

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

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**Merritt College**

# Parameters

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- ❑ 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

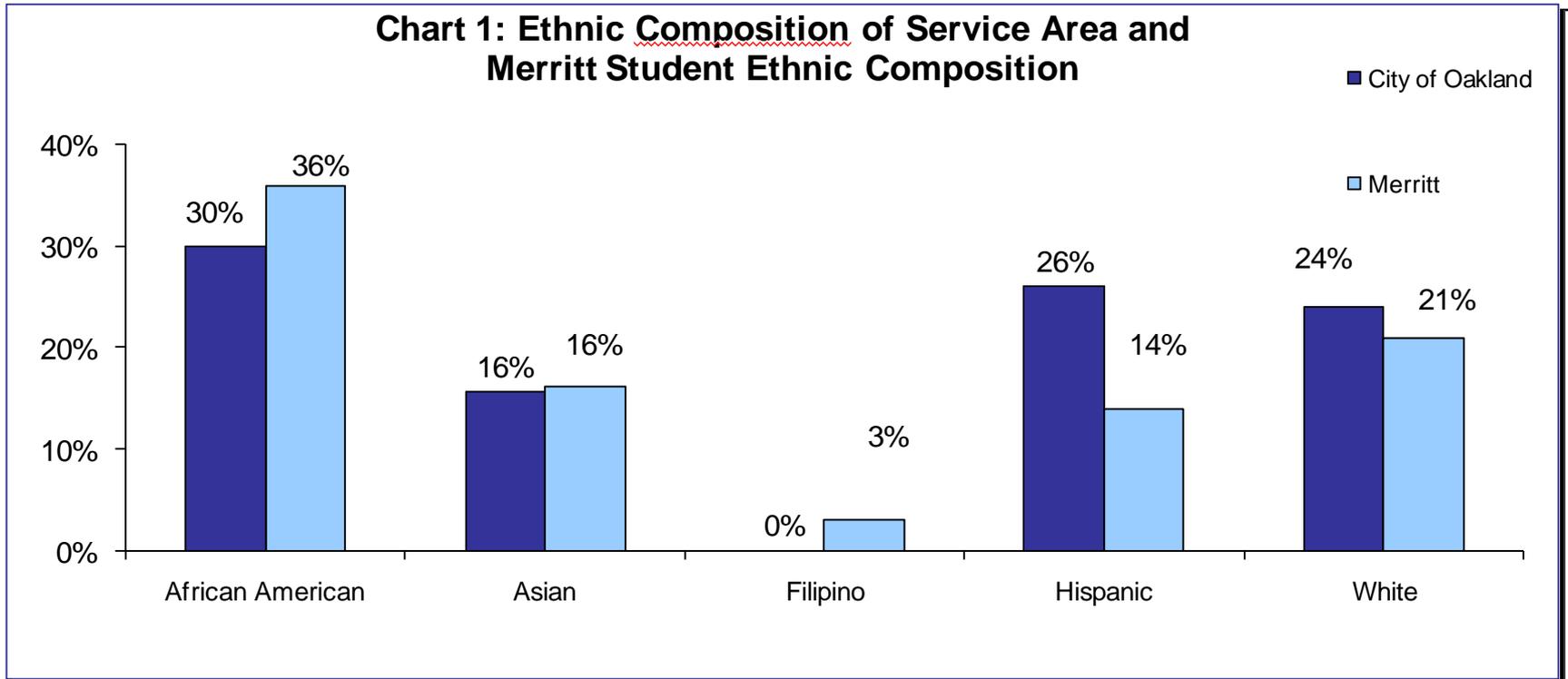


# Equity Indicators

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

# Access



# Student Performance Summary

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

# Retention

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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**

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

# Retention Rate by Gender

**Table : Student Retention Rate by Gender 2003-2007**

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



# Successful Course Completion Rate

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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**

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

# Successful Course Completion Rate by Gender

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

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

# Term to Term Persistence

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**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**

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

# Persistence Rate by Gender

**Table : Student Persistence Rate by Gender 2003-2007**

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

# Figures for Students Who Assess, Enroll, & Successful in Basic Skills 2003-04:

<b>ENGLISH</b>
<b>Matriculating Population</b> Fall:5273 Spring: 5362
<b>English Assessment</b> 1500
<b>Placed at Basic Skills Level</b> 800
<b>Enrolled</b> 531
<b>Successful</b> 158

<b>MATH</b>
<b>Matriculating Population</b> Fall:5273 Spring: 5362
<b>Math Assessment</b> 1469
<b>Placed at Basic Skills Level</b> 1019
<b>Enrolled</b> 1226
<b>Successful</b> 442

# Outcomes of Students Who Successfully Complete Basic Skills English or Mathematics

Students who successfully complete basic skills English or Mathematics were tracked from 2003-04 through 2007-08. Students from that cohort are reported in four categories:

**Category 1:** Students who successfully complete a *transfer* English or Mathematics course

**Category 2:** Students who successfully complete a *college* English or Mathematics course

**Category 3:** Students who enroll in a *college level* or *transfer level* Mathematic or English **but do not complete**

**Category 4:** Students **who do not** enroll in English or Mathematics



# Summary: Outcomes After Basic Skills English Completion

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## **Category 1: Transfer**

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

## **Category 2: College Level**

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

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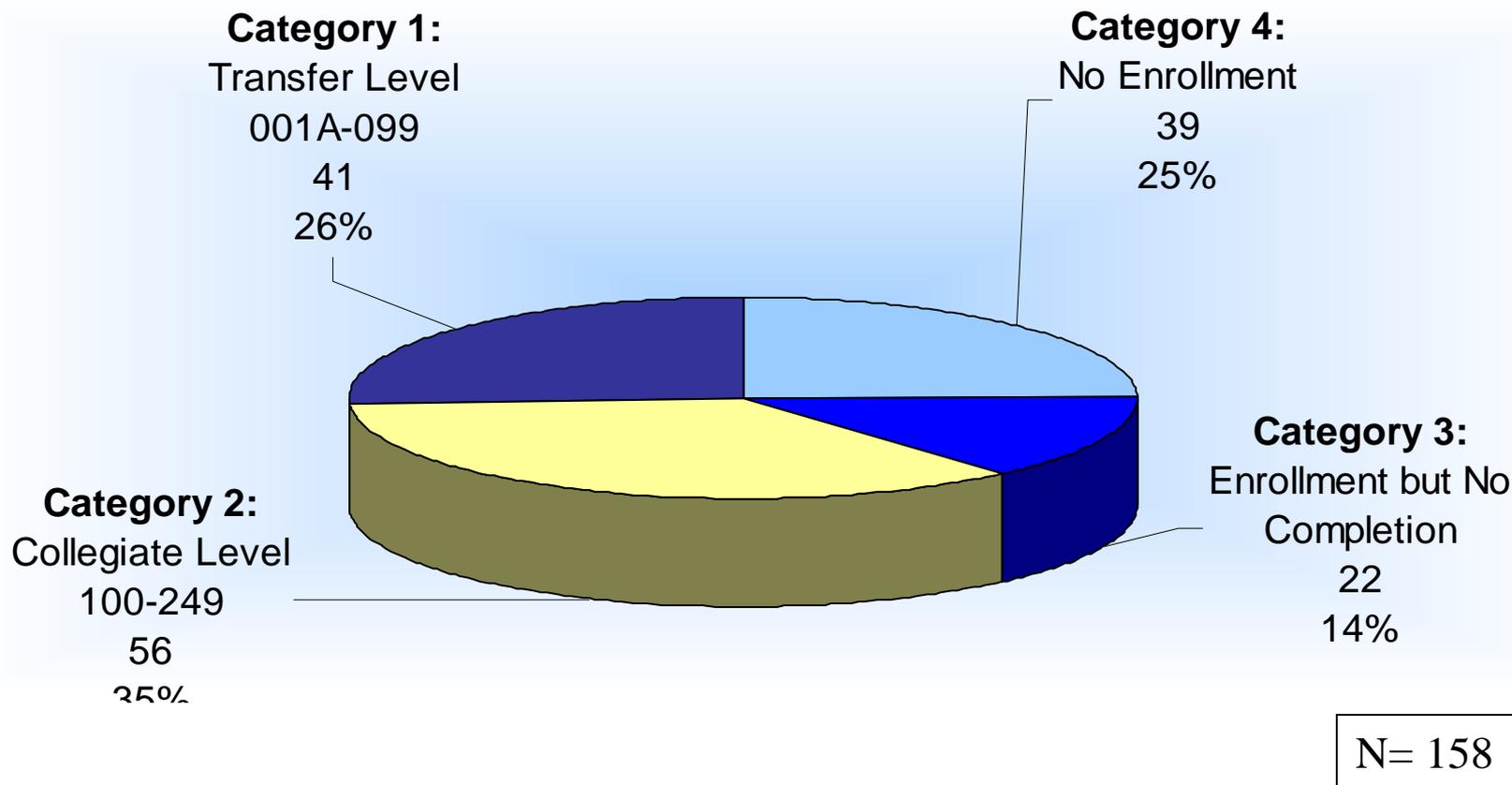
## **Category 3: Enrolled No Completion**

