

EQUITY AT BCC

Student Access: Ethnic group representation in college compared with service area

Course Completion: Successfully completed courses as compared with courses enrolled, by ethnic group

Basic Skill Course Completion: Successfully completed BS courses as compared with courses enrolled, by ethnic group.

Transfer: Transfers by ethnic group

STUDENT ACCESS

- BCC represents all ethnicities in the community
- ***African Americans*** and ***Hispanics/Latinos*** are represented at rates twice their proportions in the community.
- ***Native Americans*** are represented at rates five times their community proportion.
- ***Asians*** (including Filipinos and Pacific Islanders) are represented at the same proportion as in the community.
- ***Whites*** are represented at half their proportion of the population.

BCC Student Population Fall 2007	Total	Asian/ Filipino/P.I.	Af-Am	His/Lat	Native Am	White
Headcount	5539	832/110/42	1208	764	39	1785
% BCC Students		14%/2%/1%	22%	14%	1%	32%
% Change from F06	18%	2%	-2%	2%	-	-
Ratio: Proportion in college vs. community (1 denotes same proportion)		1.0	2.0	2.0	5.0	.5

COMPLETION RATE: FALL 2007

- Whites and Asians (70%) exceed average 62.5%
- African-American rates are 15% below average
- Hispanic/Latinos match average

COMPLETION RATE

Ethnic Group	ENRL	SUCCESS RATE
Total	5420	62.5
Asian	864	69.8
African American	1166	47.5
Filipino	109	65.4
Hispanic/Latino	756	60.3
Native American	37	52.3
Other	149	64.0
White	1740	69.6
Unknown	599	65.1

BASIC SKILLS COMPLETION RATE

- In Fall 2007, basic skill students numbered 509, an increase of 20% from fall 2006.
- 50% were African-Americans.
- The average completion rate was 38% in fall 2007
- The average rate was 48.7% in fall 2006.
- African-American rate was below the 2007 average at 32.5%

BASIC SKILL COMPLETION RATE

	<u>2006</u>	<u>2007</u>
<i>African-American</i> Rate Count	32.5 68/209	32.4 82/253
<i>American Indian</i> Rate Count	n/a 1/1	n/a 0/1
<i>Asian</i> Rate Count	67.7 46/68	70.7 46/65
<i>Filipino</i> Rate Count	n/a 2/6	n/a 3/6
<i>Hispanic</i> Rate Count	62.5 50/80	48.4 49/102
<i>Unknown</i> Rate Count	47.6 10/21	48.0 12/25
<i>White</i> Rate Count	76.3 29/38	57.0 33/58

Average 48.7 38.0

*Rates are variable

*Growth in student numbers overall

*Multiple obstacles have hindered these students

*College and State-wide initiatives to support and help students succeed

BASIC SKILLS INITIATIVES

- New curriculum 2008-09
- Grant-funded coordinated programs include:
 - tutors and mentors
 - counselors
 - assessment and program evaluation
 - additional faculty in English, Math
 - faculty support and development initiatives
 - faculty engagement in state-wide learning group

TRANSFERS

Successes

- *BCC* shows transfers for all ethnic groups, with gains or stability across almost all groups.
- CSU transfers total 90 (2006/7) and 92 (2005/6).
- UC transfers total 80 (2006/7) and 82 (2005/6).
- **Latinos** are second to **whites** in transfers to UC.
- The trend in numbers of transfers for **African-Americans** has been rising. But, **African-Americans** make up a smaller proportion (14%) of the total transfers (2002-07) to the public universities than their proportion in the BCC population (24%).

TRANSFER: Berkeley City College to the University of California and California State University

Table 7: UC Transfers from BCC--- 2003-2007

Year	African Amer	Asian/PI	Filipino	Latino	Native American	Other	White	Non- Res Alien*	No response	Total
2003	2	6	2	7	0	2	27	0	8	54
2004	4	12	2	6	0	7	34	0	16	81
2005	7	10	1	10	1	6	45	0	8	88
2006	8	8	2	16	1	5	37	0	5	82
2007	7	5	0	18	0	3	40	0	7	80
Total	28	41	7	57	2	23	183	0	44	385

Table 8: CSU Transfers from BCC--- 2002-2007

Year	African Amer	Asian	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No response	Total
2003	11	11	1	5	0	0	24	4	20	76
2004	17	4	1	4	1	3	19	8	19	73
2005	12	9	3	10	2	5	20	2	14	72
2006	22	6	0	10	2	0	28	5	19	92
2007	19	10	2	9	1	0	26	5	18	90
Total	81	40	7	38	6	8	117	24	90	403

SRTK RATES

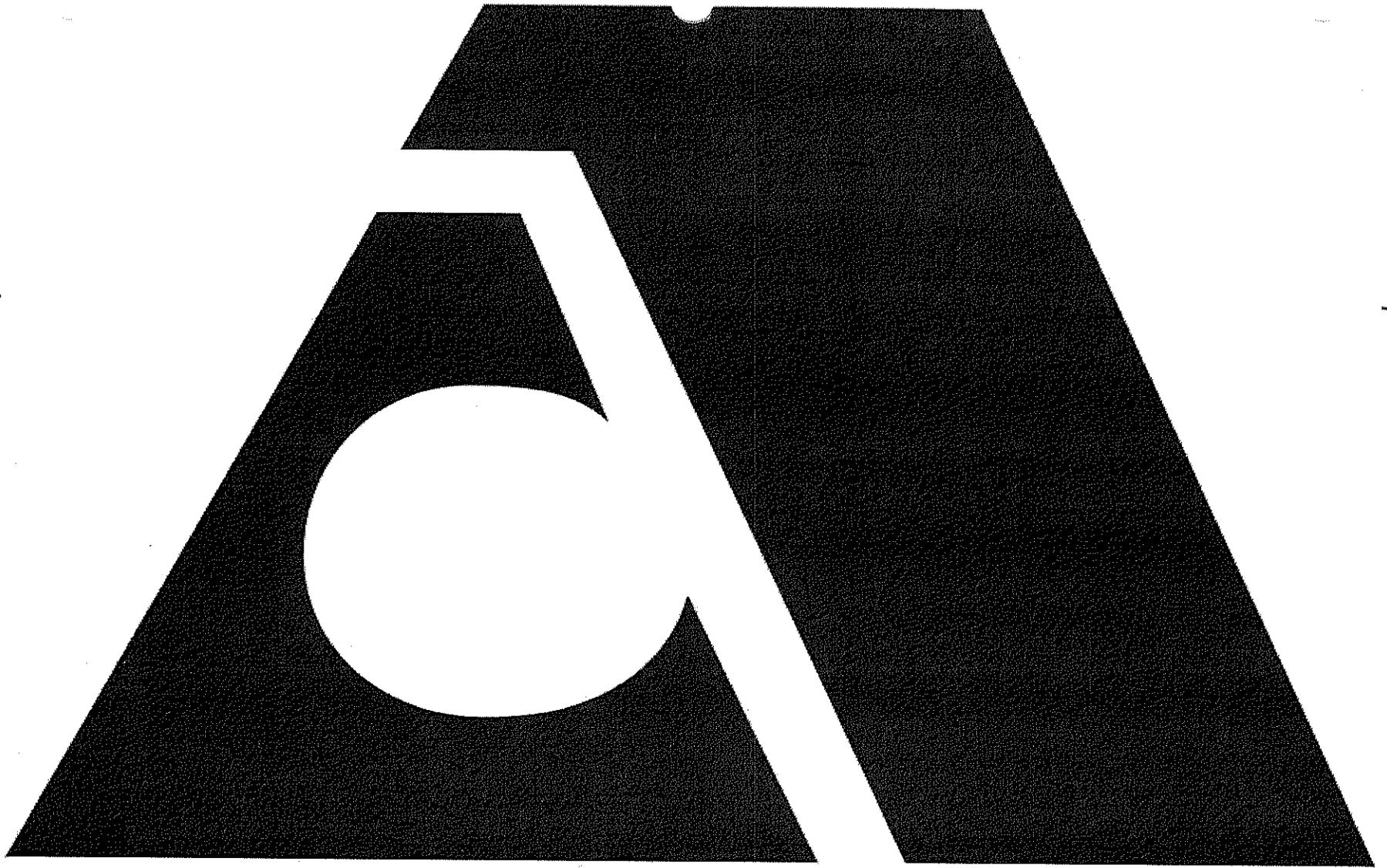
2002-2005

2003-2006

2004-2007

BCC Transfer Rate	48%	43%	43%
Statewide Transfer Rate	30%	17%	25%

Transfer is an important focus for BCC. BCC is ranked third in the state on this Student-Right-To-Know measure (behind only Orange County). Rates are calculated on cohorts of first-time, full-time award and transfer students who are tracked for a three year period.



COLLEGE OF
ALAMEDA

STUDENT EQUITY PLAN

PRESENTATION TO BOARD

JULY 21, 2009

ACCESS: *The percentage of each student subgroup (ethnic, gender, persons with disabilities) that is enrolled compared to that group's representation in the adult population within the cities of Alameda and Oakland.*

FINDINGS: **LOW PERCENTAGES OF LATINO AND WHITE STUDENTS AT COA**

GOAL: To continue to provide increasing levels of access to educational opportunities for all students, particularly the historically underrepresented groups, and to reflect the profile of the adult population served by COA.

OUTCOME: Maintain representation of all groups. Increase numbers of Latino students in accordance with populations in service areas.

COURSE COMPLETION AND PERSISTENCE: *Percentages of successful completions in degree and non-degree credit courses by students' subgroups. Percentages of new first-time students by subgroups persisting from fall to spring terms and fall to fall terms, based on census day enrollments.*

FINDINGS: **SUCCESS RATES IN DEGREE AND NON-DEGREE COURSES ARE DECLINING**
FALL TO SPRING PERSISTENCE IS DECLINING
FALL TO FALL PERSISTENCE IS DECLINING

GOAL: **Improve success for those "at risk" students for whom retention strategies must be employed to enable successful completion of courses and/or programs.**

OUTCOME: **Increase course completion rates for all groups, but particularly for African American and Latino students.**

BASIC SKILLS: *Percentages of students' subgroups who successfully completed ESL or basic skill English or mathematics courses and continued to successfully a higher-level course in English or mathematics.*

FINDINGS: ESL RATES APPEAR TO BE SOMEWHAT STEADY FOR SUCCESS AND DECREASING FOR WITHDRAWALS/ IMPROVEMENT RATES APPEAR TO BE INCREASING

ENGLISH SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT IS DECREASING

MATHEMATICS SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT FLUCTUATING

GOAL: To increase the percentage of students who successfully complete a degree applicable course after having completed the final ESL or basic skills English and math courses.

OUTCOME: Increase in success of students and their continuation to higher level courses.

DEGREES AND CERTIFICATES: *Trends of award types.
Pathway of students' subgroups with a minimum of 12 earned
who attempted either a degree or 18+ credit certificate.*

FINDINGS: DEGREES AND CERTIFICATES DRAMATIC
DECREASE IN 2007-08 / LOWER THAN EXPECTED DEGREE
ATTAINMENT: LATINOS, WHITES & MALES/ LOWER THAN
EXPECTED CERTIFICATE ATTAINMENT: AFRICAN AMERICANS,
LATINOS & DSP STUDENTS.

FOR FIRST-TIME STUDENTS: LOW IN ACHIEVING
30 UNITS – AFRICAN AMERICANS, FILIPINOS & WHITES/ LOW
IN DEGREE ATTAINMENT: LATINOS & WHITES STUDENTS ARE
MORE LIKELY TO ATTAIN DEGREES THAN CERTIFICATES
[ALMOST 3:1]

GOAL: To increase the number of degrees (especially in
the sciences) and certificates awarded for all under-represented
groups.

OUTCOME: Increase the percentage of students receiving
degrees and certificates by 2% by the end of the academic year
2012.

TRANSFER: *Transfer trends of students' subgroups. Pathway of students' subgroups with a minimum of 12 earned credits who either became transfer directed by completing both English and mathematics transfer level courses, who became transfer prepared by completing 60 transferable units, and/or who actually transferred to a four-year institution.*

FINDINGS: **ENROLLMENTS:** UC DECREASING AND CSU SOMEWHAT INCREASING THE RATIO OF STUDENTS FOR THE 2007-08 YEAR IS 3 TO 1 FAVORING CSU. GREATER THAN 3 TO 1 PORTIONS OF AFRICAN AMERICAN, LATINO & FILIPINO STUDENTS ENTER THE CSU SYSTEM.

FOR FIRST-TIME COHORTS TRANSFER DIRECTED STUDENTS APPEAR TO BE INCREASING, TRANSFER PREPARED DECREASING AND TRANSFERS STEADY AT AN AVERAGE 33.5% RATE. STUDENTS NEEDING THE MOST HELP ARE AFRICAN AMERICAN, LATINOS AND WHITES (IN THE EARLY STAGES).

GOAL: Increase the combined number of students (by underrepresented group) who transfer to a four-year institution each term.

OUTCOME: Improved measure of transfer rates (completed transfer) and the rate of transfer readiness. Increase percentage of students who actually transfer by 5% by the end of academic year 2011.

College of Alameda
Student Equity Plan Data

July 21, 2009

1. ACCESS

Measure: *The percentage of each student subgroup (ethnic, gender, persons with disabilities) that is enrolled compared to that group's representation in the adult population within the cities of Alameda and Oakland.*

The US Census 2007 American Community Survey (ACS) for Alameda and Oakland cities were used to estimate the extent to which the College of Alameda (COA) reflects the communities it serves. About 75% of the students enrolled at COA in Fall 2007 come from the aforementioned communities.

Tables 1 through 3 compare the COA Fall 2007 cohorts with the US Census 2007 American Community Survey (ACS) for Alameda and Oakland cities by race/ethnicity, gender and disability. In addition, the ACS 2007 age groups approximating the COA age range were used. The findings reveal that:

- by race/ ethnicity COA is under-enrolled in the categories of Whites, Latinos, and other non-Whites but over-enrolled with Asians (Table 1),
- by gender COA has proportionally more females and less males than those in its service communities (Table 2), and
- the COA DSPS population is almost half of its service communities (Table 3).

