**SANTA BARBARA CITY COLLEGE**

# Student Equity Plan

**December 2, 2014  DRAFT**

# SANTA BARBARA CITY COLLEGE STUDENT EQUITY PLAN

**Table of Contents**

# Santa Barbara City College Student Equity Plan

# Signature Page

**District**: Santa Barbara Community College   **Date Approved by Board of Trustees**:

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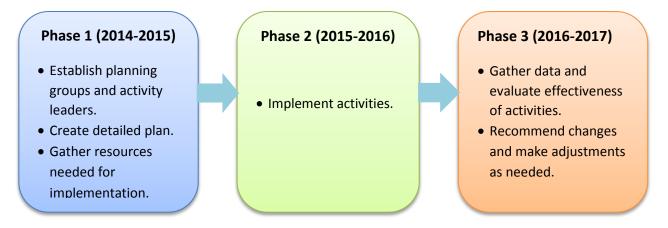
# Executive Summary

Santa Barbara City College holds equity as a top priority for the institution, as reflected in the mission statement: "As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all." In support of this mission, the College offers a comprehensive array of programs and services, including EOPS, DSPS, Guardian Scholars, MESA, STEM, Transfer Achievement Program, and Veterans' Support Program, many of which target underrepresented populations.

## Target Groups

Despite the many programs and services that currently serve under-represented and at-risk populations, an equity gap still exists among Santa Barbara City College students, most notably for Black/African American and Hispanic students. These differences are exacerbated within three other sub-groups: males; economically-disadvantaged students; and part-time students. Analysis of campus-based research informs the target groups for our ongoing equity efforts with mindfulness of the role that economic conditions, part-time status, and gender play in student success.

## Phases and Timeline of Student Equity Plan

The Student Equity Plan covers a three-year period from Fall 2014 through Spring 2017. Plan activities will be phased in with three cycles of activities as indicated in the chart below.

**Phase 1 (2014-2015)**

- Establish planning groups and activity leaders.
- Create detailed plan.
- Gather resources needed for implementation.

**Phase 2 (2015-2016)**

- Implement activities.

**Phase 3 (2016-2017)**

- Gather data and evaluate effectiveness of activities.
- Recommend changes and make adjustments as needed.

# Summary of Goals and Activities

The narrative portion of the Goals and Activities section includes relevant data analysis and a detailed description of each proposed activity. The specific goals and activities outlined in this plan address the needs of underrepresented populations on four main fronts:

1) Deepening outreach activities and the orientation experiences of students through Week of Welcome and ongoing connections with students as they enter college for the first time;
2) Expanding existing high-impact programs that personalize the educational experience, such as Express to Success;
3) Initiating new programs modeled after other successful programs which target more specific student goals, such as iPath;
4) Investing in dedicated research efforts which provide the data and analysis needed to evaluate these student equity efforts.

To clarify the scope of these activities, the chart below lists the associated success indicator, the primary goal in each area, the activity title, and person(s) responsible. The activity number references the detailed narrative that follows.

| Success Indicators | Goal | Activity | Person(s) Responsible |
|---|---|---|---|
| **A. Access** | Bridge access and retention by building more concentrated, personalized outreach efforts. As the first point of contact for students to the college, those efforts will influence their first-semester experience and beyond. | A1.1 Restructure Outreach Committee. | Executive Vice President, Educational Programs; Director of Marketing |
| | | A1.2 Create master calendar to include outreach. | Executive Vice President, Educational Programs; Director of Marketing; Coordinator of Enrollment Services. |
| | | A1.3 Implement high contact enrollment services. | Coordinator of Enrollment Services; Dean of Student Development, DSPS, and Counseling |
| | | A1.4 Create Constant Contact links with students. | Coordinator of Enrollment Services |
| | | A1.5 Modify College website. | Co-chairs of the Enrollment Management Committee; chair of the Outreach Committee |
| | | A2.1 Explore potential development of a summer bridge program. | Deans for these areas; Coordinator of Noncredit Programs |
| | | A3.1 Customize student orientations. | Dean of Student Development, DSPS, and Counseling; Coordinator of Enrollment Services |

| | | A3.2 Expand Week of Welcome activities. | Associate Dean, Educational Programs; Coordinator of Enrollment Services |
|---|---|---|---|
| | | A4.1 Support former students' return to school. | Dean responsible for the Credit and Noncredit Back-on-Track programs; dean assigned responsibility for the Fresh Start Program; Coordinator of Noncredit Programs, Dean of Student Development, DSPS, and Counseling; department chair for Academic Counseling |
| **B. Course Completion** | Increase successful course completion rates for all students, with particular focus on target populations. | B1.1 Create holistic, integrated descriptions of programs and services. | Academic Counseling faculty and Library Director |
| | | B1.2 Establish FIGs on best instructional practices for underrepresented populations. | Executive Vice President; dean responsible for faculty professional development; co-directors of the Faculty Resource Center; chair of the Academic Senate's Committee on Teaching and Learning |
| | | B1.3 Research barriers and strategies for success in CTE programs. | Executive Vice President; deans with CTE programs working with CTE department chairs. |
| | | B1.4 Assess needs of unidentified subgroups within DSPS populations. | Director of DSPS |
| | | B2.1 Expand the Gateway tutoring program. | Co-directors of the Gateway Tutoring program; dean for Faculty Professional Development; co-chairs of FIGs |
| | | B2.2 Explore feasibility of supplemental instruction. | Director of Learning Resources; dean assigned to oversee the supplemental learning program in conjunction with chairs of departments with gatekeeper courses |
| | | B2.3 Address parking issues as a barrier to student success. | Vice President of Business Services |
| | | B3.1 Provide early intervention for at-risk students. | Associate Dean of Student Services; Coordinator for Enrollment Services |
| | | B3.2 Increase faculty use of online early intervention system. | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling |

| | | B4.1 Implement tutoring for online students. | Director of Learning Resources who is responsible for the tutor training and management of this program |
|---|---|---|---|
| | | B5.1 Expand targeted programs to include part-time students. | Director of EOPS; Director of the Express to Success Program; dean and co-directors for the iPath Transfer Success Program |
| | | B5.2 Research causes for lower completion rates among part-time students. | Dean assigned to oversee this activity; Dean of Student Development, DSPS, and Counseling in consultation with the Student Services Leadership Group |
| | | B6.1 Identify obstacles part-time students face. | Chairs or co-chairs of the college Professional Development Advisory Committee, Student Equity Committee, Faculty Professional Development Committee and Committee on Teaching and Learning |
| | | B7.1 Create a home base for foster youth. | Coordinator of Guardian Scholars; Library Director |
| | | B8.1 Research impact of equity efforts. | Office of Institutional Assessment, Research and Planning |
| **C. ESL and Basic Skills Completion** | The percentage of students transitioning from noncredit ESL to credit ESL and from credit ESL to credit English will increase; the percentage of basic skills students who complete the first degree-applicable course in math or English will increase. | C1.1 Analyze and review noncredit and credit ESL. | Dean and department chair for ESL |
| | | C2.1 Open Express to Success to part-time students. | Director of ESP in conjunction with the ESP Leadership Team |
| | | C2.2 Institutionalize the Express to Success program. | Director of ESP |
| | | C3.1 Enhance instructional practices and integration with services. | Dean of Student Development, DSPS, and Counseling; Chairs of Senate Committees on Faculty Professional Development and the Committee on Teaching and Learning |
| | | C4.1 Explore development of refresher courses. | English and math faculty |
| | | C5.1 Develop a crosswalk visual aid for noncredit and credit transitions. | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling |
| | | C6.1 Expand services to part-time students and others not eligible for financial aid. | Co-chairs of the Student Equity Committee |
| **D. Degree and Certificate** | Increase the percentage of students in general and the percentage of | D1.1 Identify barriers to CTE success. | Deans and department chairs for CTE programs; Office of Institutional Assessment, Research and Planning |

| **Completion** | students in historically underrepresented populations who complete their certificate and/or degree requirements. | D1.2  Possibly develop contextualized math courses for CTE programs. | Dean and department chair for the Math department; deans and department chairs for CTE programs |
|---|---|---|---|
| | | D1.3  Clarify noncredit and credit CTE pathways. | Two of the CTE deans assigned to provide the leadership for the Career Technology Education Achievement Program;  faculty member(s) appointed to serve as the director or co-directors for this program; Dean of Student Development, DSPS, and Counseling;  chair of Academic Counseling |
| | | D1.6  Develop contextualized information literacy for CTE programs. | Library Director; CTE faculty |
| | | D2.1  Integrate Degree Works capabilities to support early intervention efforts. | Dean of Student Development, DSPS, and Counseling |
| | | D2.3  Explore case management model for counseling. | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling |
| | | D3.1  Explore development of accelerated pathways for part-time students. | Dean responsible for the Part-time Student Accelerated Goal Achievement Program |
| **E. Transfer** | Increase the transfer rates of all students with a goal of transfer, particularly for those in historically underrepresented populations and for part-time students. | E1.1  Develop iPath Transfer Success Program. | Dean for the iPath Transfer Program in conjunction with the iPath co-directors and iPath Leadership Team |
| | | E1.2  Develop STEM Transfer Program. | Dean for the Math and Sciences Divisions; STEM Transfer Project Director; Office of Institutional Assessment, Research and Planning |
| | | E1.2  Create accelerated transfer pathways for part-time students. | Dean responsible for the Part-time Student Accelerated Goal Achievement Program; and the Project Director |

## Resources

Santa Barbara City College's Student Equity Program Allocation is $806,876 for the 2014-2105 academic year. These funds are allocated to support activities that will help close the achievement gap for the target populations of this Student Equity Plan, as documented in the disproportionate impact study. In addition, there are many existing programs and activities which already serve the College's underrepresented student populations, and these are supported by the general fund, Title V and other grants, SSSP funding, and other categorical funds.

Restricted Fund

      Revenue (2014 – 2015)

      8600        State                                 $806,876

      Expenditures

      1000        Academic Salaries

      2000        Classified Salaries

      3000        Employee Benefits

      4000        Supplies and Materials

      5000        Other Operating Expenses

## Contact Person

The contact person for the Santa Barbara City College Student Equity Plan is _____.

# Campus-Based Research

# Insert tables here.
# Add foster youth data if available.

**Santa Barbara City College Student Equity Plan**

# INTRODUCTION AND PHILOSOPHY

**Integrated Commitment to Equity**

Santa Barbara City College holds equity as a top priority for the institution, as reflected in the mission statement: "As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all."  Closely linked are SBCC's core principles, especially those focused on "Student-centered policies, practices, and programs" and "A free exchange of ideas across a diversity of learners."

The institutional commitment to student equity is reflected in the major policies and planning documents of the College.  For example, Board Policy 5300 reads in part: "The District is committed to equity in its educational and co-curricular programs and student support services."  In addition, as part of its larger aim of integrating all elements of planning, the Educational Master Plan outlines the College's Strategic Directions and Goals, including Direction 1, "Foster student success through exceptional programs and services" and Strategic Goal 1.3, "Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA)."  Departments and programs link to these goals when completing the program review process, thereby highlighting equity connections.  The October 17, 2014 Student Success and Support Program Plan further undergirds the College's equity efforts.

**Existing Equity Efforts**

At its heart, SBCC supports excellence and opportunity and reaches out to diverse student groups to provide what they need to succeed through many existing programs and activities. These include:

- **CalWORKs**: child care, work study opportunities, peer advising, academic and personal counseling for economically disadvantaged parents
- **CARE Program** (a supplemental component of EOPS): serves low-income, single-parent students
- **DSPS**: provides educational support and accommodations for students with disabilities
- **EOPS**: provides academic support, financial assistance, and counseling to economically disadvantaged students
- **ESL Peer Advising**: ESL students receive support from former ESL students who can help them navigate the intricacies of college.

- **Express to Success**: Accelerated Math and English learning communities focused on Basic Skills students; recipient of the 2012 State Chancellor's Award for Best Practices in Student Equity and the 2014 Excelencia in Education Award
- **Gateway Tutoring**: in-class and out-of-class tutoring for Basic Skills courses where tutors work directly with specific instructors to provide individualized support for students in their classes
- **Guardian Scholars**: provides role models and support for foster youth
- **International Student Support Services**: counseling, resources, and activities for international students
- **Math Tutorial Lab**: dedicated math tutors are available six days a week to assist students in all levels of math
- **MESA**: encourages financially and educationally disadvantaged students to pursue the study of Math, Engineering, and Science
- **STEM**: for Science, Technology, Engineering, and Mathematics majors, especially those of Hispanic background and/or who are economically disadvantaged
- **Student Athlete Academic Achievement Zone**: individualized tutoring, workshops, and a dedicated study space to support the success of student athletes enrolled in Basic Skills courses or otherwise considered at-risk
- **Title V – Developing Hispanic-Serving Institution Grants**: three grants awarded in all, targeted toward underrepresented students, particularly Hispanic students and those who are economically disadvantaged. 1) *Express to Success* focuses on increasing the number of Hispanic and economically disadvantaged students who complete their basic skills courses and continue on in their degree or certificate programs (2010-2015 award period); 2) *STEM* concentrates on increasing the number of Hispanic and economically disadvantaged students who pursue and successfully complete majors in Science, Technology, Engineering, and Math (2012-2017 award period); and 3) *iPath Transfer Success Program* supports Hispanic and economically disadvantaged students in their goal of successfully transferring to a four-year institution (2014-2019 award period). The three awards total $13,000,000.
- **Transfer Achievement Program**: a comprehensive support program designed to assist underrepresented students who are planning to transfer to a four-year university; profiled in the 2010 edition of *What Works for Latino Students in Higher Education: Examples of Excelencia Compendium*
- **Veterans' Support Program**: information, counseling, work study, and referrals for veterans and their dependents
- **Writing Center**: provides one-on-one tutoring, workshops, and support materials to all SBCC students in all subject areas

## Achievement Gaps:  Addressing Unmet Needs

Despite the many programs and services that currently serve under-represented and at-risk populations, an equity gap still exists among Santa Barbara City College students, most notably among Black/African American and Hispanic students.  These differences are exacerbated within three other sub-groups:  males; economically-disadvantaged students; and part-time

students.  Analysis of campus-based research informs the target groups for our ongoing equity efforts, African American and Hispanic students, with mindfulness of the role that economic conditions, part-time status, and gender play in student success.

To inform our thinking about student success, Santa Barbara City College has been using the research results from The Research and Planning Group for California Community Colleges' recent report, "What students say they need to succeed: Key themes from a study of student support," which defines six primary factors that contribute to student success.  Listed in order of importance, they include feeling *directed, focused, nurtured, engaged, connected, and valued*.  While these factors have positive impacts on all students, they are particularly effective with underrepresented students who may not see themselves as college students.  In a study by Katalin Szeleny entitled "Minority Student Retention and Academic Achievement in Community Colleges," the author underlines the importance of activities that help students familiarize themselves with the college, along with the power of interpersonal relationships for helping build connection and engagement.

Some truths about the importance of students' connections to their academic goals are timeless.  In reviewing the Academic Senate for California Community Colleges 1993 white paper on "Student Equity: Guidelines for Developing a Plan," the authors note that "The state's economic and social future depends on integrating all ethnic groups into the economic mainstream," observing that the majority of historically underrepresented groups in higher education in California attend community colleges.  They further argue that "California will not be a pleasant place to live for any of us if a permanent underclass largely composed of those from ethnic minorities has little stake in society and little hope for the future."  Santa Barbara City College recognizes the important role it plays in helping underrepresented students find their place at the College, knowing that this institution is for them and that the people who work here care about them and their success.

The specific goals and activities outlined in this plan address the needs of underrepresented populations on four main fronts:

5) Deepening outreach activities and the orientation experiences of students through Week of Welcome activities and ongoing connections with students as they enter college for the first time;
6) Expanding existing high-impact programs that personalize the educational experience, such as Express to Success;
7) Initiating new programs modeled after other successful programs which target more specific student goals, such as iPath;
8) Investing in dedicated research efforts which provide the data and analysis needed to evaluate these student equity efforts.

The Goals and Activities section of the plan outlines the major activities proposed, building on a college-wide effort to compile our best thinking on ways to impact student success for all students and particularly for underrepresented populations.  The plans described are ambitious

in scope and breadth, and plan leaders may need to make modifications to activities as additional data is gathered and planning teams engage further in their work.  This plan comprises a three-year cycle: Phase 1 in 2014/2015; Phase 2 in 2015-2016; and Phase 3 in 2016-2017.  The newly formed Student Equity Committee will help guide these efforts.  More details about this group and timelines for evaluation are listed in the "Evaluation Schedule and Process" section at the end of this document.

Santa Barbara City College Student Equity Plan

# GOALS AND ACTIVITIES

## A.    STUDENT SUCCESS INDICATOR FOR ACCESS

*"The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate."*

**Data Analysis**

The percentages of students in each of the underrepresented ethnic groups attending the College in the 2012-13 academic year were higher than the proportion of the adult population groups in the College's service area. More specifically, 38% of the students attending the College are Hispanic compared to 33.3% in the total adult population of the College's service area. The comparisons of the student population versus their percentage of the adult population for each of the other underrepresented populations are as follows: American Indian/Alaskan Native (.6% vs. .4%); Asian (3.8% vs. 3.6%); Black/African American (3.4% vs. 2.0%); Filipino ( 1.4% vs. 1.2%); Other Non-White (.4% vs. 3%); Pacific Islander (.3% vs. .2%); and Two or More races (4.6% vs. 3.9%). White students are underrepresented in proportion to their composition in the adult population in the College's service area (47% vs. 53.2%).

**Goal A1. Increase the numbers of historically underrepresented students in higher education that attend the College by Fall 2017.**

Because the proportion of students from each of the historically underrepresented population groups is currently higher than the percentage for these groups in the adult population in the College's service area, the goal will be to increase the number of students from each of these population groups that attend the College in proportion to any increase that occurs in the adult population in the District's service area.

Activity A1.1:  Restructure Outreach Committee

Reinstitute and restructure the college's Outreach Committee to encompass the noncredit and credit programs. This committee will meet on a monthly basis. The committee will be formed and have its first meeting by January 2015.  The Outreach Committee will continue to meet on a monthly basis to review the status of achieving the objective to increase the number of historically underrepresented students who attend the college.

Activity A1.2:  Create Master Calendar to Include Outreach

In conjunction with the institution's Enrollment Services department, the Outreach Committee will complete the development of the plan to achieve the outcomes in the Student Equity Plan for increasing the number and percentage of students in historically and currently underserved population groups that attend the college.  This plan will include how the college's various outreach efforts can be coordinated.

By May 2015, in collaboration with SBCC's Marketing Department and Calendar Committee, a coordinated master calendar of outreach, college, and community events will be developed and maintained where members of the Outreach Committee will be active participants providing SBCC information to prospective students. The plan will provide the committee and other Student Support Services Programs and departments (e.g., DSPS, A&R, Counseling, EOPS, Health and Wellness, Library) with "one" message when communicating with prospective students. The timeline for the completion of this plan is in February to allow it to be pilot tested for the spring Senior Assemblies that take place at each of the college's four feeder high schools. Between 2015-2017, the Outreach Committee will conduct formative and summative evaluations on the degree to which the objectives of the outreach plan are being achieved and, where needed, make appropriate adjustments to the plan.

Person(s) Responsible: Executive Vice President, Educational Programs; Director of Marketing; co-chairs of this committee in conjunction with the Coordinator of Enrollment Services

Activity A1.3:  Implement High Contact Enrollment Services

Contact all new first-time students who have completed one or more steps of the enrollment process but have not registered in classes within two weeks from the time they started the enrollment process. Use the email tool Constant Contact and/or text messages and, where feasible, phone1 to encourage students to complete the process for enrolling in classes. The purpose of this intervention is to provide these potential students with the information and/or assistance they need to continue the enrollment process.  By the end of the 2016-17 academic year, the goal is to increase the number of first time to SBCC students in each of the historically underrepresented population groups identified in the college's Student Equity Plan who enroll in the college.

Person(s) Responsible: Coordinator of Enrollment Services; Dean of Student Development, DSPS, and Counseling

Activity A1.4:  Create Constant Contact Links with Students
Maximize potential of Constant Contact to link students to the college by sending all students email updates about college events, including lectures, sports events, club day, transfer day, and holiday celebrations.  Linking students with campus events builds a sense of community

and connection, and the expectation is that more students will take part in co-curricular activities on campus.  These updates can be customized based on data about which messages students have actually opened.  In collaboration with Student Life, this effort will link access with retention: to support students' transition into the college community.

Person(s) Responsible: Coordinator of Enrollment Services

Activity A1.5: Modify College Website

The Enrollment Management Committee, in coordination with the Outreach Committee, will evaluate SBCC's steps to enrollment to identify and remove barriers to enrollment. The Enrollment Management Committee, which includes the chair of the Outreach Committee and some of its members, will evaluate the college's website to identify what changes, if any, need to be made to enhance its effectiveness. The goal is to provide prospective and new students with easily accessible access to the information they need to learn about the college's programs, services, processes for enrolling in classes, and clear links to the person the prospective students can contact to gain the information and assistance they are seeking. Where feasible, the recommended changes to the website will be made. The revised processes will be evaluated by determining if there is an increase in the percentage of students who completed the enrollment process in 2016-17 compared to the baseline data from the prior year.

Person(s) Responsible: Co-chairs of the Enrollment Management Committee; chair of the Outreach Committee

**Goal A2. Increase the number and the percentage of students enrolled in noncredit Adult High School, GED, ESL, basic skills and short-term vocational skills programs who transition into the credit program.**

Activity A2.1  Explore Potential Development of a Summer Bridge Program

Explore the possibility of developing a summer bridge program for students who completed their high school diploma, GED and members of the community in need of this transition program to prepare to enter the credit program in the fall semester. Considerations should include the curriculum and support services for the noncredit to credit summer bridge program and the outreach plan to attract members of the community, including former noncredit students who could benefit from participating in this program. The vast majority of potential students will be from historically underrepresented segments of the district's service area. Person(s) Responsible:  Deans for these areas; Coordinator of Noncredit Programs

Person(s) Responsible:  Deans for these areas; Coordinator of Noncredit Programs

**Goal A3. Increase the effectiveness of the College's orientation programs in terms of providing students with the general and individual information they need and will be able to remember and apply prior to and during the academic year.**

Activity A3.1: Customize Student Orientations

Evaluate the feasibility of creating individualized orientations (SBCC Smart Orientation) that correspond to students' educational goals in the credit and noncredit programs. Determine whether the current orientation software being used by SBCC can accommodate the request to host multiple versions of an orientation.  If not, research alternative products that would enable the college to customize its orientations.