*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

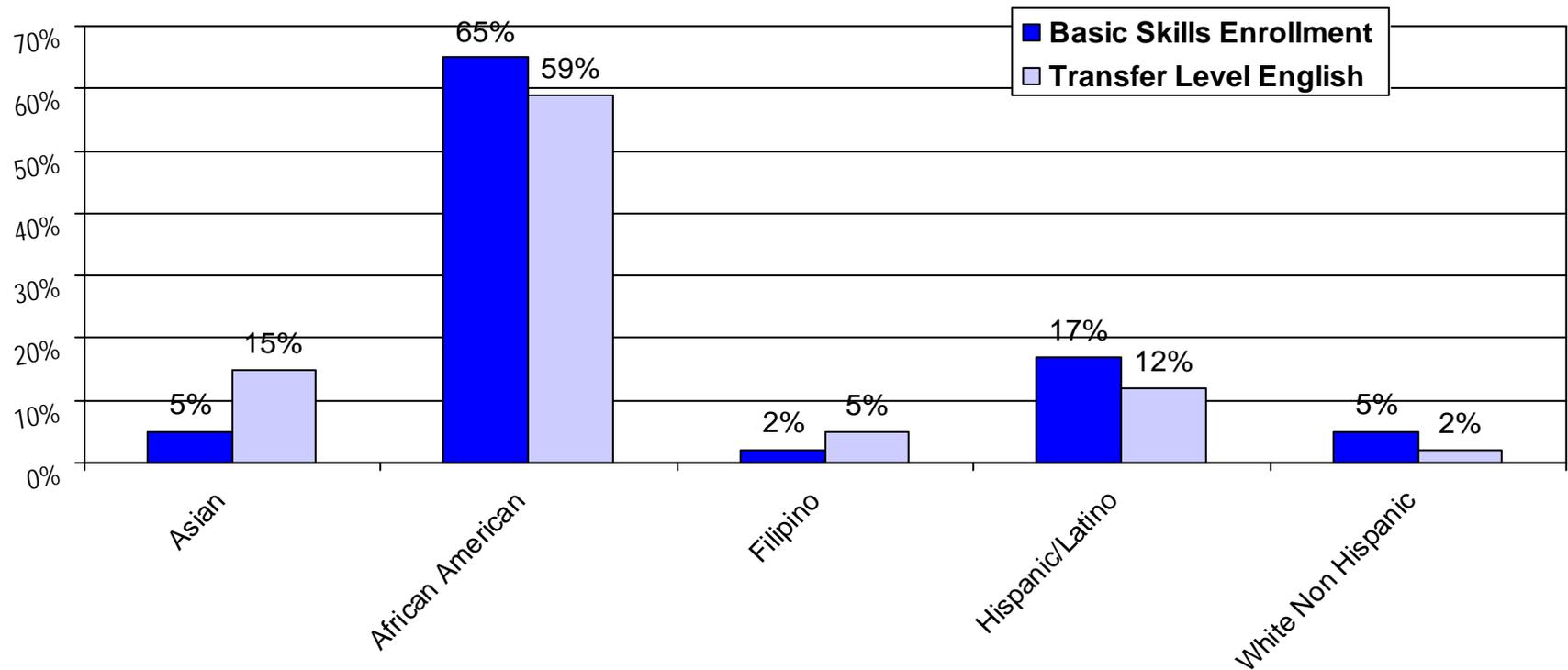
## **Category 4: No Enrollment**

*Overrepresented:* Asian and 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

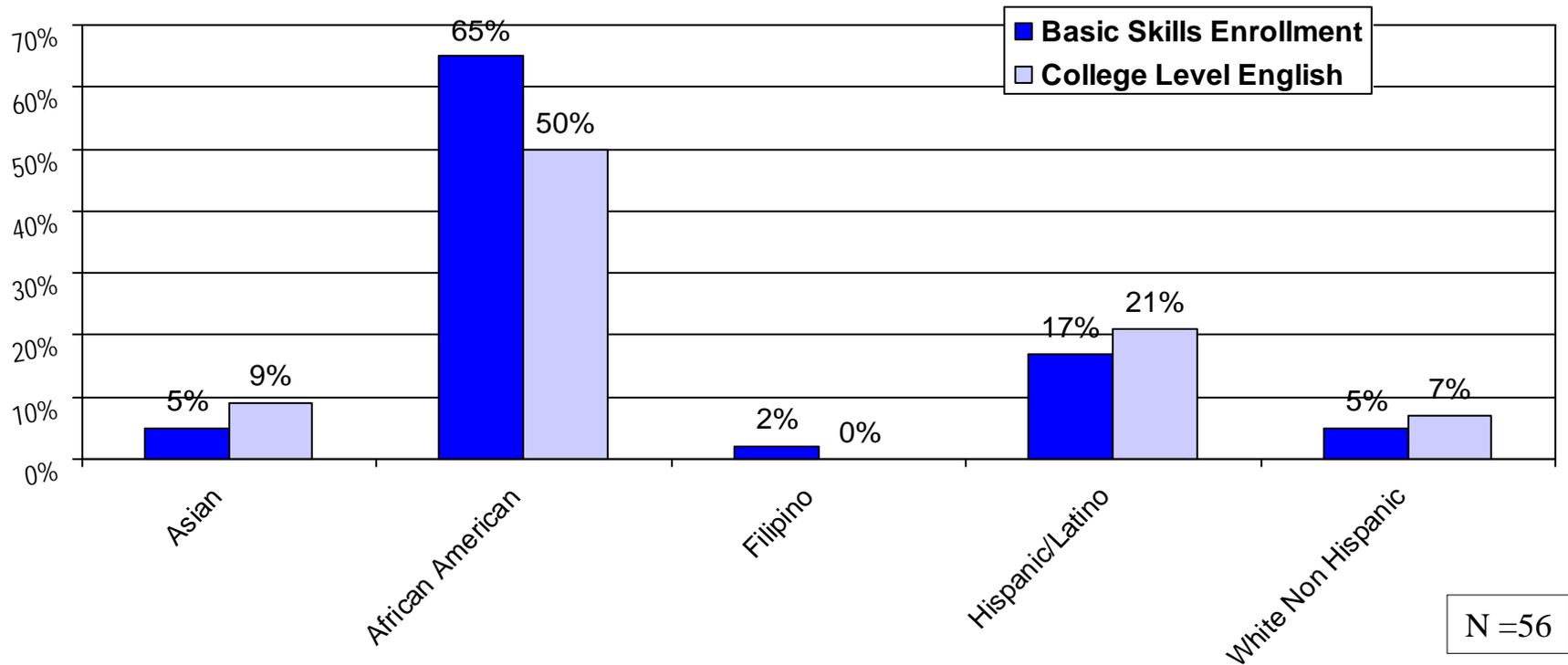
# Basic Skills English Completer Tracked



