November 2016-  
May 2017

May 2017-  
June 2017

July 2017- June  
2018

July 2018 –  
February 2020

December 2018-  
February 2020



# INQUIRY



*What would an orientation look like at a college with a fully developed transfer culture?*

*If having “transfer as an expectation” is part of a transfer culture, how can this characteristic be manifested in the online orientation?*

*How are we going to revamp our documents to be transfer enhancing rather than transfer hindering?*

*What do new faculty need to know about ELAC?  
What do new faculty need to be equity-minded and support transfer equity?*

# Revisiting practices

- Onboarding new students

- Outreach to students and families in multiple languages
- Acceptance Days
- Summer Bridge
- First Year Experience Program

- Delivery of Student Support Services

- Welcome Center lab setting guidance through college application and SIS navigation
- Financial Aid Lab for assistance with application and follow up steps
- Success Center case management team to assist students on academic probation, dismissal, 4<sup>th</sup> attempts
- Tailored Centers and programs for special populations
  - Dream Center
  - Veterans Center
  - CAYFES Former Foster Youth Program
  - Latina Completion & Transfer Academy
  - Male Leadership Academy

- Faculty & Staff Engagement

- Faculty & Staff Equity Institute
- New Faculty Institute Equity Minded Syllabus Sessions
- Academic Senate Transfer Equity Retreat



# Partnerships

CCCP Scholars Program

Developing a support framework

CCCP Peer Mentors

Alum Student mentor component

ELAC SITE Plus

Summer immersion programming

Academic preparation through a course

Institutional Commitment

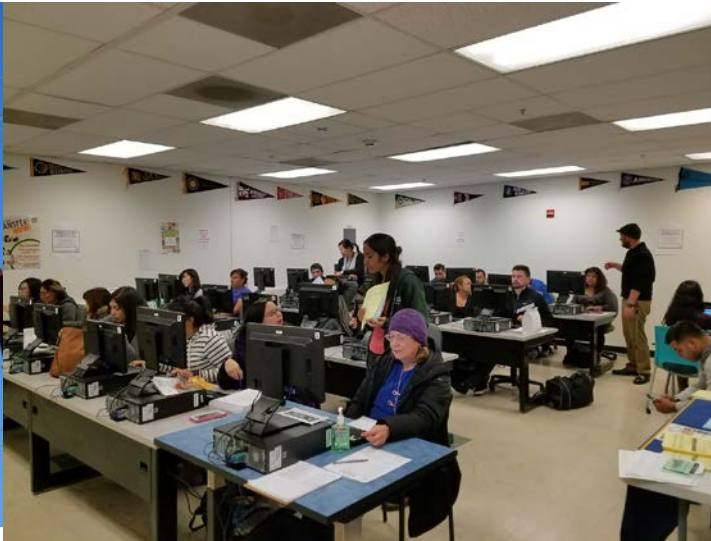
Transfer Receptive Culture







# Transfer Events



TRANSFER CENTER

STRENGTHENING THE BRIDGE BETWEEN UCLA AND ELAC

# UCLA @ ELAC

— DAY

TUESDAY, APRIL  
11TH, 2017  
E3 QUAD  
11:00AM - 2:00PM

TRANSFER.ELAC.EDU



# Year Round Transfer Events

Family Transfer Conference

Transfer Student Success Conference

Transfer Student Reception

University Application Support



# TEAM REACTIONS

*Data shows that “we are not serving our students” “We have become the people keeping our own people down.”*

*“The data are shocking...we have to show our leadership”*



*The large increase necessary for the Latinx population is daunting, yet the team believes that pursuing these numbers is a “great place to start.” “We have to do something.”*

# Vision of Success: Next Steps

*"How can we call ourselves the gateway to the baccalaureate for Latinx students when so few actually transfer?"*

## ◀ Table 3. Scenario #2-Increase all Groups by 35% or More to the UC, Eliminate Racial Equity Gaps, No Group Experiences a Decrease

	Asian/ Pacific Islander	Black/ African American	Latinx	White	International	Total*
Transfer Aspirants	1,953	459	15,990	422	694	19,912
Percentage of Transfer Aspirants	9.8%	2.3%	80.3%	2.1%	3.5%	100%
UC Transfers (Fall 2016)	93	5	123	5	84	315
Increase UC Transfer by	+57	+30	+1107	+27	0	+1221
New Total UC Transfers	150	35	1230	32	84	1531
Percentage of Transfers	9.8%	2.3%	80.3%	2.1%	5.5%	100%
Equity Gap	0%	0%	0%	0%	NA	0%

\*Includes other ethnicity/race groups not depicted in the table (Two or More Race, Native American/American Indian, Unreported)