Identify and, if needed, acquire and install the software program selected to create the online customized student orientations. Complete the customized orientations for students entering the college with different educational objectives.  If feasible, field-test, implement and evaluate the customized orientations.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; Coordinator of Enrollment Services

Activity A3.2: Expand Week of Welcome Activities

Implement a three to four-day Week of Welcome Orientation prior to fall semester designed for all new students. The new Vaquero Week of Welcome Orientation will be designed to meet the needs of all incoming and re-entry students as well as the more focused needs of students interested in majoring in various fields of study. Participants will be provided information and instruction on being a successful student and they will participate in activities with faculty, staff and other students that are related to their educational goals and major field of study.

It is expected that students from historically underrepresented groups who participate in the New Vaquero Welcome Orientation will complete their first semester in good academic standing and enroll in spring semester at higher rates than underrepresented students who did not participate in this orientation. The course completion rates and the first-to-second semester persistence rates will be higher for all groups of students who participated in this orientation than those achieved by comparable groups of students who entered or re-entered the college in fall 2013.

Person Responsible: Associate Dean, Educational Programs; Coordinator of Enrollment Services

**Goal A4. Increase the number of former students who left the College prior to completing their educational objectives who re-enter the College and who achieve their educational objectives of earning a certificate, associate degree and/or transfer to a four-year university.**

Activity A4.1: Support Former Students' Return to School

Develop and implement the Back-on-Track and Fresh Start Programs. These programs will be designed for former students in the credit program and for those in the noncredit program that stopped attending the college prior to completing their educational objectives. The Back-on-Track program will be designed for former credit students who stopped attending the college after completing 12 or more units in academic good standing. The noncredit version of this program will be designed for students who withdrew from the Adult High School or GED programs and for those who stopped attending noncredit ESL classes within the past three years and still reside in the community.

The Fresh Start Program will be designed to serve former credit students who were placed on academic progress or academic disqualification and did not attend college in one or more terms after they stopped attending college within the past three years. Field test each of these programs in the first and second 2016 summer sessions.

Person(s) Responsible: Dean responsible for the Credit and Noncredit Back-on-Track programs; dean assigned responsibility for the Fresh Start Program; Coordinator of Noncredit Programs; Dean of Student Development, DSPS, and Counseling; department chair for Academic Counseling

**Outcomes for Goals A1-A4**: By the end of the 2016-17 academic year, increase by a minimum of 5% the number of first time to SBCC students in each of the historically underrepresented population groups identified in the college's Student Equity Plan who enroll in the College.

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# GOALS AND ACTIVITIES
## B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*"The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term."*

**Data Analysis**

The 2013 Fall Semester course completion rates were significantly lower (5% or more) than the 72% average for the College for students in each of the following population groups: American Indian/Alaskan Native (64%); Black/African American (55%); Hispanic (67%); and Other Non-White (65%). The course completion rates for males were lower than those of females (75% vs.

69%). With the exception of Pacific Islanders, the course completion rates for males were significantly lower than those of females in all these population groups with the lowest being among Black/African American males (50% course completion rate).

The course completion rates for part-time students were significantly lower than those of full-time students (82% vs. 62%). The lower course completion rates for part-time compared to full-time students were present for each of the ethnic, gender, age group, residency, disability, and economic status population groups. The average course completion rates for students in each of these population groups were within 5% of those of all students.

**GOAL B1. Within three years from the baseline year of 2014-15, increase successful course completion rates for all students and particularly in each of the following population groups: Black/African American; American Indian/Alaskan Native American; Hispanic; part-time students; and part-time students who are economically disadvantaged, male, Black/African American, or Hispanic.**

By the end of the 2016-17 academic year, decrease the percentage of students placed on academic probation or disqualification from 12% in fall 2013 to 9% for all students at the end of the 2016 fall semester and by a minimum of 5 percentage points for students in each of the following population groups with academic probation/disqualification rates that are substantially higher than the college average: Black African males (24% to 16%), Black African females (17% to 12%), Hispanic males (17% to 12%), males (20-24 years of age (18% to 12%), and economically disadvantaged male students (17% to 12%).

Activity B1.1: Create Holistic, Integrated Descriptions of Programs and Services

Create a flowchart and handbook for students which clearly describe the various support programs and services available to them, eligibility requirements, and helps them to navigate the alphabet soup of support the college provides. Though Santa Barbara City College offers more than 15 specialized programs that target underrepresented or at-risk populations, students may not know of these options or understand which ones best serve their needs. Creating materials that will enable students to seek the support that will best serve them is a first step toward student success. Counseling faculty will develop these materials in conjunction with the Library Director. In addition to Academic Counseling, the Library website and physical building will be a central space where students can access this information.

Person(s) Responsible: Academic Counseling faculty and Library Director

Activity B1.2: Establish FIGs on Best Instructional Practices for Underrepresented Populations

Conduct three-day winter intersession and summer session workshops each year, beginning Summer 2015, for faculty interested in participating in one or more Faculty Inquiry Groups (FIG)

to identify the factors that contribute to students not successfully completing the gatekeeper courses required to fulfill the College's certificate and degree requirements and those needed for transfer. Attendees will receive data from institutional research outlining course completion rates by population in order to inform the discussions. Once the factors are identified for increasing successful course completion rates in general and those associated with students in historically underrepresented population groups at the college are identified, FIGs will be formed to address one or more of the factors that undermine students being able to successfully complete their courses.

Faculty members taking part in these faculty inquiry groups will examine data for each population group on student learning and course and program completion rates for classes they teach. Participants in the FIGs will share best practices and will report on the success they are having in trying out new strategies intended to increase student learning and successful course completion. The outcomes of the FIGs will be disseminated at faculty in-service days, in division and department meetings and will be featured in workshops offered by the Faculty Resource Center.   A minimum of 30 faculty members will participate in each of the winter and summer session faculty inquiry groups beginning in Summer 2015.

Person(s) Responsible: Executive Vice President; Dean responsible for faculty professional development; co-directors of the Faculty Resource Center; chair of the Academic Senate's Committee on Teaching and Learning

Activity B1.3: Research Barriers and Strategies for Success in CTE Programs

Conduct an analysis of the successful course completion rates for each of the college's Career Technologies Education (CTE) certificate and degree programs to identify those that are serving as barriers to students in general and underrepresented students in particular from completing their certificate and/or degree requirements in these majors.

The results of this analyses will be shared with the CTE departments and will be the basis for identifying strategies to increase the course, certificate, and degree completion rates in each of the CTE programs for all students and for those in groups whose completion rates are significantly lower than the overall average. The core courses for each of the College's CTE programs in which successful course completion rates are under 75% will be identified. This information will be used to develop strategies for working with faculty, counselors, and student support staff to increase the success rates in these CTE gatekeeper courses.

Person(s) Responsible: Executive Vice President; Deans with CTE programs working with CTE department chairs.

Activity B1.4   Assess Needs of Unidentified Subgroups within DSPS Populations

Although current success indicators for students with disabilities (DSPS) do not reflect a disproportionate impact, the College recognizes that unidentified subgroups may exist that are impacted by issues of equal opportunity.  In order to analyze potential gaps for these subgroups, research needs to be conducted in order to identify disparities and develop goals and outcomes, including developing and implementing interventions, programs, and services to mitigate the disproportionate impact on identified subgroups of students with disabilities.

Groups that may need additional analysis in order to analyze where need exists include students with Learning Disabilities/Dyscalculia, students with Autism Spectrum Disorders, and students with Other disabilities.  As a program that serves students who have a wide range of disabilities, disaggregating the data will allow for a more accurate analysis of success in serving these students.

Person(s) Responsible:  Director of DSPS

**Goal B2. Increase the successful course completion rates in courses that students need to achieve their certificate, associate degree and/or transfer objectives.**

Activity B2.1 Expand the Gateway Tutoring Program

Assign Gateway tutors to face-to-face and to online classes that students are required to complete to achieve their certificate, degree and/or transfer objectives. Gatekeeper courses are those with successful completion rates that are below the average for the college and/or in which fewer than 73% of the students earn a successful grade. Faculty teaching gatekeeper courses will be encouraged to participate in Faculty Inquiry Groups to share and learn about strategies that are proving to be effective in increasing student learning and course completion.  These FIGs may be a merged group of faculty from the iPath Transfer Success Program if determined to be a more robust model for faculty development. Faculty teaching gatekeeper courses that are assigned a Gateway tutor will be required to take part in a workshop to learn about strategies that have proven to be effective in working with Gateway tutors.

Person(s) Responsible: Co-directors of the Gateway Tutoring program; Dean for Faculty Professional Development; co-chairs of FIGs

Activity B2.2: Explore Feasibility of Supplemental Instruction

Explore the feasibility of offering supplemental learning classes offered for credit and/or noncredit for students who are experiencing difficulty early in a gatekeeper course and for students who desire additional assistance regardless of their standing in the class.   This model

of supplemental instruction is based on group tutoring rather than lecture review, a more effective model for developmental students to find their own skills and tools for success. The evaluation of this approach to increase successful course completion rates of all students and those in historically underrepresented populations in particular will include basic skills and possibly ESL courses. The exploration of the feasibility of this approach will include consideration of the week in the semester these courses should begin.

Person(s) Responsible: Director of Learning Resources; dean assigned to oversee the supplemental learning program in conjunction with chairs of departments with gatekeeper courses

Activity B2.3:  Address Parking Issues as a Barrier to Student Success

Implement the recommendations of the Transportation Alternatives Group to increase student, faculty and staff access to the Main campus. These recommendations include a park and ride-and-ride option and increased incentives for taking alternative transportation to the campus. The lack of parking has served as a major factor in students not attending their classes and withdrawing from them early in the semester. This is due to the fact that there are 2,400 parking spots on campus for 20,000 plus students and well over 1,000 faculty and staff.

January, 2015-May, 2017: Implement and evaluate the effectiveness of each of the alternative transportation strategies and, where needed, make appropriate changes to the program.   It is expected that compared to the baseline year of 2013-14, in 2016-17 there will be a decline of a minimum of 3% in the number of students who are dropped or withdrew from one or more of their classes prior to census.

Person Responsible: Vice President of Business Services

**Goal B3. Increase the percentage of students who complete their courses.**

Activity B3.1: Provide Early Intervention for At-Risk Students

Create and field test a campaign to contact students who either do not show up for their classes on the first day they meet, login to online course and interact,  or who withdraw from their classes prior to census. This intervention campaign, which will be called "Do Not Stop Now"' will involve contacting students by email and personal phone calls if feasible by well-trained members of Enrollment Services. The Enrollment Services staff will identify the reasons students made their decision not to attend and/or withdraw from their classes. Where appropriate, the Enrollment Services staff will direct students to the support they will need to either re-enroll in their classes or make plans to register for late start classes that begin in the 8th or 9th week of the semester or in the following term. An evaluation of the effectiveness of this program, with separate analysis for online sections, will be conducted to determine if it is

achieving its desired objectives. If so, this intervention will be expanded to all matriculated students in 2015-16.

Person(s) Responsible: Coordinator of Enrollment Services

Activity B3.2: Increase Faculty Use of Online Early Intervention System

Faculty will be encouraged to use the college's early intervention program, SBCC On-Track or SARS (whichever of these intervention programs is selected) to identify students who are not attending class on a regular basis and/or are in need of academic and or personal assistance. The intervention system involves counselors and Special Program Advisors contacting the students their faculty reported are in need of assistance in a timely manner to urge them to take advantage of the recommended assistance. Both the SBCC On Track and the SARS systems provide counselors and the faculty members with information on whether or not the students acted on the advice they were given to help improve their performance in their classes. An evaluation of the effectiveness of this early warning system will be completed at the end of the 2016-2017 academic year.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; Chair of Academic Counseling

**Goal B4: Increase the successful distance education course completion rates of students in general and historically underrepresented students in particular.**

Activity B4.1: Implement Tutoring for Online Students

Develop and then implement online general tutoring and Gateway tutoring support for students enrolled in distance education courses. Develop and implement an online tutor training program for tutors interested in tutoring online students and for students selected to serve as Gateway tutors for online classes.

Person(s) Responsible: Director of Learning Resources who is responsible for the tutor training and management of this program

**Goal B5. Increase the course completion rates for part-time students in general and for part-time students who are economically and/or educationally disadvantaged, Hispanic, Hispanic males, and/or males in general.**

Activity B5.1: Expand Targeted Programs to Include Part-time Students

Make the changes needed to accept eligible part-time students to take part in EOPS, the Express to Success Program, and the iPath Transfer Success Program in time to begin serving part-time students beginning in the Fall 2015 Semester.

Person(s) Responsible: Director of EOPS; Director of the Express to Success Program; dean and co-directors for the iPath Transfer Success Program

Activity B5.2: Research Causes for Lower Completion Rates Among Part-time Students

Conduct a study of the reasons why part-time students have significantly lower course and program course completion rates than full-time students, regardless of their demographic background. The results of this study will guide the development of intervention strategies designed to increase the course and certificate, degree, and transfer completion rates for part-time students.

Person(s) Responsible: Dean assigned to oversee the activity; Dean of Student Development, DSPS, and Counseling in consultation with the Student Services Leadership Group

**Goal B6. Provide training on cultural and diversity issues and on strategies for more fully addressing and being responsive to the needs of students, faculty, and staff in each of the College's population groups.**

Activity B6.1: Expand Training on Diversity Issues

The Student Equity Committee, along with the College's Professional Development Advisory Committee, the Academic Senate's Faculty Professional Development Committee, and the Committee on Teaching and Learning, will identify topics, events, conferences, workshops, and consultants that are designed to increase faculty and staff awareness and sensitivity in working with students and one another in providing an educational environment where everyone feels welcome and supported.  The results of the campus climate survey for faculty and staff and the Student Engagement Survey that is administered to students will demonstrate that there is widespread agreement for those in each of the College's population groups that they feel welcome, supported and encouraged to fulfill their potential and achieve their goals.

Person(s) Responsible: Chairs or co-chairs of the college Professional Development Advisory Committee, Student Equity Committee, Faculty Professional Development Committee and Committee on Teaching and Learning

**Goal B7. Increase course completion rates among foster youth by building stronger connections to the college community.**

Activity B7.1: Create a Home Base for Foster Youth

Foster youth need a place on campus for themselves: a place that they can call "home." Having been separated from their biological families and usually no longer maintaining ties with foster families, foster youth lack a space that they can identify as belonging to them. Building a sense of belonging within this at-risk population is essential for their success. Though there is limited data for foster youth students provided at the state level and within SBCC's student information system, beginning in 2014-15 SBCC will begin tracking and reporting foster youth status to the CCCCO in the Special Population (SG) Data Record MIS Referential file. Nonetheless, foster youth appear to be substantially less likely to complete their courses than students not identified as foster youth; most place into basic skills courses and lack the organizational and planning skills important for student success.

As a central hub of the campus community, the Library will offer dedicated time within a designated room in the library for foster youth to meet together on a regular basis. Library staff will provide a structured environment for such activities as a study hall, something that foster youth may not have experienced in their childhoods. With few role models for basic academic skills, foster youth would benefit from having a space and time where they can go to complete their necessary school work. In addition, this space can also be used for building further connections with other foster youth, including possible breakfast together or coffee breaks from studying. Foster youth thrive better in a group with other foster youth. There is an inter-connection among foster youth. Many have been in the same foster home, group home, or other facility at one time or another. There is a unique bonding among foster youth, a kinship based on shared life experiences. Establishing a "home" in the library will not only give foster youth a space to connect but will also link them with the larger academic world that they are joining.

Person(s) Responsible: Coordinator of Guardian Scholars; Library Director

**Goal B.8  Provide equity project leaders with research expertise,  data, and analysis of data to inform decision-making regarding future directions for student equity efforts.**

Activity B.8.1  Research Impact of Equity Efforts

This plan includes many new efforts which rely on data in order to assess the effectiveness of outcomes. However, the Office of Institutional Assessment, Research and Planning is already overloaded with the current work that must be performed. Counting and reporting requirements have increased over the years, and there is no time to add additional research functions to existing roles. Hiring an additional researcher would provide guidance and support to equity efforts, and decision-making can be data-based.

The role of this researcher would be to focus exclusively on student equity with three primary functions:

1. Advise faculty on research-based projects;
2. Process/analyze data on student success;
3. Examine student success initiatives holistically to integrate and find areas of overlap.

These functions would allow for reasonable reflection on what is working. Without this type of data and analysis, there may be a tendency to add more programs and efforts rather than recognizing which existing programs and efforts should be augmented because of their efficacy. This research role is critical for deciding where it makes sense to invest more time and resources and to answer the question of what we can do better to impact student equity issues.

**Outcome for B1.1-B4.1**: By the end of the 2016-17 academic year as compared with 2013-2014, the successful course completion rates for all students, and particularly for African-American, Hispanic, and part-time students will be higher.

# GOALS AND ACTIVITIES

## C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*"The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course."*

**Data Analysis**

The analyses of the outcome measures used to assess success of the College's basic skills programs in English, math, and ESL consistently demonstrate that the success rates are very low for all students entering the College in need of remediation and significantly lower for those in one or more of the following categories: attending part-time; males in general and Hispanic males in particular; economically disadvantaged males and economically disadvantaged part-time students; students from out-of-area and outside the state in general and even lower for those attending part-time; students 25 years or older; and male DSPS students. While the percentage of students who completed the recommended ESL course in the first year at the College was very high, just 2% of these students went on to complete English 100 or 110 within three years of enrolling at the college. Given the sample sizes for each of the different population groups being examined, it was difficult to conduct meaningful analyses to identify inequities on this outcome measure.

*"Analysis of the percentage of students that are placed on academic probation or academic disqualification at the end of their first semester and the percentage of these students who transitioned to good academic standing by the end of their second semester at the College."*

The results of this analysis revealed that of those students who entered the College in the 2012 Fall Semester, 12% (2,104) were placed on academic probation at the end of the 2012 Fall Semester. The percentages of those placed on academic probation or disqualification at the end of their first semester at the College (2012 Fall Semester) were significantly higher for students in each of the following population groups: Black/African American male (24%); American Indian/Alaskan Native (20%); Black/African American female (17%); Hispanic male (17%); males 20-24 (18%);  females ages 20-24 of age; economically disadvantaged males (17%); and economically disadvantaged students attending college on a part-time basis (17%). With few exceptions, the percentage of these students placed on academic progress or academic disqualification at the end of their first semester at the College were even higher for those in each of these population groups.

Of the 2,104 students who were placed on academic probation or disqualification at the end of their first semester (Fall 2012 Semester) at the College, 408 (19%) transitioned to good academic standing at the end of their second semester (Spring 2013 Semester).

With the exception of Black/African American students attending college full-time (8% transitioned from probation or disqualification to good standing), there were no major differences among the population groups in the percentage who were placed on academic probation or disqualification at the end of their first semester at the College and who transitioned to good standing at the end of their second semester at the College.


**GOAL C1. Analyze the noncredit and credit ESL curriculum to build smoother transitions between levels.**

Activity C1.1:  Analyze and Review Noncredit and Credit ESL

Analyze the noncredit and credit ESL curricula with the goals of: (1)  discussing and exploring options for possible restructuring of ESL curriculum, and  2) clarifying the pathways between noncredit and credit ESL courses and/or lower division transfer preparation as well as workplace skills/professional development. This analysis will involve articulating the noncredit ESL curriculum with the credit ESL curriculum to provide students with a seamless transition from one level of instruction to the other.

Complete the analysis of the ESL curriculum and identify  any possible changes that would enable students to acquire the English language skills needed to transition and succeed in their goals. The analysis will also be informed by the findings and recommendations identified in each of the two ESL faculty sabbatical leave projects that are taking place in the 2014-15

academic year that examine different strategies for designing ESL curriculum and providing support services to ESL students.

Person(s) Responsible: Dean and department chair for ESL

**Goal C2. For reading, writing, and/or math, increase the percentage of students who successfully complete their basic skills courses and the first college degree applicable English and math courses.**

Activity C2.1: Open Express to Success to Part-time Students

Allow participation of part time students in the Express to Success Program, and expand course offerings to evenings when part-time students are more likely to enroll. Increase the number of students who can take part in ESP, including those attending college on a part-time basis, and provide the resources needed to serve additional students in ESP. The high success rates in the ESP learning communities that have been achieved in 2013-14 will be maintained or increased as this program expands.

Person(s) Responsible: Director of ESP in conjunction with the ESP Leadership Team

Activity C2.2: Institutionalize the Express to Success Program

Institutionalize and expand the Express to Success Program (ESP) to maintain the high course completion and persistence rates for all students and especially for those in underrepresented populations in the program's developmental math and English accelerated learning communities.

Institutionalize the two ESP counselor positions; provide funding for two 19.5 hour staff positions for CASA (the ESP Center); provide intensive Gateway tutoring for students in accelerated classes (ESP); expand ESP to allow for more part-time students to participate in the program; hire a full-time Special Program Adviser to assist with recruitment and support of counselors and ESP students; provide release time for director of the program. Develop a process for committing the resources needed to support increases in the number of students who take part in this program.

Increase, by a minimum of 50, the number of students who participate in ESP each semester, in each of the semesters during this three year plan. The goal is to continue to expand the number of ESP Learning Communities to accommodate all basic skills students who commit to the requirements of joining this program.

Person(s) Responsible: Director of ESP

**Goal C3. Expand professional development opportunities to enhance teaching practices and strategies and increase awareness of student equity issues at the College in order to improve completion rates of ESL and basic skills students.**

Activity C3.1: Enhance Instructional Practices and Integration with Services

Form a task force of counselors and instructors to suggest ways of integrating student support and instruction more effectively throughout the College. Form a task force of credit/noncredit faculty to learn from each other and to look at course options (concurrent enrollment, etc.); provide funds for adjunct faculty to attend professional development activities; establish mentorship programs for faculty, particularly adjunct faculty; focus upcoming in-service days on Student Equity (speaker, breakouts, etc.); consider having a flex day embedded in the semester to reflect on pedagogy campus-wide. (Note: Need to discourage the infirmary model of support for "broken" students and encourage adoption of a learning-centered model of instruction because it focuses on individual students, assures time and space for students to confirm their understanding and serves student equity.) Instructors and counselors will adopt effective practices that encourage integration of student support and instruction, address student equity issues, and increase the completion and persistence of ESL and basic skills students, especially those in groups that have significantly lower successful courses completion rates in their ESL and basic skills courses. *Given the overlap with Activity B1.1, these two activities may be combined.*

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; Chairs of Senate Committees on Faculty Professional Development and the Committee on Teaching and Learning

**GOAL C4. Explore development of possible curriculum that addresses unmet needs of basic skills students to increase the percentage of these students who acquire the competencies needed to succeed in degree applicable courses and do so in the least time possible.**

Activity C4.1: Explore Development of Refresher Courses

Explore the possible creation of developmental English and math refresher courses that are designed to provide students with the review they need to place at the appropriate level of English and math. The curriculum for these refresher courses will be based on the Math and English Skills and English faculty analyses of the current assessment tests to include those areas that students are likely to have acquired prior to entering the college but may have forgotten from not using these skills. If the decision is made to develop refresher courses, allocate resources such as tutors needed to support these courses. The goal is that students who enroll in one or both refresher classes will place at a higher math and/or English course level compared to the most recent time they took the assessment tests.