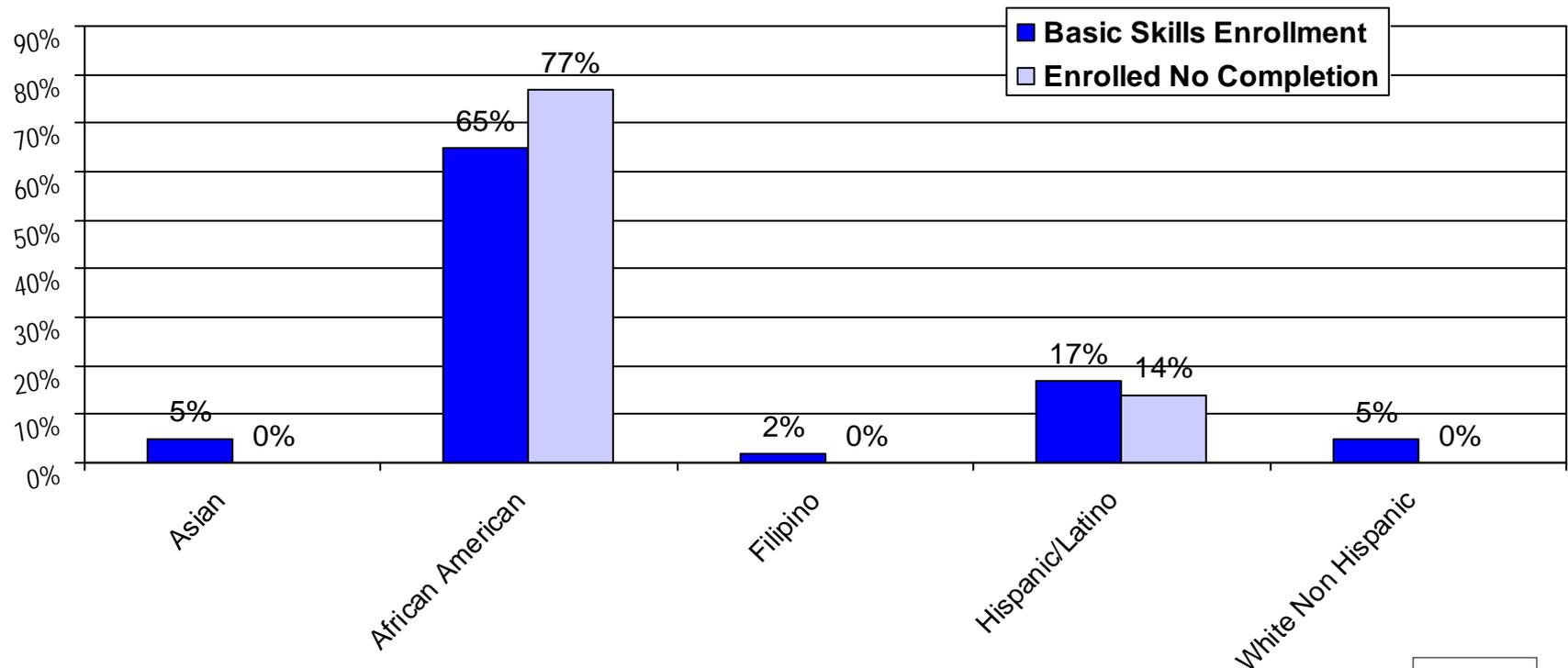
# Category 1: Basic Skills English to Transfer Level