Table 1. The distribution of community census and that of COA students by race/ethnicity.

	WHITE	LATINO	ASIAN ^a	PACISL	AF-AMER	NATIVE AM	OTHER NON-WHITE	TOTAL
18-64 years	31%	20%	17%	NA	25%	NA	8%	303,984
COA FA 2007	15%	14%	38%	1%	24%	1%	2%	5952

a. Filipinos are combined with Asians conforming to US Census standards.

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

Table 2. The distribution of community census and that of COA students by gender.

	FEMALES	MALES	TOTAL
18-64 years	51%	49%	287,815 ^a
COA FA 2007	56%	43%	5952

a. This total should be greater than that in Table 1. However, because these numbers were estimates errors will occur.

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

Table 3. The percentages of disabled persons between the ages of 16 to 64 in Alameda County and the percentages of DSP students at COA.

	DSP	TOTAL
16-64 years	13%	296,056
COA FA 2007	6%	5952

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

2. COURSE COMPLETION and PERSISTENCE

Measures: Percentages of successful completions in degree and non-degree credit courses by students' subgroups.

Percentages of new first-time students by subgroups persisting from fall to spring terms and fall to fall terms, based on census day enrollments.

The course success completion definition was based on the completion of a credit course for which a student receives a recorded grade of A,B,C or Credit (CR), divided by the number of students who were enrolled in those courses on the first census day. Persistence was measured two ways: 1) by the percentages of new first-time students completing a specified fall term and returning the next spring term and 2) by the percentages of new first-time students completing a specified fall term and returning the subsequent fall.

Tables 4 and 5 represent students' success rates by race/ethnicity and gender for Fall terms 2004 to 2007. Using the averages as baseline measures, the following findings suggest that the students' success rates in both degree-applicable and non-degree applicable credit courses have declined by two to three percent between Fall 2004 and Fall 2007.

Regarding students' success rates, the following findings were based on comparisons to baseline average for Fall 2007.

- Student subgroups falling five percent below the average in degree-applicable credit courses were: African Americans, Native Americans, and Pacific Islanders.
- Student subgroups falling five percent below the average in the non-degree-applicable credit courses were: African Americans and Native Americans.

Table 4. Students' successes by subgroups in degree applicable credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
African-American	2,368	58%	2,581	57%	2,744	54%	2,965	52%
American Indian/Alaskan Native	48	54%	55	62%	45	67%	63	44%
Asian	3,412	72%	3,449	71%	3,873	72%	3,882	73%
Filipino	530	64%	544	69%	565	62%	491	61%
Hispanic	1,200	68%	1,282	70%	1,215	63%	1,351	61%
Other Non-White	253	74%	251	65%	290	61%	333	67%
Pacific Islander	92	61%	112	62%	114	69%	118	55%
Unknown	516	67%	563	77%	616	64%	665	67%
White Non-Hispanic	1,535	75%	1,548	74%	1,650	69%	1,623	71%
Female	5,290	70%	5,430	68%	6,067	65%	6,284	66%
Male	4,453	65%	4,777	68%	4,945	65%	5,149	63%
Unknown	211	64%	178	57%	100	60%	58	66%
TOTALS	9,954	68%	10,385	68%	11,112	65%	11,491	65%

Source: CCCC data mart.

Table 5. Students' successes by subgroup in non-degree applicable credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
African-American	392	56%	378	48%	399	52%	405	51%
American Indian/Alaskan Native	7	43%	9	44%	3	33%	10	40%
Asian	326	68%	348	73%	380	70%	343	76%
Filipino	37	76%	28	68%	47	49%	27	70%
Hispanic	183	67%	147	61%	247	63%	283	64%
Other Non-White	24	58%	24	79%	35	71%	22	59%
Pacific Islander	13	69%	9	67%	10	70%	12	75%
Unknown	38	61%	69	68%	42	74%	43	63%
White Non-Hispanic	153	82%	153	82%	128	79%	142	66%
Female	681	66%	644	68%	776	62%	674	66%
Male	473	65%	507	60%	514	66%	613	60%
Unknown	19	26%	14	50%	1	100%	0	
TOTALS	1,173	65%	1,165	64%	1,291	63%	1,287	63%

Source: CCCC data mart.

The only comparable course success data between DSP and non-DSP students are provided in Table 6. There does not appear to be a major difference in success between the two groups.

Table 6. Student's successes by DSPS status in all credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
DSPS	423	65%	396	66%	413	61%	391	62%
Non-DSPS	5910	66%	6024	67%	6585	63%	6934	63%
TOTALS	6333	66%	6422	67%	6998	63%	7325	63%

Source: PCCD data warehouse.

The first set of persistence measures were based on the percentages of new first-time students by their enrollment from one fall term to the next spring term. Using the averages as baseline measures, the following findings suggest that student persistence has been decreasing since Fall 2004 (Table 7). This decrease was researched by college faculty¹ in Fall 2005 and is continuing despite whole college efforts to retain students. On average COA retains about half of its new first-time students from fall to spring. On another note, DSP students persist at an amazingly higher rate (>10%) than non-DSP students (Table 7C).

Using the Fall 2007 percentages (Tables 7A through 7C) of returning students in the following spring, the findings in suggest that:

- Student subgroups falling five percent below the average baseline were: African American, Filipino, Native American, and Unknown.

¹ Sweinciki, M., Robinson, S., and Brem, R. (Fall 2006). *Why they left?* Sponsor: College of Alameda Academic Senate.

Table 7. Percentages of first-time students persisting from fall to spring terms by subgroups.

	TOTAL FA04	% ENROLL SP05	TOTAL FA05	% ENROLL SP06	TOTAL FA06	%ENROLL SP07	TOTAL FA07	%ENROLL SP08
ASIAN	338	62%	376	65%	384	66%	397	58%
AFRAM	243	49%	316	40%	323	40%	374	44%
FILIPINO	67	57%	52	44%	74	45%	54	41%
LATINO	155	47%	167	46%	201	38%	207	47%
NATAM	5	0%	4	100%	8	25%	8	38%
OTHER	23	74%	28	57%	31	61%	23	74%
WHITE	173	53%	158	43%	205	42%	187	45%
UNKNOW	59	59%	62	55%	69	38%	69	44%
FEMALE	517	52%	567	49%	646	47%	653	47%
MALE	524	57%	589	53%	648	49%	665	51%
UNKNOWN	22	50%	7	37%	1	0%	1	0%
DSPS	72	65%	74	53%	68	56%	74	65%
Non-DSPS	991	54%	1089	51%	1227	48%	1245	48%
TOTALS	1063	55%	1163	51%	1295	48%	1319	49%

Source: PCCD data warehouse.

The second set of persistence measures were based on the percentages of new first-time students by their enrollment from one fall term to the next fall term. Using the averages as baseline measures, it is evident that student persistence from fall to fall has decreased by four percent (Table 8). In addition, the averages are suggesting that we lose an additional ten percent of new first-time students from spring to fall.

Using the percentages of returning students in Fall 2007 (Tables 8), the findings suggest that:

- Student subgroups falling five percent below the baseline average were: African American, Latino, Native American, White and Unknown.
- Compared to the 65% persistent rate for DSPS students from fall to spring, an additional 28% of these students are lost by the subsequent fall.

Table 8. Percentages of first-time students persisting from fall to fall terms by subgroups.

	TOTAL FA04	%ENROLL FA05	TOTAL FA05	%ENROLL FA06	TOTAL FA06	%ENROLL FA07
ASIAN	338	53%	375	53%	384	55%
AFRAM	243	34%	314	30%	323	29%
FILIPINO	67	42%	52	56%	74	41%
LATINO	155	33%	165	29%	201	33%
NATAM	5	20%	4	75%	8	13%
OTHER	23	57%	28	50%	31	48%
WHITE	173	38%	158	35%	205	24%
UNKNOW	59	46%	62	36%	69	29%
FEMALE	517	40%	567	39%	646	36%
MALE	524	44%	585	41%	648	39%
UNKNOWN	22	41%	6	33%	1	0%
DSPS	72	46%	74	36%	68	37%
NOT DSPTS	991	42%	1084	40%	1227	37%
TOTALS	1063	42%	1158	40%	1295	38%

Source: PCCD data warehouse.

3. ESL and BASIC SKILLS COMPLETIONS

Measures: Percentages of students' subgroups who successfully completed ESL or basic skill English or mathematics courses and continued to successfully complete a higher-level course in English or mathematics.

For ESL, basic skills' English and mathematic courses, two series of data presentations are provided. One series represents the percentages of students successfully completing or withdrawing from ESL or basic skills courses and the second series is the percentages of students successfully completing a lower level ESL or basic skills course and continuing to successfully complete a high-level credit course within a three-year period. Each series of tables represent sub-groups of students by race/ethnicity, gender and DSPTS status.

English as a Second Language

Using the averages as baseline measures (Table 9), the findings suggest that students' success rates ranged from 70% to 76% while their withdrawal rates ranged from 16% to 20%.

Regarding students' success rates, the following findings were based on comparisons to their respective baseline average for the 2007-2008 year (Table 9).

- The student subgroups falling five percent below the success average were: Filipino and Latino.
- Student sub-groups with the highest withdrawal rates were: White and male.

Table 9. The percentages of ESL student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	179	81%	13%	235	74%	18%	137	74%	16%
AFRAM	15	47%	33%	17	71%	24%	16	81%	19%
FILIPINO	1	100%	0%	1	100%	0%	3	67%	0%
LATINO	72	68%	19%	80	58%	20%	65	63%	17%
NATAM									
OTHER	5	60%	20%	12	83%	17%	6	100%	0%
PACILS							1	0%	100%
WHITE	7	86%	14%	16	63%	31%	11	73%	27%
UNKNOWN	6	83%	17%	4	50%	50%	4	75%	0%
FEMALE	145	78%	16%	239	73%	17%	152	74%	13%
MALE	69	70%	15%	126	64%	25%	91	68%	22%
UNKNOWN	1	100%	0%	0			0		
DSPS	6	83%	0%	8	38%	38%	8	75%	13%
NON DSPS	279	75%	16%	357	70%	19%	235	72%	17%
TOTALS	285	76%	16%	365	70%	20%	243	72%	17%

Source: CCCCO ARCC 2009 database.

Using the averages as baseline measures (Tables 10), students successful in completing their prerequisite course and successful in the next higher level course is above 50%.

Regarding students' success improvement rates, the following findings were based on comparisons to their respective baseline averages for the 2005-2006 year (Tables 10).

- The sub-groups with the lowest improvement rates were: African Americans. However, in previous years they were at or above average.

Table 10. The percentages of ESL student subgroups who successfully completed their prerequisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	136	48%	157	50%	133	51%	156	56%
AFRAM	13	54%	16	56%	15	47%	9	22%
FILIPINO	3	100%	1	0%	3	0%	1	100%
LATINO	64	52%	72	47%	49	39%	52	52%
OTHER	6	67%	8	50%	8	50%	4	75%
PACILS			1	100%	1	0%		
WHITE	20	50%	18	67%	14	50%	6	67%
UNKNOWN	6	67%	6	33%	5	60%	5	100%
FEMALE	165	51%	176	57%	160	48%	154	57%
MALE	79	51%	99	41%	67	47%	78	55%

UNKNOWN	4	50%	4	50%	1	0%	1	0%
	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
DSPS	12	50%	17	53%	14	29%	7	57%
NONDSPS	236	51%	262	50%	214	49%	226	56%
TOTALS	248	51%	279	51%	228	47%	233	56%

Source: CCCC ARCC 2009 database.

ENGLISH

Using the averages as baseline measures (Table 11), the following findings suggest that the students' success rates ranged from 45% to 53%, while withdrawal rates ranged from 21% to 42%.

Regarding students' success rates, the following findings were based on comparisons to their respective baseline averages for the 2007-2008 year (Table 11).

- The student sub-groups falling five percent or more below the success average were: African American, Latino and non-DSPS.
- The student sub-group with the largest withdrawal rates was Others.

Table 11. The percentages of basic skills English student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	114	55%	29%	95	51%	32%	80	70%	15%
AFRAM	174	40%	34%	136	38%	49%	129	40%	24%
FILIPINO	16	69%	13%	13	38%	62%	8	50%	25%
LATINO	47	49%	40%	59	46%	42%	40	48%	20%
NATAM	2	0%	50%	2	50%	50%	2	100%	0%
OTHER	13	54%	31%	8	63%	25%	8	50%	38%
PACILS	5	100%	0%	4	25%	25%	2	50%	0%
WHITE	39	67%	21%	25	60%	36%	27	67%	15%
UNKNOWN	23	43%	39%	9	44%	44%	12	58%	25%
FEAMLE	217	52%	30%	187	46%	42%	152	57%	20%
MALE	207	48%	34%	163	43%	42%	156	48%	21%
UNKNOWN	9	33%	11%	1	100%	0%			
DSPS	108	52%	30%	82	55%	31%	72	71%	14%
NON DSPS	325	47%	32%	269	42%	45%	236	47%	23%
TOTALS	433	49%	31%	351	45%	42%	308	53%	21%

Source: CCCC ARCC 2009 database.

Using the averages as baseline measures (Table 12), students successful in completing their prerequisite courses and being successful in the next higher level course ranged from 33% to 45%.

Regarding student success improvement, the following findings were based on comparisons to their respective baseline average for the 2005-2006 year (Table 12).

- Students five percent or more below the average were: African American, Latino, Pacific Islanders, and Unknowns.

Table 12. The percentages of basic skills English student subgroups who successfully completed their pre-requisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	61	36%	59	46%	44	43%	64	53%
AFRAM	78	32%	75	37%	71	47%	71	23%
FILIPINO	12	50%	7	29%	10	50%	12	33%
LATINO	31	55%	16	31%	23	35%	21	19%
NATAM	3	33%	1	0%	3	0%		
OTHER	11	9%	6	17%	5	60%	7	29%
PACILS			2	100%	3	67%	4	0%
WHITE	20	40%	23	17%	23	48%	21	29%
UNKNOWN	5	20%	8	25%	1	100%	11	27%
FEMALE	142	41%	130	42%	117	44%	105	35%
MALE	76	29%	66	24%	63	44%	104	31%
UNKNOWN	3	33%	1	100%	3	67%	2	0%
DSPTS	53	32%	53	28%	51	45%	52	37%
NONDSPTS	168	38%	144	39%	132	45%	159	32%
TOTALS	221	37%	197	36%	183	45%	211	33%

Source: CCCC ARCC 2009 database.