Person(s) Responsible: English and Math faculty

**Goal C5. Clarify connections between noncredit and credit programs.**

Activity C.5.1: Develop a Crosswalk Visual Aid for Noncredit and Credit Transitions

Develop clear curriculum pathways from noncredit ESL, basic skills, Adult High School/GED and short-term vocational education to credit courses. Create a clear visual document for students, faculty and staff that shows the noncredit options for students who are not able to remain enrolled in credit ESL or basic skills courses. Get faculty, staff, and student input on whether these documents are clear and then share these pathways at the Math, English, ESL, and ESD division meetings. Work with the Educational Support Division (ESD) to develop noncredit-to-credit and credit to noncredit referral processes.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; Academic Counseling faculty

**Goal C6. Expand services to part-time students and others not eligible for financial aid.**

Activity C6.1: Identify Obstacles Part-Time Students Face

Form a task force of faculty, counselors, academic and student support services instructors to identify obstacles faced by part-time ESL and basic skills students that prevent them from successfully completing their courses, persisting, and completing the courses needed to transition into and complete degree-applicable courses. Assess the feasibility of the recommended intervention and support strategies identified by this task force and implement and evaluate those that have the most promise of contributing to the success of these students.

Person(s) Responsible: Co-chairs of the Student Equity Committee

**Outcomes for C1.1-C6.1**: By the end of the 2016-17 academic year as compared with 2013-2014, a larger number of students will participate in ESP and other targeted programs, and improvement rates for ESL and basic skills areas will increase.

# GOALS AND ACTIVITIES

## D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*"The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/ advisor."*

**Data Analysis**

The analyses of the data demonstrate that the percentage of students who complete a certificate or a degree in three years and in five years from first entering the College are substantially lower than the college average of 18% for those in one or more of the following population groups: Black/African American (12.%) and Hispanic (12.3%). The percentage of students who completed a certificate or degree within three years of first entering the college was significantly lower than the 18% average for students in one or more of the following population groups: males (12.5%); economically disadvantaged (14.7%); 20-24 years of age (7.6%), 25-39 (4.1%), and 40 or older (1.8%); out-of-state (10.8%); and attending college on a part-time basis (6.6%).  The low three year certificate and degree completion rates are most pronounced for part-time students in each of the following population groups: Asian (7.7%); Black/African American (8.3%); Hispanic 3.9%); White (8.9%); students with a disability (7.4%); and those who are economically disadvantaged (8.6%).

**Goal D1. Increase the percentage of students that enter a Career Technologies Education (CTE) program and then complete a certificate and/or degree in a CTE program within three and five years from the time they first entered the college.**

Activity D1.1: Identify Barriers to CTE Success

Form a taskforce to identify the common barriers and those that are unique to a particular CTE program that are interfering with students being able to complete the certificate and/or degree requirements for their CTE program. Conduct a 2015 Summer Institute for CTE faculty, deans, support staff, and students to identify interventions designed to help students successfully navigate the barriers that have been identified as ones that have an adverse effect on certificate and/or degree completion of CTE programs. Provide opportunities for faculty, counselors, and staff to prepare to implement the intervention strategies identified in the Summer Institute in their programs and courses during the 2015-16 academic year.

Person(s) Responsible: Deans and department chairs for CTE programs; Office of Institutional Assessment, Research, and Planning.

Activity D1.2: Possibly Develop Contextualized Math Courses for CTE Programs

Convene a workshop with members of the Math department and CTE faculty to explore development of possible contextualized math courses for certificate programs that present the key concepts students in CTE programs need to know in order to be successful in their careers. Explore taking this same approach to develop contextualized sections of English 80 and English 100 that are designed to prepare CTE students to perform the types of writing and reading assignments they are likely to encounter in the workplace.

Person(s) Responsible: Dean and department chair for the Math department; deans and department chairs for CTE programs

Activity D1.3: Clarify Noncredit and Credit CTE Pathways

Complete curriculum and co-curricular career pathways for each CTE certificate and degree program for students who begin their studies in the credit program and for those who are enrolled in a corresponding noncredit CTE program that lead to the completion of certificate and degree programs. The pathways for noncredit CTE students will be designed to provide these students with a well- defined transition into the appropriate credit CTE program.  Incorporate the CTE curriculum and co-curricular pathways into all components of the college's Student Success and Support Programs (SSSP). Students in both noncredit and credit CTE programs will be assigned to a counselor and/or program advisor who will monitor their progress toward completing their educational plan (based on the curriculum pathways) and where needed, provide timely interventions and assistance.

Incorporate the outcomes of the activities in D1-D3 into a comprehensive plan to increase the certificate and degree completion rates for all students in each of the college's CTE programs and to close the achievement gaps that exist in certain programs for part-time students and for Hispanic students. This program will be called the Career Technologies Education Achievement Program (CTE Achievement Program). Implement the CTE Achievement Program at the start of the Fall 2016 Semester. Conduct formative and summative evaluations on the effectiveness of the CTE Achievement Program.

Person(s) Responsible: Two of the CTE deans assigned to provide the leadership for the Career Technology Education Achievement Program;  faculty member(s) appointed to serve as the director or co-directors for this program; Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling

Activity D1.6: Develop Contextualized Information Literacy for CTE Programs

Develop contextualized information literacy modules for CTE students to support their academic success in CTE programs. Information literacy modules will be developed by Library faculty working with each CTE program to create modules customized to each career program. Modules will be delivered as workshops: either face-to-face or online. As a basic component of career success, information literacy is an essential skill that all students need. However, those involved in career paths may not see the immediate relevance of more general information literacy sessions. Contextualized modules with content specific to each field will increase motivation and interest and provide students with tools they will need throughout their CTE programs.

Person(s) Responsible: Library Director; CTE faculty

**Goal D2. Increase the percentage of students in general and the percentage of students in historically underrepresented populations who complete their certificate, degree, and/or lower division transfer requirements.**

Activity D2.1: Integrate DegreeWorks Capabilities to Support Early Intervention Efforts

Once the DegreeWorks educational planning software program is integrated into the college's Banner Student System, which is expected to be completed by May, 2015, an intervention program will be developed to alert the student, his or her counselor and/or special program advisor, when the student withdraws and/or receives a grade of "D", "F" or "No Pass" in a course that is part of their educational plan.

In 2014-2015, the DegreeWorks educational planning software program will be installed and it will be integrated into the college's student information system. Implementation will include the integration of DegreeWorks with the college's student tracking system which will either be SARS or On Track. These new programs have great potential to assist students in receiving early support, but implementation is a multi-step process that will require careful planning.

January-June 2015: Develop needed interventions for students who deviate from successfully completing one or more of the courses in their educational plan.

March 2015-July 2015: Complete the development of the program integrations needed to inform counselors and other appropriate faculty, managers, and staff when students withdraw and/or do not receive a grade of "C" or higher in one or more of the courses in their educational plan.

August 2015-June 2017: Implement both the processes for informing counselors and other appropriate faculty and staff when students deviate from adhering to their educational plan and the intervention strategies that are designed to have students get back on track in

completing their educational plan. Conduct formative and summative evaluations to assess the degree to which this intervention program is achieving its stated objectives.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; the chair of Academic Counseling; the Director of IT Infrastructure and Systems

Activity D2.2:  Train Students and Faculty on New Software Programs for Degrees
Degree Works has great potential for allowing students access to their online educational plans and taking proactive steps to achieve their degree and transfer goals.  However, both students and faculty will need training on how to maximize the potential of this tool.  Dedicated time and training opportunities for users will support getting the most return on investment for this product.  For at-risk students, new systems may be the least accessible without assistance and training, so planning for phasing in of this system will ensure more robust and efficacious use.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling

Activity D2.3: Explore Case Management Model for Counseling

Explore the feasibility of implementing a counseling student case management method, initially targeting Fall 2015 for all new incoming students who graduated from local high schools and then potentially expanding to all first-time students after evaluating limitations of funding and workload. Counselors would be responsible for monitoring student progress toward completing their educational plan and, when needed, coordinating appropriate interventions.

The feasibility study for implementing a case management method to assign counselors to designated students will be completed. The analysis will take into account the addition of two or three additional counselors as a result of funding support from SSSP and possibly other counselors through Student Equity funds.

Person(s) Responsible: Dean of Student Development, DSPS, and Counseling; chair of  Academic Counseling

**Goal D3. Increase the percentage of part-time students in general, and part-time students in underrepresented population groups in particular, who complete their certificate, associate degree and/or lower division transfer requirements within a three-to-five year period from when they first entered the college.**

Activity D3.1: Explore Development of Accelerated Pathways for Part-time Students

Explore development of a PACE-type program which could be entitled the Part-time Student Accelerated Goal Achievement Program. This program would enable part-time students to complete their certificate, associate degree, and/or their lower division transfer requirements in three years or less. Develop the curriculum pathways for this program which would enable students to take two general education courses (including basic skills and degree-applicable English and math courses) required to complete their degree and/or lower division transfer requirements every 8 weeks of the fall and spring semester and one or two courses in each of the two summer sessions. Develop the approach to enable students to complete their major field of study degree requirements. Identify the student support services and other student success strategies to be incorporated into this program.

Provide training for faculty teaching courses that are part of the Part-time Student Express to Degree Program with training on working with part-time students and in incorporating effective instructional and support practices such as working with Gateway tutors, into their classes. Implement the Part-time Student Accelerated Goal Achievement Program in the Fall 2016 Semester. Conduct formative and summative evaluations on the degree to which this program is meeting its expected outcomes each year of the program.

Person(s) Responsible: Dean responsible for the Part-time Student Accelerated Goal Achievement Program

**Outcome for D1-D3**:  By the end of the 2016-17 academic year as compared with 2013-2014, the certificate and degree completion rates of students who participate in targeted programs, and particularly for African-American, Hispanic, and part-time students, will be higher.

# GOALS AND ACTIVITIES

## E.  STUDENT SUCCESS INDICATOR FOR TRANSFER

*"The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years."*

**Data Analysis**

A total of 31% of all students who completed a minimum of 12 units and have attempted a transfer level course in mathematics or English transferred to a four-year university within six

years of their first entering the college. The transfer rates were significantly lower than the college average of 31% for students in one or more of the following population groups: Black/African American (14%), Hispanic (18%), Asian (22%), 20 years of age or older (13%), economically disadvantaged (22%), and students attending on a part-time basis (15.1%).

**GOAL E1. Increase the transfer rates of all students with a goal of transfer in general and for those in historically underrepresented populations and for part-time students in particular.**

Activity E1.1: Develop iPath Transfer Success Program

Develop the iPath Transfer Success Program that is designed to enable students to complete their lower division general education and major field requirements in two years or less. The iPath Transfer Success Program is intended for students who assess at English 100 or higher and Math 107 or higher and who commit to adhering to the requirements of participating in this program. A concerted effort will be made to recruit into this program students completing the Express to Success Program and eligible students from historically underrepresented populations.

The iPath Transfer Success Program will incorporate a number of the components of the college's successful Express to Success Program. These effective strategies include: requiring students to meet with an iPath counselor or program advisor to review the requirements and benefits of this program as a condition for being admitted to this program; conducting an orientation for iPath students prior to the start of each semester; requiring students to take their general education courses (including transfer level math and English courses required for transfer) and lower division major field courses in a prescribed sequence; assigning an iPath counselor to each student in this program; and assigning a Gateway tutor to each of the iPath designated general education class sections. Faculty could collaborate with each other and their tutors in developing Directed Learning Activities that Gateway tutors can use to make sessions more effective, and Gateway mentor tutors may be one resource for advising new tutors during the program's inception. iPath designated courses will share a common theme and all iPath students will take part in an integrative learning skills seminar during their first and second semester in this program.

iPATH students will work closely with their faculty and counselor who will serve as mentors to them while in this program. Faculty teaching iPath general education courses will participate in Faculty Inquiry Groups to determine high-impact practices and the common theme for the cohort. They will also receive training on how to effectively work with the Gateway tutors assigned to their classes. Faculty taking part in the iPath Program will receive a stipend for attending the monthly and, if needed, more frequent program meetings to learn about and share best practices for increasing student learning and successful completion of their course and transfer objectives.

A minimum of 2,000 students will take part in this program in the Fall 2016 Semester. The program will be designed to accommodate as many eligible students as possible who agree to meeting the requirements for joining and remaining in the program.

Person(s) Responsible: Dean for the iPath Transfer Program in conjunction with the iPath co-directors and iPath Leadership Team

Activity E1.2: Develop STEM Transfer Program

Complete development of the STEM Transfer Program by April, 2015 to include well- defined curriculum pathways for each of the STEM majors. Until the UCs and CSUs agree on the lower division STEM major field requirements that they will accept as meeting their own lower division major field requirements, several curriculum pathways will be developed that correspond to meeting the lower division transfer requirements for groups of CSUs and UCs that share the same requirements.

Implement and evaluate the effectiveness of the complete program during the 2015-16 academic year, and develop the plan to institutionalize this program after the Title V grant for this program expires in September 2016. The STEM Transfer Program will be integrated into the iPath Transfer Success Program beginning in the 2016-17 academic year. This program requires a detailed implementation timeline, as follows:

November 2014-April 2015: Complete the development of well-defined curriculum pathways for each STEM major.

April 2015-June 2017: Implement the complete STEM Transfer Program model in time for the Fall 2015 Semester and evaluate the degree to which it is achieving its intended outcomes.

September 2015-February 2016: Allocate the required resources needed to institutionalize and expand the STEM Transfer Program after the Title V Hispanic Serving Institutions grant expires in October 2016.

Person(s) responsible: Dean for the Math and Sciences Divisions; STEM Transfer Project Director; Office of Institutional Assessment, Research, and Planning

Activity E1.3: Create Accelerated Transfer Pathways for Part-time Students

The transfer component of the Part-time Student Accelerated Goal Achievement Program will be developed in time to be implemented in the Fall 2016 Semester. This program is designed to enable students attending the college on a part-time basis to complete their lower division general education and major field requirements in three years or less. A study will be

completed to assess the feasibility of incorporating this program into the iPath Transfer Success Program or having it operate as a separate transfer program.

The Part-time Student Accelerated Goal Achievement Program will be developed and implemented beginning with the Spring 2016 Semester. A minimum of 200 students will take part in this program each semester with the goal to increase this number to 500 or more students within two years. By the end of the 2016-17 academic year, the transfer rates of students in this program will be significantly higher than those of a comparable group of non-part-time students in this program and proportionally greater for part-time students in underrepresented populations.

Person(s) Responsible: Dean responsible for the Part-time Student Accelerated Goal Achievement Program and the Project Director

**Outcome for E1-E3**: By the end of the 2016-17 academic year as compared with 2013-2014, the transfer rates of all students will be higher but particularly for those students who enroll in the iPath Transfer Success Program or the STEM Transfer Program and are also African-American, Hispanic, or part-time.

# A Final Note

Contributors to the Student Equity Plan recognize the ambitiousness of the number and scope of activities outlined in this plan.  During the first year of exploration, the Student Equity Committee and various project teams will reflect on whether all activities are reasonably attainable within the plan cycle.  The standard used to assess an activity's viability will fundamentally rest on its potential to impact the experience and success of underrepresented student populations which demonstrate disproportionate impact on one or more success indicators.  For Santa Barbara City College, the target populations are African-American and Hispanic students.  The needs of part-time and economically disadvantaged students will also be considered.  With its commitment to the success of all students, Santa Barbara City College builds on its many successful programs in order to provide a more holistic, streamlined, and welcoming experience for students.  The guiding principles of helping students be *directed, focused, nurtured, engaged, connected, and valued*  will also shape these efforts.

# Budget

**SOURCES OF FUNDING**

Santa Barbara City College's Student Equity Program Allocation is $806,876 for the 2014-2105 academic year. These funds are allocated to support activities that will help close the achievement gap for the target populations of this Student Equity Plan, as documented in the disproportionate impact study. In addition, there are many existing programs and activities which already serve the College's underrepresented student populations, and these are supported by the general fund, Title V and other grants, SSSP funding, and other categorical funds.

Restricted Fund

Revenue (2014 – 2015)

| 8600 | State | $806,876 |

Expenditures

| 1000 | Academic Salaries |
| 2000 | Classified Salaries |
| 3000 | Employee Benefits |
| 4000 | Supplies and Materials |
| 5000 | Other Operating Expenses |

# Evaluation Schedule and Process

**Initial Planning Efforts**

The initial work to create the Student Equity Plan was launched on April 7, 2014 when the College President, soon followed by the Executive Vice President of Educational Programs, sent an invitation college-wide for interested participants to join student equity planning efforts as part of the new campus-wide Student Access, Success, and Equity (SASE) Committee. A series of three half-day workshops were held on June 4, 5, and 6 to bring faculty, staff, administrators, and students together to brainstorm ideas about how to work to close achievement gaps in our student populations. Subsequent meetings on June 20 and October 3 focused on writing goals and activities, which a sub-set of the original planning team contributed to. In all, more than 60 members of the college community—widely dispersed among the various constituency groups—either directly attended planning workshops, participated in email or google doc dialogues about the plan, or engaged in follow-up conversations regarding equity plans.

In late Fall 2014, given the large membership of this preliminary planning group, team leaders proposed the formation of a smaller standing committee which would report directly to the College Planning Council and take responsibility for regular review, analysis, and evaluation of the Student Equity Plan. This committee structure is outlined below.

**Charge for the Student Equity Committee**

Santa Barbara City College acknowledges that student equity is affected by the awareness, actions, and assumptions of individuals in every part of the institution. The Student Equity Committee plays a central role in college-wide planning to address student access and success. The Committee contributes to the Student Equity Plan and assesses progress in meeting defined goals, particularly to address achievement gaps among underrepresented student groups. As part of SBCC's commitment to fostering opportunity for all students, the SEC coordinates its work with other planning documents, including the Educational Master Plan and the Student Success and Support Program Plan. The Student Equity Committee maintains strong relationships with college-wide governance groups such as the Academic Senate and reports directly to the College Planning Council.

**Composition of the Student Equity Committee**

1 member of President's Council selected by the college president will serve as a co-chair
6 faculty members selected by the president of the Academic Senate; one faculty member will serve as the co-chair

4 classified staff members selected by the Consultation Group Council
4 managers/administrators selected by the Advancing Leadership Council
2 students selected by the president of the Associated Student Senate
Senior Director of Assessment, Planning, and Evaluation or designee will serve as a resource to this committee.

**Ongoing Evaluation**

The Student Equity Committee will meet at least once per month during the regular academic year, beginning in Spring 2015.  The Committee will review progress on goals and activities, communicate with the Office of Institutional Research when additional data is needed to analyze progress on these goals, and report at least once per semester to the College Planning Council.  The Committee will also make recommendations for how to best integrate equity planning with the other planning processes of the college, including the Educational Master Plan, Student Success and Support Program Plan, Basic Skills Initiative, accreditation processes, and Program Review.  The Committee co-chairs will also coordinate completion of the year-end status report, due in the Chancellor's Office annually during the third week of May.  The year-end report will help inform adjustments that may be needed in subsequent phases of the planning cycle.

# Attachments

# Att. 1.1  Member Participation in Plan Development

The following people attended one or more meetings of the Student Access, Success, and Equity Committee and/or reviewed a draft of the Student Equity Plan prior to submission to the College Planning Council for final review.