# Category 2: Basic Skills English to College Level

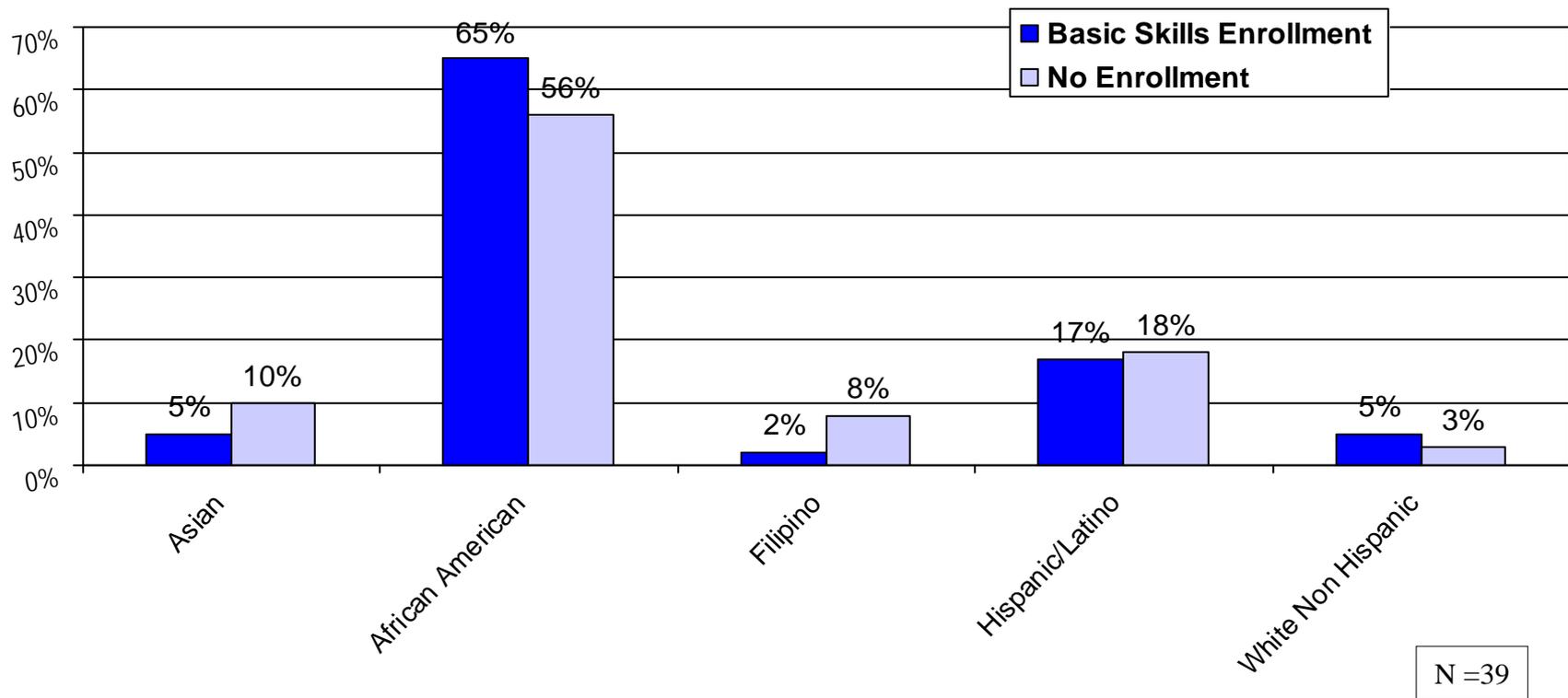


# Category 3: Basic Skills English to Enrolled But No Completion



N = 22

# Category 4: Basic Skills English Completion and No Enrollment





# Summary: Outcomes After Basic Skills Mathematics Completion

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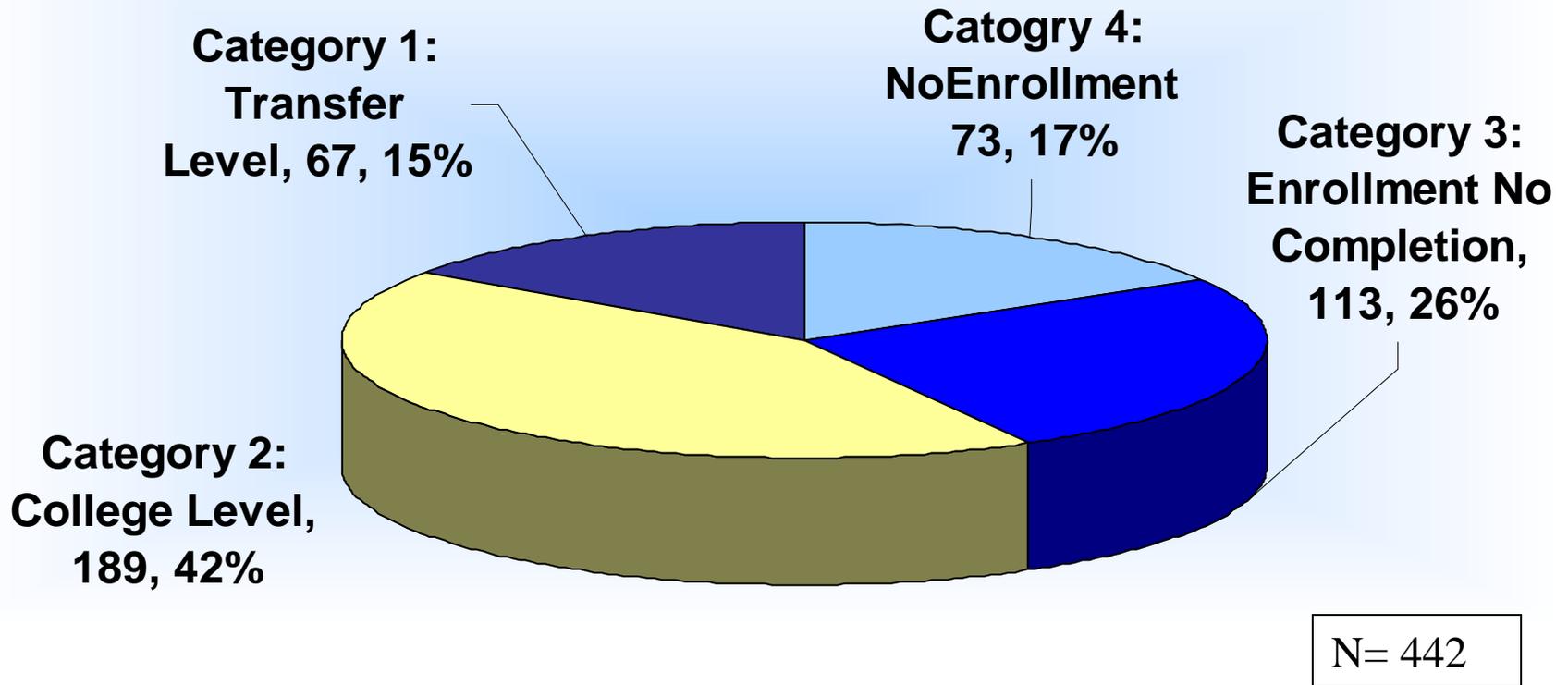
## **Category 1: College Level**