MATHEMATICS

Using the averages as baseline measures (Table 13), the overall findings suggest that the students' success ranges from 48% to 52%, while the withdrawal averages are between 36% to 39%.

Regarding students' success rates, the following findings were based on comparisons to their respective baseline average for the 2007-2008 year (Table 13).

- Student subgroups falling five percent or more below the success average were: African American and Latino.
- The student subgroups with the largest withdrawal rates were: African American and Latino.

Table 13. The percentages of basic skills mathematics student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	75	55%	31%	80	53%	30%	65	59%	25%
AFRAM	200	44%	43%	176	47%	43%	171	36%	44%
FILIPINO	21	57%	19%	27	52%	37%	13	54%	15%
LATINO	60	43%	52%	78	51%	46%	81	43%	44%
NATAM	4	5%	0%	1	0%	100%	3	100%	0%
OTHER	10	7%	30%	10	80%	20%	8	62%	38%
PACILS	4	25%	25%	5	40%	60%	7	71%	29%
WHITE	52	58%	37%	51	65%	33%	47	72%	19%
UNKNOWN	26	77%	19%	17	41%	41%	19	53%	32%
FEAMLE	249	51%	39%	251	52%	39%	225	49%	34%
MALE	195	49%	36%	192	50%	41%	188	47%	38%
UNKNOWN	8	63%	38%	2	100%	0%	1	0%	100%
DSPS	70	49%	37%	63	52%	38%	65	66%	20%
NOT DSPTS	382	50%	38%	382	51%	40%	349	45%	39%
TOTALS	452	48%	38%	445	52%	39%	414	48%	36%

Source: CCCC ARCC 2009 database.

Using the averages as baseline measures (Table 14), the overall findings suggest students successful in completing their prerequisite courses and successful in the next higher level courses ranged from 39% to 50%.

Regarding students' success improvement rates, the following findings were based on comparisons to their respective baseline average for the 2005-2006 year (Table 14).

- The student subgroups five percent or more below the average were: African American, Other, Pacific Islanders, and Unknown.

Table 14. The percentages of basic skills mathematics subgroups who successfully completed their pre-requisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	32	53%	36	42%	42	50%	42	69%
AFRAM	83	33%	89	28%	82	37%	89	43%
FILIPINO	9	67%	14	50%	21	52%	12	50%
LATINO	25	44%	40	55%	33	33%	28	46%
NATAM	2	100%	1	0%			2	50%
OTHER	9	11%	6	0%	4	75%	6	33%
PACILS	3	67%	2	50%	4	50%	1	0%
WHITE	27	48%	31	45%	27	30%	30	63%
UNKNOWN	8	13%	13	46%	11	46%	20	40%
FEMALE	129	39%	156	39%	148	43%	128	48%
MALE	65	43%	67	36%	75	36%	98	55%
UNKNOWN	4	50%	9	56%	1	0%	4	0%
DSPS	35	46%	38	40%	29	52%	38	47%
NONDSPS	163	39%	194	39%	195	39%	192	51%
TOTALS	198	40%	232	39%	224	41%	230	50%

Source: CCCCO ARCC 2009 database.

4. DEGREE and CERTIFICATE COMPLETION

Measures: *Trends of award types.*

Pathway of students' subgroups with a minimum of 12 earned units who attempted either a degree or 18-credit certificate.

For many community college students achieving degrees and certificates are important events that not only validate their progress in post-secondary education but also make them more employable in the labor market. Goal attainment for an AA or AS degree requires 60 credits; whereas, certificates will require half or less than 60 credits. For part-time students (constituting 80% of COA attendance) committing to goal of an associate degree or an 18-credit certificate, may require three or more years of studies.

Table 15 illustrates interesting patterns of student achievement in degree awards. First, there appears to be a dramatic drop in degree attainment for the 2007-08 year. However, using the portion of students as provided on page two under the ACCESS section, the percentages of students lower than expected in degree attainment are Latinos, Whites, and male. Table 16 also illustrates a dramatic drop in certificate attainment for the 2007-08 year. The student subgroups falling below expected attainment are African American, Latino, and DSPS.

Table 15. The numbers of degrees awarded by student subgroups from 2003-04 to 2007-08.

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
ASIAN	123 46%	94 35%	106 40%	106 38%	86 42%
AFRAM	72 27%	69 26%	58 22%	66 24%	47 23%
FILIPINO	7 3%	11 4%	12 5%	18 6%	6 3%
LATINO	16 6%	31 12%	34 13%	24 9%	17 8%
NATAM	1 0%	0 0%	2 1%	1 0%	1 0%
OTHER	5 2%	4 1%	4 2%	8 3%	8 4%
WHITE	25 9%	41 15%	40 15%	32 12%	18 9%
NONRES ALIEN	14 5%	10 4%	5 2%	10 4%	6 3%
NO RESPONSE	2 1%	7 3%	3 1%	13 5%	17 8%
FEMALE					
FEMALE	168 63%	177 66%	174 66%	155 56%	143 69%
MALE					
MALE	95 36%	90 34%	87 33%	121 44%	60 29%
UNKNOWN					
UNKNOWN	2 1%	0 0%	3 1%	2 1%	3 1%
DSPS					
DSPS	14 5%	16 6%	11 4%	14 5%	NA
NOT DSPS					
NOT DSPS	251 95%	251 94%	252 95%	264 95%	NA
TOTALS	265	267	264	278	206

Source: CPEC DATABASE June 2009

Table 16. The numbers of certificates awarded by student subgroups from 2003-04 to 2007-08.

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
ASIAN	56 43%	25 27%	31 19%	32 32%	33 48%
AFRAM	25 19%	15 16%	24 15%	23 23%	6 9%
FILIPINO	2 2%	2 2%	17 11%	4 4%	2 3%
LATINO	6 5%	10 11%	33 21%	13 13%	6 9%
NATAM	0 0%	0 0%	0 0%	0 0%	0 0%
OTHER	4 3%	4 4%	2 1%	5 5%	1 1%
WHITE	30 23%	19 20%	45 28%	11 11%	10 14%
NONRES ALIEN	7 5%	4 4%	5 3%	4 4%	4 6%
NO RESPONSE	1 1%	4 4%	3 2%	9 9%	7 10%
FEMALE					
FEMALE	46 35%	56 60%	35 22%	39 39%	38 55%
MALE					
MALE	84 64%	37 40%	120 75%	61 60%	31 45%
UNKNOWN					
UNKNOWN	1 1%	0 0%	5 3%	1 1%	0 0%
DSPS					
DSPS	6 5%	5 5%	4 3%	2 2%	NA
NOT DSPS					
NOT DSPS	125 95%	88 95%	156 98%	99 98%	NA
TOTALS	131	93	160	101	69

Source: CPEC DATABASE June 2009

Table 17 is of three first-time cohorts (2000-01, 2001-02 and 2002-03) who achieved 12 or more units. The percentages of these cohorts accumulating 30 or more units, a certificate and/or a degree within six years are provided. Overall the percentages of achievement have been steady for these three events with an accumulation of 30 or more units having the highest level of participation and certificates have the least.

By subgroups the findings from the 2002-03 cohort suggest:

- African Americans, Filipinos, Whites and Unknowns are far less likely than other racial/ethnic groups to earn 30 credits.
- Latinos, Native Americans, and Whites are far less likely than other racial/ethnic groups to attain an AA/AS degree.
- Females are more likely than males to earn 30 credits and to attain an AA/AS degree.
- Females and males equally attain certificates.

Table 17. First-time students by student subgroups with 12 or more units achieving 30 or more units, an 18-unit or more certificate, and/ or an AA or AS degree within six years.

ETHNICITY	2000-01 TO 2005-2006				2001-02 TO 2006-07				2002-03 TO 2007-08			
	TOTAL	%30U NITS	%CERTS	%DEGREES	TOTAL	%30U NITS	%CERTS	%DEGREES	TOTAL	%30U NITS	%CERTS	%DEGREES
ASIAN	231	71%	7%	18%	289	72%	5%	17%	254	77%	4%	17%
AFRAN	141	61%	6%	23%	147	62%	6%	18%	130	60%	5%	14%
FILIPINO	30	70%	0%	13%	39	56%	3%	3%	50	62%	2%	16%
LATINO	89	57%	8%	6%	84	64%	10%	13%	86	64%	8%	8%
NATAM	3	33%	33%	0%	4	100%	0%	0%	2	100%	0%	0%
OTHER	16	69%	0%	0%	15	53%	0%	7%	20	75%	10%	15%
PACILS	5	100%	20%	20%	2	100%	0%	0%	6	83%	17%	17%
WHITE	110	67%	5%	14%	105	62%	5%	15%	113	60%	4%	9%
UNKNOW	28	68%	7%	11%	31	61%	0%	3%	25	60%	8%	12%
FEMALE	352	67%	7%	19%	369	70%	5%	18%	356	70%	5%	17%
MALE	291	66%	5%	11%	341	63%	5%	11%	322	65%	5%	10%
UNKNOW	10	70%	20%	0%	6	33%	0%	17%	8	100%	13%	25%
TOTAL	653	66%	6%	15%	716	66%	5%	15%	686	68%	5%	14%

Source: CCCC ARCC 2009 database.

5. TRANSFER TRENDS

Measures: *Transfer trends of students' subgroups.*

Pathway of students based their subgroups with a minimum of 12 earned credits who either became transfer directed by completing both English and mathematics transfer level courses, who became transfer prepared by completing 60 transferable units with a GPA ≥ 2.0 , and/or who actually transferred to a four-year institution.

Table 18 displays the transfer pattern differences of the various racial/ethnic groups between the two California public university systems for the past five years. The UC system is more selective and expensive than the CSU system. Consequently, the total number of student transfers to CSU is almost triple than those to UC. The numbers of both CSU and UC transfer students appear to cycle up and down. Although the numbers of African American, Hispanic, and Pacific Island/ Filipino students transferring to the public California universities have been increasing since 2004-05 they are still lower than the expected.

Table 18. The total numbers of students by race/ethnicity who transferred to public California universities.

UC TRANSFERS	TOTAL	AFRICAN AMERICAN	LATINO	NATIVE AMERICAN	PACIFIC ISL & FILIPINO	ASIAN	WHITE	OTHER	UNKNOWN
2003-04	39	2	1	0	3	22	9	0	2
2004-05	61	4	2	0	1	37	13	3	1
2005-06	61	9	6	0	1	32	10	1	2
2006-07	57	9	4	0	5	31	4	2	2
2007-08	51	6	4	1	1	24	10	2	3
CSU TRANSFERS	TOTAL	AFRICAN AMERICAN	LATINO	NATIVE AMERICAN	PACIFIC ISL & FILIPINO	ASIAN	WHITE	OTHER	UNKNOWN
2003-04	145	30	9	2	6	53	21	0	24
2004-05	137	38	12	1	9	46	14	0	17
2005-06	141	35	13	2	12	49	18	0	12
2006-07	163	40	13	2	15	57	16	0	20
2007-08	153	33	18	0	2	54	17	0	29

Source: CPEC database

Early attempts to identify an appropriate transfer readiness numbers for a denominator estimating transfer rates were undertaken in the late 1980s and early 1990s by Cohen, Braver and Banks at UCLA and by Berman, Weiler and Banks in Berkeley.² In the late 1990s the California Intersegmental Council decided 12 or more transferable credits with a transferable English or mathematics course would serve as the denominator for measuring estimated transfer rates.

Tables 19 display the percentages of students by race/ethnicity and gender who earned a minimum of 12 units and achieved one or more of the following outcomes: 1) became transfer directed by completing both English and mathematics transfer level courses, 2) became transfer prepared by completing 60 transferable units with a GPA ≥ 2.0 , or 3) actually transferred to a four-year institution. Overall the percentages of achievement have varied for these three events. The trends suggest that the percentages of transfer directed

² 1993 Cohort Transfer Indicators: How Do They Compare? Presentation at the Association for Institutional Research Annual Conference, Chicago, IL. (Sponsor: CA Community Colleges Board of Governors with the CA Legislature).
 1994 Developing Common and Practical Transfer Measures. Berman and Weiler Associates, Berkeley, CA (coauthors Weiler and Berman). (Sponsor: CA Community Colleges Board of Governors with the CA Legislature).

students have been increasing while the percentages of transfer prepared students have decreased. Yet the percentages of actual transfers have remained somewhat steady.

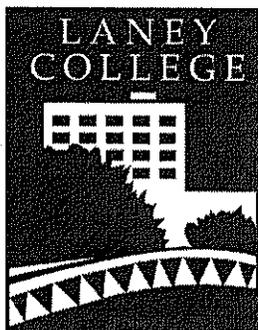
For the 2002-03 cohort the findings were:

- Transfer directed: the subgroups at or below five points of the baseline average were: African American, Latino, Whites, and Unknown.
- Transfer prepared: the subgroups at or below five points of the baseline average were: African American, Latino, Native American, and Whites.
- Actual transfers: the subgroups at or below five points of the baseline average were: Latino, Other, Pacific Islanders.

Table 19. First-time students by student subgroups with 12 or more units becoming transfer directed, transfer prepared, or an actual transfer within six years.

ETHNICITY	2000-01 TO 2005-06				2001-02 TO 2006-07				2002-03 TO 2007-08			
	TOTAL S	%TDIR	%TPRE P	%TRANS	TOTAL S	%TDIR	%TPRE P	%TRANS	TOTAL S	%TDIR	%TPRE P	%TRANS
ASIAN	231	30%	42%	45%	357	37%	27%	36%	254	46%	34%	37%
AFRAM	141	14%	26%	27%	100	39%	27%	34%	130	28%	16%	30%
FILIPINO	30	30%	47%	40%	21	43%	24%	33%	50	30%	24%	32%
LATINO	89	12%	16%	18%	61	36%	30%	34%	86	23%	17%	23%
NATAM	3	33%	0%	0%	5	40%	20%	40%	2	50%	0%	50%
OTHER	16	19%	38%	38%	7	43%	0%	57%	20	40%	25%	25%
PACILS	5	0%	20%	20%	1	100%	0%	0%	6	33%	33%	17%
WHITE	110	25%	37%	39%	86	35%	29%	36%	113	27%	15%	31%
UNKNO WN	28	4%	21%	36%	28	43%	21%	36%	25	20%	24%	36%
FEMALE	352	19%	32%	36%	353	38%	26%	36%	356	36%	24%	35%
MALE	291	24%	35%	34%	310	37%	28%	35%	322	32%	24%	28%
UNKNO WN	10	40%	20%	30%	3	33%	67%	0%	8	50%	13%	38%
TOTAL S	653	22%	33%	35%	666	38%	27%	35%	686	34%	24%	32%

Source: CCCCO ARCC 2009 database.