Camila Acosta, Academic Counselor, EOPS

Kathy Adams, Transfer Center Articulation Counselor

Lydia Aguirre-Fuentes, Academic Counselor

Ignacio Alarcon, Math Faculty

Raquel Alvarado, ESL Student Services Assistant

Nicholas Arnold, Engineering Faculty

Liz Auchincloss, President of Classified Staff Employees' Association

Norma Bahena, Instructional Lab Coordinator

Sabrina Barajas, Transfer Achievement Program Advisor

Susan Beers, DSPS Counselor

Sarah Boggs, English Faculty

Elizabeth Bowman, Library Director

Priscilla Butler, ESL Faculty; Chair of Planning and Resources

Ryan Byrne, Athletic Director

Phil Carter, Information Systems Specialist

Laura Castro, Counselor; Articulation Officer

Cosima Celmayster-Rincon,  Academic Counselor

Allison Chapin, Tutor Coordinator for Math Lab

Terri Cook, English Faculty

Annette Cordero, English Skills Faculty

Marta Cruz-Concepcion,  Spanish Faculty

Allison Curtis, Associate Dean of Student Services, Admissions and Records

Mohammad El-Soussi, Computer Network Engineering Faculty

Virginia Estrella, MESA Coordinator

Kevin Evans, Student

Marisa Flores, Student

Jack Friedlander, Executive Vice President of Educational Programs

Jana Garnett, Director, Disabled Student Programs & Services

Robin Goodnough, ESL Faculty

Christy Grant, Academic Counselor

Jeffrey Gray, Math Faculty

Dolores Howard, ESL Faculty

Ana Jimenez, Financial Aid Advisor

Sandrine Krul, PE/Athletics

Chelsea Lancaster, CalWORKs and CARE Advisor

Martha Lizalde, Noncredit Advisor

Christina Lomeli, Financial Aid Advisor

Mari Lopez-Manzo, Noncredit Advisor

Adam MacDougall, English Faculty

Wendy MacGregor, Financial Aid Advisor

Jose Martinez, Coordinator, Community Education Center

Joyce McPheter, Administrative Assistant

Jody Millward, English Faculty

Kimberly Monda, English Faculty; Academic Senate President

Matthew Mooney, History Faculty

Melissa Moreno, Dean of Business, Professional Development Studies, Dual Enrollment

Jordan Morris, Information Systems Specialist

Kenley Neufeld, Dean of Languages, Physical Education, Technologies, ESL, Library

Ellen O'Conner, PE/Athletics Faculty

Liliana Olguin Huerta, Career Advising

Clara Oropeza, English Faculty

Benjamin Partee, Dean of Student Development, DSPS, Counseling

Vanessa Pelton, Coordinator, Enrollment Services

Christopher Philips, Career Center Director

Jerry Pike, Director, Learning Support Services

Alan Price, Dean of Health & Human Services, Career Technology

John Robertson, English Skills Faculty

Roberto Robledo, ESL Faculty

Alice Scharper, Dean of Fine Arts, Media Arts, English, Social Science, Learning Resource Center

Gwyer Schuyler, Academic Counselor

Marilynn Spaventa, Dean of Sciences, Mathematics, International Students, Study Abroad

Elizabeth Stein, Career Technical Programs Outreach Coordinator

Laurie Vasquez, Assistive Technology Specialist, FRC and DSPS

Jesus Vega, Dual Enrollment Program Advisor

Sheila Wiley, English Skills Faculty; Co-Director of Gateway Center

Rosina Wright-Castro, Transfer Achievement Program Advisor

# ACCESS

*The percentage of each population group that is enrolled, compared to that group's representation in the adult population within the community served.*

| | Number in Student Population* | Number in SBCC Service Area** | Annual Participation Rate | Pct Distribution in Student Population (A) | Pct Distribution in Service Area (B) | Proportionality Index (A/B) | 80-Percent Index Rate/Reference Rate (1.0) |
|---|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | | |
| Am. Indian/Alaskan Native | 107 | 760 | 14% | 0.6% | 0.4% | 1.46 | 0.86 |
| Asian | 699 | 6,839 | 10% | 3.8% | 3.6% | 1.06 | 0.62 |
| Black/African American | 622 | 3,800 | 16% | 3.4% | 2.0% | 1.70 | 1.00 |
| Filipino | 259 | 2,204 | 12% | 1.4% | 1.2% | 1.22 | 0.72 |
| Hispanic | 6,732 | 63,264 | 11% | 36.8% | 33.3% | 1.10 | 0.65 |
| Other Non-White | 71 | 570 | 12% | 0.4% | 0.3% | 1.29 | 0.76 |
| Pacific Islander | 50 | 456 | 11% | 0.3% | 0.2% | 1.14 | 0.67 |
| Two or More Races | 834 | 7,409 | 11% | 4.6% | 3.9% | 1.17 | 0.69 |
| Unknown | 333 | 3,610 | 9% | 1.8% | 1.9% | 0.96 | 0.56 |
| White | 8,600 | 101,070 | 9% | 47.0% | 53.2% | 0.88 | 0.52 |
| **TOTAL** | **18,307** | **189,981** | | **100.0%** | **100.00%** | | |
| **By Gender** | | | | | | | |
| Female | 9,882 | 95,750 | 10% | 54.0% | 50.4% | 1.07 | 1.00 |
| Male | 8,425 | 94,231 | 9% | 46.0% | 49.6% | 0.93 | 0.87 |
| **TOTAL** | **18,307** | **189,981** | | **100.0%** | **100.00%** | | |
| **By Age Group** | | | | | | | |
| Under 15 | 0 | 35,982 | 0% | 0.0% | 18.9% | | |
| 15-19 | 6,649 | 17,041 | 39% | 36.3% | 9.0% | 4.05 | 1.00 |
| 20-24 | 6,030 | 19,283 | 31% | 32.9% | 10.2% | 3.25 | 0.80 |
| 25-39 | 3,505 | 37,103 | 9% | 19.1% | 19.5% | 0.98 | 0.24 |
| 40+ | 2,123 | 80,590 | 3% | 11.6% | 42.4% | 0.27 | 0.07 |
| **TOTAL** | **18,307** | **189,981** | | **100.0%** | **100.00%** | | |
| **By Disability Status** | | | | | | | |
| DSPS | 2,567 | Comparable data not available | | 14.0% | N/A | | |
| Non-DSPS | 15,740 | | | 86.0% | | | |
| **TOTAL** | **18,307** | | | **100.0%** | | | |
| **By Economic Status** | | | | | | | |
| Disavantaged (BOG Waiver) | 8,822 | Comparable data not available | | 48.2% | N/A | | |
| Non-Disadvantaged | 9,485 | | | 51.8% | | | |
| **TOTAL** | **18,307** | | | **100.0%** | | | |

* Fall 2013 unduplicated headcount, excluding international students
** 2010 Census Data

# Basic Skills Pipeline - ENGLISH

*ENGLISH Cohort - tracked from Fall 2010 for 3 years through Spring 2013*

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **By Ethnicity and Gender** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Female | 12 | 8 | 67% | 5 | 63% | 5 | 100% | 3 | 60% | 2 | 67% | 40% | 1.07 |
| Am. Indian/Alaskan Native - Male | 7 | 6 | 86% | 5 | 83% | 3 | 60% | 1 | 33% | 1 | 100% | 20% | 1.20 |
| Asian - Female | 34 | 26 | 76% | 15 | 58% | 13 | 87% | 11 | 85% | 9 | 82% | 60% | 1.42 |
| Asian - Male | 37 | 31 | 84% | 22 | 71% | 16 | 73% | 15 | 94% | 14 | 93% | 64% | 1.32 |
| Black/African American - Female | 35 | 27 | 77% | 23 | 85% | 18 | 78% | 15 | 83% | 8 | 53% | 35% | 0.63 |
| Black/African American - Male | 56 | 50 | 89% | 40 | 80% | 32 | 80% | 24 | 75% | 9 | 38% | 23% | 0.47 |
| Filipino - Female | 12 | 10 | 83% | 7 | 70% | 7 | 100% | 7 | 100% | 6 | 86% | 86% | 1.22 |
| Filipino - Male | 8 | 8 | 100% | 7 | 88% | 4 | 57% | 4 | 100% | 4 | 100% | 57% | 1.14 |
| Hispanic - Female | 584 | 440 | 75% | 358 | 81% | 310 | 87% | 255 | 82% | 136 | 53% | 38% | 0.66 |
| Hispanic - Male | 544 | 411 | 76% | 346 | 84% | 278 | 80% | 209 | 75% | 104 | 50% | 30% | 0.59 |
| Other Non-White - Female | 7 | 6 | 86% | 5 | 83% | 5 | 100% | 5 | 100% | 3 | 60% | 60% | 0.72 |
| Other Non-White - Male | 7 | 7 | 100% | 5 | 71% | 5 | 100% | 4 | 80% | 3 | 75% | 60% | 1.05 |
| Pacific Islander - Female | 5 | 3 | 60% | 1 | 33% | 1 | 100% | 0 | 0% | 0 | 0% | 0% | 0.00 |
| Pacific Islander - Male | 4 | 3 | 75% | 3 | 100% | 3 | 100% | 1 | 33% | 0 | 0% | 0% | 0.00 |
| Two or More Races - Female | 59 | 56 | 95% | 31 | 55% | 23 | 74% | 20 | 87% | 12 | 60% | 39% | 1.08 |
| Two or More Races - Male | 52 | 50 | 96% | 36 | 72% | 32 | 89% | 24 | 75% | 15 | 63% | 42% | 0.87 |
| Unknown - Female | 35 | 9 | 26% | 7 | 78% | 5 | 71% | 5 | 100% | 3 | 60% | 43% | 0.77 |
| Unknown - Male | 29 | 10 | 34% | 9 | 90% | 8 | 89% | 5 | 63% | 3 | 60% | 33% | 0.67 |
| White - Female | 730 | 609 | 83% | 330 | 54% | 268 | 81% | 237 | 88% | 154 | 65% | 47% | 1.20 |
| White - Male | 708 | 621 | 88% | 425 | 68% | 319 | 75% | 259 | 81% | 146 | 56% | 34% | 0.82 |
| **TOTAL** | **2965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Ethnicity and Enrollment Status** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Full Time | 12 | 10 | 83% | 8 | 80% | 6 | 75% | 4 | 67% | 3 | 75% | 38% | 0.94 |
| Am. Indian/Alaskan Native - Part Time | 7 | 4 | 57% | 2 | 50% | 2 | 100% | 0 | 0% | 0 | | 0% | 0.00 |
| Asian - Full Time | 44 | 40 | 91% | 24 | 60% | 21 | 88% | 20 | 95% | 19 | 95% | 79% | 1.58 |
| Asian - Part Time | 27 | 17 | 63% | 13 | 76% | 8 | 62% | 6 | 75% | 4 | 67% | 31% | 0.87 |
| Black/African American - Full Time | 48 | 44 | 92% | 35 | 80% | 31 | 89% | 25 | 81% | 11 | 44% | 31% | 0.55 |
| Black/African American - Part Time | 43 | 33 | 77% | 28 | 85% | 19 | 68% | 14 | 74% | 6 | 43% | 21% | 0.51 |
| Filipino - Full Time | 14 | 14 | 100% | 10 | 71% | 9 | 90% | 9 | 100% | 8 | 89% | 80% | 1.24 |
| Filipino - Part Time | 6 | 4 | 67% | 4 | 100% | 2 | 50% | 2 | 100% | 2 | 100% | 50% | 1.00 |
| Hispanic - Full Time | 519 | 465 | 90% | 367 | 79% | 334 | 91% | 304 | 91% | 174 | 57% | 47% | 0.73 |
| Hispanic - Part Time | 609 | 386 | 63% | 337 | 87% | 254 | 75% | 160 | 63% | 66 | 41% | 20% | 0.47 |
| Other Non-White - Full Time | 8 | 8 | 100% | 5 | 63% | 5 | 100% | 5 | 100% | 5 | 100% | 100% | 1.60 |
| Other Non-White - Part Time | 6 | 5 | 83% | 5 | 100% | 5 | 100% | 4 | 80% | 1 | 25% | 20% | 0.25 |
| Pacific Islander - Full Time | 6 | 4 | 67% | 2 | 50% | 2 | 100% | 1 | 50% | 0 | 0% | 0% | 0.00 |
| Pacific Islander - Part Time | 3 | 2 | 67% | 2 | 100% | 2 | 100% | 0 | 0% | 0 | 0% | 0% | 0.00 |
| Two or More Races - Full Time | 70 | 68 | 97% | 38 | 56% | 35 | 92% | 29 | 83% | 16 | 55% | 42% | 0.99 |
| Two or More Races - Part Time | 41 | 38 | 93% | 29 | 76% | 20 | 69% | 15 | 75% | 11 | 73% | 38% | 0.96 |
| Unknown - Full Time | 10 | 9 | 90% | 7 | 78% | 6 | 86% | 6 | 100% | 4 | 67% | 57% | 0.86 |
| Unknown - Part Time | 54 | 10 | 19% | 9 | 90% | 7 | 78% | 4 | 57% | 2 | 50% | 22% | 0.56 |
| White - Full Time | 814 | 739 | 91% | 415 | 56% | 354 | 85% | 332 | 94% | 224 | 67% | 54% | 1.20 |

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| White - Part Time | 624 | 491 | 79% | 340 | 69% | 233 | 69% | 164 | 70% | 76 | 46% | 22% | 0.67 |
| **TOTAL** | **2965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Gender** | | | | | | | | | | | | | |
| Female | 1,513 | 1,194 | 79% | 782 | 65% | 655 | 84% | 558 | 85% | 333 | 60% | 43% | 0.91 |
| Male | 1,452 | 1,197 | 82% | 898 | 75% | 700 | 78% | 546 | 78% | 299 | 55% | 33% | 0.73 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Age Group and Gender** | | | | | | | | | | | | | |
| Under 20 - Female | 1,191 | 1,097 | 92% | 708 | 65% | 611 | 86% | 523 | 86% | 319 | 61% | 45% | 0.95 |
| Under 20 - Male | 1,135 | 1,043 | 92% | 767 | 74% | 620 | 81% | 489 | 79% | 278 | 57% | 36% | 0.77 |
| 20-24 - Female | 106 | 64 | 60% | 51 | 80% | 32 | 63% | 25 | 78% | 12 | 48% | 24% | 0.60 |
| 20-24 - Male | 146 | 99 | 68% | 83 | 84% | 48 | 58% | 35 | 73% | 12 | 34% | 14% | 0.41 |
| 25-39 - Female | 119 | 24 | 20% | 17 | 71% | 10 | 59% | 9 | 90% | 2 | 22% | 12% | 0.31 |
| 25-39 - Male | 101 | 38 | 38% | 35 | 92% | 22 | 63% | 16 | 73% | 8 | 50% | 23% | 0.54 |
| 40+ - Female | 97 | 9 | 9% | 6 | 67% | 2 | 33% | 1 | 50% | 0 | 0% | 0% | 0.00 |
| 40+ - Male | 70 | 17 | 24% | 13 | 76% | 10 | 77% | 6 | 60% | 1 | 17% | 8% | 0.22 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Age Group and Enrollment Status** | | | | | | | | | | | | | |
| Under 20 - Full Time | 1,402 | 1,306 | 93% | 833 | 64% | 740 | 89% | 680 | 92% | 442 | 65% | 53% | 1.02 |
| Under 20 - Part Time | 924 | 834 | 90% | 642 | 77% | 491 | 76% | 332 | 68% | 155 | 47% | 24% | 0.61 |
| 20-24 - Full Time | 85 | 62 | 73% | 52 | 84% | 42 | 81% | 37 | 88% | 18 | 49% | 35% | 0.58 |
| 20-24 - Part Time | 167 | 101 | 60% | 82 | 81% | 38 | 46% | 23 | 61% | 6 | 26% | 7% | 0.32 |
| 25-39 - Full Time | 47 | 25 | 53% | 19 | 76% | 15 | 79% | 13 | 87% | 4 | 31% | 21% | 0.40 |
| 25-39 - Part Time | 173 | 37 | 21% | 33 | 89% | 17 | 52% | 12 | 71% | 6 | 50% | 18% | 0.56 |
| 40+ - Full Time | 11 | 8 | 73% | 7 | 88% | 6 | 86% | 5 | 83% | 0 | | 0% | 0.00 |
| 40+ - Part Time | 156 | 18 | 12% | 12 | 67% | 6 | 50% | 2 | 33% | 1 | 50% | 8% | 0.75 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Residency and Gender** | | | | | | | | | | | | | |
| In District - Female | 471 | 427 | 91% | 319 | 75% | 276 | 87% | 235 | 85% | 135 | 57% | 42% | 0.77 |
| In District - Male | 476 | 430 | 90% | 335 | 78% | 272 | 81% | 205 | 75% | 123 | 60% | 37% | 0.77 |
| Out of District - Female | 913 | 659 | 72% | 397 | 60% | 326 | 82% | 278 | 85% | 174 | 63% | 44% | 1.04 |
| Out of District - Male | 840 | 659 | 78% | 477 | 72% | 370 | 78% | 290 | 78% | 152 | 52% | 32% | 0.72 |
| Out of State - Female | 129 | 108 | 84% | 66 | 61% | 53 | 80% | 45 | 85% | 24 | 53% | 36% | 0.87 |
| Out of State - Male | 136 | 108 | 79% | 86 | 80% | 58 | 67% | 51 | 88% | 24 | 47% | 28% | 0.59 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Residency and Enrollment Status** | | | | | | | | | | | | | |
| In District - Full Time | 475 | 449 | 95% | 314 | 70% | 288 | 92% | 267 | 93% | 178 | 67% | 57% | 0.95 |
| In District - Part Time | 472 | 408 | 86% | 340 | 83% | 260 | 76% | 173 | 67% | 80 | 46% | 24% | 0.55 |
| Out of District - Full Time | 923 | 823 | 89% | 512 | 62% | 449 | 88% | 406 | 90% | 251 | 62% | 49% | 0.99 |
| Out of District - Part Time | 830 | 495 | 60% | 362 | 73% | 247 | 68% | 162 | 66% | 75 | 46% | 21% | 0.63 |
| Out of State - Full Time | 147 | 129 | 88% | 85 | 66% | 66 | 78% | 62 | 94% | 35 | 56% | 41% | 0.86 |
| Out of State - Part Time | 118 | 87 | 74% | 67 | 77% | 45 | 67% | 34 | 76% | 13 | 38% | 19% | 0.50 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Disability Status and Gender** | | | | | | | | | | | | | |
| DSPS - Female | 230 | 207 | 90% | 154 | 74% | 131 | 85% | 111 | 85% | 76 | 68% | 49% | 0.92 |

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DSPS - Male | 204 | 186 | 91% | 158 | 85% | 129 | 82% | 94 | 73% | 48 | 51% | 30% | 0.60 |
| Non-DSPS - Female | 1,283 | 987 | 77% | 628 | 64% | 524 | 83% | 447 | 85% | 257 | 57% | 41% | 0.90 |
| Non-DSPS - Male | 1,248 | 1,011 | 81% | 740 | 73% | 571 | 77% | 452 | 79% | 251 | 56% | 34% | 0.76 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Disability Status and Enrollment Status** | | | | | | | | | | | | | |
| DSPS - Full Time | 225 | 218 | 97% | 165 | 76% | 153 | 93% | 140 | 92% | 92 | 66% | 56% | 0.87 |
| DSPS - Part Time | 209 | 175 | 84% | 147 | 84% | 107 | 73% | 65 | 61% | 32 | 49% | 22% | 0.59 |
| Non-DSPS - Full Time | 1,320 | 1,183 | 90% | 746 | 63% | 650 | 87% | 595 | 92% | 372 | 63% | 50% | 0.99 |
| Non-DSPS - Part Time | 1,211 | 815 | 67% | 622 | 76% | 445 | 72% | 304 | 68% | 136 | 45% | 22% | 0.59 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Economic Status and Gender** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Female | 753 | 608 | 81% | 444 | 73% | 369 | 83% | 305 | 83% | 176 | 58% | 40% | 0.79 |
| Disavantaged (BOG Waiver) - Male | 679 | 557 | 82% | 436 | 78% | 347 | 80% | 255 | 73% | 122 | 48% | 28% | 0.61 |
| Non-Disadvantaged - Female | 760 | 586 | 77% | 338 | 58% | 286 | 85% | 253 | 88% | 157 | 62% | 46% | 1.08 |
| Non-Disadvantaged - Male | 773 | 640 | 83% | 462 | 72% | 353 | 76% | 291 | 82% | 177 | 61% | 38% | 0.84 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Economic Status and Enrollment Status** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Full Time | 769 | 697 | 91% | 504 | 72% | 448 | 89% | 403 | 90% | 242 | 60% | 48% | 0.83 |
| Disavantaged (BOG Waiver) - Part Time | 663 | 468 | 71% | 376 | 80% | 268 | 71% | 157 | 59% | 56 | 36% | 15% | 0.44 |
| Non-Disadvantaged - Full Time | 776 | 704 | 91% | 407 | 58% | 355 | 87% | 332 | 94% | 222 | 67% | 55% | 1.16 |
| Non-Disadvantaged - Part Time | 757 | 522 | 69% | 393 | 75% | 284 | 72% | 212 | 75% | 112 | 53% | 28% | 0.70 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | **0.81** |
| **By Full-Time/Part-Time Status** | | | | | | | | | | | | | |
| Full-Time | 1,545 | 1,401 | 91% | 911 | 65% | 803 | 88% | 735 | 92% | 464 | 63% | 51% | 0.97 |
| Part-Time | 1,420 | 990 | 70% | 769 | 78% | 552 | 72% | 369 | 67% | 168 | 46% | 22% | 0.59 |
| **TOTAL** | **2,965** | **2,391** | **81%** | **1,680** | **70%** | **1,355** | **81%** | **1,104** | **81%** | **632** | **57%** | **38%** | 0.81 |