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

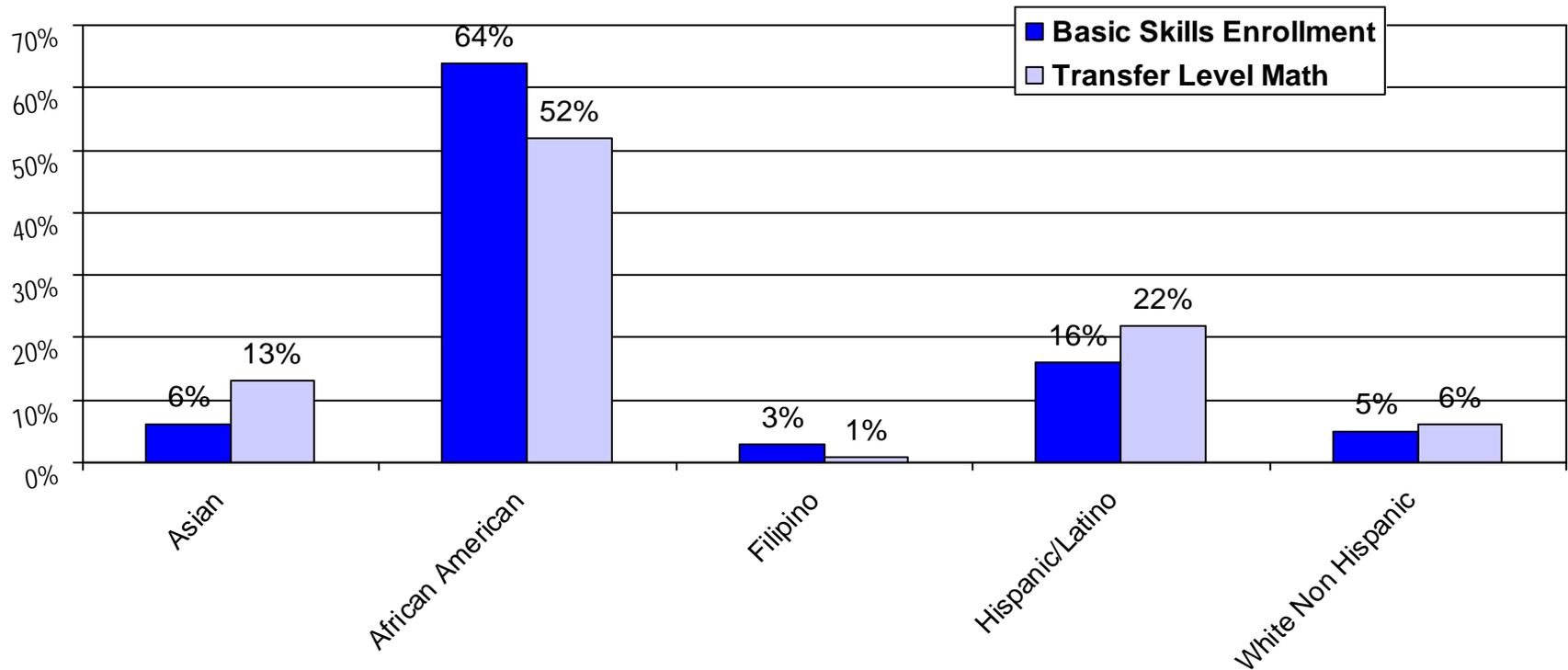
## **Category 2: Transfer**

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

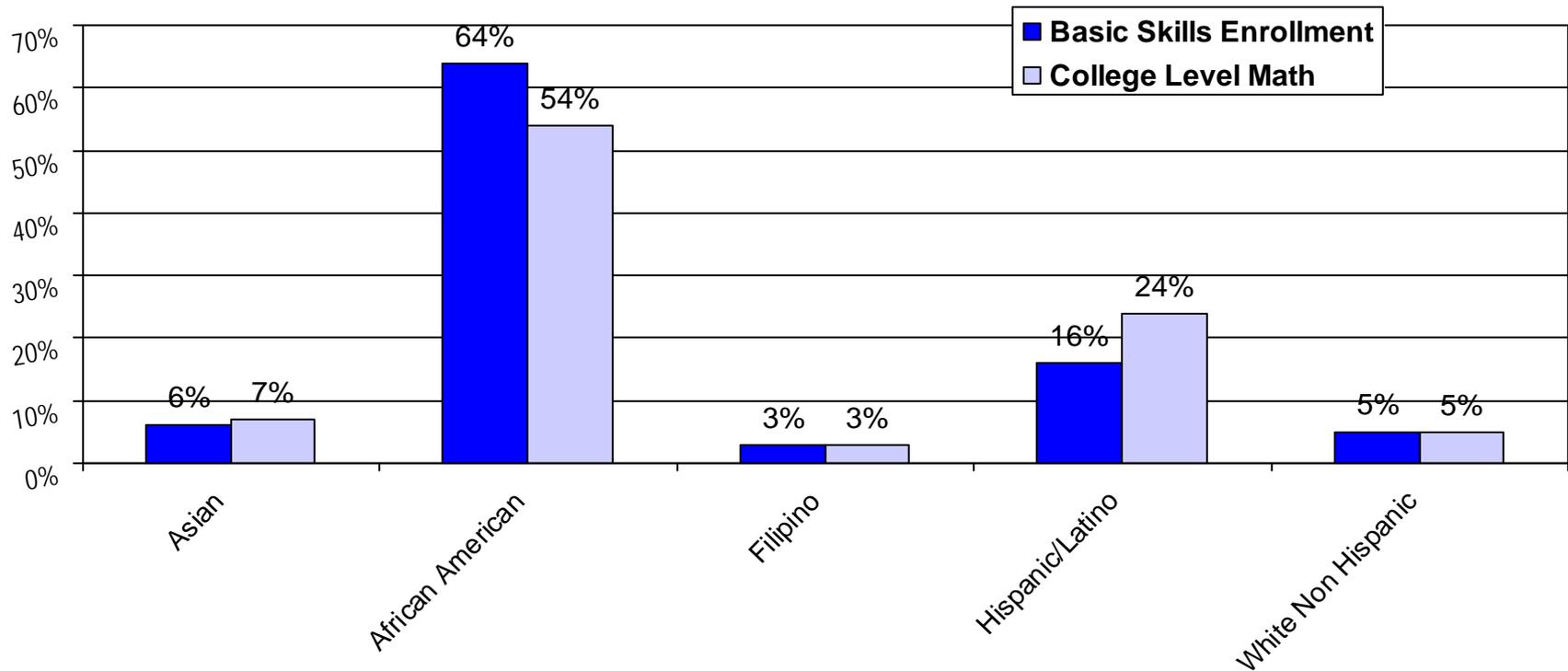
# Basic Skills Math Completer Tracked



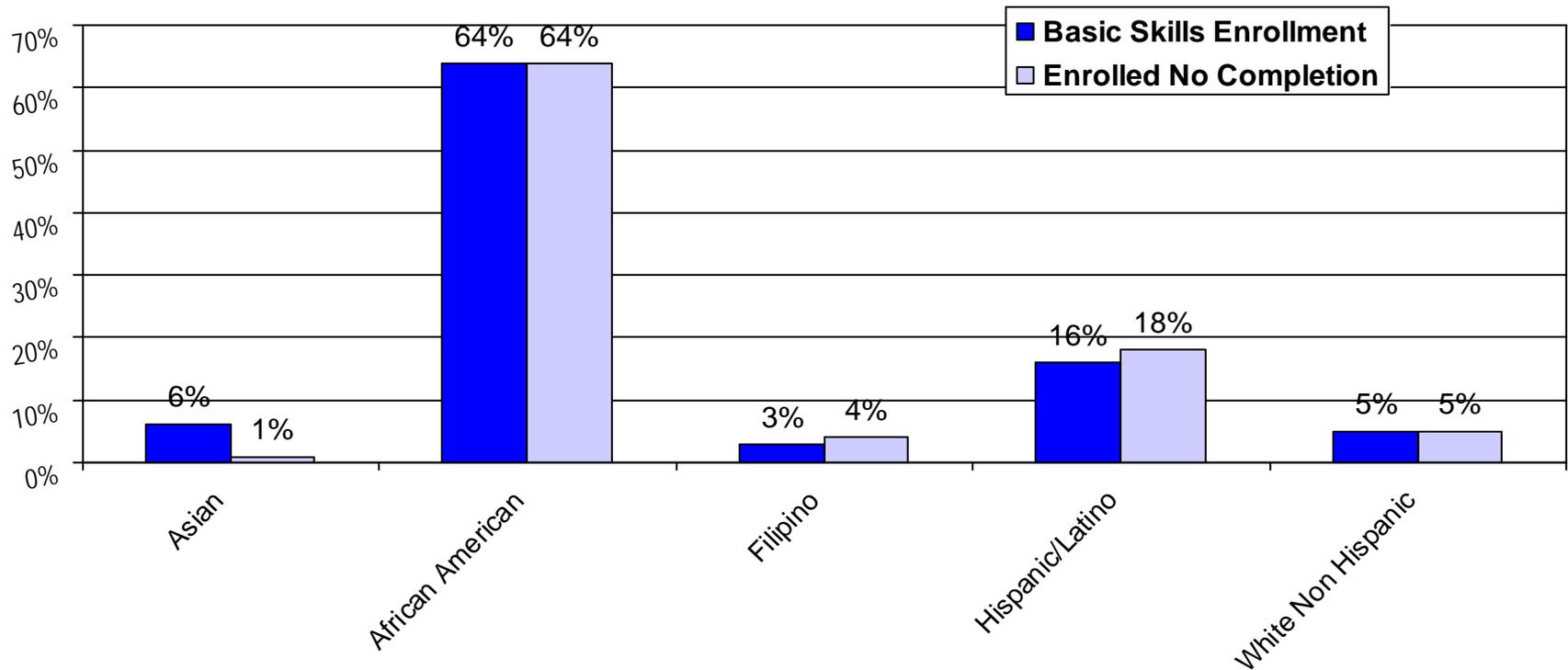
# Category 1: Basic Skills Math to Transfer Level



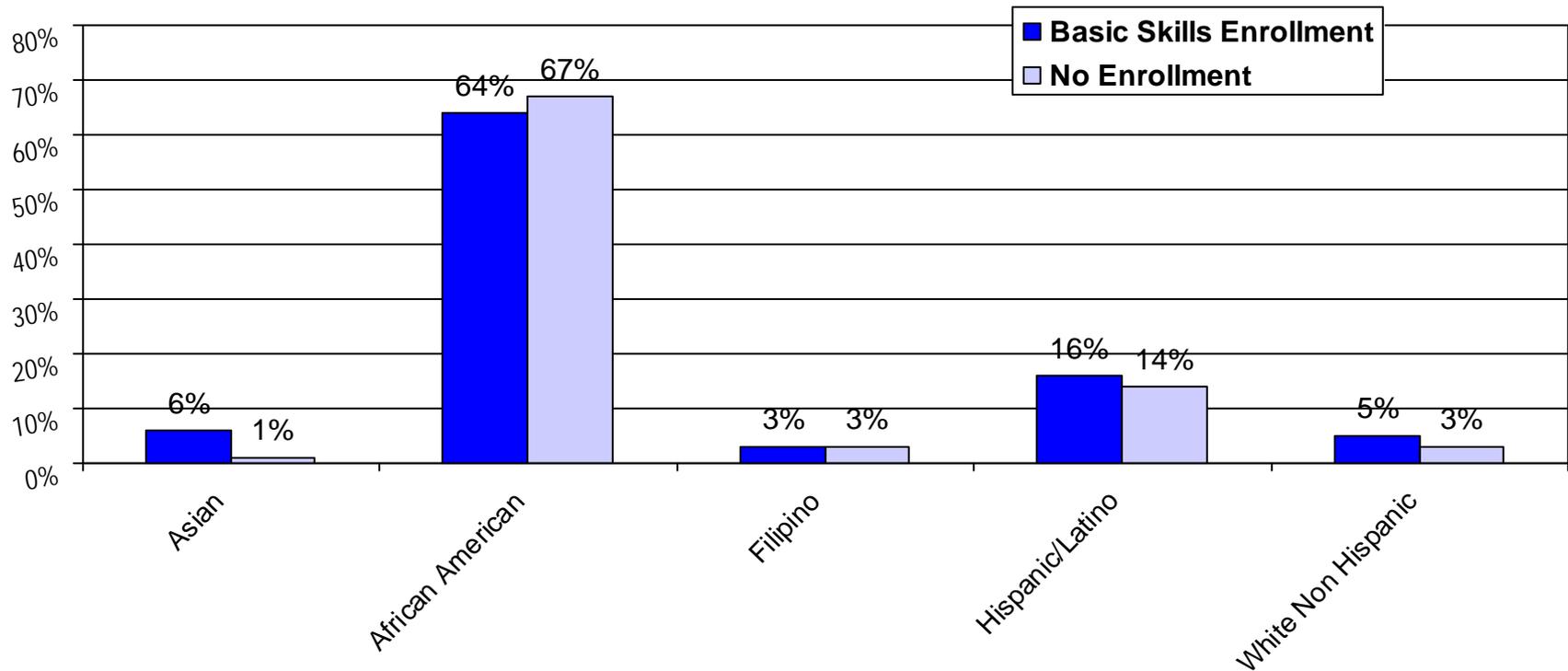
# Category 2: Basic Skills Math to College Level



# Category 3: Basic Skills Math to Enrolled But No Completion



# Category 4: Basic Skills Math Completion and No Enrollment





# Student Achievement Summary

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

# Associate Degree Awarded-Ethnicity

**Table : Associate Degree Awarded by Ethnicity 2003-2007**

<b>Ethnicity</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<b>Asian</b>	17% (76)	14% (47)	15% (56)	13% (57)	21% (97)
<b>African American</b>	<b>46% (209)</b>	<b>50% (174)</b>	<b>52% (197)</b>	<b>46% (195)</b>	<b>43% (195)</b>
<b>Filipino</b>	6% (26)	3%(12)	3% (12)	4% (16)	5% (22)
<b>Hispanic/Latino</b>	13% (59)	11% (37)	11% (40)	15% (64)	15% (69)
<b>White</b>	14%(63)	13% (46)	13% (47)	13% (57)	10% (47)