Laney College Student Equity Plan

Board Presentation

July 21, 2009

ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served (Alameda County and more specifically the City of Oakland).

FINDINGS

- ❖ Hispanic/Latinos, white, men in general and students with disabilities are under-represented in comparison with the service area populations.

GOAL

- ❖ Develop and implement activities to increase access and enrollment of all populations in the Laney service area, particularly those that are underrepresented.

OUTCOME

- ❖ Maintain representation of all groups, particularly historically underrepresented groups to reflect the makeup of the service area population.

COURSE COMPLETION

Ratio of the number of credit courses that students (by population group) actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. "Course Completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or credit.

FINDINGS

- ❖ Course completion rates for African-American, Native-American and disabled students are significantly below the average completion rate for Laney college.

GOAL

- ❖ Progressively increase and maintain an increased course completion rate for African American, Native American and disabled students each year.

OUTCOME

- ❖ Increased course completion rates for all students.

BASIC SKILLS

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 to the number of those students who completed such a final course.

FINDINGS

- ❖ ESL Hispanic/Latino students, Native American, Pacific Islander and male students have significantly lower success rate in ESL enrollment to completion of degree applicable course.
- ❖ Math African American and Native American students have a significantly lower success rate in Math enrollment to completion of a degree applicable course.
- ❖ English Native American, Hispanic/Latino, Pacific Islander, White and male students are significantly below the college average in course completion and enrollment in a degree applicable course in the same subject area.

GOAL

- ❖ Increase retention and completion rates of basic skills and ESL students. Goals and activities are focused on instruction and student support programs in Basic Skills/ESL courses.

OUTCOME

- ❖ Increase basic skills and ESL students enrolling in higher level courses.

DEGREE AND CERTIFICATE COMPLETION

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.

FINDINGS:

- ❖ This data suggests a significantly lower level of completion for Hispanic/Latino, Native American students who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. While this is true, the Native American data is confounded by the small sample size of this particular student populations.

GOAL:

- ❖ The college will actively support matriculating students in achieving their educational goals.

OUTCOME:

- ❖ Increase number of degree and certificate completions for all students.

TRANSFER

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.

FINDINGS

- ❖ The data showed that African American, Hispanic/Latino, Pacific Islander, White and other ethnic groups have significantly lower transfer rates than their Asian counterparts.

GOAL

- ❖ Increase the number of students from underrepresented populations transferring to four year institutions.
- ❖ The college will implement new strategies to enhance counseling programs and services in order to strengthen student transfer rates.

OUTCOME

- ❖ Increase the number of disabled students and students from all underrepresented populations transferring to four year institutions.

Student Equity Data 2009 Report
Presentation to Peralta Community College
Board of Trustees

Merritt College

Parameters

- Four historically underrepresented groups are reflected in this analysis. Groups with relatively small populations were excluded
- Data reflect the time period 2003-07
- Cohort data reflect students tracked from 2003-04 through 07/08
- Averages are presented as a point of comparison
- Groups with rates 5 percentage points higher than average are designated as high performers and highlighted in blue
- Groups with rates 5 percentage points lower than average are designated as low performers and highlighted in red

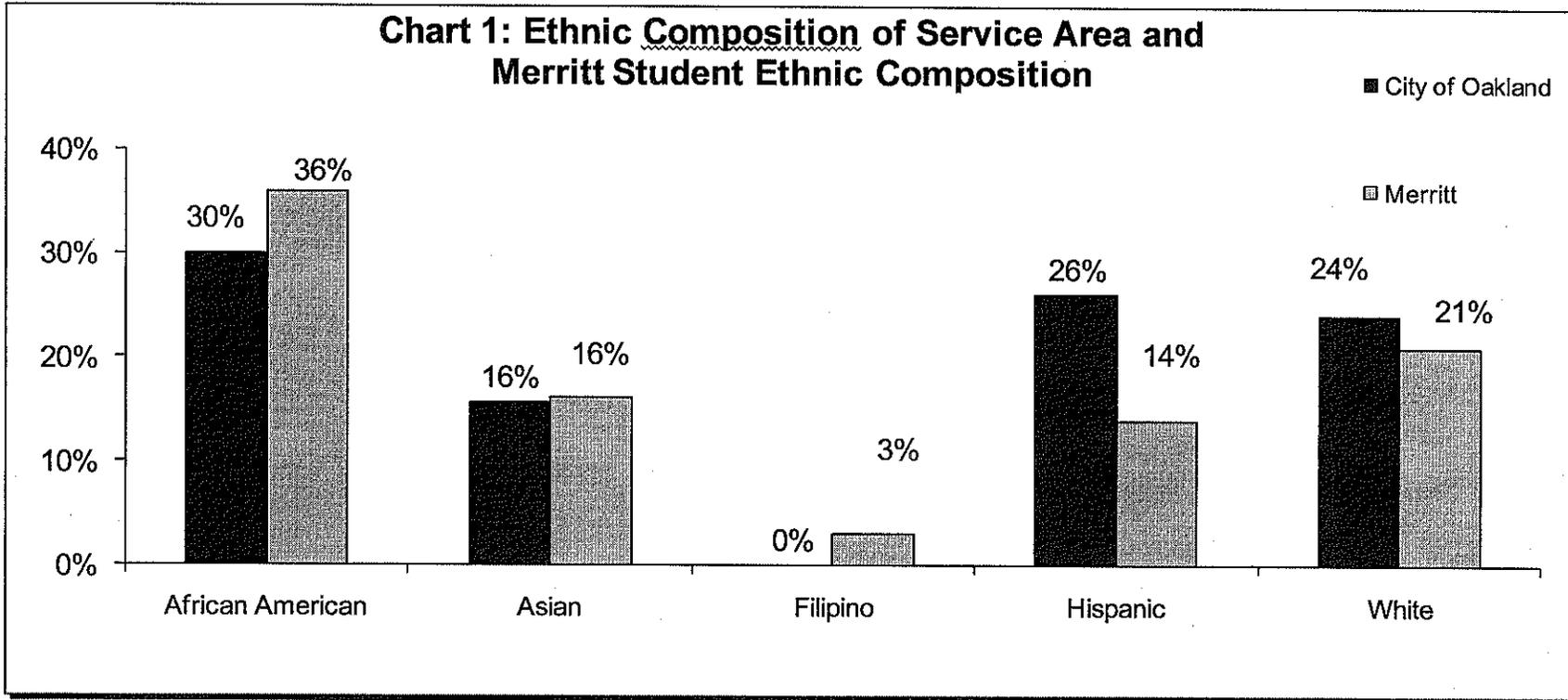


Equity Indicators

- Access
- Retention
- Successful Course Completion
 - Persistence
 - Basic Skills
- Degree/Certificate
- Transfer

Access

Chart 1: Ethnic Composition of Service Area and Merritt Student Ethnic Composition



Student Performance Summary

	Ethnic Groups High Performers <small>*5 percentage points above average</small>	Ethnic Groups Low Performers <small>*5 percentage points below average</small>
Persistence	N/A	N/A
Retention	White	N/A
Successful Course Completion	-Asian -White	-African American

Retention

The **retention** rate is the percentage of students that receive a grade other than “W”

A student is retained in the course to end of term if they receive a grade of A, B, C, D, F, CR, NC, I, RD, and IP.

The retention rate is derived by dividing the percent of students retained in courses out of total enrolled in courses.

Retention Rate by Ethnicity

Table : Student Retention Rate by Ethnicity 2003-2007

Ethnicity	2003	2004	2005	2006	2007
College Average	72%	71%	72%	72%	75%
Asian	74% (1355)	73% (1250)	72% (1224)	74% (1220)	74% (1164)
African American	71% (2936)	68% (2747)	68% (2702)	70% (2804)	73% (2628)
Filipino	75% (265)	71% (233)	73% (244)	75% (247)	74% (209)
Hispanic/Latino	68% (1123)	69% (1072)	71% (1091)	72% (1226)	72% (1210)
White	78% (1671)	77% (1443)	78% (1504)	79% (1558)	82% (1561)

Retention Rate by Gender

Table : Student Retention Rate by Gender 2003-2007

Gender	2003	2004	2005	2006	2007
College Average	72%	71%	72%	72%	75%
Female	72% (5554)	70% (5054)	71% (5151)	73% (5253)	75% (5158)
Male	73% (2430)	73% (2240)	72% (2180)	73% (2455)	75% (2291)
Unknown	73% (163)	67% (210)	66% (127)	71% (77)	76% (51)



Successful Course Completion Rate

Student **succeeds** in the course by receiving a grade notation of A, B, C, CR .

Successful Course Completion Rate by Ethnicity

Table : Student Successful Course Completion Rate by Ethnicity 2003-2007

Ethnicity	2003	2004	2005	2006	2007
College Average	66%	67%	67%	64%	67%
Asian	76% (1355)	76% (1250)	77% (1224)	75% (1220)	78% (1164)
African American	57% (2936)	58% (2747)	56% (2702)	53% (2804)	56% (2628)
Filipino	67% (265)	75% (233)	70% (244)	68% (247)	68% (209)
Hispanic/Latino	64% (1123)	65% (1072)	69% (1091)	65% (1226)	67% (1210)
White	75% (1671)	77% (1443)	78% (1504)	76% (1558)	77% (1561)

Successful Course Completion Rate by Gender

Table : Student Successful Course Completion Rate by Gender 2003-2007

Gender	2003	2004	2005	2006	2007
College Average	66%	67%	67%	64%	67%
Female	66% (5554)	67% (5054)	67% (5151)	65% (5253)	67% (5158)
Male	63% (2430)	65% (2240)	65% (2180)	61% (2455)	63% (2291)
Unknown	64% (163)	64% (210)	64% (127)	64% (77)	71% (51)



Term to Term Persistence

Persistence data reflect the percentage of students who enroll on Census Day in one semester and return and attend class in the subsequent semester.

Essentially, persistence data describe students' continuous attendance from Fall to Spring.

Persistence Rate

Table : Student Persistence Rate by Ethnicity 2003-2007

Ethnicity	2003	2004	2005	2006	2007
College Average	52%	51%	51%	51%	49%
Asian	51% (1355)	51% (1250)	50% (1224)	52% (1220)	47% (1164)
African American	52% (2936)	52% (2747)	49% (2702)	50% (2804)	49% (2628)
Filipino	54% (265)	54% (233)	50% (244)	51% (247)	51% (209)
Hispanic/Latino	51% (1123)	49% (1072)	53% (1091)	52% (1226)	51% (1210)
White	54% (1671)	51% (1443)	56% (1504)	53% (1558)	50% (1561)

Persistence Rate by Gender

Table : Student Persistence Rate by Gender 2003-2007

Gender	2003	2004	2005	2006	2007
College Average	52%	51%	51%	51%	49%
Female	54% (5554)	53% (5054)	53% (5151)	53% (5253)	51% (5158)
Male	47% (2430)	47% (2240)	47% (2180)	48% (2455)	46% (2291)
Unknown	52% (163)	51% (210)	51% (127)	51% (77)	49% (51)



Basic Skills English Summary

College Level

Underrepresented: African American students are underrepresented in the population of students who completed college level English after having completed basic skills

Transfer

Underrepresented: African American and Latino students are underrepresented in the population of students who completed transfer level English after having completed basic skills

Overrepresented: Asian students are overrepresented in the population of students who completed transfer level English after having completed basic skills

Enrolled No Completion

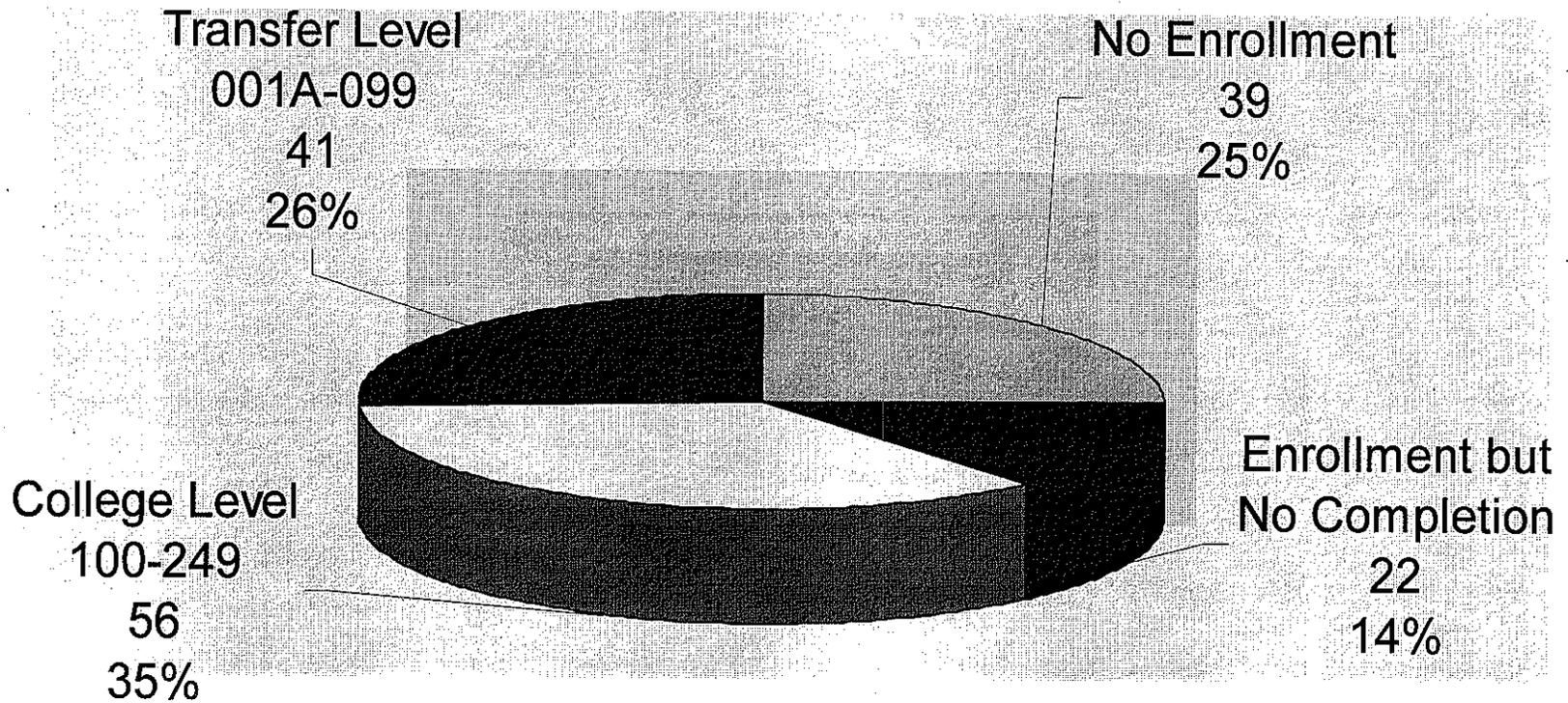
Overrepresented: African American students are overrepresented in the population of students who enroll but do not complete a college or transfer level English class after completing basic skills