# Basic Skills Pipeline - MATH

*MATH Cohort - tracked from Fall 2010 for 3 years through Spring 2013*

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **By Ethnicity and Gender** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Female | 12 | 10 | 83% | 8 | 80% | 6 | 75% | 4 | 67% | 2 | 50% | 25% | 0.63 |
| Am. Indian/Alaskan Native - Male | 7 | 5 | 71% | 3 | 60% | 1 | 33% | 0 | 0% | 0 | 0% | 0% | |
| Asian - Female | 34 | 30 | 88% | 14 | 47% | 9 | 64% | 5 | 56% | 4 | 80% | 29% | 1.71 |
| Asian - Male | 37 | 32 | 86% | 8 | 25% | 3 | 38% | 1 | 33% | 1 | 100% | 13% | 4.00 |
| Black/African American - Female | 35 | 27 | 77% | 26 | 96% | 20 | 77% | 11 | 55% | 4 | 36% | 15% | 0.38 |
| Black/African American - Male | 56 | 49 | 88% | 43 | 88% | 27 | 63% | 9 | 33% | 3 | 33% | 7% | 0.38 |
| Filipino - Female | 12 | 10 | 83% | 7 | 70% | 7 | 100% | 4 | 57% | 3 | 75% | 43% | 1.07 |
| Filipino - Male | 8 | 8 | 100% | 5 | 63% | 2 | 40% | 2 | 100% | 2 | 100% | 40% | 1.60 |
| Hispanic - Female | 584 | 444 | 76% | 367 | 83% | 264 | 72% | 145 | 55% | 57 | 39% | 16% | 0.48 |
| Hispanic - Male | 544 | 414 | 76% | 333 | 80% | 213 | 64% | 95 | 45% | 39 | 41% | 12% | 0.51 |
| Other Non-White - Female | 7 | 6 | 86% | 5 | 83% | 4 | 80% | 3 | 75% | 1 | 33% | 20% | 0.40 |
| Other Non-White - Male | 7 | 7 | 100% | 5 | 71% | 4 | 80% | 1 | 25% | 0 | 0% | 0% | 0.00 |
| Pacific Islander - Female | 5 | 4 | 80% | 2 | 50% | 2 | 100% | 1 | 50% | 0 | | 0% | 0.00 |
| Pacific Islander - Male | 4 | 3 | 75% | 3 | 100% | 2 | 67% | 1 | 50% | 0 | 0% | 0% | 0.00 |
| Two or More Races - Female | 59 | 53 | 90% | 44 | 83% | 34 | 77% | 22 | 65% | 14 | 64% | 32% | 0.77 |
| Two or More Races - Male | 52 | 49 | 94% | 39 | 80% | 29 | 74% | 11 | 38% | 3 | 27% | 8% | 0.34 |
| Unknown - Female | 35 | 8 | 23% | 8 | 100% | 5 | 63% | 5 | 100% | 3 | 60% | 38% | 0.60 |
| Unknown - Male | 29 | 10 | 34% | 8 | 80% | 5 | 63% | 2 | 40% | 0 | 0% | 0% | 0.00 |
| White - Female | 730 | 625 | 86% | 458 | 73% | 331 | 72% | 241 | 73% | 128 | 53% | 28% | 0.72 |
| White - Male | 708 | 619 | 87% | 433 | 70% | 284 | 66% | 160 | 56% | 76 | 48% | 18% | 0.68 |
| **TOTAL** | **2965** | **2,413** | **81%** | **1819** | **75%** | **1252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Ethnicity and Enrollment Status** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Full Time | 12 | 10 | 83% | 7 | 70% | 4 | 57% | 3 | 75% | 1 | 33% | 14% | 0.48 |
| Am. Indian/Alaskan Native - Part Time | 7 | 5 | 71% | 4 | 80% | 3 | 75% | 1 | 33% | 1 | | 25% | 0.00 |
| Asian - Full Time | 44 | 40 | 91% | 11 | 28% | 8 | 73% | 5 | 63% | 4 | 80% | 36% | 2.91 |
| Asian - Part Time | 27 | 22 | 81% | 11 | 50% | 4 | 36% | 1 | 25% | 1 | 100% | 9% | 2.00 |
| Black/African American - Full Time | 48 | 44 | 92% | 39 | 89% | 26 | 67% | 12 | 46% | 3 | 25% | 8% | 0.28 |
| Black/African American - Part Time | 43 | 32 | 74% | 30 | 94% | 21 | 70% | 8 | 38% | 4 | 50% | 13% | 0.53 |
| Filipino - Full Time | 14 | 14 | 100% | 8 | 57% | 7 | 88% | 4 | 57% | 3 | 75% | 38% | 1.31 |
| Filipino - Part Time | 6 | 4 | 67% | 4 | 100% | 2 | 50% | 2 | 100% | 2 | 100% | 50% | 1.00 |
| Hispanic - Full Time | 519 | 468 | 90% | 347 | 74% | 282 | 81% | 170 | 60% | 76 | 45% | 22% | 0.60 |
| Hispanic - Part Time | 609 | 390 | 64% | 353 | 91% | 195 | 55% | 70 | 36% | 20 | 29% | 6% | 0.32 |
| Other Non-White - Full Time | 8 | 8 | 100% | 5 | 63% | 4 | 80% | 2 | 50% | 1 | 50% | 20% | 0.80 |
| Other Non-White - Part Time | 6 | 5 | 83% | 5 | 100% | 4 | 80% | 2 | 50% | 0 | 0% | 0% | 0.00 |
| Pacific Islander - Full Time | 6 | 4 | 67% | 2 | 50% | 2 | 100% | 0 | 0% | 0 | | 0% | 0.00 |
| Pacific Islander - Part Time | 3 | 3 | 100% | 3 | 100% | 2 | 67% | 2 | 100% | 0 | | 0% | 0.00 |
| Two or More Races - Full Time | 70 | 65 | 93% | 52 | 80% | 45 | 87% | 25 | 56% | 13 | 52% | 25% | 0.65 |
| Two or More Races - Part Time | 41 | 37 | 90% | 31 | 84% | 18 | 58% | 8 | 44% | 4 | 50% | 13% | 0.60 |
| Unknown - Full Time | 10 | 9 | 90% | 7 | 78% | 5 | 71% | 4 | 80% | 2 | 50% | 29% | 0.64 |
| Unknown - Part Time | 54 | 9 | 17% | 9 | 100% | 5 | 56% | 3 | 60% | 1 | 33% | 11% | 0.33 |
| White - Full Time | 814 | 767 | 94% | 503 | 66% | 405 | 81% | 296 | 73% | 160 | 54% | 32% | 0.82 |

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| White - Part Time | 624 | 477 | 76% | 388 | 81% | 210 | 54% | 105 | 50% | 44 | 42% | 11% | 0.52 |
| **TOTAL** | **2965** | **2,413** | **81%** | **1819** | **75%** | **1252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Gender** | | | | | | | | | | | | | |
| Female | 1,513 | 1,217 | 80% | 939 | 77% | 682 | 73% | 441 | 65% | 216 | 49% | 23% | 0.63 |
| Male | 1,452 | 1,196 | 82% | 880 | 74% | 570 | 65% | 282 | 49% | 124 | 44% | 14% | 0.60 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Age Group and Gender** | | | | | | | | | | | | | |
| Under 20 - Female | 1,191 | 1,130 | 95% | 857 | 76% | 643 | 75% | 414 | 64% | 207 | 50% | 24% | 0.66 |
| Under 20 - Male | 1,135 | 1,053 | 93% | 747 | 71% | 507 | 68% | 251 | 50% | 118 | 47% | 16% | 0.66 |
| 20-24 - Female | 106 | 61 | 58% | 57 | 93% | 25 | 44% | 16 | 64% | 7 | 44% | 12% | 0.47 |
| 20-24 - Male | 146 | 95 | 65% | 88 | 93% | 42 | 48% | 21 | 50% | 4 | 19% | 5% | 0.21 |
| 25-39 - Female | 119 | 21 | 18% | 20 | 95% | 11 | 55% | 8 | 73% | 2 | 25% | 10% | 0.26 |
| 25-39 - Male | 101 | 37 | 37% | 34 | 92% | 16 | 47% | 8 | 50% | 2 | 25% | 6% | 0.27 |
| 40+ - Female | 97 | 5 | 5% | 5 | 100% | 3 | 60% | 3 | 100% | 0 | 0% | 0% | 0.00 |
| 40+ - Male | 70 | 11 | 16% | 11 | 100% | 5 | 45% | 2 | 40% | 0 | 0% | 0% | 0.00 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Age Group and Enrollment Status** | | | | | | | | | | | | | |
| Under 20 - Full Time | 1,402 | 1,343 | 96% | 903 | 67% | 738 | 82% | 488 | 66% | 253 | 52% | 28% | 0.77 |
| Under 20 - Part Time | 924 | 840 | 91% | 701 | 83% | 412 | 59% | 177 | 43% | 72 | 41% | 10% | 0.49 |
| 20-24 - Full Time | 85 | 60 | 71% | 53 | 88% | 33 | 62% | 22 | 67% | 7 | 32% | 13% | 0.36 |
| 20-24 - Part Time | 167 | 96 | 57% | 92 | 96% | 34 | 37% | 15 | 44% | 4 | 27% | 4% | 0.28 |
| 25-39 - Full Time | 47 | 21 | 45% | 20 | 95% | 14 | 70% | 9 | 64% | 3 | 33% | 15% | 0.35 |
| 25-39 - Part Time | 173 | 37 | 21% | 34 | 92% | 13 | 38% | 7 | 54% | 1 | 14% | 3% | 0.16 |
| 40+ - Full Time | 11 | 5 | 45% | 5 | 100% | 3 | 60% | 2 | 67% | 0 | 0% | 0% | 0.00 |
| 40+ - Part Time | 156 | 11 | 7% | 11 | 100% | 5 | 45% | 3 | 60% | 0 | 0% | 0% | 0.00 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Residency and Gender** | | | | | | | | | | | | | |
| In District - Female | 471 | 427 | 91% | 332 | 78% | 237 | 71% | 138 | 58% | 67 | 49% | 20% | 0.62 |
| In District - Male | 476 | 430 | 90% | 304 | 71% | 199 | 65% | 94 | 47% | 45 | 48% | 15% | 0.68 |
| Out of District - Female | 913 | 677 | 74% | 509 | 75% | 376 | 74% | 257 | 68% | 129 | 50% | 25% | 0.67 |
| Out of District - Male | 840 | 663 | 79% | 495 | 75% | 324 | 65% | 163 | 50% | 70 | 43% | 14% | 0.58 |
| Out of State - Female | 129 | 113 | 88% | 98 | 87% | 69 | 70% | 46 | 67% | 20 | 43% | 20% | 0.50 |
| Out of State - Male | 136 | 103 | 76% | 81 | 79% | 47 | 58% | 25 | 53% | 9 | 36% | 11% | 0.46 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Residency and Enrollment Status** | | | | | | | | | | | | | |
| In District - Full Time | 475 | 447 | 94% | 288 | 64% | 235 | 82% | 142 | 60% | 77 | 54% | 27% | 0.84 |
| In District - Part Time | 472 | 410 | 87% | 348 | 85% | 201 | 58% | 90 | 45% | 35 | 39% | 10% | 0.46 |
| Out of District - Full Time | 923 | 850 | 92% | 588 | 69% | 473 | 80% | 323 | 68% | 164 | 51% | 28% | 0.73 |
| Out of District - Part Time | 830 | 490 | 59% | 416 | 85% | 227 | 55% | 97 | 43% | 35 | 36% | 8% | 0.43 |
| Out of State - Full Time | 147 | 132 | 90% | 105 | 80% | 80 | 76% | 56 | 70% | 22 | 39% | 21% | 0.49 |
| Out of State - Part Time | 118 | 84 | 71% | 74 | 88% | 36 | 49% | 15 | 42% | 7 | 47% | 9% | 0.53 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Disability Status and Gender** | | | | | | | | | | | | | |
| DSPS - Female | 230 | 201 | 87% | 171 | 85% | 137 | 80% | 89 | 65% | 55 | 62% | 32% | 0.73 |

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DSPS - Male | 204 | 179 | 88% | 153 | 85% | 109 | 71% | 54 | 50% | 24 | 44% | 16% | 0.52 |
| Non-DSPS - Female | 1,283 | 1,016 | 79% | 768 | 76% | 545 | 71% | 352 | 65% | 161 | 46% | 21% | 0.61 |
| Non-DSPS - Male | 1,248 | 1,017 | 81% | 727 | 71% | 461 | 63% | 228 | 49% | 100 | 44% | 14% | 0.61 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Disability Status and Enrollment Status** | | | | | | | | | | | | | |
| DSPS - Full Time | 225 | 218 | 97% | 177 | 81% | 154 | 87% | 107 | 69% | 63 | 59% | 36% | 0.73 |
| DSPS - Part Time | 209 | 162 | 78% | 147 | 91% | 92 | 63% | 36 | 39% | 16 | 44% | 11% | 0.49 |
| Non-DSPS - Full Time | 1,320 | 1,211 | 92% | 804 | 66% | 634 | 79% | 414 | 65% | 200 | 48% | 25% | 0.73 |
| Non-DSPS - Part Time | 1,211 | 822 | 68% | 691 | 84% | 372 | 54% | 166 | 45% | 61 | 37% | 9% | 0.44 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Economic Status and Gender** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Female | 753 | 608 | 81% | 487 | 80% | 351 | 72% | 210 | 60% | 98 | 47% | 20% | 0.58 |
| Disavantaged (BOG Waiver) - Male | 679 | 555 | 82% | 439 | 79% | 290 | 66% | 131 | 45% | 56 | 43% | 13% | 0.54 |
| Non-Disadvantaged - Female | 760 | 609 | 80% | 452 | 74% | 331 | 73% | 231 | 70% | 118 | 51% | 26% | 0.69 |
| Non-Disadvantaged - Male | 773 | 641 | 83% | 441 | 69% | 280 | 63% | 151 | 54% | 68 | 45% | 15% | 0.65 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Economic Status and Enrollment Status** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Full Time | 769 | 701 | 91% | 512 | 73% | 408 | 80% | 248 | 61% | 124 | 50% | 24% | 0.68 |
| Disavantaged (BOG Waiver) - Part Time | 663 | 462 | 70% | 414 | 90% | 233 | 56% | 93 | 40% | 30 | 32% | 7% | 0.36 |
| Non-Disadvantaged - Full Time | 776 | 728 | 94% | 469 | 64% | 380 | 81% | 273 | 72% | 139 | 51% | 30% | 0.79 |
| Non-Disadvantaged - Part Time | 757 | 522 | 69% | 424 | 81% | 231 | 54% | 109 | 47% | 47 | 43% | 11% | 0.53 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |
| **By Full-Time/Part-Time Status** | | | | | | | | | | | | | |
| Full-Time | 1,545 | 1,429 | 92% | 981 | 69% | 788 | 80% | 521 | 66% | 263 | 50% | 27% | 0.74 |
| Part-Time | 1,420 | 984 | 69% | 838 | 85% | 464 | 55% | 202 | 44% | 77 | 38% | 9% | 0.45 |
| **TOTAL** | **2,965** | **2,413** | **81%** | **1,819** | **75%** | **1,252** | **69%** | **723** | **58%** | **340** | **47%** | **19%** | **0.62** |

# Basic Skills Pipeline - ESL

*ESL Cohort - tracked from Fall 2007 for 6 years through Spring 2013*

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **By Ethnicity and Gender** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Female | 23 | | 0% | | | | | | | | | | |
| Am. Indian/Alaskan Native - Male | 18 | | 0% | | | | | | | | | | |
| Asian - Female | 32 | 2 | 6% | 1 | 50% | 1 | 100% | 1 | 100% | | 0% | 0% | 0.00 |
| Asian - Male | 42 | 4 | 10% | 2 | 50% | 1 | 50% | 1 | 100% | | 0% | 0% | 0.00 |
| Black/African American - Female | 24 | | 0% | | | | | | | | | | |
| Black/African American - Male | 40 | | 0% | | | | | | | | | | |
| Filipino - Female | 14 | | 0% | | | | | | | | | | |
| Filipino - Male | 9 | | 0% | | | | | | | | | | |
| Hispanic - Female | 537 | 126 | 23% | 116 | 92% | 116 | 100% | 90 | 78% | 2 | 2% | 2% | 0.02 |
| Hispanic - Male | 453 | 134 | 30% | 125 | 93% | 124 | 99% | 107 | 86% | 1 | 1% | 1% | 0.01 |
| Other Non-White - Female | 25 | | 0% | | | | | | | | | | |
| Other Non-White - Male | 32 | 2 | 6% | 2 | 100% | 2 | 100% | 2 | 100% | | 0% | 0% | 0.00 |
| Pacific Islander - Female | 10 | | 0% | | | | | | | | | | |
| Pacific Islander - Male | 18 | | 0% | | | | | | | | | | |
| Unknown - Female | 64 | 2 | 3% | 2 | 100% | 2 | 100% | 2 | 100% | | 0% | 0% | 0.00 |
| Unknown - Male | 99 | 1 | 1% | 1 | 100% | 1 | 100% | 1 | 100% | | 0% | 0% | 0.00 |
| White - Female | 712 | 4 | 1% | 2 | 50% | 2 | 100% | 2 | 100% | | 0% | 0% | 0.00 |
| White - Male | 718 | 2 | 0% | 1 | 50% | 1 | 100% | 1 | 100% | 1 | 100% | 100% | 2.00 |
| **TOTAL** | **2870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Ethnicity and Enrollment Status** | | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | | |
| Am. Indian/Alaskan Native - Full Time | 20 | | 0% | | | | | | | | | | |
| Am. Indian/Alaskan Native - Part Time | 21 | | 0% | | | | | | | | | | |
| Asian - Full Time | 44 | 3 | 7% | 1 | 33% | 1 | 100% | 1 | 100% | | 0% | 0% | 0.00 |
| Asian - Part Time | 30 | 3 | 10% | 2 | 67% | 1 | 50% | 1 | 100% | | 0% | 0% | 0.00 |
| Black/African American - Full Time | 24 | | 0% | | | | | | | | | | |
| Black/African American - Part Time | 40 | | 0% | | | | | | | | | | |
| Filipino - Full Time | 17 | | 0% | | | | | | | | | | |
| Filipino - Part Time | 6 | | 0% | | | | | | | | | | |
| Hispanic - Full Time | 341 | 41 | 12% | 35 | 85% | 35 | 100% | 31 | 89% | 1 | 3% | 3% | 0.04 |
| Hispanic - Part Time | 649 | 219 | 34% | 206 | 94% | 205 | 100% | 166 | 81% | 2 | 1% | 1% | 0.01 |
| Other Non-White - Full Time | 24 | 1 | 4% | 1 | 100% | 1 | 100% | 1 | 100% | | 0% | 0% | 0.00 |
| Other Non-White - Part Time | 33 | 1 | 3% | 1 | 100% | 1 | 100% | 1 | 100% | | 0% | 0% | 0.00 |
| Pacific Islander - Full Time | 15 | | 0% | | | | | | | | | | |
| Pacific Islander - Part Time | 13 | | 0% | | | | | | | | | | |
| Unknown - Full Time | 77 | | 0% | | | | | | | | | | |
| Unknown - Part Time | 86 | 3 | 3% | 3 | 100% | 3 | 100% | 3 | 100% | | 0% | 0% | 0.00 |
| White - Full Time | 818 | 3 | 0% | 1 | 33% | 1 | 100% | 1 | 100% | 1 | 100% | 100% | 3.00 |
| White - Part Time | 612 | 3 | 0% | 2 | 67% | 2 | 100% | 2 | 100% | | 0% | 0% | 0.00 |
| **TOTAL** | **2870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Gender** | | | | | | | | | | | | | |

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Female | 1,441 | 134 | 9% | 121 | 90% | 121 | 100% | 95 | 79% | 2 | 2% | 2% | 0.02 |
| Male | 1,429 | 143 | 10% | 131 | 92% | 129 | 98% | 112 | 87% | 2 | 2% | 2% | 0.02 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Age Group and Gender** | | | | | | | | | | | | | |
| Under 20 - Female | 1,081 | 11 | 1% | 8 | 73% | 8 | 100% | 7 | 88% | 1 | 14% | 13% | 0.20 |
| Under 20 - Male | 1,066 | 11 | 1% | 9 | 82% | 9 | 100% | 7 | 78% | 1 | 14% | 11% | 0.17 |
| 20-24 - Female | 90 | 36 | 40% | 32 | 89% | 32 | 100% | 23 | 72% | 1 | 4% | 3% | 0.05 |
| 20-24 - Male | 168 | 58 | 35% | 54 | 93% | 53 | 98% | 47 | 89% | 1 | 2% | 2% | 0.02 |
| 25-39 - Female | 143 | 67 | 47% | 62 | 93% | 62 | 100% | 52 | 84% | | 0% | 0% | 0.00 |
| 25-39 - Male | 123 | 60 | 49% | 57 | 95% | 56 | 98% | 47 | 84% | | 0% | 0% | 0.00 |
| 40+ - Female | 127 | 20 | 16% | 19 | 95% | 19 | 100% | 13 | 68% | | 0% | 0% | 0.00 |
| 40+ - Male | 72 | 14 | 19% | 11 | 79% | 11 | 100% | 11 | 100% | | 0% | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Age Group and Enrollment Status** | | | | | | | | | | | | | |
| Under 20 - Full Time | 1,276 | 10 | 1% | 7 | 70% | 7 | 100% | 6 | 86% | 2 | 33% | 29% | 0.48 |
| Under 20 - Part Time | 871 | 12 | 1% | 10 | 83% | 10 | 100% | 8 | 80% | | 0% | 0% | 0.00 |
| 20-24 - Full Time | 59 | 19 | 32% | 15 | 79% | 15 | 100% | 14 | 93% | | 0% | 0% | 0.00 |
| 20-24 - Part Time | 199 | 75 | 38% | 71 | 95% | 70 | 99% | 56 | 80% | 2 | 4% | 3% | 0.04 |
| 25-39 - Full Time | 35 | 15 | 43% | 13 | 87% | 13 | 100% | 11 | 85% | | 0% | 0% | 0.00 |
| 25-39 - Part Time | 231 | 112 | 48% | 106 | 95% | 105 | 99% | 88 | 84% | | 0% | 0% | 0.00 |
| 40+ - Full Time | 10 | 4 | 40% | 3 | 75% | 3 | 100% | 3 | 100% | | 0% | 0% | 0.00 |
| 40+ - Part Time | 189 | 30 | 16% | 27 | 90% | 27 | 100% | 21 | 78% | | 0% | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Residency and Gender** | | | | | | | | | | | | | |
| In District - Female | 383 | 6 | 2% | 4 | 67% | 4 | 100% | 3 | 75% | 1 | 33% | 25% | 0.50 |
| In District - Male | 436 | 11 | 3% | 5 | 45% | 5 | 100% | 5 | 100% | 1 | 20% | 20% | 0.44 |
| Out of District - Female | 940 | 126 | 13% | 117 | 93% | 117 | 100% | 92 | 79% | 1 | 1% | 1% | 0.01 |
| Out of District - Male | 846 | 131 | 15% | 125 | 95% | 123 | 98% | 107 | 87% | 1 | 1% | 1% | 0.01 |
| Out of State - Female | 118 | 2 | 2% | | 0% | | | | | | | | |
| Out of State - Male | 147 | 1 | 1% | 1 | 100% | 1 | 100% | | 0% | | | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Residency and Enrollment Status** | | | | | | | | | | | | | |
| In District - Full Time | 393 | 5 | 1% | 2 | 40% | 2 | 100% | 1 | 50% | | 0% | 0% | 0.00 |
| In District - Part Time | 426 | 12 | 3% | 7 | 58% | 7 | 100% | 7 | 100% | 2 | 29% | 29% | 0.49 |
| Out of District - Full Time | 836 | 41 | 5% | 36 | 88% | 36 | 100% | 33 | 92% | 2 | 6% | 6% | 0.07 |
| Out of District - Part Time | 950 | 216 | 23% | 206 | 95% | 204 | 99% | 166 | 81% | | 0% | 0% | 0.00 |
| Out of State - Full Time | 151 | 2 | 1% | | 0% | | | | | | | | |
| Out of State - Part Time | 114 | 1 | 1% | 1 | 100% | 1 | 100% | | 0% | | | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| **By Disability Status and Gender** | | | | | | | | | | | | | |
| DSPS - Female | 156 | 3 | 2% | 3 | 100% | 3 | 100% | 2 | 67% | | 0% | 0% | 0.00 |
| DSPS - Male | 146 | 3 | 2% | 3 | 100% | 3 | 100% | 2 | 67% | | 0% | 0% | 0.00 |
| Non-DSPS - Female | 1,285 | 131 | 10% | 118 | 90% | 118 | 100% | 93 | 79% | 2 | 2% | 2% | 0.02 |
| Non-DSPS - Male | 1,283 | 140 | 11% | 128 | 91% | 126 | 98% | 110 | 87% | 2 | 2% | 2% | 0.02 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |

Santa Barbara City College

| | Number of First Time Students | Took assessment test in this subject | | Of those taking test, assessed below college (A - this is the starting cohort) | | Of those assessed below college, took recommended course in first year | | Of those who took recommended course in first year, successful in that course in first attempt | | Of those successful in first attempt, completed college level course in this subject within first 3 years (B - the number and percent that improved) | | Percent of those assessing below college in this subject who completed college level course in same subject within first 3 years | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **By Disability Status and Enrollment Status** | | | | | | | | | | | | | |
| DSPS - Full Time | 163 | 5 | 3% | 5 | 100% | 5 | 100% | 4 | 80% | | 0% | 0% | 0.00 |
| DSPS - Part Time | 139 | 1 | 1% | 1 | 100% | 1 | 100% | | 0% | | | 0% | 0.00 |
| Non-DSPS - Full Time | 1,217 | 43 | 4% | 33 | 77% | 33 | 100% | 30 | 91% | 2 | 7% | 6% | 0.09 |
| Non-DSPS - Part Time | 1,351 | 228 | 17% | 213 | 93% | 211 | 99% | 173 | 82% | 2 | 1% | 1% | 0.01 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| | | | | | | | | | | | | | |
| **By Economic Status and Gender** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Female | 517 | 120 | 23% | 111 | 93% | 111 | 100% | 86 | 77% | 2 | 2% | 2% | 0.03 |
| Disavantaged (BOG Waiver) - Male | 508 | 133 | 26% | 125 | 94% | 124 | 99% | 108 | 87% | 2 | 2% | 2% | 0.02 |
| Non-Disadvantaged - Female | 924 | 14 | 2% | 10 | 71% | 10 | 100% | 9 | 90% | | 0% | 0% | 0.00 |
| Non-Disadvantaged - Male | 921 | 10 | 1% | 6 | 60% | 5 | 83% | 4 | 80% | | 0% | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| | | | | | | | | | | | | | |
| **By Economic Status and Enrollment Status** | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) - Full Time | 486 | 42 | 9% | 34 | 81% | 34 | 100% | 31 | 91% | 2 | 6% | 6% | 0.08 |
| Disavantaged (BOG Waiver) - Part Time | 539 | 211 | 39% | 202 | 96% | 201 | 100% | 163 | 81% | 2 | 1% | 1% | 0.01 |
| Non-Disadvantaged - Full Time | 894 | 6 | 1% | 4 | 67% | 4 | 100% | 3 | 75% | | 0% | 0% | 0.00 |
| Non-Disadvantaged - Part Time | 951 | 18 | 2% | 12 | 67% | 11 | 92% | 10 | 91% | | 0% | 0% | 0.00 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |
| | | | | | | | | | | | | | |
| **By Full-Time/Part-Time Status** | | | | | | | | | | | | | |
| Full-Time | 1,380 | 48 | 3% | 38 | 79% | 38 | 100% | 34 | 89% | 2 | 6% | 5% | 0.07 |
| Part-Time | 1,490 | 229 | 15% | 214 | 93% | 212 | 99% | 173 | 82% | 2 | 1% | 1% | 0.01 |
| **TOTAL** | **2,870** | **277** | **10%** | **252** | **91%** | **250** | **99%** | **207** | **83%** | **4** | **2%** | **2%** | **0.02** |

# Students on Probation/Academic Disqualification Fall 2012 transitioning to Good Standing by end of Spring 2013

| | Enrolled | On Probation or Acad Disqual at end of Fall 2012 | Pct On Probation (A - starting cohort) | Transition to Good Standing at end of Spring 2013 | Pct Transitioned (B) | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|
| **By Ethnicity and Gender** | | | | | | |
| Am. Indian/Alaskan Native - Female | 65 | 10 | 15% | 3 | 30% | 1.95 |
| Asian - Female | 407 | 10 | 2% | 1 | 10% | 4.07 |
| Black/African American - Female | 339 | 57 | 17% | 7 | 12% | 0.73 |
| Filipino - Female | 163 | 16 | 10% | 2 | 13% | 1.27 |
| Hispanic - Female | 3,535 | 457 | 13% | 86 | 19% | 1.46 |
| Other Non-White - Female | 51 | 6 | 12% | 0 | 0% | 0.00 |
| Pacific Islander - Female | 18 | 3 | 17% | 1 | 33% | 2.00 |
| Two or More Races - Female | 374 | 45 | 12% | 12 | 27% | 2.22 |
| Unknown - Female | 205 | 14 | 7% | 1 | 7% | 1.05 |
| White - Female | 4,725 | 319 | 7% | 55 | 17% | 2.55 |
| Am. Indian/Alaskan Native - Male | 50 | 10 | 20% | 4 | 40% | 2.00 |
| Asian - Male | 295 | 25 | 8% | 6 | 24% | 2.83 |
| Black/African American - Male | 275 | 65 | 24% | 10 | 15% | 0.65 |
| Filipino - Male | 93 | 13 | 14% | 5 | 38% | 2.75 |
| Hispanic - Male | 2,878 | 487 | 17% | 99 | 20% | 1.20 |
| Other Non-White - Male | 46 | 5 | 11% | 2 | 40% | 3.68 |
| Pacific Islander - Male | 18 | 4 | 22% | 2 | 50% | 2.25 |
| Two or More Races - Male | 343 | 52 | 15% | 10 | 19% | 1.27 |
| Unknown - Male | 191 | 21 | 11% | 4 | 19% | 1.73 |
| White - Male | 4,223 | 485 | 11% | 98 | 20% | 1.76 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Gender** | | | | | | |
| Female | 9,882 | 937 | 9% | 168 | 18% | 1.89 |
| Male | 8,412 | 1,167 | 14% | 240 | 21% | 1.48 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Age Group and Gender** | | | | | | |
| Under 20 - Female | 3,436 | 295 | 9% | 68 | 23% | 2.68 |
| 20-24 - Female | 2,739 | 378 | 14% | 63 | 17% | 1.21 |
| 25-39 - Female | 2,023 | 170 | 8% | 25 | 15% | 1.75 |

| | Enrolled | On Probation or Acad Disqual at end of Fall 2012 | **Pct On Probation (A - starting cohort)** | Transition to Good Standing at end of Spring 2013 | **Pct Transitioned (B)** | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|
| 40+ - Female | 1,684 | 94 | 6% | 12 | 13% | 2.29 |
| Under 20 - Male | 3,098 | 387 | 12% | 81 | 21% | 1.68 |
| 20-24 - Male | 3,025 | 543 | 18% | 102 | 19% | 1.05 |
| 25-39 - Male | 1,522 | 181 | 12% | 44 | 24% | 2.04 |
| 40+ - Male | 767 | 56 | 7% | 13 | 23% | 3.18 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Residency and Gender** | | | | | | |
| In District - Female | 3,330 | 329 | 10% | 59 | 18% | 1.82 |
| Out of District - Female | 6,077 | 570 | 9% | 100 | 18% | 1.87 |
| Out of State - Female | 475 | 38 | 8% | 9 | 24% | 2.96 |
| In District - Male | 2,948 | 353 | 12% | 73 | 21% | 1.73 |
| Out of District - Male | 4,988 | 738 | 15% | 155 | 21% | 1.42 |
| Out of State - Male | 476 | 76 | 16% | 12 | 16% | 0.99 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Disability Status and Gender** | | | | | | |
| DSPS - Female | 1,248 | 160 | 13% | 42 | 26% | 2.05 |
| Non-DSPS - Female | 8,634 | 777 | 9% | 126 | 16% | 1.80 |
| DSPS - Male | 1,079 | 175 | 16% | 46 | 26% | 1.62 |
| Non-DSPS - Male | 7,333 | 992 | 14% | 194 | 20% | 1.45 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Economically Disadvantaged Status and Gender** | | | | | | |
| BOGW - Female | 4,635 | 627 | 14% | 109 | 17% | 1.29 |
| Non-BOGW - Female | 5,247 | 310 | 6% | 59 | 19% | 3.22 |
| BOGW - Male | 3,847 | 653 | 17% | 139 | 21% | 1.25 |
| Non-BOGW - Male | 4,565 | 514 | 11% | 101 | 20% | 1.75 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |

# Students on Probation/Academic Disqualification Fall 2012 transitioning to Good Standing

| | Full-Time Enrolled | On Probation at end of Fall 2012 | Pct on Probation (A) | Transition to Good Standing at end of Spring 2013 | Pct Transitioned (B) | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | |
| Am. Indian/Alaskan Native - FT | 43 | 7 | 16% | 3 | 43% | 2.63 |
| Asian - FT | 167 | 7 | 4% | 2 | 29% | 6.82 |
| Black/African American - FT | 153 | 36 | 24% | 3 | 8% | 0.35 |
| Filipino - FT | 57 | 4 | 7% | 0 | 0% | 0.00 |
| Hispanic - FT | 1,932 | 261 | 14% | 56 | 21% | 1.59 |
| Other Non-White - FT | 17 | 1 | 6% | 0 | 0% | 0.00 |
| Pacific Islander - FT | 10 | 2 | 20% | 1 | 50% | 2.50 |
| Two or More Races - FT | 273 | 39 | 14% | 9 | 23% | 1.62 |
| Unknown - FT | 63 | 2 | 3% | 0 | 0% | 0.00 |
| White - FT | 2,869 | 273 | 10% | 65 | 24% | 2.50 |
| Am. Indian/Alaskan Native - PT | 72 | 13 | 18% | 4 | 31% | 1.70 |
| Asian - PT | 535 | 28 | 5% | 5 | 18% | 3.41 |
| Black/African American - PT | 461 | 86 | 19% | 14 | 16% | 0.87 |
| Filipino - PT | 199 | 25 | 13% | 7 | 28% | 2.23 |
| Hispanic - PT | 4,481 | 683 | 15% | 129 | 19% | 1.24 |
| Other Non-White - PT | 80 | 10 | 13% | 2 | 20% | 1.60 |
| Pacific Islander - PT | 26 | 5 | 19% | 2 | 40% | 2.08 |
| Two or More Races - PT | 444 | 58 | 13% | 13 | 22% | 1.72 |
| Unknown - PT | 333 | 33 | 10% | 5 | 15% | 1.53 |
| White - PT | 6,079 | 531 | 9% | 88 | 17% | 1.90 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Gender** | | | | | | |
| Female - FT | 2,840 | 271 | 10% | 58 | 21% | 2.24 |
| Male - FT | 2,744 | 361 | 13% | 81 | 22% | 1.71 |
| Female - PT | 7,042 | 666 | 9% | 110 | 17% | 1.75 |
| Male - PT | 5,668 | 806 | 14% | 159 | 20% | 1.39 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |

| | Full-Time Enrolled | On Probation at end of Fall 2012 | Pct on Probation (A) | Transition to Good Standing at end of Spring 2013 | Pct Transitioned (B) | Proportionality Index (B/A) |
|---|---|---|---|---|---|---|
| **By Age Group** | | | | | | |
| Under 20 - FT | 2,686 | 333 | 12% | 77 | 23% | 1.87 |
| 20-24 - FT | 2,089 | 225 | 11% | 44 | 20% | 1.82 |
| 25-39 - FT | 582 | 54 | 9% | 12 | 22% | 2.40 |
| 40+ - FT | 227 | 20 | 9% | 6 | 30% | 3.41 |
| Under 20 - PT | 3,848 | 349 | 9% | 121 | 35% | 3.82 |
| 20-24 - PT | 3,675 | 696 | 19% | 57 | 8% | 0.43 |
| 25-39 - PT | 2,963 | 297 | 10% | 19 | 6% | 0.64 |
| 40+ - PT | 2,224 | 130 | 6% | 72 | 55% | 9.48 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Residency** | | | | | | |
| In District - FT | 1,568 | 142 | 9% | 34 | 24% | 2.64 |
| Out of District - FT | 3,583 | 425 | 12% | 93 | 22% | 1.84 |
| Out of State - FT | 433 | 65 | 15% | 12 | 18% | 1.23 |
| In District - PT | 4,710 | 540 | 11% | 98 | 18% | 1.58 |
| Out of District - PT | 7,482 | 883 | 12% | 162 | 18% | 1.55 |
| Out of State - PT | 518 | 49 | 9% | 9 | 18% | 1.94 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **By Disability Status** | | | | | | |
| DSPS - FT | 888 | 109 | 12% | 38 | 35% | 2.84 |
| Non-DSPS - FT | 4,696 | 523 | 11% | 101 | 19% | 1.73 |
| DSPS - PT | 1,439 | 226 | 16% | 50 | 22% | 1.41 |
| Non-DSPS - PT | 11,271 | 1,246 | 11% | 219 | 18% | 1.59 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |
| | | | | | | |
| **Economically Disadvantaged Status** | | | | | | |
| BOGW - FT | 3,362 | 407 | 12% | 86 | 21% | 1.75 |
| Non-BOGW - FT | 2,222 | 225 | 10% | 53 | 24% | 2.33 |
| BOGW - PT | 5,120 | 873 | 17% | 162 | 19% | 1.09 |
| Non-BOGW - PT | 7,590 | 599 | 8% | 107 | 18% | 2.26 |
| **TOTAL** | **18,294** | **2,104** | **12%** | **408** | **19%** | **1.69** |

# Fall 2013 Successful Course Completion (by Gender)

*The ratio of the number of credit courses that students complete, compared to the number of courses in which students are enrolled on the census date of the course.*

| | Female Fall 2013 Students | | | Male Fall 2013 Students | | | All Fall 2013 Students | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number Enrolled | Successful Completions | Percent Success | Number Enrolled | Successful Completions | Percent Success | Number Enrolled | Successful Completion | Percent Success |
| **By Ethnicity** | | | | | | | | | |
| Am. Indian/Alaskan Native | 172 | 116 | 67% | 141 | 84 | 60% | 313 | 200 | 64% |
| Asian | 914 | 738 | 81% | 918 | 678 | 74% | 1,832 | 1,416 | 77% |
| Black/African American | 969 | 586 | 60% | 906 | 450 | 50% | 1,875 | 1,036 | 55% |
| Filipino | 447 | 334 | 75% | 304 | 224 | 74% | 751 | 558 | 74% |
| Hispanic | 10,334 | 7,142 | 69% | 8,870 | 5,668 | 64% | 19,204 | 12,810 | 67% |
| Other Non-White | 88 | 64 | 73% | 88 | 51 | 58% | 176 | 115 | 65% |
| Pacific Islander | 71 | 45 | 63% | 60 | 49 | 82% | 131 | 94 | 72% |
| Two or More Races | 1,366 | 992 | 73% | 1,495 | 996 | 67% | 2,861 | 1,988 | 69% |
| Unknown | 355 | 263 | 74% | 434 | 307 | 71% | 789 | 570 | 72% |
| White | 13,037 | 10,402 | 80% | 13,017 | 9,695 | 74% | 26,054 | 20,097 | 77% |
| **TOTAL** | **27,753** | **20,682** | **75%** | **26,233** | **18,202** | **69%** | **53,986** | **38,884** | **72%** |
| **By Age Group** | | | | | | | | | |
| Under 20 | 11,028 | 8,383 | 76% | 10,155 | 7,071 | 70% | 21,183 | 15,454 | 73% |
| 20-24 | 8,999 | 6,551 | 73% | 10,954 | 7,557 | 69% | 19,953 | 14,108 | 71% |
| 25-39 | 4,774 | 3,519 | 74% | 3,754 | 2,613 | 70% | 8,528 | 6,132 | 72% |
| 40+ | 2,952 | 2,229 | 76% | 1,370 | 961 | 70% | 4,322 | 3,190 | 74% |
| **TOTAL** | **27,753** | **20,682** | **75%** | **26,233** | **18,202** | **69%** | **53,986** | **38,884** | **72%** |
| **By Residency** | | | | | | | | | |
| In District | 8,077 | 6,075 | 75% | 7,625 | 5,453 | 72% | 15,702 | 11,528 | 73% |
| Out of District | 17,806 | 13,149 | 74% | 16,498 | 11,293 | 68% | 34,304 | 24,442 | 71% |
| Out of State | 1,870 | 1,458 | 78% | 2,110 | 1,456 | 69% | 3,980 | 2,914 | 73% |
| **TOTAL** | **27,753** | **20,682** | **75%** | **26,233** | **18,202** | **69%** | **53,986** | **38,884** | **72%** |
| **By Disability Status** | | | | | | | | | |
| DSPS | 3,615 | 2,567 | 71% | 3,531 | 2,312 | 65% | 7,146 | 4,879 | 68% |
| Non-DSPS | 24,138 | 18,115 | 75% | 22,702 | 15,890 | 70% | 46,840 | 34,005 | 73% |
| **TOTAL** | **27,753** | **20,682** | **75%** | **26,233** | **18,202** | **69%** | **53,986** | **38,884** | **72%** |
| **By Economically Disadvantaged Status** | | | | | | | | | |
| BOGW | 15,589 | 10,916 | 70% | 13,763 | 9,086 | 66% | 29,352 | 20,002 | 68% |
| Non-BOGW | 12,164 | 9,766 | 80% | 12,470 | 9,116 | 73% | 24,634 | 18,882 | 77% |
| **TOTAL** | **27,753** | **20,682** | **75%** | **26,233** | **18,202** | **69%** | **53,986** | **38,884** | **72%** |

# Fall 2013 Successful Course Completion (by Full-time / Part-time)

*The ratio of the number of credit courses that students complete, compared to the number of courses in which students are enrolled on the census date of the course.*

| | Full-Time Students | | | Part-Time Students | | | All Students | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number Enrolled | Successful Completions | Percent Success | Number Enrolled | Successful Completions | Percent Success | Number Enrolled | Successful Completion | Percent Success |
| **By Ethnicity** | | | | | | | | | |
| Am. Indian/Alaskan Native | 117 | 104 | 89% | 196 | 96 | 49% | 313 | 200 | 64% |
| Asian | 816 | 674 | 83% | 1,016 | 742 | 73% | 1,832 | 1,416 | 77% |
| Black/African American | 726 | 476 | 66% | 1,149 | 560 | 49% | 1,875 | 1,036 | 55% |
| Filipino | 307 | 246 | 80% | 444 | 312 | 70% | 751 | 558 | 74% |
| Hispanic | 9,348 | 7,222 | 77% | 9,856 | 5,588 | 57% | 19,204 | 12,810 | 67% |
| Other Non-White | 34 | 20 | 59% | 142 | 95 | 67% | 176 | 115 | 65% |
| Pacific Islander | 54 | 45 | 83% | 77 | 49 | 64% | 131 | 94 | 72% |
| Two or More Races | 1,590 | 1,257 | 79% | 1,271 | 731 | 58% | 2,861 | 1,988 | 69% |
| Unknown | 284 | 231 | 81% | 505 | 339 | 67% | 789 | 570 | 72% |
| White | 13,419 | 11,615 | 87% | 12,635 | 8,482 | 67% | 26,054 | 20,097 | 77% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |
| **By Gender** | | | | | | | | | |
| Female | 13,320 | 11,180 | 84% | 14,433 | 9,502 | 66% | 27,753 | 20,682 | 75% |
| Male | 13,375 | 10,710 | 80% | 12,858 | 7,492 | 58% | 26,233 | 18,202 | 69% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |
| **By Age Group** | | | | | | | | | |
| Under 20 | 12,808 | 10,384 | 81% | 8,375 | 5,070 | 61% | 21,183 | 15,454 | 73% |
| 20-24 | 10,306 | 8,523 | 83% | 9,647 | 5,585 | 58% | 19,953 | 14,108 | 71% |
| 25-39 | 2,786 | 2,329 | 84% | 5,742 | 3,803 | 66% | 8,528 | 6,132 | 72% |
| 40+ | 795 | 654 | 82% | 3,527 | 2,536 | 72% | 4,322 | 3,190 | 74% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |
| **By Residency** | | | | | | | | | |
| In District | 6,700 | 5,499 | 82% | 9,002 | 6,029 | 67% | 15,702 | 11,528 | 73% |
| Out of District | 17,489 | 14,321 | 82% | 16,815 | 10,121 | 60% | 34,304 | 24,442 | 71% |
| Out of State | 2,506 | 2,070 | 83% | 1,474 | 844 | 57% | 3,980 | 2,914 | 73% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |
| **By Disability Status** | | | | | | | | | |
| DSPS | 3,528 | 2,832 | 80% | 3,618 | 2,047 | 57% | 7,146 | 4,879 | 68% |
| Non-DSPS | 23,167 | 19,058 | 82% | 23,673 | 14,947 | 63% | 46,840 | 34,005 | 73% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |
| **By Economically Disadvantaged Status** | | | | | | | | | |
| BOGW | 15,698 | 12,592 | 80% | 13,654 | 7,410 | 54% | 29,352 | 20,002 | 68% |
| Non-BOGW | 10,997 | 9,298 | 85% | 13,637 | 9,584 | 70% | 24,634 | 18,882 | 77% |
| **TOTAL** | **26,695** | **21,890** | **82%** | **27,291** | **16,994** | **62%** | **53,986** | **38,884** | **72%** |

# Degree Completion

*The percentage of first-time degree or certificate-seeking students who began in Fall 2010 and received a degree or certificate within 3 years*

| | Number in Cohort | Number of Completions | Percent Completions | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | | | |
| Am. Indian/Alaskan Native | 12 | 5 | 41.7% | 0.7% | 1.6% | 0.9% | 2.32 | 1.000 |
| Asian | 45 | 10 | 22.2% | 2.6% | 3.2% | 0.6% | 1.24 | 0.533 |
| Black/African American | 58 | 7 | 12.1% | 3.3% | 2.2% | -1.1% | 0.67 | 0.290 |
| Filipino | 15 | 5 | 33.3% | 0.9% | 1.6% | 0.7% | 1.86 | 0.800 |
| Hispanic | 626 | 77 | 12.3% | 35.9% | 24.6% | -11.3% | 0.69 | 0.295 |
| Other Non-White | 10 | 1 | 10.0% | 0.6% | 0.3% | -0.3% | 0.56 | 0.240 |
| Pacific Islander | 6 | 0 | 0.0% | 0.3% | 0.0% | -0.3% | 0.00 | 0.000 |
| Two or More Races | 80 | 14 | 17.5% | 4.6% | 4.5% | -0.1% | 0.98 | 0.420 |
| Unknown | 15 | 3 | 20.0% | 0.9% | 1.0% | 0.1% | 1.11 | 0.480 |
| White | 877 | 191 | 21.8% | 50.3% | 61.0% | 10.7% | 1.21 | 0.523 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |
| **By Gender** | | | | | | | | |
| Female | 886 | 206 | 23.3% | 50.8% | 65.8% | 15.0% | 1.30 | 1.000 |
| Male | 858 | 107 | 12.5% | 49.2% | 34.2% | -15.0% | 0.69 | 0.536 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |
| **By Age Group** | | | | | | | | |
| Under 20 | 1,509 | 302 | 20.0% | 86.5% | 96.5% | 10.0% | 1.12 | 1.000 |
| 20-24 | 132 | 7 | 5.3% | 7.6% | 2.2% | -5.3% | 0.30 | 0.265 |
| 25-39 | 71 | 3 | 4.2% | 4.1% | 1.0% | -3.1% | 0.24 | 0.211 |
| 40+ | 32 | 1 | 3.1% | 1.8% | 0.3% | -1.5% | 0.17 | 0.156 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |
| **By Residency** | | | | | | | | |
| In District | 565 | 96 | 17.0% | 32.4% | 30.7% | -1.7% | 0.95 | 0.923 |
| Out of District | 994 | 183 | 18.4% | 57.0% | 58.5% | 1.5% | 1.03 | 1.000 |
| Out of State | 185 | 34 | 18.4% | 10.6% | 10.9% | 0.3% | 1.02 | 0.998 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |
| **By Disability Status** | | | | | | | | |
| DSPS | 257 | 42 | 16.3% | 14.7% | 13.4% | -1.3% | 0.91 | 1.000 |
| Non-DSPS | 1,487 | 271 | 18.2% | 85.3% | 86.6% | 1.3% | 1.02 | 1.115 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |
| **By Economic Status** | | | | | | | | |
| Disavantaged (BOG Waiver) | 896 | 132 | 14.7% | 51.4% | 42.2% | -9.2% | 0.82 | 0.690 |
| Non-Disadvantaged | 848 | 181 | 21.3% | 48.6% | 57.8% | 9.2% | 1.19 | 1.000 |
| **TOTAL** | **1,744** | **313** | **17.9%** | **100.0%** | **100.0%** | | | |