# Associate Degree Awarded-Gender

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**Table : Associate Degree Awarded by Gender 2003-2007**

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

# Certificates Awarded-Ethnicity

**Table : Certificates Awarded by Ethnicity 2003-2007**

<b>Ethnicity</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<b>Asian</b>	13% (44)	17% (59)	20% (79)	13% (48)	17% (67)
<b>African American</b>	<b>45% (149)</b>	<b>44% (149)</b>	<b>42% (168)</b>	<b>41% (151)</b>	<b>33% (135)</b>
<b>Filipino</b>	1% (2)	1%(3)	2% (9)	3% (12)	3% (11)
<b>Hispanic/Latino</b>	14% (47)	16% (56)	15% (58)	18% (66)	24% (95)
<b>White</b>	17%(56)	13% (43)	14% (57)	17% (62)	17% (67)

# Certificates Awarded-Gender

**Table : Certificates Awarded by Gender 2003-2007**

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

# Transfer Readiness

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**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.



# Summary: Transfer Readiness

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## **Category 1: Transfer Direct**

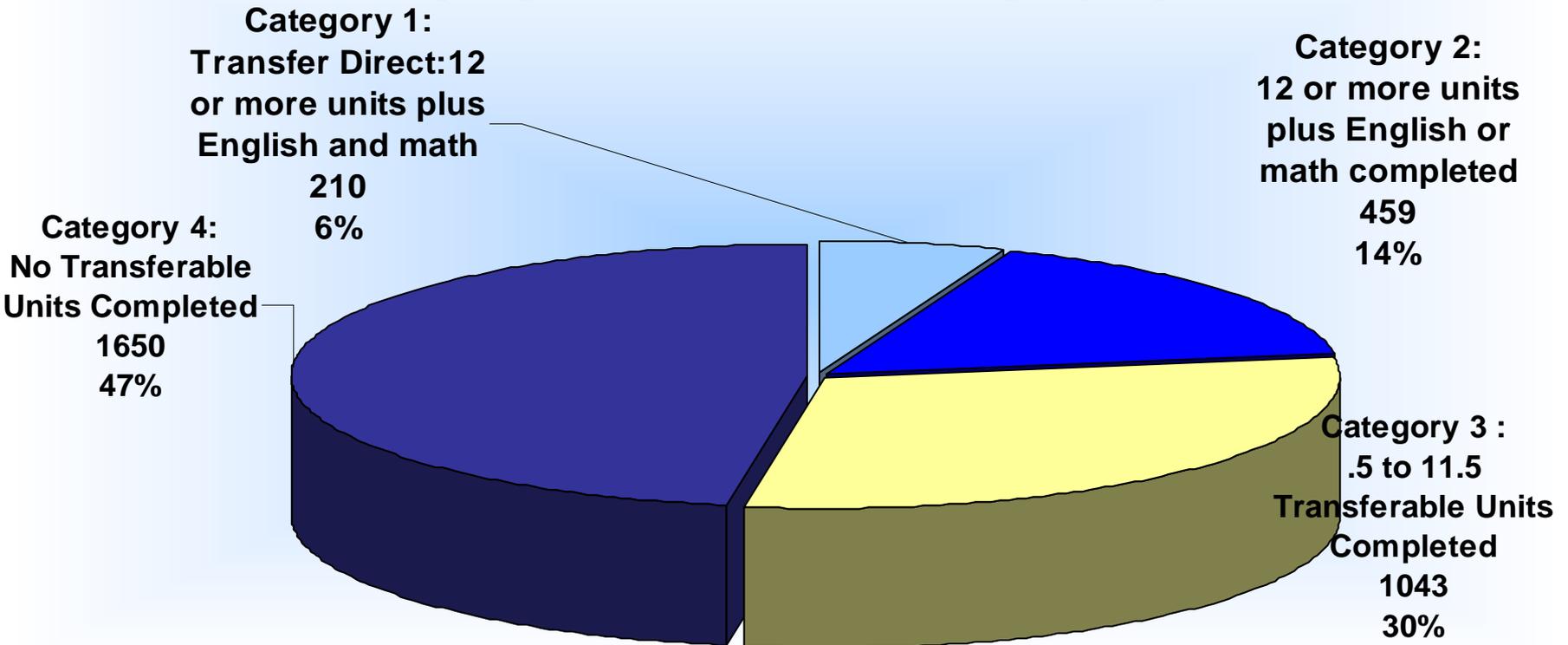
*Underrepresented:* African American and White students are underrepresented in the population of students who are transfer direct