\*Appendix A – “Bottom- Up” data scenario applied

To meet the 35% transfer goal *and* close the equity gap ELAC would need to transfer an additional 1107 Latinx students to a UC over the fall 2016 baseline (123). Doing so would allow ELAC to meet the overall transfer goal of 35% in the aggregate to the UC but also eliminate the equity gap of 41.3% ( $80.3\% - 80.3\% = 0\%$ )

Increasing the number of Latinx students that transfer over a 5 year period represents an 800% increase over the baseline Latinx transfer total in fall 2016 (123)

# Figure 3. Scenario #2 –Increase all Groups by 35% or More to the UC, Eliminate Racial Equity Gaps, No Group Experiences a Decrease

Number of Latinx students that transferred from ELAC to a UC, fall 2016

**123**

**Number of additional Latinx students needed over the baseline to transfer to a UC to close the equity gap and contribute to the overall 35% transfer goal**

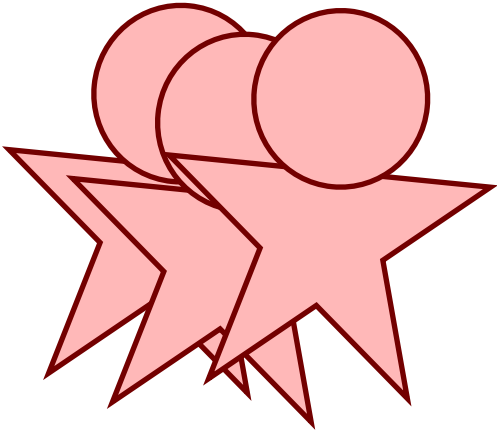
**1107**

**Number of total new Latinx UC transfers**

**1230**  
**80.3%**

+

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- To achieve transfer equity for the Latinx population (80.3%), ELAC would need to transfer 1107 additional transfer students over the fall 2016 baseline.
- How was the 1107 calculated? – see next slide for general explanation



# How was the 1107 additional Latinx students calculated?

Using the "Bottom-Up" data scenario described in Appendix A, CUE adjusted each racial group until all of the following conditions were met:

1. No group experiences an equity gap;
2. No group is less successful than the baseline year; and,
3. The overall success volume is increased by 35%.

A thorough worked illustration is provided in Appendix B.

**◀ Table 4. Scenario #2-Five-Year Annual Incremental Increase to the UC Over Baseline to Achieve Total Five-Year Increase**

		Total Increase in Scenario #3	By End of Year 1, Increase by	By End of Year 2, Increase by	By End of Year 3, Increase by	Year 4	Year 5
Asian/Pacific Islander	Increase in Transfers Over Previous Year	57	11	11	11	12	12
	Increase in Transfers Over Baseline Year		11	22	33	45	57
Black/African American	Increase in Transfers Over Previous Year	30	6	6	6	6	6
	Increase in Transfers		6	12	18	24	30
Latinx	Increase in Transfers Over Previous Year	1107	221	221	221	222	222
	Increase in Transfers Over Baseline Year		221	442	663	885	1107
White	Over Previous Year	27	5	5	5	6	6
	Increase in Transfers Over Baseline Year		5	10	15	21	27
International	Increase in Transfers Over Previous Year	0	0	0	0	0	0
	Increase in Transfers Over Baseline Year		0	0	0	0	0
Total*	Increase in Transfers Over Previous Year	1221	244	244	244	244	245
	Increase in Transfers Over Baseline Year		244	488	732	976	1221

\*Appendix A – “Bottom- Up” data scenario applied

In order to make the Latinx transfer goal actionable, CUE provided ELAC with this table to show how many additional Latinx students they need to transfer to a UC each year, over a 5-year period, above the fall 2016 baseline (123) to close the 41.3% equity gap *and* meet the overall 35% transfer goal. For example, by the end of the first year, ELAC needs to transfer 221 additional Latinx students over the 123 fall 2016 baseline. Over a five year period, ELAC needs to transfer an additional 1107 Latinx students to a UC over the baseline of 123 Latinx students (221+221+221+222+222+123=1230 total Latinx UC transfers.)



