



## Student Equity Progress Report Highlights Spring 2017

### A. Access

Proportionality Index gap differences between 2012-13 and 2015-16 were calculated by subtracting the 2012-2013 headcount rates from the 2015-2016 headcount rates. A positive percentage difference of at least 1% is the desired outcome in accordance to the 5%, 5-year goal. Negative differences show an increase in the gap from one year to the next.

#### Access Proportionality Index Change

Student Group	Proportionality Index 2013	Proportionality Index 2016	Difference Rate
Male	0.75	0.77	<b>0.02</b>
Veterans	0.52	0.39	<b>-0.13</b>

**Summary:** incremental progress was made in terms of access for male students, but the Veterans' population shows an even greater disparity in community representation vs. college representation.

**Next Steps:** the Student Equity team has set a goal for increased "inreach" to existing Veteran students, as well as increasing collaborations with outside agencies that work with Veterans locally.

### B. Course Completion

2014-2015: Sorted by identified ethnicity

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	African-American	12,228	6,828	<b>56%</b>
	Asian	1,161	960	<b>83%</b>
	Latino	19,267	12,710	<b>66%</b>
	Nat. Amer./Alas.	37	16	<b>43%</b>
	Pacific Islander	252	105	<b>42%</b>
	Two or More	939	559	<b>60%</b>
	White	753	546	<b>73%</b>
	Unknown	140	85	<b>61%</b>
	<i>Total</i>		<i>34,777</i>	<i>21,809</i>

2014-15: Sorted by identified disability

Category	Disability Status	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	No disability identified	33,661	21,136	63%
	Identified disability	1,116	673	60%
	<i>Total</i>	<i>34,777</i>	<i>21,809</i>	<i>63%</i>

2014-15: Sorted by Foster Youth status

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	Foster Youth	388	179	46%
	Non Foster Youth	34,389	21,630	63%
	<i>Total</i>	<i>34,777</i>	<i>21,809</i>	<i>63%</i>

2015-2016: Sorted by identified ethnicity (highlights show progress for specified groups in plan)

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	African-American	10,376	6,044	58%
	Asian	1,107	913	83%
	Latino	19,880	13,547	68%
	Nat. Amer./Alas.	65	45	69%
	Pacific Islander	181	99	55%
	Two or More	894	579	65%
	White	715	547	77%
	Unknown	92	64	70%
	<i>Total</i>	<i>33,310</i>	<i>21,838</i>	<i>66%</i>

2015-16: Sorted by identified disability

Category	Disability Status	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	No disability identified	31,756	20,856	66%
	Identified disability	1,554	982	63%
	<i>Total</i>	<i>33,310</i>	<i>21,838</i>	<i>65.6%</i>

2015-16: Sorted by Foster Youth status

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate
All Credit Courses	Foster Youth	454	240	53%
	Non Foster Youth	32,856	21,598	66%
	<i>Total</i>	33,310	21,838	66%

**Summary: course completion rose for all groups, with incremental increases for African American students and students with disabilities. Pacific Islander and Foster Youth students showed the greatest increases in course completion rates.**

**Next steps: current Student Equity projects are being assessed to note which interventions have the most beneficial impact for student populations specified in the Student Equity Plan. These projects will be recommended to continue in Fall 2017 and encouraged to submit funding under the approved Integrated Plan when adopted in Winter 2018.**

#### C. Basic Skills Completion

##### 2015 Scorecard

Using data from the 2015 Scorecard, the following comparisons are for first-time students who took their first class in a basic skills sequence (English or math) during the 2008-2009 school year and subsequently completed the final course within that sequence. These students are tracked for 6 years to see if the outcome was achieved. A successful outcome in English is indicated by successful completion of a transfer level English course. A successful outcome for math is the successful completion of a transfer level or degree applicable level course.