## **Category 3: No Enrollment**

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

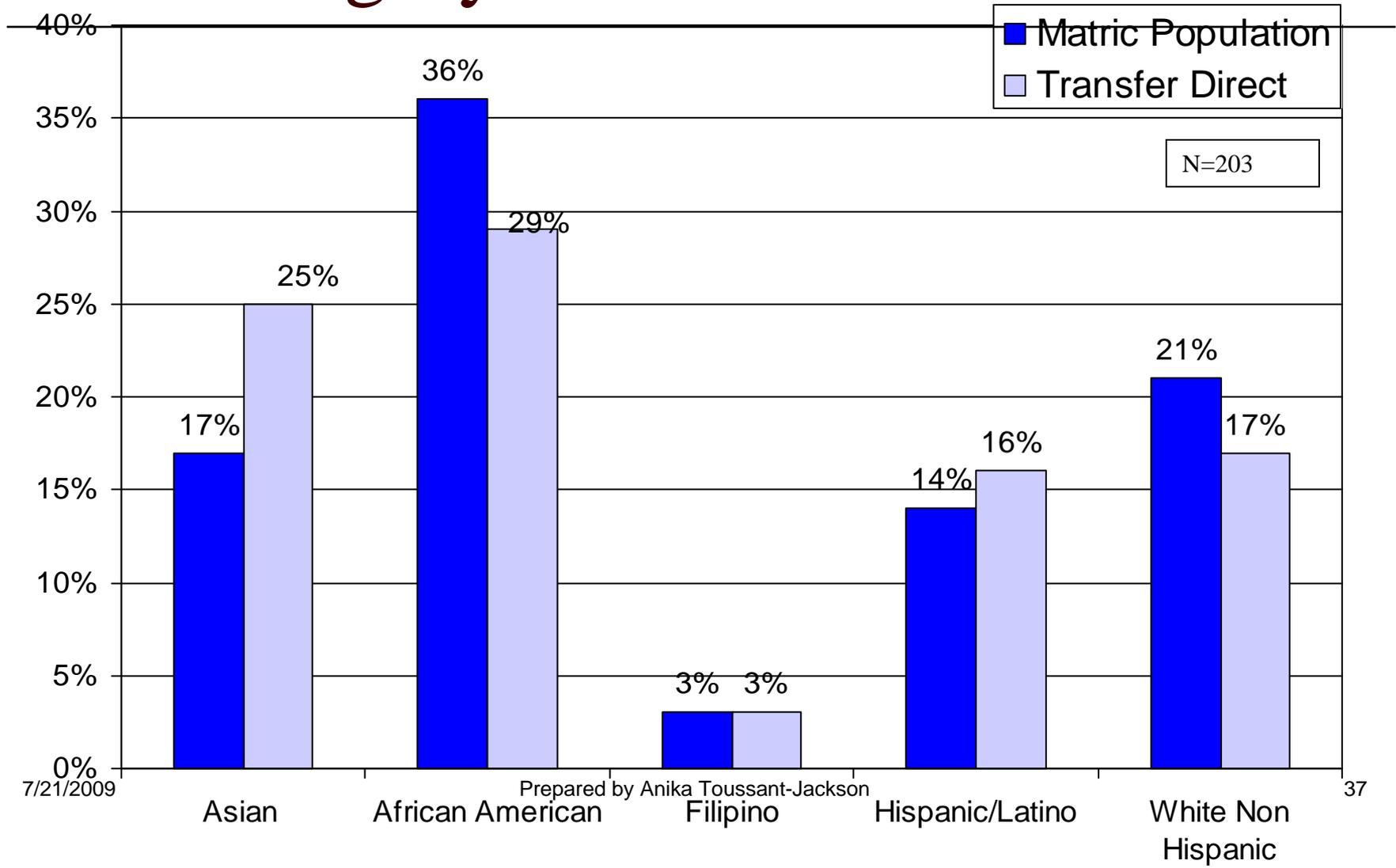
# Transferable Units Completed

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

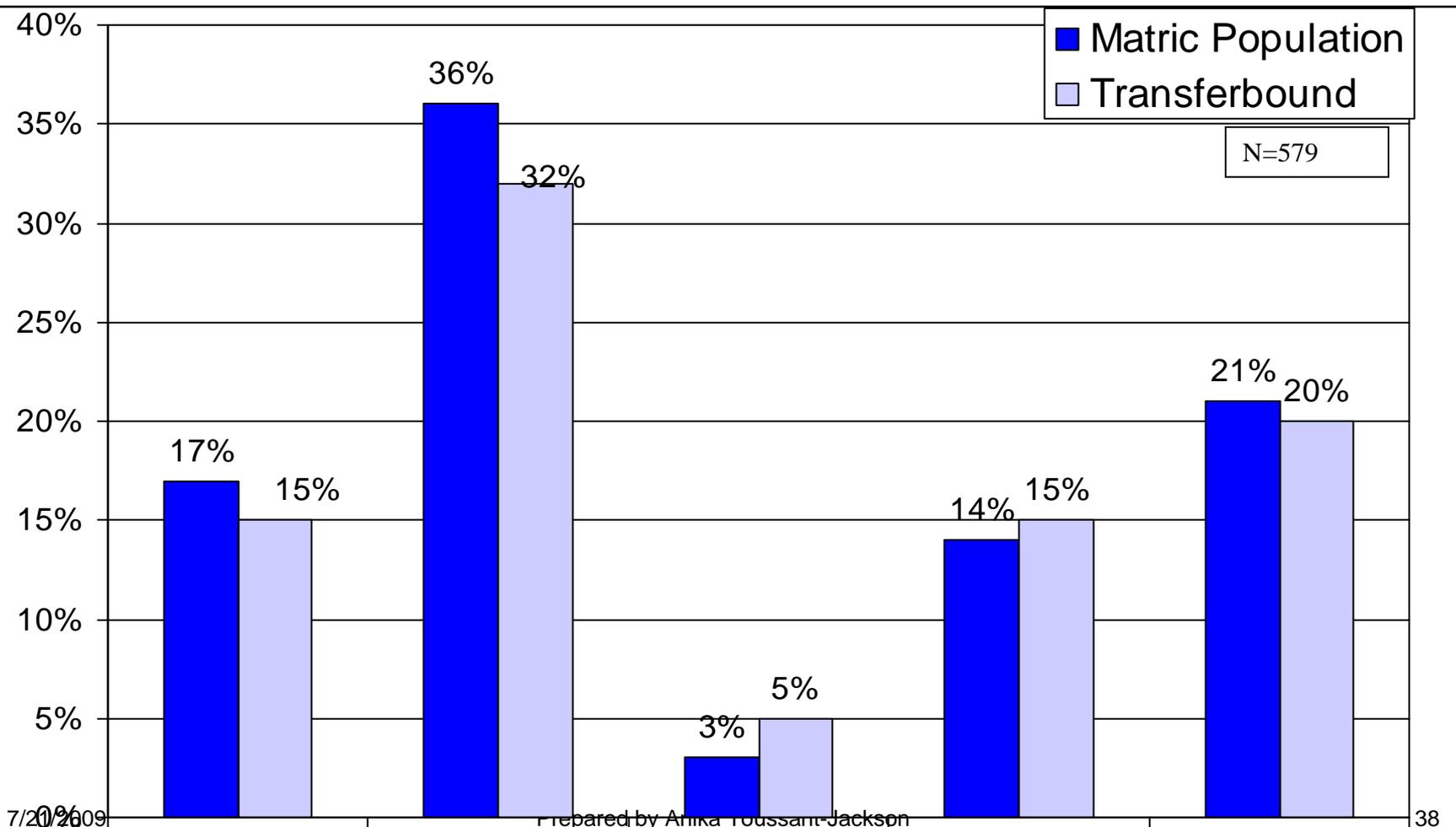


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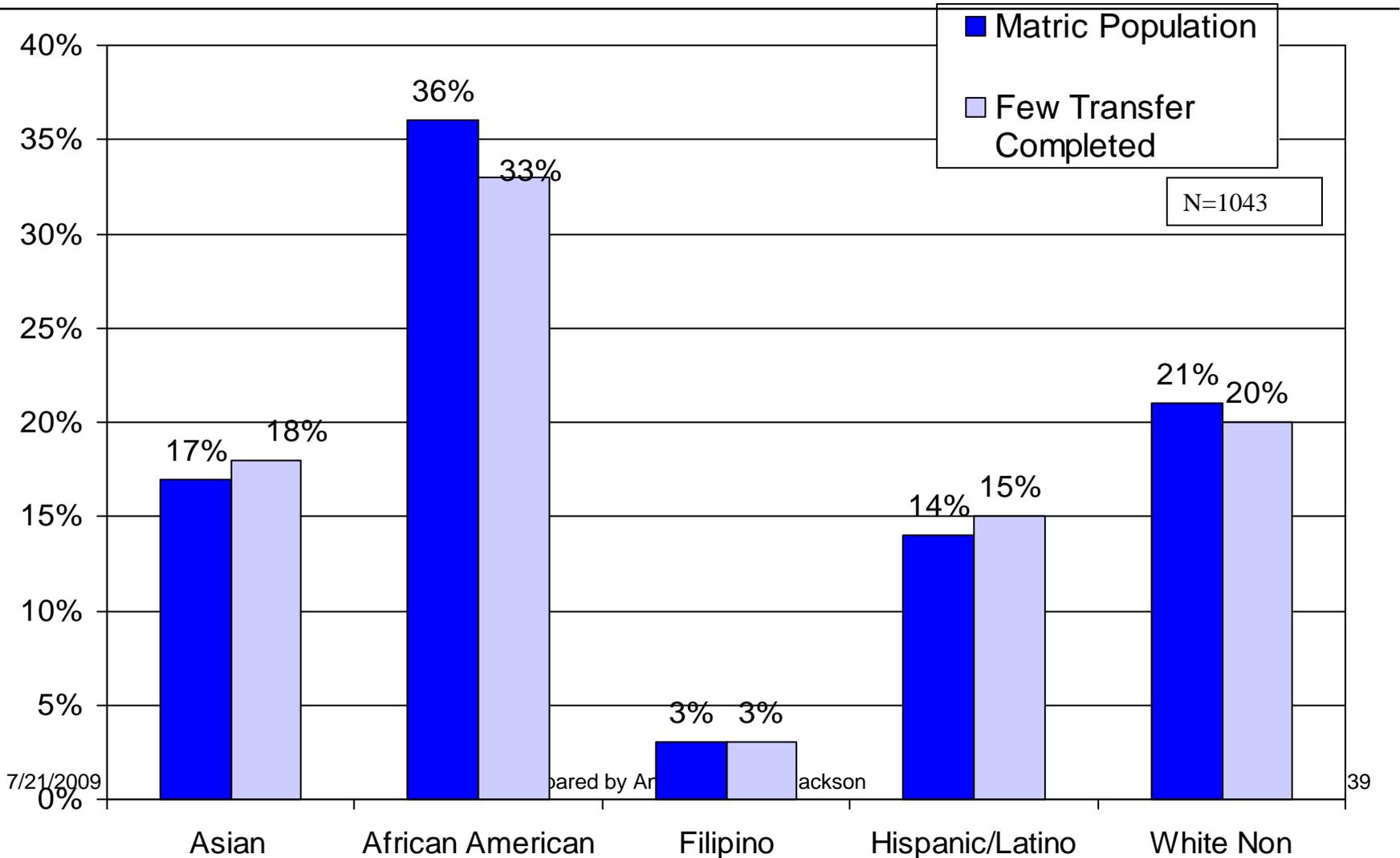
# Category 1: Transferable Direct