# Degree Completion with Gender and FT/PT Breakout

*The percentage of first-time degree or certificate-seeking students who began in Fall 2010 and received a degree or certificate within 3 years*

| | Number in Cohort | Number of Completions | Percent Completions | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| **By Ethnicity and Gender** | | | | | | | | |
| American Indian/Alaskan Native - Female | 8 | 4 | 50.0% | 0.5% | 1.3% | 0.8% | 2.8 | 1.00 |
| American Indian/Alaskan Native - Male | 4 | 1 | 25.0% | 0.2% | 0.3% | 0.1% | 1.4 | 0.50 |
| Asian - Female | 18 | 6 | 33.3% | 1.0% | 1.9% | 0.9% | 1.8 | 0.67 |
| Asian - Male | 27 | 4 | 14.8% | 1.5% | 1.3% | -0.3% | 0.8 | 0.30 |
| Black/African American - Female | 23 | 3 | 13.0% | 1.3% | 0.9% | -0.4% | 0.7 | 0.26 |
| Black/African American - Male | 35 | 4 | 11.4% | 2.0% | 1.3% | -0.7% | 0.6 | 0.23 |
| Filipino - Female | 9 | 3 | 33.3% | 0.5% | 0.9% | 0.4% | 1.8 | 0.67 |
| Filipino - Male | 6 | 2 | 33.3% | 0.3% | 0.6% | 0.3% | 1.8 | 0.67 |
| Hispanic - Female | 324 | 50 | 15.4% | 18.6% | 15.8% | -2.8% | 0.9 | 0.31 |
| Hispanic - Male | 302 | 28 | 9.3% | 17.3% | 8.9% | -8.5% | 0.5 | 0.19 |
| Other Non-White - Female | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Other Non-White - Male | 6 | 1 | 16.7% | 0.3% | 0.3% | 0.0% | 0.9 | 0.33 |
| Pacific Islander - Female | 2 | 0 | 0.0% | 0.1% | 0.0% | -0.1% | 0.0 | 0.00 |
| Pacific Islander - Male | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Two or More Races - Female | 39 | 9 | 23.1% | 2.2% | 2.8% | 0.6% | 1.3 | 0.46 |
| Two or More Races - Male | 41 | 5 | 12.2% | 2.4% | 1.6% | -0.8% | 0.7 | 0.24 |
| Unknown - Female | 8 | 2 | 25.0% | 0.5% | 0.6% | 0.2% | 1.4 | 0.50 |
| Unknown - Male | 7 | 1 | 14.3% | 0.4% | 0.3% | -0.1% | 0.8 | 0.29 |
| White - Female | 451 | 130 | 28.8% | 25.9% | 41.1% | 15.3% | 1.6 | 0.58 |
| White - Male | 426 | 63 | 14.8% | 24.4% | 19.9% | -4.5% | 0.8 | 0.30 |
| **TOTAL** | **1,744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.36** |
| **By Ethnicity and Enrollment Status** | | | | | | | | |
| American Indian/Alaskan Native - Full Time | 9 | 4 | 44.4% | 0.5% | 1.3% | 0.7% | 2.5 | 1.00 |
| American Indian/Alaskan Native - Part Time | 3 | 1 | 33.3% | 0.2% | 0.3% | 0.1% | 1.8 | 0.75 |
| Asian - Full Time | 32 | 9 | 28.1% | 1.8% | 2.8% | 1.0% | 1.6 | 0.63 |
| Asian - Part Time | 13 | 1 | 7.7% | 0.7% | 0.3% | -0.4% | 0.4 | 0.17 |
| Black/African American - Full Time | 34 | 5 | 14.7% | 1.9% | 1.6% | -0.4% | 0.8 | 0.33 |
| Black/African American - Part Time | 24 | 2 | 8.3% | 1.4% | 0.6% | -0.7% | 0.5 | 0.19 |
| Filipino - Full Time | 11 | 4 | 36.4% | 0.6% | 1.3% | 0.6% | 2.0 | 0.82 |
| Filipino - Part Time | 4 | 1 | 25.0% | 0.2% | 0.3% | 0.1% | 1.4 | 0.56 |
| Hispanic - Full Time | 345 | 67 | 19.4% | 19.8% | 21.2% | 1.4% | 1.1 | 0.44 |
| Hispanic - Part Time | 281 | 11 | 3.9% | 16.1% | 3.5% | -12.6% | 0.2 | 0.09 |
| Other Non-White - Full Time | 6 | 1 | 16.7% | 0.3% | 0.3% | 0.0% | 0.9 | 0.38 |
| Other Non-White - Part Time | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Pacific Islander - Full Time | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Pacific Islander - Part Time | 2 | 0 | 0.0% | 0.1% | 0.0% | -0.1% | 0.0 | 0.00 |
| Two or More Races - Full Time | 58 | 14 | 24.1% | 3.3% | 4.4% | 1.1% | 1.3 | 0.54 |
| Two or More Races - Part Time | 22 | 0 | 0.0% | 1.3% | 0.0% | -1.3% | 0.0 | 0.00 |
| Unknown - Full Time | 8 | 3 | 37.5% | 0.5% | 0.9% | 0.5% | 2.1 | 0.84 |
| Unknown - Part Time | 7 | 0 | 0.0% | 0.4% | 0.0% | -0.4% | 0.0 | 0.00 |
| White - Full Time | 530 | 162 | 30.6% | 30.4% | 51.3% | 20.9% | 1.7 | 0.69 |
| White - Part Time | 347 | 31 | 8.9% | 19.9% | 9.8% | -10.1% | 0.5 | 0.20 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.41** |
| **By Gender** | | | | | | | | |
| Female | 886 | 207 | 23.4% | 50.8% | 65.5% | 14.7% | 1.3 | 1.00 |
| Male | 858 | 109 | 12.7% | 49.2% | 34.5% | -14.7% | 0.7 | 0.54 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.78** |
| **By Age Group and Gender** | | | | | | | | |
| Under 20 - Female | 782 | 201 | 25.7% | 44.8% | 63.6% | 18.8% | 1.4 | 1.00 |
| Under 20 - Male | 727 | 104 | 14.3% | 41.7% | 32.9% | -8.8% | 0.8 | 0.56 |
| 20-24 - Female | 50 | 3 | 6.0% | 2.9% | 0.9% | -1.9% | 0.3 | 0.23 |
| 20-24 - Male | 82 | 4 | 4.9% | 4.7% | 1.3% | -3.4% | 0.3 | 0.19 |
| 25-39 - Female | 35 | 2 | 5.7% | 2.0% | 0.6% | -1.4% | 0.3 | 0.22 |
| 25-39 - Male | 36 | 1 | 2.8% | 2.1% | 0.3% | -1.7% | 0.2 | 0.11 |
| 40+ - Female | 19 | 1 | 5.3% | 1.1% | 0.3% | -0.8% | 0.3 | 0.20 |
| 40+ - Male | 13 | 0 | 0.0% | 0.7% | 0.0% | -0.7% | 0.0 | 0.00 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.70** |
| **By Age Group and Enrollment Status** | | | | | | | | |
| Under 20 - Full Time | 947 | 260 | 27.5% | 54.3% | 82.3% | 28.0% | 1.5 | 1.00 |

# Degree Completion with Gender and FT/PT Breakout (cont).

*The percentage of first-time degree or certificate-seeking students who began in Fall 2010 and received a degree or certificate within 3 years*

| | Number in Cohort | Number of Completions | Percent Completions | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| Under 20 - Part Time | 562 | 45 | 8.0% | 32.2% | 14.2% | -18.0% | 0.4 | 0.29 |
| 20-24 - Full Time | 63 | 5 | 7.9% | 3.6% | 1.6% | -2.0% | 0.4 | 0.29 |
| 20-24 - Part Time | 69 | 2 | 2.9% | 4.0% | 0.6% | -3.3% | 0.2 | 0.11 |
| 25-39 - Full Time | 20 | 3 | 15.0% | 1.1% | 0.9% | -0.2% | 0.8 | 0.55 |
| 25-39 - Part Time | 51 | 0 | 0.0% | 2.9% | 0.0% | -2.9% | 0.0 | 0.00 |
| 40+ - Full Time | 7 | 1 | 14.3% | 0.4% | 0.3% | -0.1% | 0.8 | 0.52 |
| 40+ - Part Time | 25 | 0 | 0.0% | 1.4% | 0.0% | -1.4% | 0.0 | 0.00 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.66** |
| **By Residency and Gender** | | | | | | | | |
| In District - Female | 285 | 58 | 20.4% | 16.3% | 18.4% | 2.0% | 1.1 | 0.81 |
| In District - Male | 280 | 39 | 13.9% | 16.1% | 12.3% | -3.7% | 0.8 | 0.55 |
| Out of District - Female | 507 | 128 | 25.2% | 29.1% | 40.5% | 11.4% | 1.4 | 1.00 |
| Out of District - Male | 487 | 57 | 11.7% | 27.9% | 18.0% | -9.9% | 0.6 | 0.46 |
| Out of State - Female | 94 | 21 | 22.3% | 5.4% | 6.6% | 1.3% | 1.2 | 0.88 |
| Out of State - Male | 91 | 13 | 14.3% | 5.2% | 4.1% | -1.1% | 0.8 | 0.57 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.72** |
| **By Residency and Enrollment Status** | | | | | | | | |
| In District - Full Time | 307 | 79 | 25.7% | 17.6% | 25.0% | 7.4% | 1.4 | 0.92 |
| In District - Part Time | 258 | 18 | 7.0% | 14.8% | 5.7% | -9.1% | 0.4 | 0.25 |
| Out of District - Full Time | 619 | 159 | 25.7% | 35.5% | 50.3% | 14.8% | 1.4 | 0.92 |
| Out of District - Part Time | 375 | 26 | 6.9% | 21.5% | 8.2% | -13.3% | 0.4 | 0.25 |
| Out of State - Full Time | 111 | 31 | 27.9% | 6.4% | 9.8% | 3.4% | 1.5 | 1.00 |
| Out of State - Part Time | 74 | 3 | 4.1% | 4.2% | 0.9% | -3.3% | 0.2 | 0.15 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.65** |
| **By Disability Status and Gender** | | | | | | | | |
| DSPS - Female | 135 | 28 | 20.7% | 7.7% | 8.9% | 1.1% | 1.1 | 0.87 |
| DSPS - Male | 126 | 14 | 11.1% | 7.2% | 4.4% | -2.8% | 0.6 | 0.47 |
| Non-DSPS - Female | 751 | 179 | 23.8% | 43.1% | 56.6% | 13.6% | 1.3 | 1.00 |
| Non-DSPS - Male | 732 | 95 | 13.0% | 42.0% | 30.1% | -11.9% | 0.7 | 0.54 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.76** |
| **By Disability Status and Enrollment Status** | | | | | | | | |
| DSPS - Full Time | 140 | 33 | 23.6% | 8.0% | 10.4% | 2.4% | 1.3 | 0.90 |
| DSPS - Part Time | 121 | 9 | 7.4% | 6.9% | 2.8% | -4.1% | 0.4 | 0.28 |
| Non-DSPS - Full Time | 897 | 236 | 26.3% | 51.4% | 74.7% | 23.3% | 1.5 | 1.00 |
| Non-DSPS - Part Time | 586 | 38 | 6.5% | 33.6% | 12.0% | -21.6% | 0.4 | 0.25 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.69** |
| **By Economic Status and Gender** | | | | | | | | |
| Disavantaged (BOG Waiver) - Female | 468 | 92 | 19.7% | 26.8% | 29.1% | 2.3% | 1.1 | 0.71 |
| Disavantaged (BOG Waiver) - Male | 428 | 42 | 9.8% | 24.5% | 13.3% | -11.3% | 0.5 | 0.36 |
| Non-Disadvantaged - Female | 418 | 115 | 27.5% | 24.0% | 36.4% | 12.4% | 1.5 | 1.00 |
| Non-Disadvantaged - Male | 430 | 67 | 15.6% | 24.7% | 21.2% | -3.5% | 0.9 | 0.57 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.66** |
| **By Economic Status and Enrollment Status** | | | | | | | | |
| Disavantaged (BOG Waiver) - Full Time | 538 | 117 | 21.7% | 30.8% | 37.0% | 6.2% | 1.2 | 0.71 |
| Disavantaged (BOG Waiver) - Part Time | 358 | 17 | 4.7% | 20.5% | 5.4% | -15.1% | 0.3 | 0.16 |
| Non-Disadvantaged - Full Time | 499 | 152 | 30.5% | 28.6% | 48.1% | 19.5% | 1.7 | 1.00 |
| Non-Disadvantaged - Part Time | 349 | 30 | 8.6% | 20.0% | 9.5% | -10.5% | 0.5 | 0.28 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.59** |
| **By Full-Time/Part-Time Status** | | | | | | | | |
| Full-Time | 1037 | 269 | 25.9% | 59.5% | 85.1% | 25.7% | 1.4 | 1.00 |
| Part-Time | 707 | 47 | 6.6% | 40.5% | 14.9% | -25.7% | 0.4 | 0.26 |
| **TOTAL** | **1744** | **316** | **18.1%** | **100.0%** | **100.0%** | **0.0%** | **1.0** | **0.70** |

SBCC Institutional Research November 2014

# Transfer

*The percentage of first-time transfer-seeking students who began in Fall 2010 and transferred to a 4-year within 3 years*

| | Number in Cohort | Number of Transfers | Percent Transfers | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | | | |
| Am. Indian/Alaskan Native | 13 | 5 | 38% | 0.7% | 0.8% | 0.2% | 1.26 | 0.897 |
| Asian | 59 | 13 | 22% | 3.0% | 2.2% | -0.8% | 0.72 | 0.514 |
| Black/African American | 64 | 9 | 14% | 3.3% | 1.5% | -1.8% | 0.46 | 0.328 |
| Filipino | 14 | 6 | 43% | 0.7% | 1.0% | 0.3% | 1.40 | 1.000 |
| Hispanic | 617 | 112 | 18% | 31.5% | 18.7% | -12.8% | 0.59 | 0.424 |
| Other Non-White | 10 | 2 | 20% | 0.5% | 0.3% | -0.2% | 0.65 | 0.467 |
| Pacific Islander | 9 | 3 | 33% | 0.5% | 0.5% | 0.0% | 1.09 | 0.778 |
| Two or More Races | 92 | 37 | 40% | 4.7% | 6.2% | 1.5% | 1.32 | 0.938 |
| Unknown | 14 | 2 | 14% | 0.7% | 0.3% | -0.4% | 0.47 | 0.333 |
| White | 1,066 | 409 | 38% | 54.4% | 68.4% | 14.0% | 1.26 | 0.895 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |
| **By Gender** | | | | | | | | |
| Female | 974 | 335 | 34% | 49.7% | 56.0% | 6.3% | 1.13 | 1.000 |
| Male | 984 | 263 | 27% | 50.3% | 44.0% | -6.3% | 0.88 | 0.777 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |
| **By Age Group** | | | | | | | | |
| Under 20 | 1,805 | 580 | 32% | 92.2% | 97.0% | 4.8% | 1.05 | 1.000 |
| 20-24 | 100 | 12 | 12% | 5.1% | 2.0% | -3.1% | 0.39 | 0.373 |
| 25-39 | 42 | 6 | 14% | 2.1% | 1.0% | -1.1% | 0.47 | 0.445 |
| 40+ | 11 | 0 | 0% | 0.6% | 0.0% | -0.6% | 0.00 | 0.000 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |
| **By Residency** | | | | | | | | |
| In District | 609 | 120 | 20% | 31.1% | 20.1% | -11.0% | 0.65 | 0.484 |
| Out of District | 1,145 | 395 | 34% | 58.5% | 66.1% | 7.6% | 1.13 | 0.848 |
| Out of State | 204 | 83 | 41% | 10.4% | 13.9% | 3.5% | 1.33 | 1.000 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |
| **By Disability Status** | | | | | | | | |
| DSPS | 288 | 79 | 27% | 14.7% | 13.2% | -1.5% | 0.90 | 0.883 |
| Non-DSPS | 1,670 | 519 | 31% | 85.3% | 86.8% | 1.5% | 1.02 | 1.000 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |
| **By Economic Status** | | | | | | | | |
| Disavantaged (BOG Waiver) | 906 | 201 | 22% | 46.3% | 33.6% | -12.7% | 0.73 | 0.588 |
| Non-Disadvantaged | 1,052 | 397 | 38% | 53.7% | 66.4% | 12.7% | 1.24 | 1.000 |
| **TOTAL** | **1,958** | **598** | **31%** | **100.0%** | **100.0%** | | | |

# Transfer with Gender and FT/PT Breakout

*The percentage of first-time transfer-seeking students who began in Fall 2010 and transferred to a 4-year within 3 years*

| | Number in Cohort | Number of Transfers | Percent Transfers | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | | | |
| American Indian/Alaskan Native - Female | 8 | 4 | 50.0% | 0.4% | 0.7% | -1.1% | 1.6 | 1.00 |
| American Indian/Alaskan Native - Male | 5 | 1 | 20.0% | 0.3% | 0.2% | -0.4% | 0.7 | 0.40 |
| Asian - Female | 26 | 8 | 30.8% | 1.3% | 1.3% | -2.7% | 1.0 | 0.62 |
| Asian - Male | 33 | 5 | 15.2% | 1.7% | 0.8% | -2.5% | 0.5 | 0.30 |
| Black/African American - Female | 24 | 3 | 12.5% | 1.2% | 0.5% | -1.7% | 0.4 | 0.25 |
| Black/African American - Male | 40 | 6 | 15.0% | 2.0% | 1.0% | -3.0% | 0.5 | 0.30 |
| Filipino - Female | 8 | 3 | 37.5% | 0.4% | 0.5% | -0.9% | 1.2 | 0.75 |
| Filipino - Male | 6 | 3 | 50.0% | 0.3% | 0.5% | -0.8% | 1.6 | 1.00 |
| Hispanic - Female | 310 | 64 | 20.6% | 15.8% | 10.7% | -26.5% | 0.7 | 0.41 |
| Hispanic - Male | 307 | 48 | 15.6% | 15.7% | 8.0% | -23.7% | 0.5 | 0.31 |
| Other Non-White - Female | 5 | 1 | 20.0% | 0.3% | 0.2% | -0.4% | 0.7 | 0.40 |
| Other Non-White - Male | 5 | 1 | 20.0% | 0.3% | 0.2% | -0.4% | 0.7 | 0.40 |
| Pacific Islander - Female | 5 | 3 | 60.0% | 0.3% | 0.5% | -0.8% | 2.0 | 1.20 |
| Pacific Islander - Male | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Two or More Races - Female | 52 | 20 | 38.5% | 2.7% | 3.3% | -6.0% | 1.3 | 0.77 |
| Two or More Races - Male | 40 | 17 | 42.5% | 2.0% | 2.8% | -4.9% | 1.4 | 0.85 |
| Unknown - Female | 5 | 0 | 0.0% | 0.3% | 0.0% | -0.3% | 0.0 | 0.00 |
| Unknown - Male | 9 | 2 | 22.2% | 0.5% | 0.3% | -0.8% | 0.7 | 0.44 |
| White - Female | 531 | 229 | 43.1% | 27.1% | 38.3% | -65.4% | 1.4 | 0.86 |
| White - Male | 535 | 180 | 33.6% | 27.3% | 30.1% | -57.4% | 1.1 | 0.67 |
| **TOTAL** | 1,958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.61 |
| | | | | | | | | |
| **By Ethnicity and Enrollment Status** | | | | | | | | |
| American Indian/Alaskan Native - Full Time | 10 | 4 | 40.0% | 0.5% | 0.7% | -1.2% | 1.3 | 0.79 |
| American Indian/Alaskan Native - Part Time | 3 | 1 | 33.3% | 0.2% | 0.2% | -0.3% | 1.1 | 0.66 |
| Asian - Full Time | 39 | 11 | 28.2% | 2.0% | 1.8% | -3.8% | 0.9 | 0.56 |
| Asian - Part Time | 20 | 2 | 10.0% | 1.0% | 0.3% | -1.4% | 0.3 | 0.20 |
| Black/African American - Full Time | 39 | 6 | 15.4% | 2.0% | 1.0% | -3.0% | 0.5 | 0.30 |
| Black/African American - Part Time | 25 | 3 | 12.0% | 1.3% | 0.5% | -1.8% | 0.4 | 0.24 |
| Filipino - Full Time | 11 | 5 | 45.5% | 0.6% | 0.8% | -1.4% | 1.5 | 0.89 |
| Filipino - Part Time | 3 | 1 | 33.3% | 0.2% | 0.2% | -0.3% | 1.1 | 0.66 |
| Hispanic - Full Time | 362 | 94 | 26.0% | 18.5% | 15.7% | -34.2% | 0.9 | 0.51 |
| Hispanic - Part Time | 255 | 18 | 7.1% | 13.0% | 3.0% | -16.0% | 0.2 | 0.14 |
| Other Non-White - Full Time | 7 | 2 | 28.6% | 0.4% | 0.3% | -0.7% | 0.9 | 0.56 |
| Other Non-White - Part Time | 3 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Pacific Islander - Full Time | 6 | 3 | 50.0% | 0.3% | 0.5% | -0.8% | 1.6 | 0.98 |
| Pacific Islander - Part Time | 3 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| Two or More Races - Full Time | 63 | 32 | 50.8% | 3.2% | 5.4% | -8.6% | 1.7 | 1.00 |
| Two or More Races - Part Time | 29 | 5 | 17.2% | 1.5% | 0.8% | -2.3% | 0.6 | 0.34 |
| Unknown - Full Time | 9 | 2 | 22.2% | 0.5% | 0.3% | -0.8% | 0.7 | 0.44 |
| Unknown - Part Time | 5 | 0 | 0.0% | 0.3% | 0.0% | -0.3% | 0.0 | 0.00 |
| White - Full Time | 692 | 330 | 47.7% | 35.3% | 55.2% | -90.5% | 1.6 | 0.94 |
| White - Part Time | 374 | 79 | 21.1% | 19.1% | 13.2% | -32.3% | 0.7 | 0.42 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.60 |
| | | | | | | | | |
| **By Gender** | | | | | | | | |
| Female | 974 | 335 | 34.4% | 49.7% | 56.0% | -105.8% | 1.1 | 1.00 |
| Male | 984 | 263 | 26.7% | 50.3% | 44.0% | -94.2% | 0.9 | 0.78 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.89 |
| | | | | | | | | |
| **By Age Group and Gender** | | | | | | | | |
| Under 20 - Female | 923 | 328 | 35.5% | 47.1% | 54.8% | -102.0% | 1.2 | 1.00 |
| Under 20 - Male | 882 | 252 | 28.6% | 45.0% | 42.1% | -87.2% | 0.9 | 0.80 |
| 20-24 - Female | 36 | 5 | 13.9% | 1.8% | 0.8% | -2.7% | 0.5 | 0.39 |
| 20-24 - Male | 64 | 7 | 10.9% | 3.3% | 1.2% | -4.4% | 0.4 | 0.31 |
| 25-39 - Female | 11 | 2 | 18.2% | 0.6% | 0.3% | -0.9% | 0.6 | 0.51 |
| 25-39 - Male | 31 | 4 | 12.9% | 1.6% | 0.7% | -2.3% | 0.4 | 0.36 |
| 40+ - Female | 4 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| 40+ - Male | 7 | 0 | 0.0% | 0.4% | 0.0% | -0.4% | 0.0 | 0.00 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.86 |
| | | | | | | | | |
| **By Age Group and Enrollment Status** | | | | | | | | |
| Under 20 - Full Time | 1177 | 479 | 40.7% | 60.1% | 80.1% | -140.2% | 1.3 | 1.00 |
| Under 20 - Part Time | 628 | 101 | 16.1% | 32.1% | 16.9% | -49.0% | 0.5 | 0.40 |
| 20-24 - Full Time | 46 | 7 | 15.2% | 2.3% | 1.2% | -3.5% | 0.5 | 0.37 |
| 20-24 - Part Time | 54 | 5 | 9.3% | 2.8% | 0.8% | -3.6% | 0.3 | 0.23 |
| 25-39 - Full Time | 12 | 3 | 25.0% | 0.6% | 0.5% | -1.1% | 0.8 | 0.61 |