No Enrollment

Overrepresented: Filipino students are overrepresented in the population of students who do not enroll in a college or transfer level English class after completing basic skills

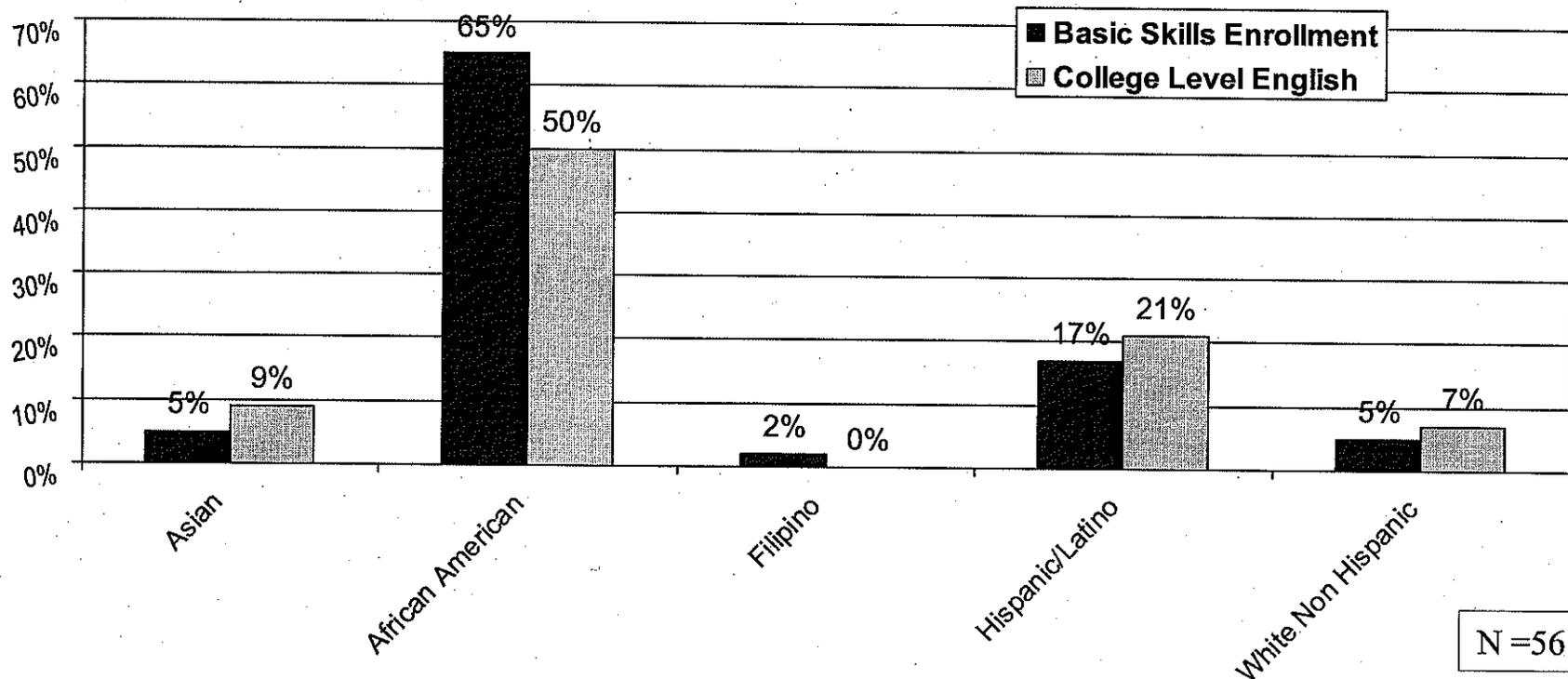
Underrepresented: African American students are underrepresented in the population of students who do not enroll in a college or transfer level English class after completing basic skills

Basic Skills English

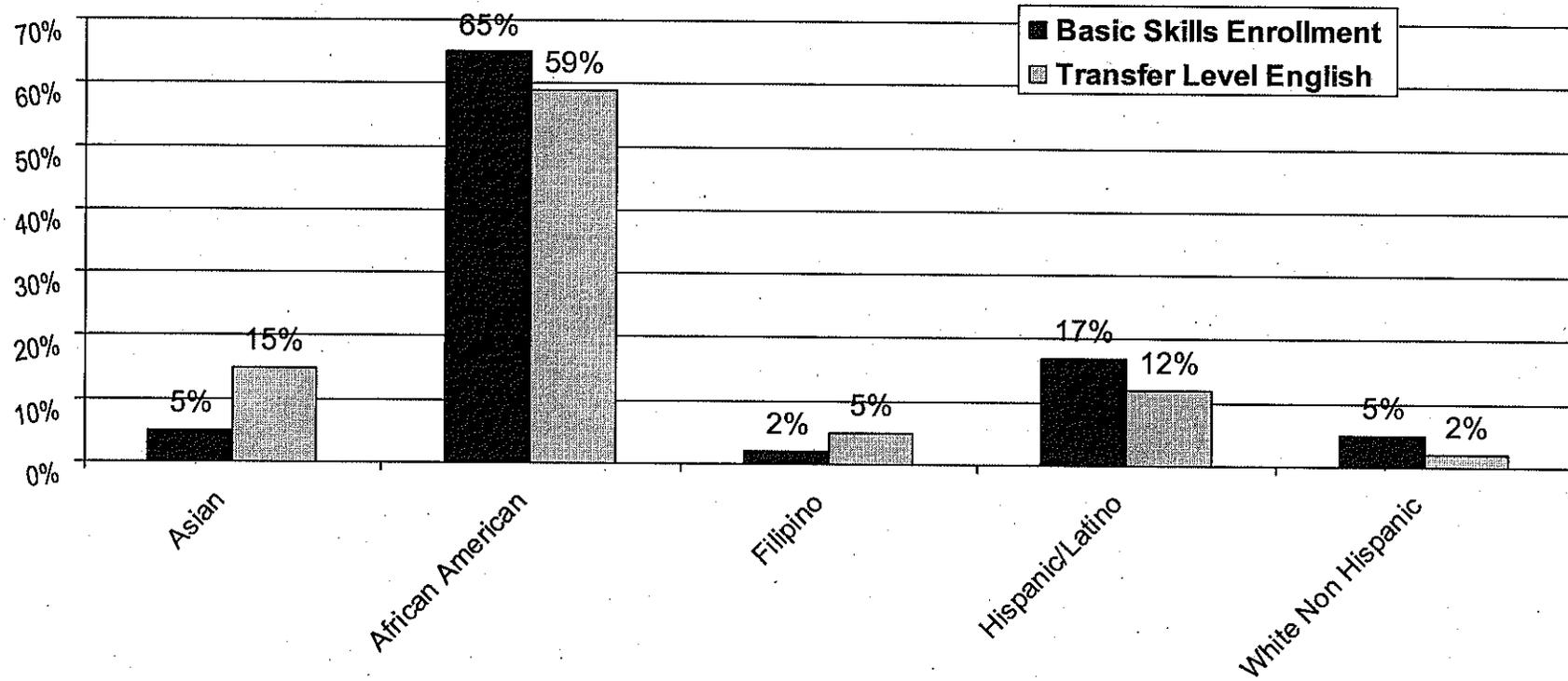


N= 158

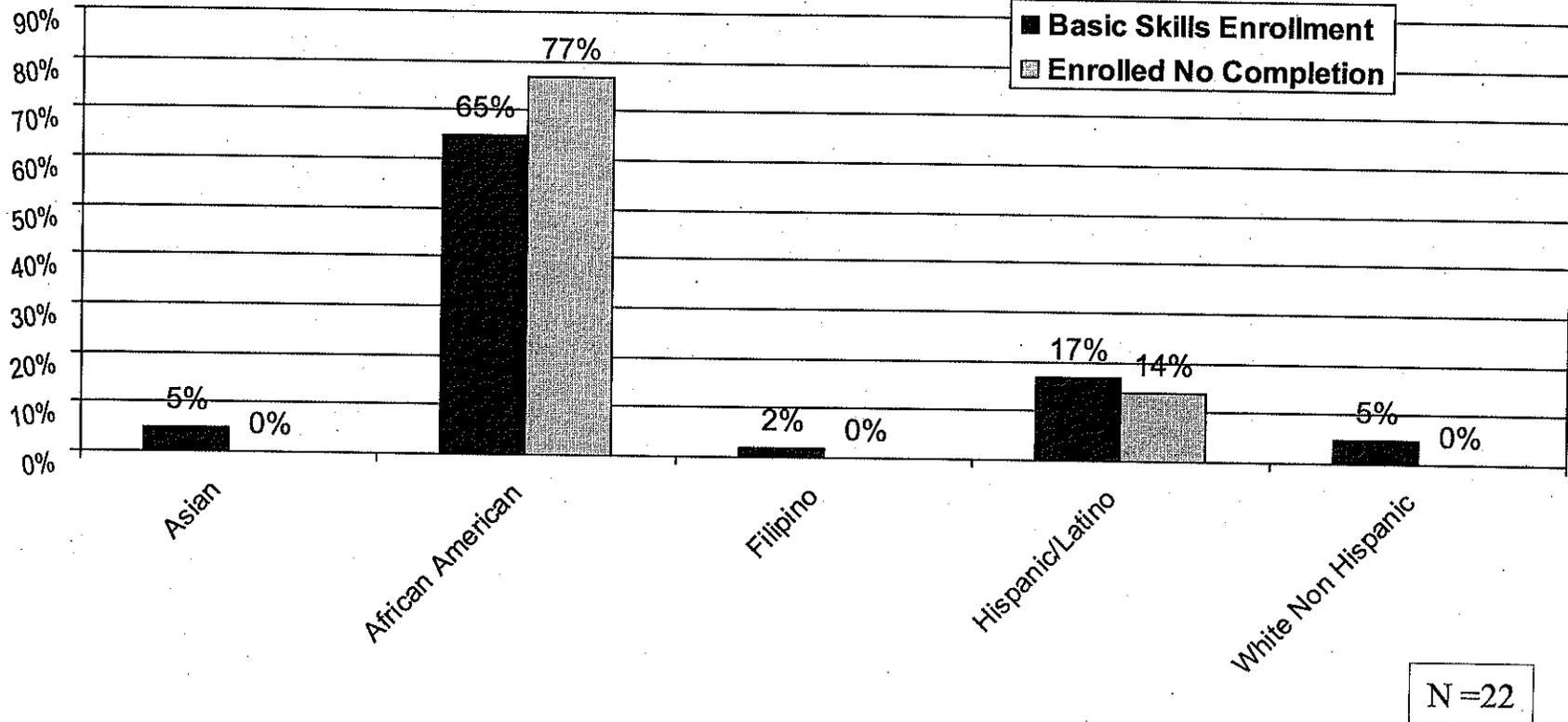
Basic Skills English to College Level



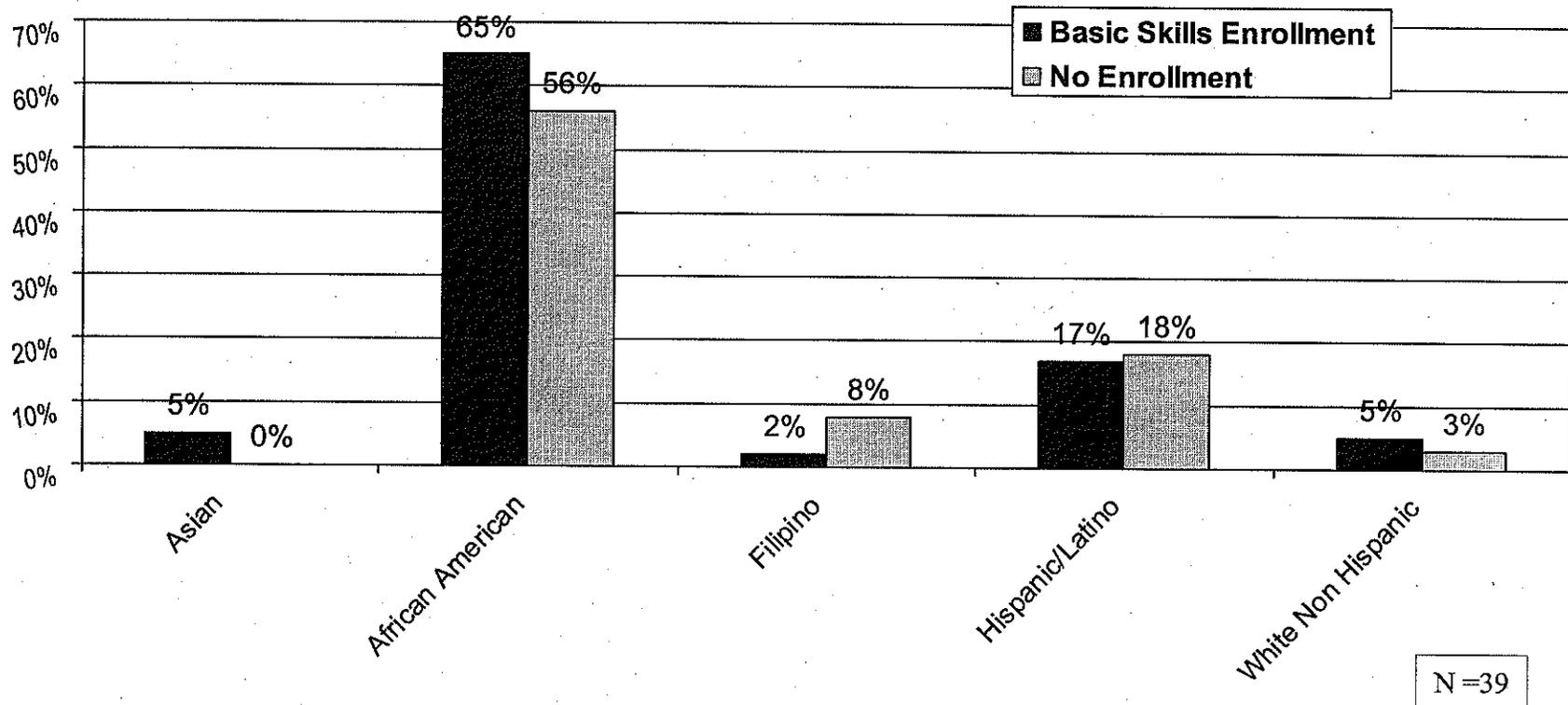
Basic Skills English to Transfer Level



Basic Skills English to Enrolled But No Completion



Basic Skills English Completion and No Enrollment





Basic Skills Math Summary

College Level

Underrepresented: African American students are underrepresented in the population of students who completed college level Mathematics after having completed basic skills

