

Student Equity Outcomes - Disproportionate Impact

	Course Completion			ESL and Basic Skills Completion			ESL Basic Skills Completion			Math Basic Skills Completion			English Basic Skills Completion			Degree Completion			Certificate Completion			Transfer Rate		
	Fall 2014	Fall 2015	Fall 2016	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort	2008-2014 Cohort	2009-2015 Cohort	2010-2016 Cohort
TOTAL POPULATION	70%	70%	71%	33%	34%	36%	13%	12%	13%	29%	32%	36%	42%	43%	39%	18%	21%	25%	15%	18%	20%	28%	27%	30%
Ethnicity																								
American Indian/Alaska Native	68.0%	71.6%	73.3%	*	23.5%	*	*	*	*	*	33.3%	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	76.5%	74.7%	74.8%	45.3%	33.3%	40.8%	15.8%	33.3%	*	33.3%	23.5%	41.0%	56.8%	44.8%	40.7%	18.8%	29.5%	36.8%	9.9%	25.6%	32.2%	28.7%	38.5%	40.2%
Black/African American	62.7%	61.9%	65.2%	24.3%	25.6%	25.6%	*	*	*	13.5%	21.2%	29.8%	36.4%	40.0%	20.0%	5.9%	12.2%	27.3%	11.8%	2.4%	18.2%	39.2%	22.0%	45.5%
Hispanic/Latino	66.8%	67.3%	68.7%	36.0%	32.6%	34.3%	13.3%	8.0%	14.4%	28.1%	29.5%	34.8%	40.40%	42.30%	37.30%	16.6%	19.2%	23.0%	14.7%	17.4%	19.1%	17.2%	21.8%	24.1%
Native Hawaiian or other Pacific Islander	*		*	*		*	*		*		*		*		*	*		*		*		*		*
White	74.4%	74.7%	75.7%	35.7%	38.2%	47.1%	*	*	*	31.3%	36.7%	38.4%	42.50%	42.10%	44.20%	19.4%	25.0%	27.3%	16.1%	19.0%	19.3%	33.8%	33.0%	37.0%
Some Other Race	73.3%	*	81.3%	37.7%	43.0%	26.0%	*	*	*	35.6%	42.6%	25.0%	41.4%	43.5%	27.8%	23.1%	35.5%	*	20.3%	23.5%	*	35.7%	29.4%	*
More Than One Race	*	*	*	*	43.0%	50.0%	*	*	*	*	42.6%	42.4%	*	43.5%	60.9%	*	35.5%	18.2%	*	23.5%	18.2%	*	29.4%	32.7%
Gender																								
Males	69.0%	69.6%	70.0%	29.9%	28.0%	33.2%	15.9%	7.0%	11.9%	25.0%	26.1%	33.8%	38.8%	34.7%	34.7%	14.3%	17.4%	21.7%	9.4%	13.9%	16.2%	26.2%	25.0%	29.4%
Females	71.0%	70.4%	72.0%	35.9%	39.5%	37.9%	11.3%	16.4%	16.2%	32%	37%	38%	44.0%	47.5%	41.4%	21.3%	24.9%	27.9%	20.7%	21.7%	23.1%	28.6%	27.8%	29.9%
Special Populations																								
Foster Youth*	56.8%	57.8%	51.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DSPS	69.0%	69.5%	68.0%	30.8%	35.9%	39.2%	*	*	*	26.1%	36.8%	40.7%	36.9%	35.8%	37.5%	10.8%	22.5%	25.6%	9.6%	14.1%	19.5%	16.9%	12.7%	24.4%
Low-income	68.2%	67.9%	68.3%	32.2%	34.90%	34.0%	14.6%	12.80%	15.7%	28.8%	32.80%	33.6%	40.3%	42.3%	37.0%	17.9%	21.6%	25.2%	15.2%	18.5%	20.0%	23.4%	23.2%	26.6%
Veterans*	72.3%	72.1%	71.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Highlighted cells show disproportionate impact ≥ 3%

N/A Scorecard does not report data for this special population. MIS data not available for cohort years.

* Rate not calculated for groups with less than 10 students

Data Sources and Definitions

Course Completion (MIS Data): The percentage of credit students who successfully complete a course.

ESL/Basic Skills Completion (Scorecard data): The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in Math, English, and/or ESL and successfully completed a college-level course in that same discipline within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.

ESL Completion (Scorecard data): The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in ESL.

Math Completion (Scorecard data): The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math.

English Completion (Scorecard data): The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in English.

Degree/Certificate Completion and Transfer Rate (Scorecard data): The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned an AA/AS or credit Certificate (Chancellor’s Office approved) and/or transferred to four-year institution within six years of entry.