## ◀ Table 7. Scenario #2-Increase all Groups by 35% or More to the CSU, Eliminate Racial Equity Gaps, No Group Experiences a Decrease

	Asian/ Pacific Islander	Black/ African American	Latinx	White	International	Total*
Transfer Aspirants	1,953	459	15,990	422	694	19,912
Percentage of Transfer Aspirants	9.8%	2.3%	80.3%	2.1%	3.5%	100%
CSU Transfers (Fall 2016)	215	8	779	14	111	1,168
Increase CSU Transfer by	0	+41	+944	+32	0	+973
New Total CSU Transfers	215	49	1,720	46	111	2,141
Percentage of Transfers	10.0%	2.3%	80.3%	2.1%	5.2%	100%
Equity Gap	NA	0%	0%	0%	NA	0%

\*Includes other ethnicity/race groups not depicted in the table (Two or More Race, Native American/American Indian, Unreported)

\*Appendix A – “Bottom- Up” data scenario applied

To meet the 35% transfer goal *and* close the equity gap ELAC would need to transfer an additional 944 Latinx students to a CSU over the fall 2016 baseline (779). Doing so would allow ELAC to meet the overall transfer goal of 35% in the aggregate to the CSU but also eliminate the equity gap of 13.9% ( $80.3\% - 80.3\% = 0\%$ )

Increasing the number of Latinx students that transfer over a 5 year period represents a 21.2% increase over the baseline Latinx transfer total in fall 2016 (779)

# Figure 6. Scenario #2 –Increase all Groups by 35% or More to the CSU, Eliminate Racial Equity Gaps, No Group Experiences a Decrease

Number of Latinx students that transferred from ELAC to a CSU, fall 2016

**779**

**Number of additional Latinx students needed over the baseline to transfer to a CSU to close the equity gap and contribute to the overall 35% transfer goal**

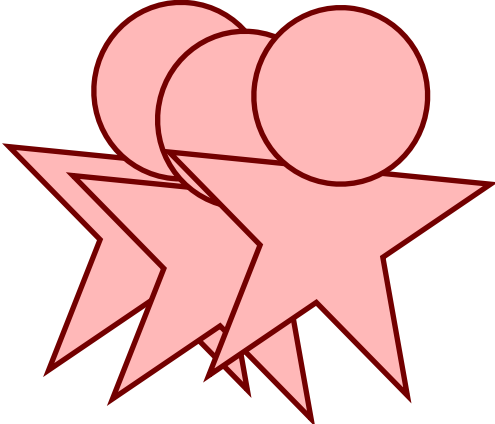
**944**

**Number of total new Latinx CSU transfers**

**1720**  
**80.3%**

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- To achieve transfer equity for the Latinx population (80.3%), ELAC would need to transfer 944 additional transfer students over the fall 2016 baseline.
- How was the 944 calculated? – see next slide for general explanation

# How was the 944 additional Latinx students calculated?

\*CUE used the same method of calculation for the CSU transfer metrics as the UC transfer metrics.

Using the "Bottom-Up" data scenario described in Appendix A, CUE adjusted each racial group until all of the following conditions were met:

1. No group experiences an equity gap;
2. No group is less successful than the baseline year; and,
3. The overall success volume is increased by 35%.

A thorough worked illustration is provided in Appendix B.

**◀ Table 8. Scenario #2-Five-Year Annual Incremental Increase to the CSU Over Baseline to Achieve Total Five-Year Increase**

		Total Increase in Scenario #3	By End of Year 1, Increase by	By End of Year 2, Increase by	By End of Year 3, Increase by	Year 4	Year 5
Asian/Pacific Islander	Increase in Transfers Over Previous Year	0	0	0	0	0	0
	Increase in Transfers Over Baseline Year		0	0	0	0	0
Black/African American	Increase in Transfers Over Previous Year	41	8	8	8	8	9
	Increase in Transfers Over Baseline Year		8	16	24	22	41
Latinx	Increase in Transfers Over Previous Year	944	188	189	189	189	189
	Increase in Transfers Over Baseline Year		188	377	566	755	944
White	Increase in Transfers Over Previous Year	32	6	6	6	7	7
	Increase in Transfers Over Baseline Year		6		18	25	32
International	Increase in Transfers Over Previous Year	0	0		0	0	0
	Increase in Transfers Over Baseline Year		0		0	0	0
Total*	Increase in Transfers Over Previous Year	973	194			195	195
	Increase in Transfers Over Baseline Year		194			778	973

\*Appendix A – “Bottom- Up” data scenario applied

In order to make the Latinx transfer goal actionable, CUE provided ELAC with this table to show how many additional Latinx students they need to transfer to a CSU each year, over a 5-year period, above the fall 2016 baseline (779) to close the 13.9% equity gap *and* meet the overall 35% transfer goal. For example, by the end of the first year, ELAC needs to transfer 188 additional Latinx students over the 779 fall 2016 baseline. Over a five year period, ELAC needs to transfer an additional 944 Latinx students to a CSU over the baseline of 779 Latinx students (188+189+189+189+189+779= total Latinx CSU transfers.)

# Questions

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