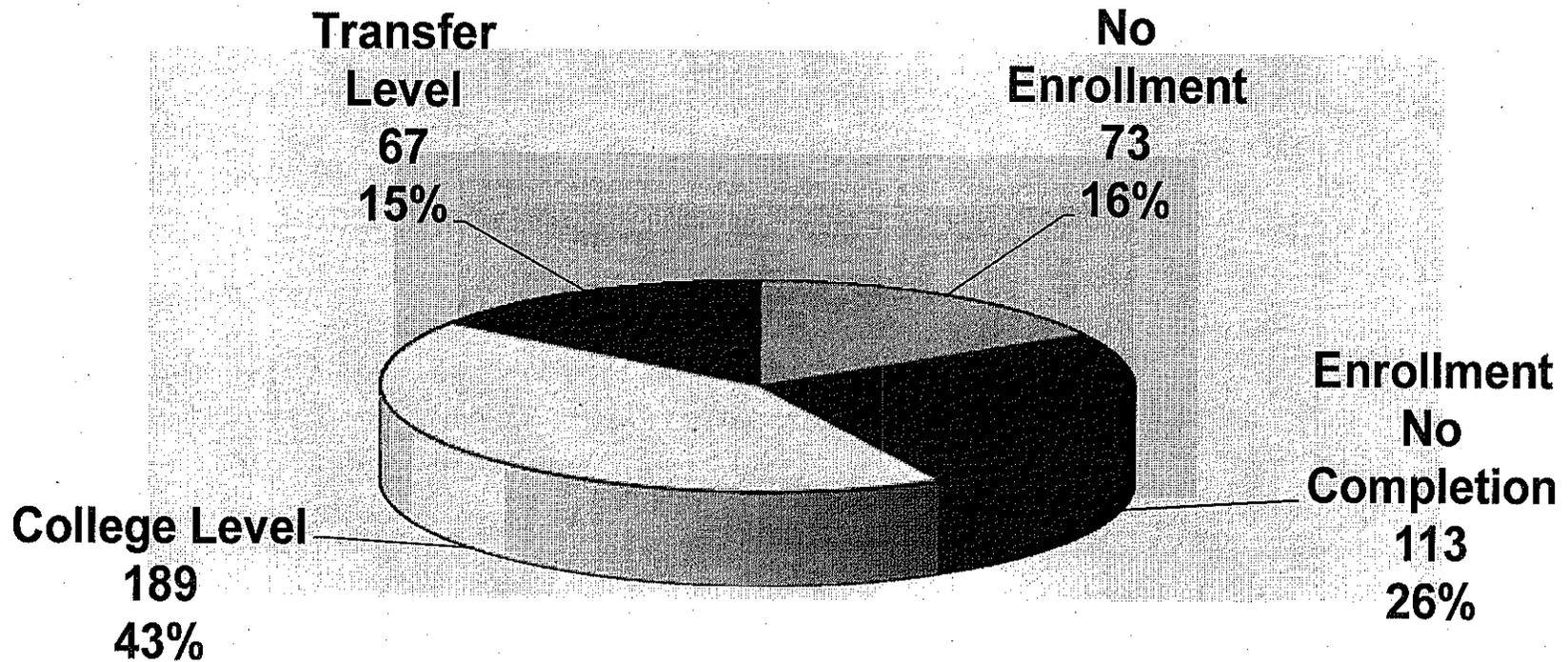
Overrepresented: Hispanic students are overrepresented in the population of students who completed college level Mathematics after having completed basic skills

Transfer

Underrepresented: African American students are underrepresented in the population of students who completed transfer level Mathematics after having completed basic skills

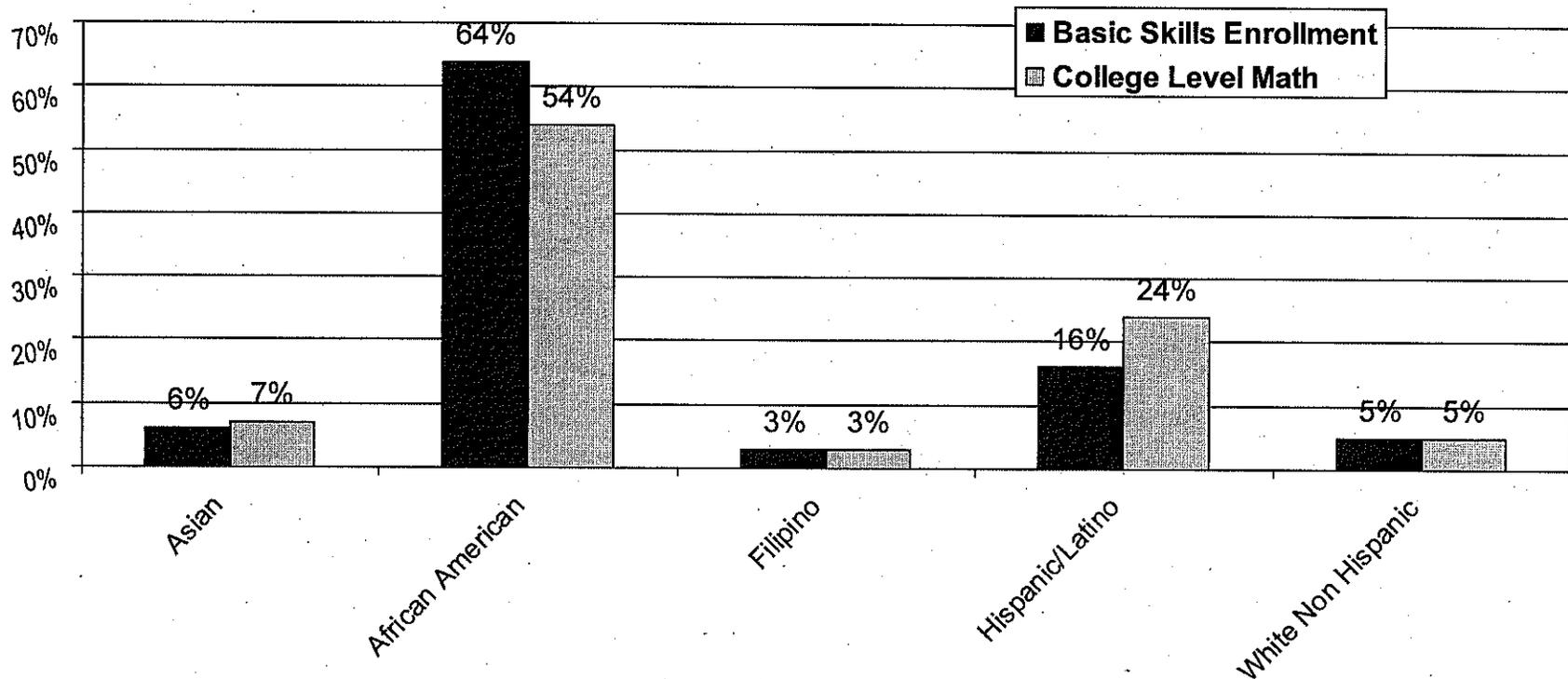
Overrepresented: Asian and Latino students are overrepresented in the population of students who completed transfer level Mathematics after having completed basic skills