Category	Ethnicity	Students	Completion	Completion Rate
Basic Skills Math	Asian	21	5	24%
	African-American	574	97	17%
	Latino	359	96	27%
	Nat. Amer./Alas.	*	*	33%
	Pacific Islander	13	2	15%
	White	24	7	29%
	Unknown	35	13	37%
	<i>Total</i>	1,029	221	22%
Basic Skills English	Asian	16	2	13%
	African-American	518	126	24%
	Latino	334	110	33%
	Nat. Amer./Alas.	*	*	0%
	Pacific Islander	13	1	8%
	White	10	5	50%
	Unknown	22	6	27%

	<i>Total</i>	916	250	27%
--	--------------	-----	-----	-----

Category	Disability Status	Students	Completion	Completion Rate
Basic Skills Math	No disability identified	978	212	22%
	Identified disability	51	9	18%
	<i>Total</i>	1,029	221	22%
Basic Skills English	No disability identified	866	240	28%
	Identified disability	50	10	20%
	<i>Total</i>	916	250	27%

### 2016 Scorecard

Using data from the 2016 Scorecard, the following comparisons are for first-time students who took their first class in a basic skills sequence (English or math) during the 2009-2010 school year and subsequently completed the final course within that sequence.

Category	Ethnicity	Students	Completion	Completion Rate
Basic Skills Math	Asian	17	5	29%
	African-American	1,032	146	14%
	Latino	631	157	25%
	Nat. Amer./Alas.	*	*	0.0%
	Pacific Islander	32	5	16%
	Two or More	31	6	19%
	White	28	7	25%
	Unknown	59	16	27%
	<i>Total</i>	1,832	342	19%
Basic Skills English	Asian	11	5	46%
	African-American	686	195	28%
	Latino	455	180	40%
	Nat. Amer./Alas.	*	*	0.0%
	Pacific Islander	22	6	27%
	Two or More	26	10	39%
	White	15	8	53%
	Unknown	36	11	31%
	<i>Total</i>	1,254	415	33%

Category	Disability Status	Students	Completion	Completion Rate
Basic Skills Math	No disability identified	1,758	328	19%
	Identified disability	74	14	19%
	<i>Total</i>	1,832	342	19%
Basic Skills English	No disability identified	1,184	395	33%
	Identified disability	70	20	29%
	<i>Total</i>	1,254	415	33%

**Summary: Students in Basic Skills English were able to progress to the final course in the sequence at higher rates starting with the 2009-10 cohort. Particular progress was made by impacted groups as listed in the Student Equity plan, including students with disabilities.**

**Next steps: Data will be presented to Math and English departments for faculty to use in planning and revising their courses, devising additional research questions, and brainstorming possible professional development activities that will promote best practices in teaching diverse learners in pre-college courses.**

#### D. Degree and Certificate Completion

##### **2015 Scorecard**

The following comparisons are for students who first enrolled during the 2008-2009 school year, completed six units, and attempted an English or math course using the 2015 Scorecard. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

Ethnicity	Students	Awards	Rate
African-American	347	49	14%
Asian	16	5	31%
Latino	370	53	14%
Nat. Amer./Alas.	-	-	-
Pacific Islander	13	2	15%
White	15	4	27%
Unknown	25	3	12%
<i>Total</i>	786	116	15%

## 2016 Scorecard

The following comparisons are for students who first enrolled during the 2009-2010 school year, completed six units, and attempted an English or math course using the 2016 Scorecard. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

Ethnicity	Students	Awards	Rate
African-American	348	40	12%
Asian	14	0	0.0%
Latino	367	62	17%
Nat. Amer./Alas.	*	*	0%
Pacific Islander	11	1	9%
Two or More	17	3	18%
White	21	6	29%
Unknown	*	*	17%
<i>Total</i>	<i>785</i>	<i>113</i>	<i>14%</i>

**Summary:** Although Latino students showed a slight increase in readiness to complete, overall, results did not show progress in this area.

**Next steps:** Student Equity began supporting two projects to assist with degree and certificate completion in the CTE areas, and the results from those efforts will be seen in future Scorecard data.

## E. Transfer

### 2015 Scorecard

The following comparisons are for students who first enrolled during the 2008-2009 school year, completed six units, and attempted an English or math course (same as the degree or certificate cohort). These students are tracked for six years to see if the outcome was achieved. A successful outcome is the transfer to a Bachelor degree granting institution which is identified through the California Community College Chancellor's Office.