# Transfer with Gender and FT/PT Breakout (cont.)

*The percentage of first-time transfer-seeking students who began in Fall 2010 and transferred to a 4-year within 3 years*

| | Number in Cohort | Number of Transfers | Percent Transfers | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| 25-39 - Part Time | 30 | 3 | 10.0% | 1.5% | 0.5% | -2.0% | 0.3 | 0.25 |
| 40+ - Full Time | 3 | 0 | 0.0% | 0.2% | 0.0% | -0.2% | 0.0 | 0.00 |
| 40+ - Part Time | 8 | 0 | 0.0% | 0.4% | 0.0% | -0.4% | 0.0 | 0.00 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.75 |
| | | | | | | | | |
| **By Residency and Gender** | | | | | | | | |
| In District - Female | 301 | 69 | 22.9% | 15.4% | 11.5% | -26.9% | 0.8 | 0.50 |
| In District - Male | 308 | 51 | 16.6% | 15.7% | 8.5% | -24.3% | 0.5 | 0.36 |
| Out of District - Female | 573 | 220 | 38.4% | 29.3% | 36.8% | -66.1% | 1.3 | 0.83 |
| Out of District - Male | 572 | 175 | 30.6% | 29.2% | 29.3% | -58.5% | 1.0 | 0.67 |
| Out of State - Female | 100 | 46 | 46.0% | 5.1% | 7.7% | -12.8% | 1.5 | 1.00 |
| Out of State - Male | 104 | 37 | 35.6% | 5.3% | 6.2% | -11.5% | 1.2 | 0.77 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.66 |
| | | | | | | | | |
| **By Residency and Enrollment Status** | | | | | | | | |
| In District - Full Time | 352 | 95 | 27.0% | 18.0% | 15.9% | -33.9% | 0.9 | 0.56 |
| In District - Part Time | 257 | 25 | 9.7% | 13.1% | 4.2% | -17.3% | 0.3 | 0.20 |
| Out of District - Full Time | 762 | 334 | 43.8% | 38.9% | 55.9% | -94.8% | 1.4 | 0.91 |
| Out of District - Part Time | 383 | 61 | 15.9% | 19.6% | 10.2% | -29.8% | 0.5 | 0.33 |
| Out of State - Full Time | 124 | 60 | 48.4% | 6.3% | 10.0% | -16.4% | 1.6 | 1.00 |
| Out of State - Part Time | 80 | 23 | 28.8% | 4.1% | 3.8% | -7.9% | 0.9 | 0.59 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.63 |
| | | | | | | | | |
| **By Disability Status and Gender** | | | | | | | | |
| DSPS - Female | 155 | 49 | 31.6% | 7.9% | 8.2% | -16.1% | 1.0 | 0.91 |
| DSPS - Male | 135 | 30 | 22.2% | 6.9% | 5.0% | -11.9% | 0.7 | 0.64 |
| Non-DSPS - Female | 819 | 286 | 34.9% | 41.8% | 47.8% | -89.7% | 1.1 | 1.00 |
| Non-DSPS - Male | 849 | 233 | 27.4% | 43.4% | 39.0% | -82.3% | 0.9 | 0.79 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.87 |
| | | | | | | | | |
| **By Disability Status and Enrollment Status** | | | | | | | | |
| DSPS - Full Time | 179 | 60 | 33.5% | 9.1% | 10.0% | -19.2% | 1.1 | 0.83 |
| DSPS - Part Time | 111 | 19 | 17.1% | 5.7% | 3.2% | -8.8% | 0.6 | 0.42 |
| Non-DSPS - Full Time | 1059 | 429 | 40.5% | 54.1% | 71.7% | -125.8% | 1.3 | 1.00 |
| Non-DSPS - Part Time | 609 | 90 | 14.8% | 31.1% | 15.1% | -46.2% | 0.5 | 0.36 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.75 |
| | | | | | | | | |
| **By Economic Status and Gender** | | | | | | | | |
| Disavantaged (BOG Waiver) - Female | 461 | 120 | 26.0% | 23.5% | 20.1% | -43.6% | 0.9 | 0.62 |
| Disavantaged (BOG Waiver) - Male | 445 | 81 | 18.2% | 22.7% | 13.5% | -36.3% | 0.6 | 0.43 |
| Non-Disadvantaged - Female | 513 | 215 | 41.9% | 26.2% | 36.0% | -62.2% | 1.4 | 1.00 |
| Non-Disadvantaged - Male | 539 | 182 | 33.8% | 27.5% | 30.4% | -58.0% | 1.1 | 0.81 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.73 |
| | | | | | | | | |
| **By Economic Status and Enrollment Status** | | | | | | | | |
| Disavantaged (BOG Waiver) - Full Time | 586 | 168 | 28.7% | 29.9% | 28.1% | -58.0% | 0.9 | 0.58 |
| Disavantaged (BOG Waiver) - Part Time | 320 | 33 | 10.3% | 16.3% | 5.5% | -21.9% | 0.3 | 0.21 |
| Non-Disadvantaged - Full Time | 652 | 321 | 49.2% | 33.3% | 53.7% | -87.0% | 1.6 | 1.00 |
| Non-Disadvantaged - Part Time | 400 | 76 | 19.0% | 20.4% | 12.7% | -33.1% | 0.6 | 0.39 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.62 |
| | | | | | | | | |
| **By Full-Time/Part-Time Status** | | | | | | | | |
| Full-Time | 1238 | 489 | 39.5% | 63.2% | 81.8% | -145.0% | 1.3 | 1.00 |
| Part-Time | 720 | 109 | 15.1% | 36.8% | 18.2% | -55.0% | 0.5 | 0.38 |
| **TOTAL** | 1958 | 598 | 30.5% | 100.0% | 100.0% | -200.0% | 1.0 | 0.77 |

SBCC Institutional Research November 2014

# Completion (Full-Time versus Part-time, 3 years versus 5 years)

*The percentage of first-time degree, certificate, or transfer-seeking students in Fall 2008 who completed a degree or became Transfer Ready within 3 or 5 years*

| | FULL-TIMERS: Started full-time, enrolled for at least 3 terms within 3 years, with no more than 1 part-time term. | | | | | PART-TIMERS: Started full-time, enrolled for at least 3 terms within 3 years, with 2 or more part-time terms. | | | | | STARTED PART-TIME | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Starting Cohort | Completed degree, certificate, or became Transfer Ready within 3 years | | Completed degree, certificate or became Transfer Ready within 5 years | | Starting Cohort | Completed degree, certificate, or became Transfer Ready within 3 years | | Completed degree, certificate or became Transfer Ready within 5 years | | Starting Cohort | Completed degree, certificate, or became Transfer Ready within 3 years | | Completed degree, certificate or became Transfer Ready within 5 years | |
| | | N | % | N | % | | N | % | N | % | | N | % | N | % |
| **By Ethnicity** | | | | | | | | | | | | | | | |
| Am. Indian/Alaskan Native | 2 | 2 | 100% | 2 | 100% | 5 | 1 | 20% | 2 | 40% | 22 | 2 | 9% | 3 | 14% |
| Asian | 19 | 15 | 79% | 15 | 79% | 20 | 9 | 45% | 13 | 65% | 25 | 2 | 8% | 2 | 8% |
| Black/African American | 23 | 9 | 39% | 9 | 39% | 14 | 3 | 21% | 3 | 21% | 33 | 1 | 3% | 3 | 9% |
| Filipino | 7 | 5 | 71% | 6 | 86% | 5 | 0 | 0% | 2 | 40% | 7 | 0 | 0% | 0 | 0% |
| Hispanic | 88 | 62 | 70% | 65 | 74% | 181 | 57 | 31% | 93 | 51% | 283 | 21 | 7% | 39 | 14% |
| Other Non-White | 9 | 7 | 78% | 7 | 78% | 10 | 6 | 60% | 7 | 70% | 22 | 2 | 9% | 6 | 27% |
| Pacific Islander | 3 | 2 | 67% | 2 | 67% | 2 | 2 | 100% | 2 | 100% | 6 | 0 | 0% | 0 | 0% |
| Unknown | 45 | 31 | 69% | 31 | 69% | 33 | 14 | 42% | 17 | 52% | 53 | 8 | 15% | 12 | 23% |
| White | 329 | 242 | 74% | 246 | 75% | 297 | 140 | 47% | 176 | 59% | 560 | 92 | 16% | 134 | 24% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |
| **By Gender** | | | | | | | | | | | | | | | |
| Female | 282 | 199 | 71% | 201 | 71% | 269 | 120 | 45% | 159 | 59% | 444 | 69 | 16% | 104 | 23% |
| Male | 243 | 176 | 72% | 182 | 75% | 298 | 112 | 38% | 156 | 52% | 567 | 59 | 10% | 95 | 17% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |
| **By Age Group** | | | | | | | | | | | | | | | |
| Under 20 | 494 | 354 | 72% | 362 | 73% | 529 | 219 | 41% | 296 | 56% | 845 | 118 | 14% | 180 | 21% |
| 20-24 | 23 | 16 | 70% | 16 | 70% | 25 | 9 | 36% | 12 | 48% | 99 | 5 | 5% | 11 | 11% |
| 25-39 | 8 | 5 | 63% | 5 | 63% | 11 | 4 | 36% | 6 | 55% | 42 | 5 | 12% | 6 | 14% |
| 40+ | 0 | 0 | 0% | 0 | 0% | 2 | 0 | 0% | 1 | 50% | 25 | 0 | 0% | 2 | 8% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |
| **By Residency** | | | | | | | | | | | | | | | |
| In District | 111 | 88 | 79% | 92 | 83% | 236 | 110 | 47% | 144 | 61% | 325 | 52 | 16% | 86 | 26% |
| Out of District | 367 | 258 | 70% | 262 | 71% | 288 | 106 | 37% | 150 | 52% | 584 | 68 | 12% | 96 | 16% |
| Out of State | 47 | 29 | 62% | 29 | 62% | 43 | 16 | 37% | 21 | 49% | 102 | 8 | 8% | 17 | 17% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |
| **By Disability Status** | | | | | | | | | | | | | | | |
| DSPS | 67 | 42 | 63% | 45 | 67% | 113 | 41 | 36% | 63 | 56% | 145 | 16 | 11% | 31 | 21% |
| Non-DSPS | 458 | 333 | 73% | 338 | 74% | 454 | 191 | 42% | 252 | 56% | 866 | 112 | 13% | 168 | 19% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |
| **By Economic Status** | | | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) | 172 | 116 | 67% | 120 | 70% | 214 | 70 | 33% | 104 | 49% | 333 | 30 | 9% | 57 | 17% |
| Non-Disadvantaged | 353 | 259 | 73% | 263 | 75% | 353 | 162 | 46% | 211 | 60% | 678 | 98 | 14% | 142 | 21% |
| **TOTAL** | **525** | **375** | **71%** | **383** | **73%** | **567** | **232** | **41%** | **315** | **56%** | **1,011** | **128** | **13%** | **199** | **20%** |

# Persistence Fall-to-Spring, Fall-to-Fall

*The percentage of first-time students starting in Fall 2012 who persist to Spring 2013 and Fall 2013*

| | **Full-Time First-Time Fall 2012 Students** | | | | | **Part-Time First-Time Fall 2012 Students** | | | | | **Overall First-Time Fall 2012 Students** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number Starting | Persisted to Spring 2013 | % Persisted to Spring 2013 | Persisted to Fall 2013 | Percent Persisted to Fall 2013 | Number Starting | Persisted to Spring 2013 | % Persisted to Spring 2013 | Persisted to Fall 2013 | Percent Persisted to Fall 2013 | Number | Number Persisted to Spring 2013 | Percent Persisted to Spring 2013 | Number Persisted to Fall 2013 | Percent Persisted to Fall 2013 |
| **By Ethnicity** | | | | | | | | | | | | | | | |
| Am. Indian/Alaskan Native | 6 | 5 | 83% | 3 | 50% | 6 | 1 | 17% | 0 | 0% | 12 | 6 | 50% | 3 | 25% |
| Asian | 45 | 41 | 91% | 35 | 78% | 32 | 21 | 66% | 16 | 50% | 77 | 62 | 81% | 51 | 66% |
| Black/African American | 40 | 31 | 78% | 20 | 50% | 74 | 25 | 34% | 14 | 19% | 114 | 56 | 49% | 34 | 30% |
| Filipino | 14 | 12 | 86% | 11 | 79% | 14 | 12 | 86% | 9 | 64% | 28 | 24 | 86% | 20 | 71% |
| Hispanic | 628 | 574 | 91% | 492 | 78% | 549 | 364 | 66% | 241 | 44% | 1,177 | 938 | 80% | 733 | 62% |
| Pacific Islander | 1 | 1 | 100% | 1 | 100% | 3 | 2 | 67% | 2 | 67% | 4 | 3 | 75% | 3 | 75% |
| Two or More Races | 108 | 101 | 94% | 77 | 71% | 67 | 52 | 78% | 42 | 63% | 175 | 153 | 87% | 119 | 68% |
| Unknown | 6 | 6 | 100% | 5 | 83% | 20 | 9 | 45% | 2 | 10% | 26 | 15 | 58% | 7 | 27% |
| White | 816 | 752 | 92% | 592 | 73% | 615 | 445 | 72% | 317 | 52% | 1,431 | 1,197 | 84% | 909 | 64% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |
| **By Gender** | | | | | | | | | | | | | | | |
| Female | 887 | 812 | 92% | 676 | 76% | 618 | 407 | 66% | 303 | 49% | 1,505 | 1,219 | 81% | 979 | 65% |
| Male | 777 | 711 | 92% | 560 | 72% | 762 | 524 | 69% | 340 | 45% | 1,539 | 1,235 | 80% | 900 | 58% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |
| **By Age Group** | | | | | | | | | | | | | | | |
| Under 20 | 1,541 | 1,418 | 92% | 1,162 | 75% | 1,007 | 756 | 75% | 554 | 55% | 2,548 | 2,174 | 85% | 1,716 | 67% |
| 20-24 | 81 | 70 | 86% | 53 | 65% | 154 | 83 | 54% | 41 | 27% | 235 | 153 | 65% | 94 | 40% |
| 25-39 | 25 | 22 | 88% | 12 | 48% | 116 | 54 | 47% | 33 | 28% | 141 | 76 | 54% | 45 | 32% |
| 40+ | 17 | 13 | 76% | 9 | 53% | 103 | 38 | 37% | 15 | 15% | 120 | 51 | 43% | 24 | 20% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |
| **By Residency** | | | | | | | | | | | | | | | |
| In District | 485 | 458 | 94% | 403 | 83% | 365 | 284 | 78% | 209 | 57% | 850 | 742 | 87% | 612 | 72% |
| Out of District | 984 | 900 | 91% | 714 | 73% | 895 | 563 | 63% | 380 | 42% | 1,879 | 1,463 | 78% | 1,094 | 58% |
| Out of State | 195 | 165 | 85% | 119 | 61% | 120 | 84 | 70% | 54 | 45% | 315 | 249 | 79% | 173 | 55% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |
| **By Disability Status** | | | | | | | | | | | | | | | |
| DSPS | 193 | 184 | 95% | 161 | 83% | 166 | 140 | 84% | 101 | 61% | 359 | 324 | 90% | 262 | 73% |
| Non-DSPS | 1,471 | 1,339 | 91% | 1,075 | 73% | 1,214 | 791 | 65% | 542 | 45% | 2,685 | 2,130 | 79% | 1,617 | 60% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |
| **By Economic Status** | | | | | | | | | | | | | | | |
| Disavantaged (BOG Waiver) | 888 | 817 | 92% | 668 | 75% | 726 | 492 | 68% | 340 | 47% | 1,614 | 1,309 | 81% | 1,008 | 62% |
| Non-Disadvantaged | 776 | 706 | 91% | 568 | 73% | 654 | 439 | 67% | 303 | 46% | 1,430 | 1,145 | 80% | 871 | 61% |
| **TOTAL** | **1,664** | **1,523** | **92%** | **1,236** | **74%** | **1,380** | **931** | **67%** | **643** | **47%** | **3,044** | **2,454** | **81%** | **1,879** | **62%** |

# CTE Completion

*First-time degree or certificate-seeking students entering in Fall 2010 with a declared Career Technical Education major and took at least one course in their major within 3 years (2-digit TOP code match between major and course), and received a degree or certificate within 3 years*

| | Number in Cohort | Number of Completions | Percent Completions | % Distribution in Starting Cohort (A) | % Distribution of Students With Awards (B) | Difference Between Groups (B-A) | Proportionality Index (B/A) | 80-Percent Index (Rate/Highest Rate) |
|---|---|---|---|---|---|---|---|---|
| **By Ethnicity** | | | | | | | | |
| Am. Indian/Alaskan Native | 6 | 1 | 17% | 1% | 2% | 0% | 1.05 | 0.722 |
| Asian | 13 | 3 | 23% | 3% | 5% | 1% | 1.45 | 1.000 |
| Black/African American | 19 | 2 | 11% | 5% | 3% | -2% | 0.66 | 0.456 |
| Filipino | 7 | 1 | 14% | 2% | 2% | 0% | 0.90 | 0.619 |
| Hispanic | 157 | 16 | 10% | 38% | 24% | -14% | 0.64 | 0.442 |
| Pacific Islander | 1 | 0 | 0% | 0% | 0% | 0% | 0.00 | 0.000 |
| Two or More Races | 10 | 1 | 10% | 2% | 2% | -1% | 0.63 | 0.433 |
| Unknown | 6 | 1 | 17% | 1% | 2% | 0% | 1.05 | 0.722 |
| White | 196 | 41 | 21% | 47% | 62% | 15% | 1.32 | 0.906 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | | | |
| **By Gender** | | | | | | | | |
| Female | 244 | 50 | 20% | 59% | 76% | 17% | 1.29 | 1.000 |
| Male | 165 | 14 | 8% | 40% | 21% | -19% | 0.53 | 0.414 |
| Unknown | 6 | 2 | 33% | 1% | 3% | 2% | 2.10 | 1.627 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | | | |
| **By Age Group** | | | | | | | | |
| Under 20 | 332 | 61 | 18% | 80% | 92% | 12% | 1.16 | 1.000 |
| 20-24 | 36 | 2 | 6% | 9% | 3% | -6% | 0.35 | 0.302 |
| 25-39 | 29 | 2 | 7% | 7% | 3% | -4% | 0.43 | 0.375 |
| 40+ | 18 | 1 | 6% | 4% | 2% | -3% | 0.35 | 0.302 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | | | |
| **By Residency** | | | | | | | | |
| In District | 227 | 28 | 12% | 55% | 42% | -12% | 0.78 | 0.574 |
| Out of District | 135 | 29 | 21% | 33% | 44% | 11% | 1.35 | 1.000 |
| Out of State | 53 | 9 | 17% | 13% | 14% | 1% | 1.07 | 0.791 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | | | |
| **By Disability Status** | | | | | | | | |
| DSPS | 342 | 6 | 2% | 82% | 9% | -73% | 0.11 | 0.021 |
| Non-DSPS | 73 | 60 | 82% | 18% | 91% | 73% | 5.17 | 1.000 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | | | |
| **By Economic Status** | | | | | | | | |
| Disadvantaged (BOG Waiver) | 176 | 30 | 17% | 42% | 45% | 3% | 1.07 | 1.132 |
| Non-Disadvantaged | 239 | 36 | 15% | 58% | 55% | -3% | 0.95 | 1.000 |
| **TOTAL** | **415** | **66** | **16%** | **100%** | **100%** | **0%** | 1.00 | 1.056 |