Basic Skills Math

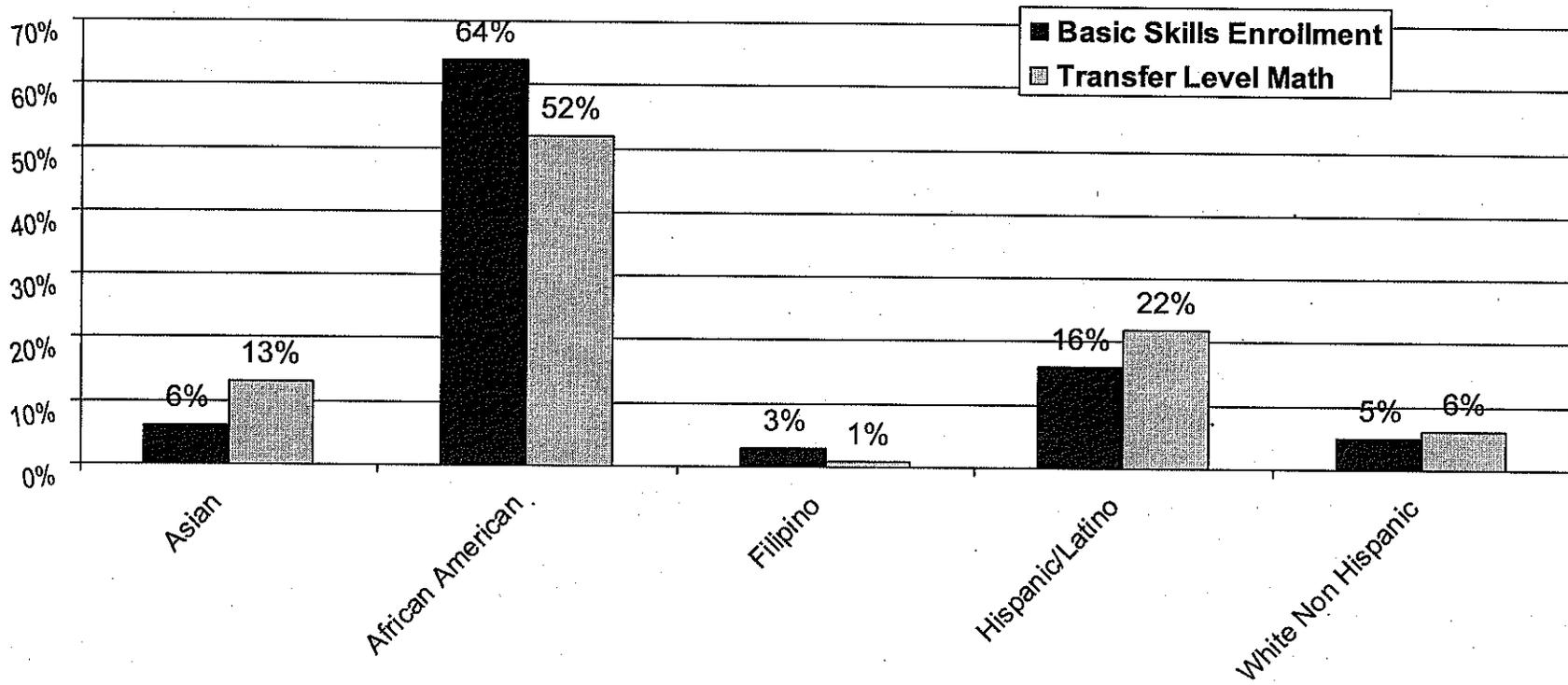


N= 442

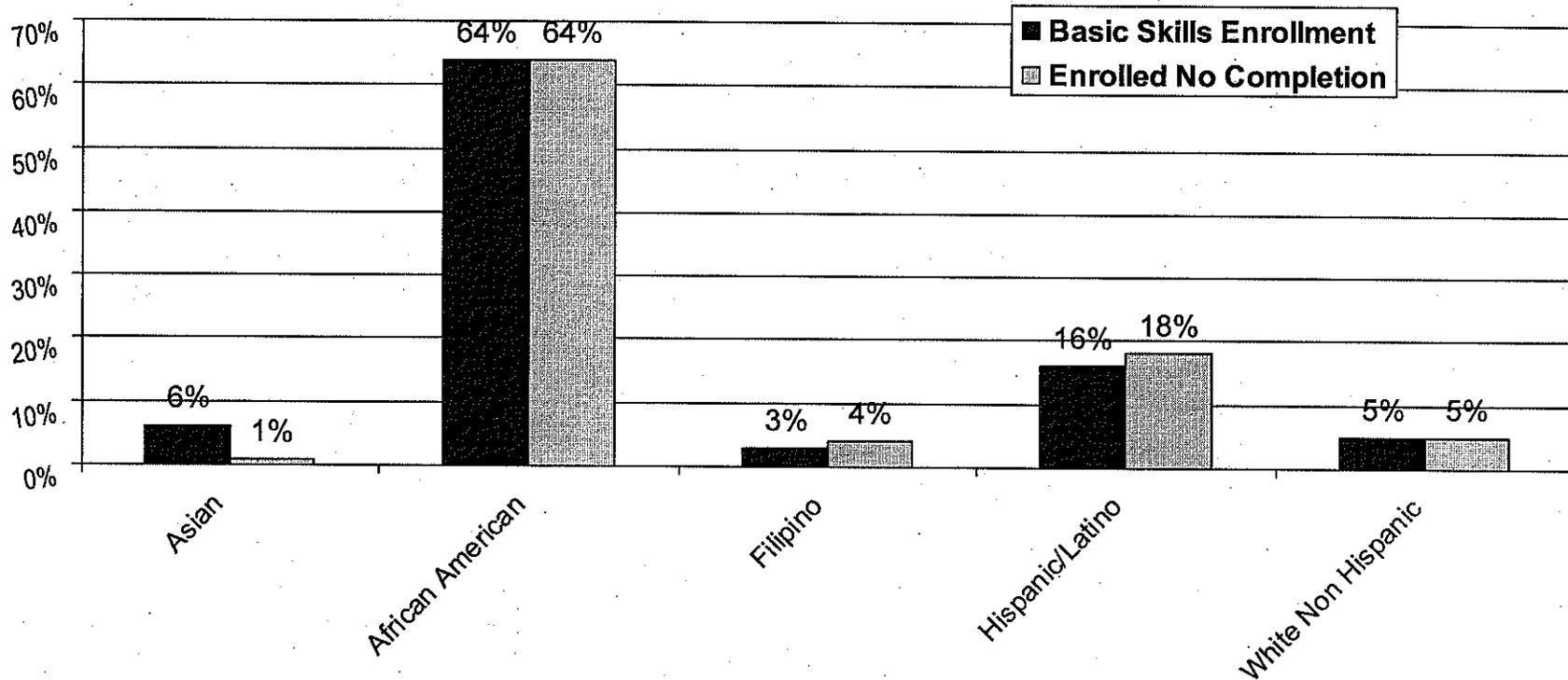
Basic Skills Math to College Level



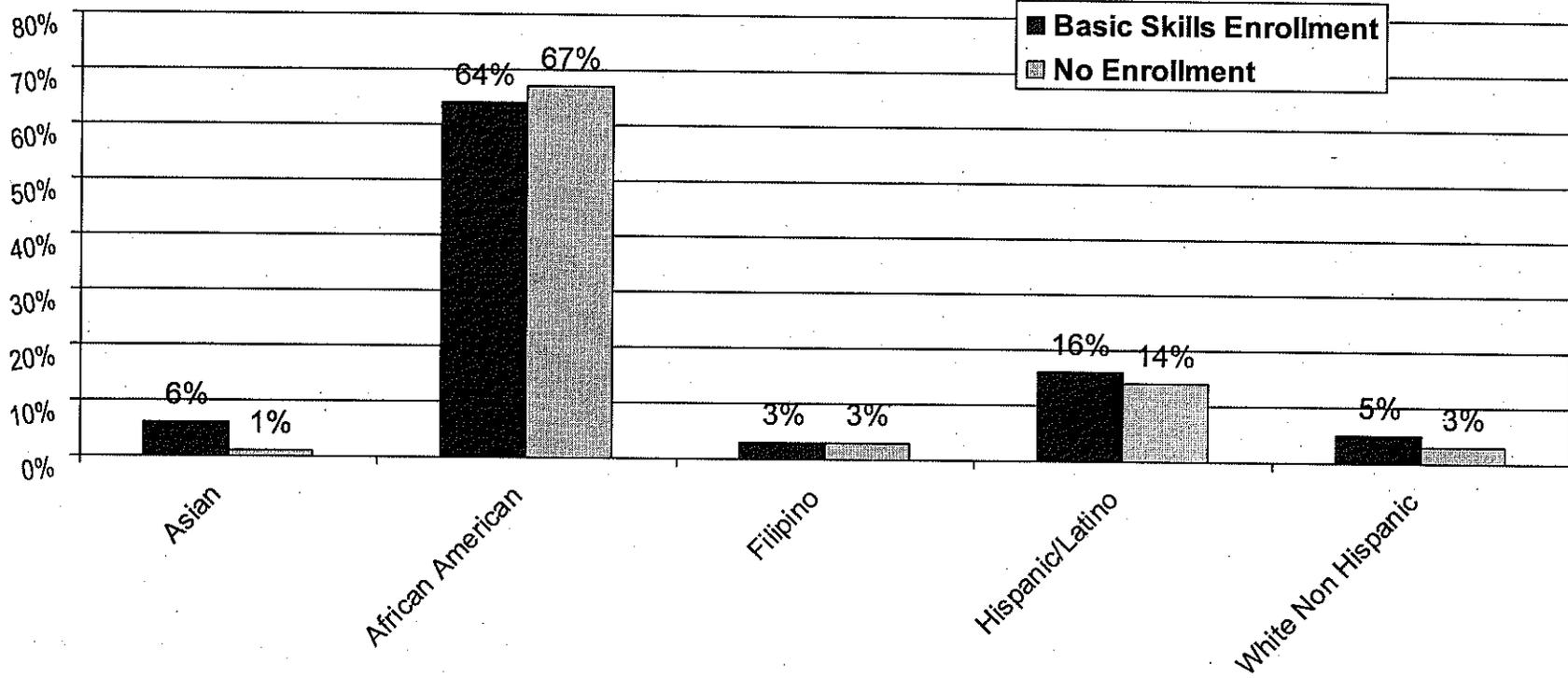
Basic Skills Math to Transfer Level



Basic Skills Math to Enrolled But No Completion



Basic Skills Math Completion and No Enrollment





Student Achievement Summary

- ❑ African American students are overrepresented in the proportion of students who have achieved an Associate Degree and Certificate relative to their representation in the student population.

Associate Degree Awarded-Ethnicity

Table : Associate Degree Awarded by Ethnicity 2003-2007

Ethnicity	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	17% (76)	14% (47)	15% (56)	13% (57)	21% (97)
African American	46% (209)	50% (174)	52% (197)	46% (195)	42% (195)
Filipino	6% (26)	3%(12)	4% (12)	5% (16)	5% (22)
Hispanic/Latino	13% (59)	11% (37)	11% (40)	15% (64)	15% (69)
White	14%(63)	13% (46)	13% (47)	13% (57)	10% (47)

Associate Degree Awarded-Gender

Table : Associate Degree Awarded by Gender 2003-2007

Gender	2003-04	2004-05	2005-06	2006-07	2007-08
Female	76% (349)	70% (243)	72% (271)	75% (322)	76% (351)
Male	23% (104)	28% (98)	26% (97)	21% (91)	23% (104)
Unknown	1% (6)	2%(7)	2% (8)	3% (14)	1% (4)

Certificates Awarded-Ethnicity

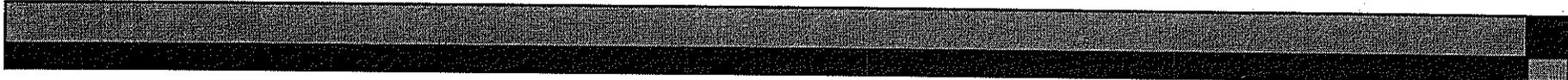
Table : Certificates Awarded by Ethnicity 2003-2007

Ethnicity	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	13% (44)	17% (59)	20% (79)	13% (48)	17% (67)
African American	45% (149)	44% (149)	42% (168)	41% (151)	33% (135)
Filipino	1% (2)	1%(3)	2% (9)	3% (12)	3% (11)
Hispanic/Latino	14% (47)	16% (56)	15% (58)	18% (66)	23% (95)
White	17%(56)	13% (43)	14% (57)	17% (62)	17% (67)

Certificates Awarded-Gender

Table : Certificates Awarded by Gender 2003-2007

Gender	2003-04	2004-05	2005-06	2006-07	2007-08
Female	75% (248)	83% (243)	82% (271)	80% (322)	80% (351)
Male	23% (77)	16% (56)	16% (65)	17% (63)	20% (81)
Unknown	1% (4)	2%(3)	1% (5)	3% (10)	0% (1)



Transfer Summary

Transfer Direct

Underrepresented: African American and Latino students are underrepresented in the population of students who are transfer direct

Overrepresented: Asian students are overrepresented in the population of students who are transfer direct

Transfer Bound

Underrepresented: African American and Latino students are underrepresented in the population of students who are transfer bound

Overrepresented: White students are overrepresented in the population of students who are transfer bound

Few Transfer Units Completed

Underrepresented: African American and Latino students are underrepresented in the population of students who have few transfer units completed

Overrepresented: White students are overrepresented in the population of students who have few transfer units completed

No Enrollment

Overrepresented: Latino students are overrepresented in the population of students who have not completed any transfer units



Transfer Trends

Transfer Direct is defined as new matriculating students who, within four years of beginning their English and Mathematics sequence, have completed 12 or more transferable units and completed a transfer-level English and Mathematics course.

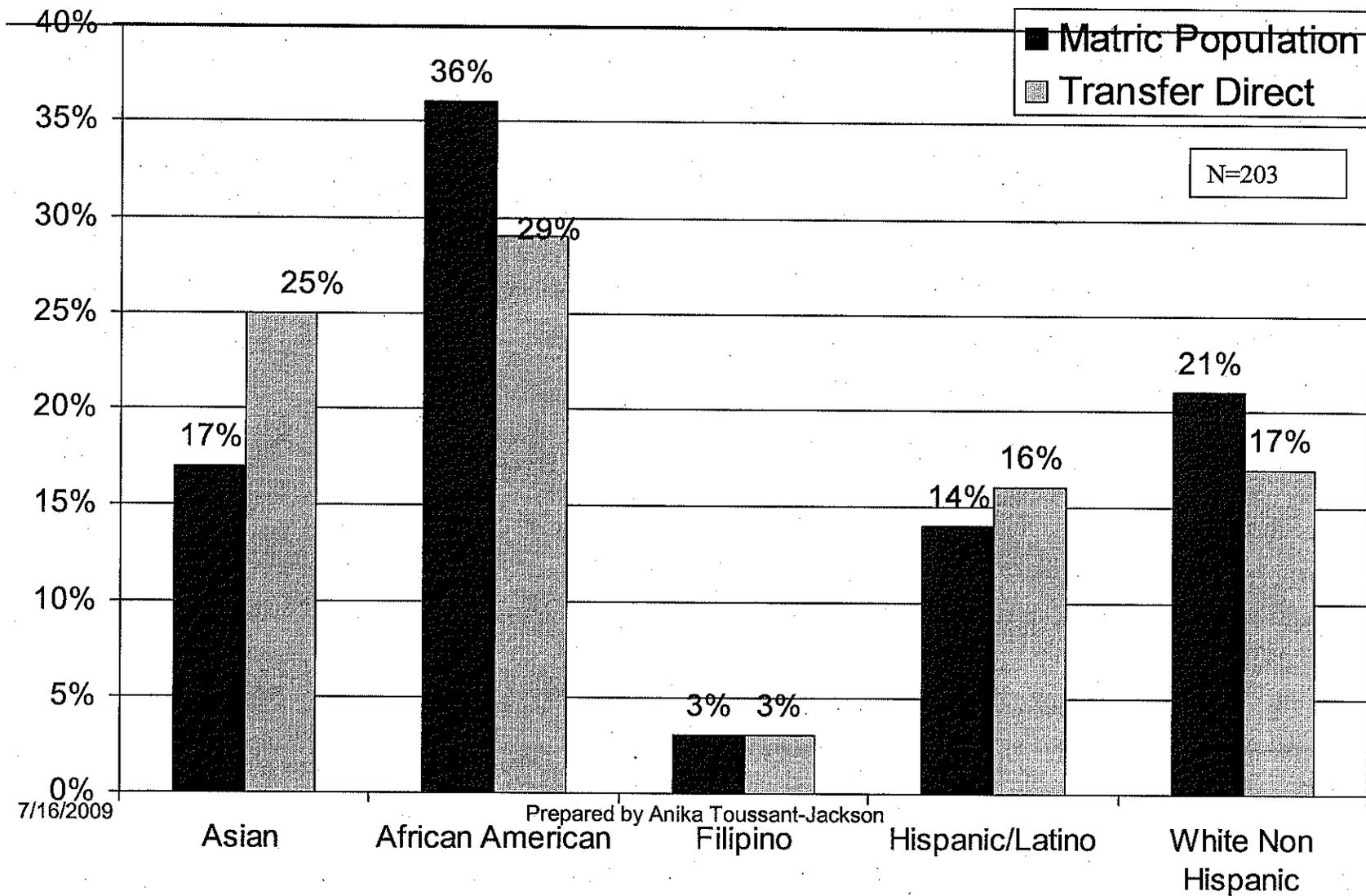
Transfer Bound is defined as students who, within three years of beginning their English and Mathematics sequence, have completed 12 or more transferable units and completed a transfer-level English or a Mathematics course.