Gender	Students	Transfers	Rate
Female	457	54	12%
Male	329	57	17%
<i>Total</i>	<i>786</i>	<i>111</i>	<i>14%</i>

Ethnicity	Students	Transfers	Rate
African-American	347	51	15%
Asian	16	3	19%
Latino	370	49	13%
Nat. Amer./Alas.	-	-	
Pacific Islander	13	3	23%
White	15	2	13%
Unknown	25	3	12%
<i>Total</i>	<i>786</i>	<i>111</i>	<i>14%</i>

<b>Disability Status</b>	<b>Students</b>	<b>Transfers</b>	<b>Rate</b>
No disability identified	765	110	14%
Identified disability	21	1	5%
<i>Total</i>	<i>786</i>	<i>111</i>	<i>14%</i>

<b>Economic Disadv. Status</b>	<b>Students</b>	<b>Transfers</b>	<b>Rate</b>
No economic disadv identified	101	21	21%
Identified economic disadvantage	685	90	13%
<i>Total</i>	<i>786</i>	<i>111</i>	<i>14%</i>

### **Veterans**

There are not enough Veterans in the 2008-09 cohort to compare transfer outcomes with the general population.

### **Foster Youth**

There are not enough Foster Youth in the 2008-09 cohort to compare transfer outcomes with the general population.

### **2016 Scorecard**

The following comparisons are for students who first enrolled during the 2009-2010 school year, completed six units, and attempted an English or math course (same as the degree or certificate cohort). These students are tracked for six years to see if the outcome was achieved. A successful outcome is the transfer to a Bachelor degree granting institution which is identified through the California Community College Chancellor's Office.

<b>Gender</b>	<b>Students</b>	<b>Transfers</b>	<b>Rate</b>
Female	474	78	17%
Male	311	62	20%
<i>Total</i>	<i>785</i>	<i>140</i>	<i>18%</i>

<b>Disability Status</b>	<b>Students</b>	<b>Transfers</b>	<b>Rate</b>
No disability identified	762	137	18%
Identified disability	23	3	13%
<i>Total</i>	<i>785</i>	<i>140</i>	<i>18%</i>

Economic Disadv. Status	Students	Transfers	Rate
No economic disadv. identified	76	20	26%
Identified economic disadvantage	709	120	17%
<i>Total</i>	<i>785</i>	<i>140</i>	<i>18%</i>

### Veterans

There are not enough Veterans in the 2009-10 cohort to compare transfer outcomes with the general population.

### Foster Youth

There are not enough Foster Youth in the 2009-10 cohort to compare transfer outcomes with the general population.

Percentage point gap differences between the two years were calculated by subtracting the 2015 Scorecard rate from the 2016 Scorecard rate. The goal is to decrease achievement gaps from year to year. If the resulting number of the comparison is positive, it means the gap has decreased; if the number is negative, it means the gap has increased. For example, if the achievement gap was 8% in 2015 and grows to 10% in a subsequent year, that would be noted as a -2% change.

**A positive percentage difference of at least 1% is the desired outcome in accordance to the 5%, 5-year goal.** Positive differences show a decrease in the gap between groups. Negative differences show an increase in the gap between groups.

### Transfer Point Gap Change

Student Group	Percentage Point Gap 2015	Percentage Point Gap 2016	Difference Rate
Female	-2.3%	-1.3%	<b>1%</b>
Male	3.2%	2.1%	<b>-1.1%</b>
African-American	0.6%	-0.8%	<b>-1.4%</b>
Asian	4.7%	25.1%	<b>20%</b>
Latino	-0.9%	-1.7%	<b>-0.8%</b>
Nat. Amer./Alas.	NA	82.2%	<b>NA</b>
Pacific Islander	9.0%	9.5%	<b>0.5%</b>
Two or More	NA	-0.2%	<b>NA</b>
White	-0.8%	20.3%	<b>21%</b>
Unknown	-2.1%	-1.1%	<b>1.0%</b>
No disability identified	0.3%	0.2%	<b>-0.1%</b>
Identified disability	-9.3%	-4.8%	<b>4.5%</b>



No economic disadv. identified	6.7%	8.5%	2%
Identified economic disadvantage	-1.0%	-0.9%	0.1%

**Summary: Students with identified disabilities saw the greatest progress in terms of reducing achievement gaps for transfer rates, which other groups saw small but positive gains. Latino, African American, and female students still lag behind the overall transfer rate for the college.**

**Next steps: With a significant increase in degrees and certificates awarded in the 2016-17 year, it is expected that transfer rates will also begin to grow. The college is also streamlining its college tour process, improving publicity and selection, as well as follow-up procedures to ensure that students remain on track to transfer.**