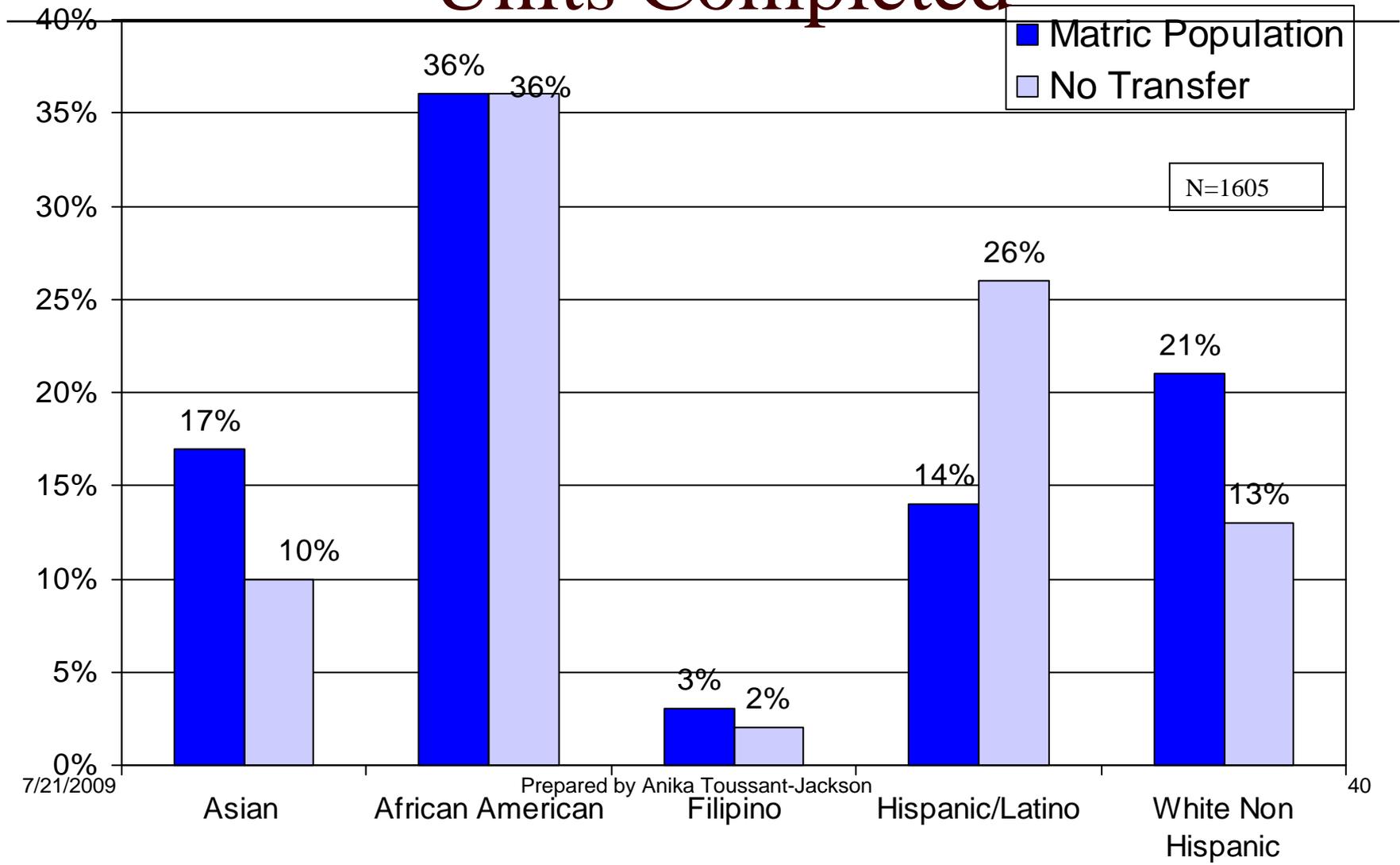
# Category 2: Transfer Bound



# Category 3: Few Transfer Completed

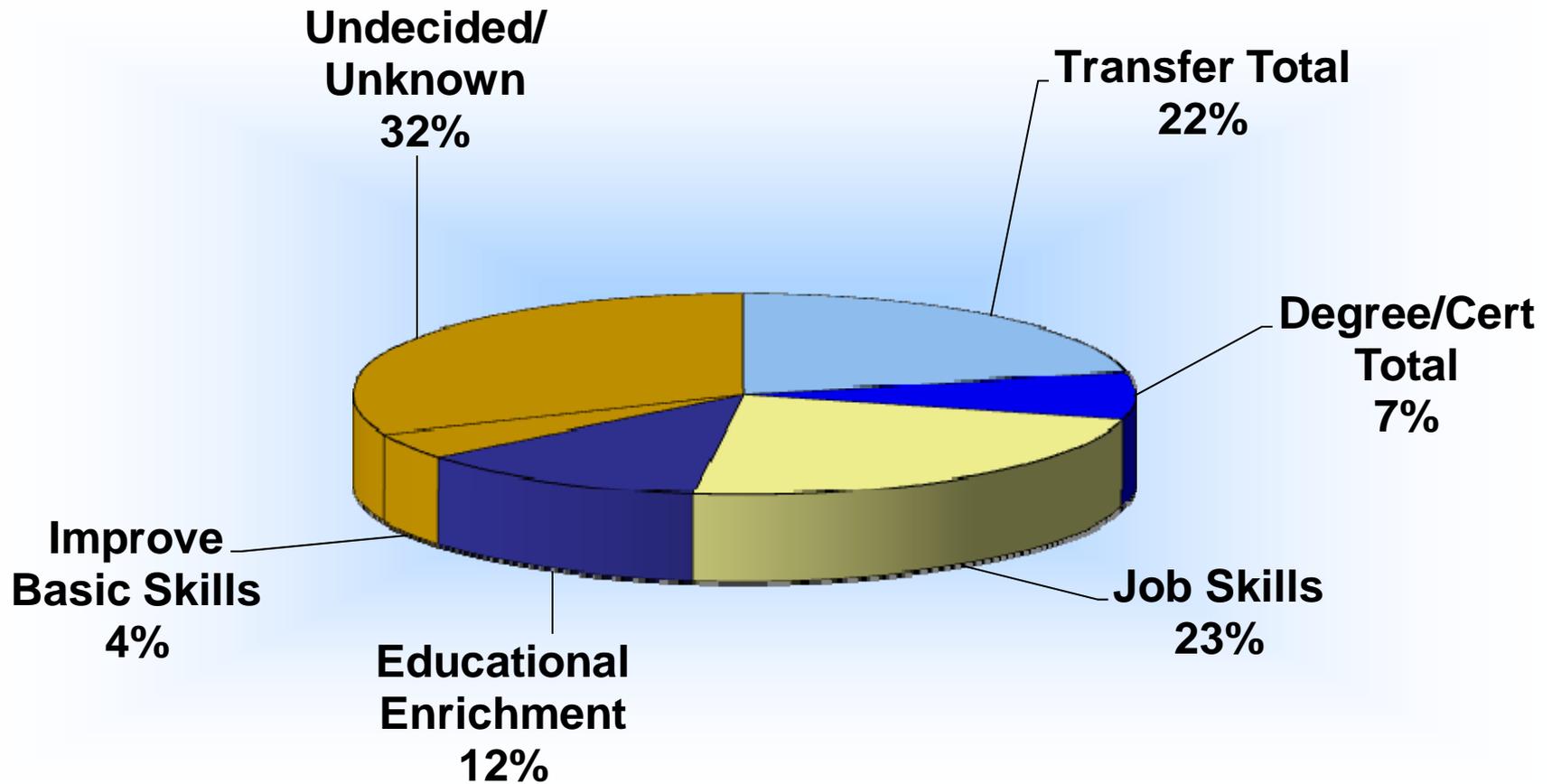


# Category 4: No Transferable Units Completed



# Student Declared Goal

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# QUESTIONS

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