Transferable Units Completed

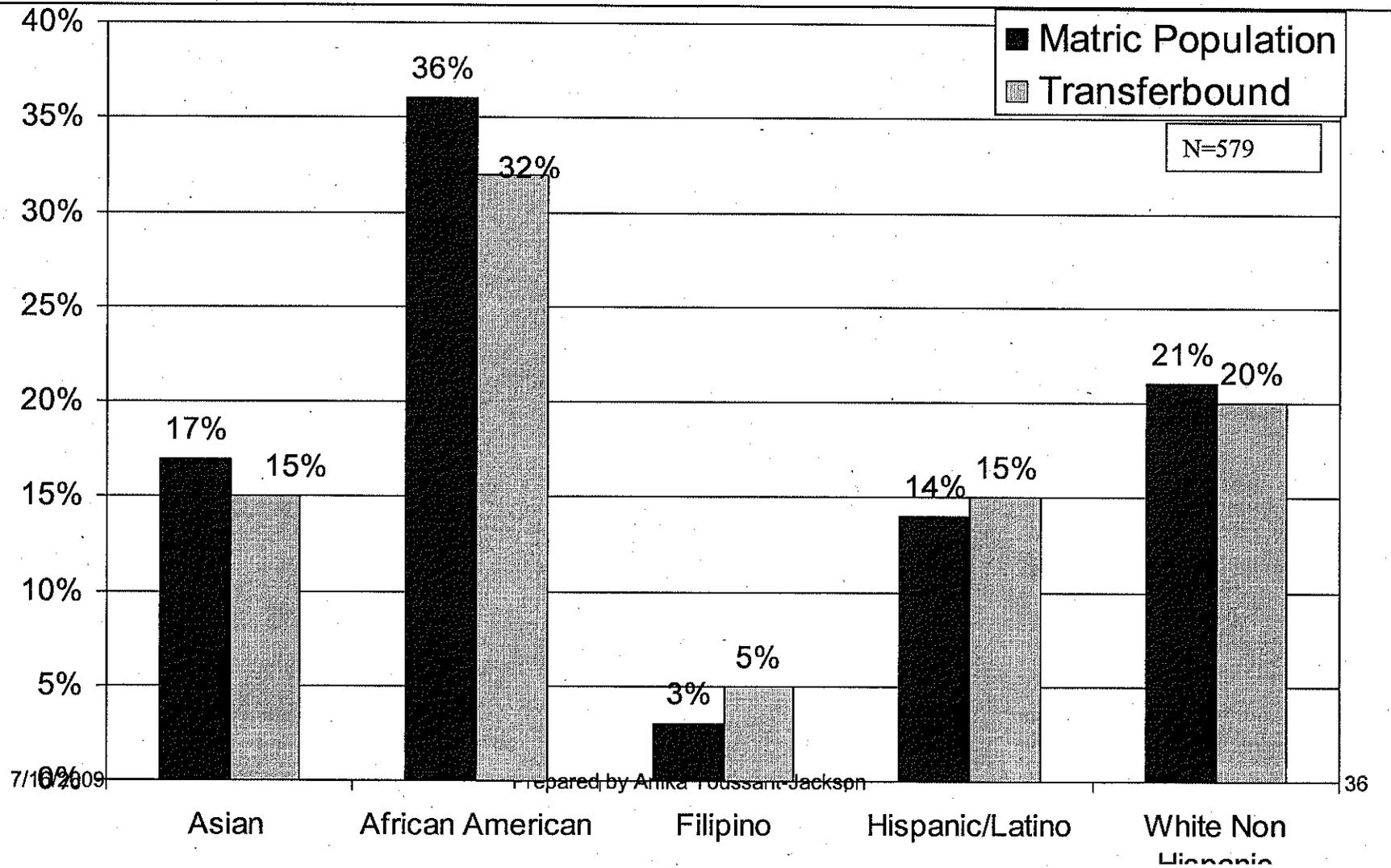
**Chart 11. New Students by Number of Transferable Units Complete
Beginning In 2003-04 Tracked Through Spring 2008**



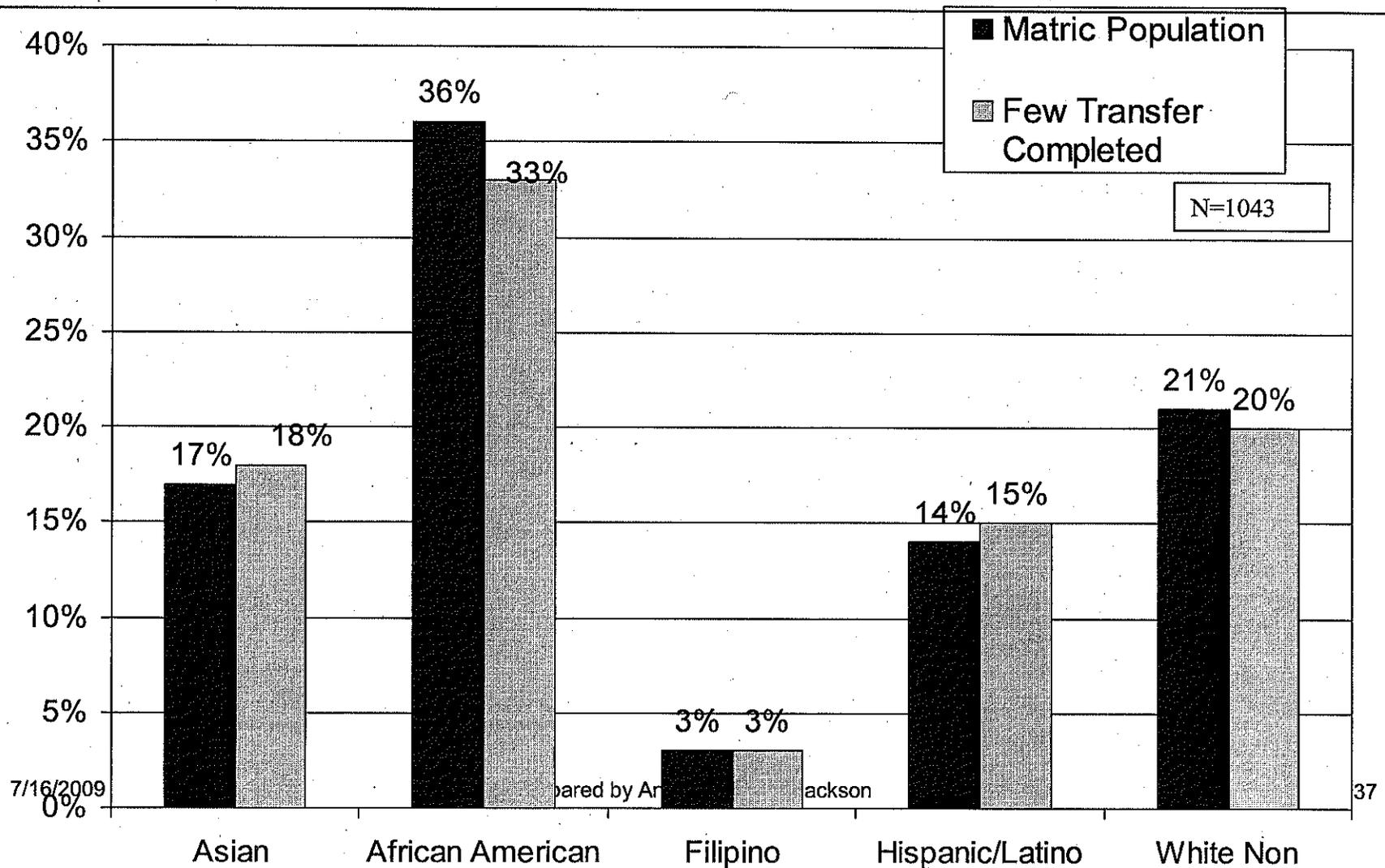
Transferable Direct



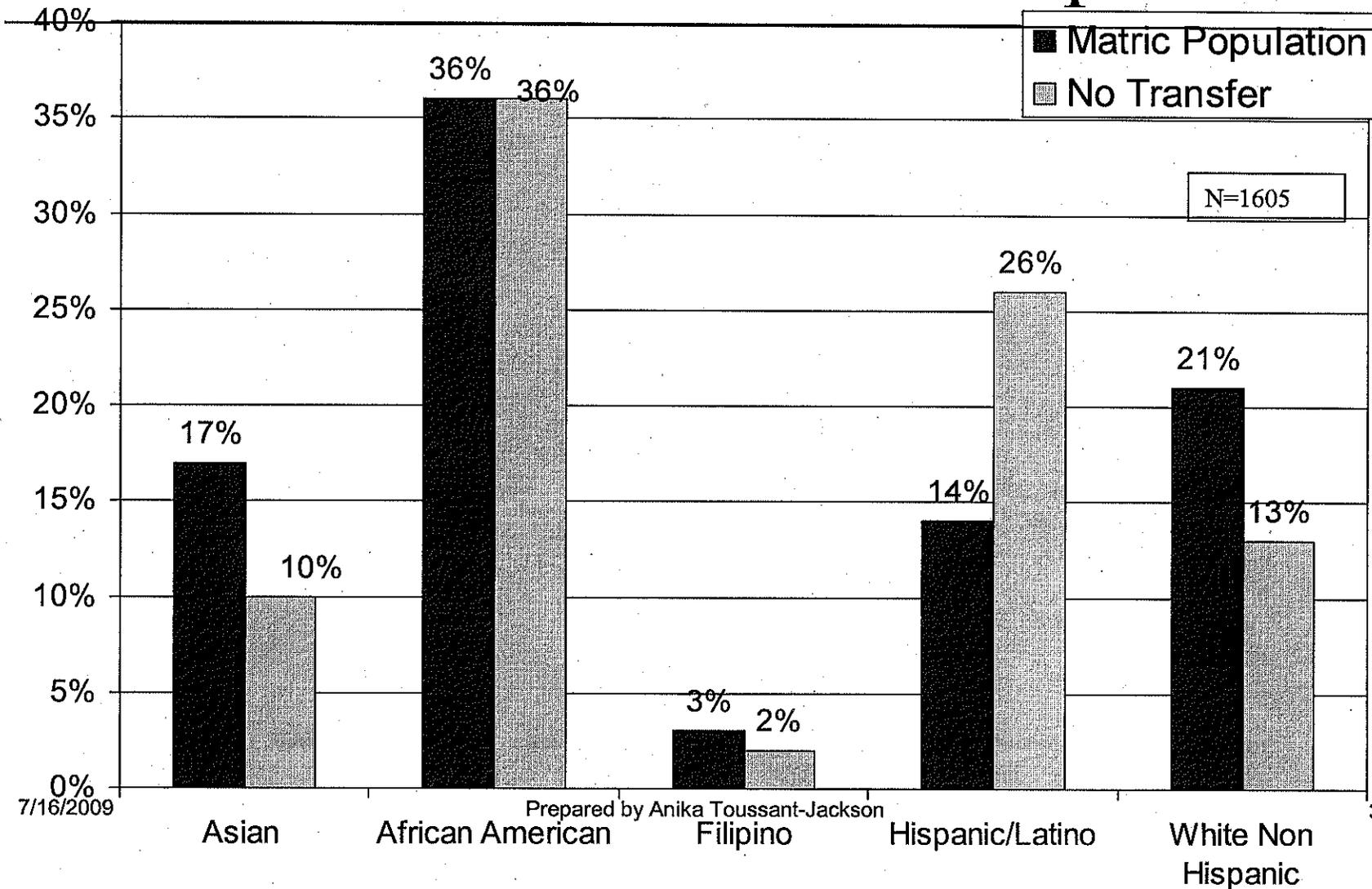
Transfer bound:



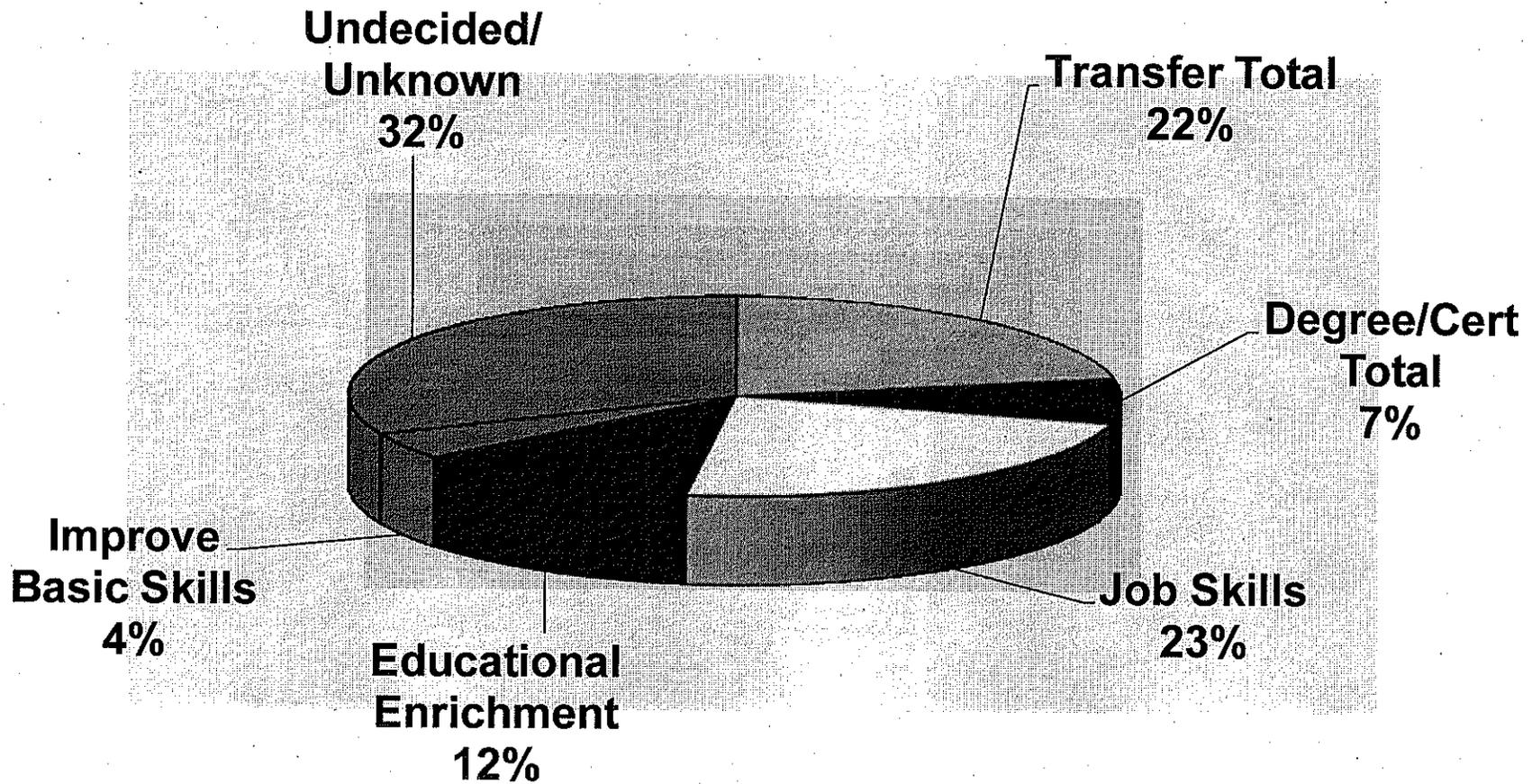
Few Transfer Completed:



No Transferable Units Completed



Student Declared Goal



QUESTIONS
