

West Los Angeles College

Equity Plan Section C: Campus Data

The Chancellor's Office asks colleges to evaluate student equity along a number of indicators. The Chancellor's Office also provides suggestions as to the potential sources of data for each metric.

The data sources currently used in this section include:

Access

- US Census Bureau 2008-2012 American Community Survey
- LACCD Student Information System

Course Completion

- CCCCO DataMart – Course Completion

ESL and Basic Skills Completion

- Scorecard – REMEDIAL (CCCCO Data on Demand)

Degree and Certificate Completion (SPAR & CTE)

- Scorecard – COMPLETION (CCCCO Data on Demand)

Transfer

- Scorecard – TRANSFER (CCCCO Data on Demand)

Access

The top 30 zip codes of West's enrollees from Fall 2008 to Fall 2013 constitute a reasonable definition of core communities that West consistently serves. These zip codes reflect a college that is geographically situated adjacent to neighborhoods with contrasting characteristics. The confluence of these complex attributes creates a core student population with an income and ethnic profile that differs from the surrounding county and state. Tables 1 and 2 highlight the differences in poverty, educational attainment, and gender and ethnic composition between West's core feeder zip codes, Los Angeles County overall, and the state of California.

The percentage of individuals with income below the poverty level of these 30 zip codes is 23.9%, more than six percentage points higher than for the state and for the county of Los Angeles. Individuals over age 25 in West's core student zip codes attained less education than those in the county overall, whose educational attainment is lower than that for the state overall. For example, 27.5% of the population over 25 in West's top 30 zip codes has not graduated high school. This figure is nearly four percentage points lower than for the county and over eight percentage points lower than for the state.

Table 1. Poverty and Educational Attainment of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures

Percentage of All People Whose Income was below Poverty Level in the past 12 months	Top 30 WLAC Student Zip Codes Fall '08 – Fall '13	Los Angeles County	California
	23.9%	17.1%	15.3%

Educational Attainment, Population 25 and over	Top 30 WLAC Student Zip Codes Fall '08 – Fall '13	Los Angeles County	California
Less than High School Graduate	27.5%	23.6%	19.0%
High School Graduate (includes equivalency)	19.2%	20.4%	20.7%
Some College, Associates Degree	24.9%	26.4%	29.9%
Bachelor's Degree or Higher	28.5%	29.5%	30.5%

Among the most dramatic demographic differences of West's core feeder areas is in the percentage of African Americans. The population of the top 30 zip codes of West's students is 24.9% African American – a proportion that is 270% higher than for the county, and 377% higher than for the state. This area's proportion of Asians is roughly 46% lower than the State and 48% lower than the County. West's top 30 zip codes have roughly the same proportion of Hispanics/Latinos as the County (West's core student area is one percentage point lower), both of which (47.3% for West's top 30 zip codes and 48.3% for the county) are much higher than the state (38.4%). The gender composition of West's core 30 feeder zip codes is similar to the county and state.

Table 2. Gender and Racial/Ethnic Composition of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures

Gender Composition	WLAC Fall 2013 Census Headcount*	Top 30 WLAC Student Zip Codes Fall '08 – Fall '13	Los Angeles County	California
Male	40.5%	48.6%	49.3%	49.7%
Female	59.5%	51.4%	50.7%	50.3%

Racial / Ethnic Composition	WLAC Fall 2013 Census Headcount*	Top 30 WLAC Student Zip Codes Fall '08 – Fall '13	Los Angeles County	California
Black or African American (one race)	35.3%	24.9%	9.2%	6.6%
American Indian / Alaskan Native	0.5%	0.4%	1.5%	1.7%
Asian or Pacific Islander (one race)	6.2%	7.8%	15.0%	14.6%
Hispanic or Latino (of any race)	43.1%	47.3%	48.3%	38.4%
White alone, not Hispanic or Latino	14.1%	18.2%	27.2%	39.0%

Poverty, Racial/Ethnic Composition, and Educational Attainment for West Students calculated using data from the 2008-2012 American Community Survey (ACS) 5-Year Estimates (S1701: Poverty Status in the Past 12 Months). Los Angeles County and California figures were also from the 2008-2012 ACS 5-Year Estimates (source: <http://quickfacts.census.gov/qfd/states/06/06037.html>)

**WLAC Fall 13 Headcount Excludes students whose Race/Ethnicity information is unavailable in LACCD SIS*

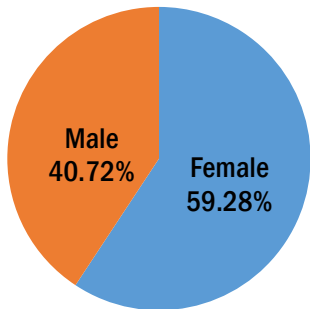
Course Completion

The lowest proportionality indices for successful course completion were for **African Americans** and for students **18 and 19 years of age**. For African American students, the proportion of course enrollments was 32.41%, compared to only a 28.25% successful completion rate, resulting in a proportionality index of 0.87. Students 18 and 19 years of age fared only slightly better, in that they comprised 18.98% of enrollments, but only 16.98% of successful completions, resulting in a proportionality index of 0.89.

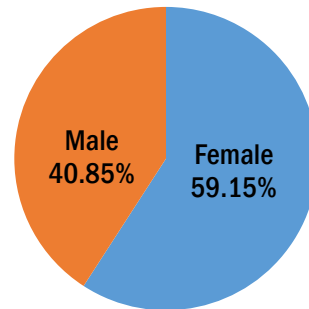
Using data from the Chancellor's Office's Data Mart, we compared subgroup proportionate representation in credit course enrollment to subgroups' proportionate representation among successfully completed (received grades "A", "B", "C", or Passing) course enrollments. A proportionality index was calculated to identify groups whose outcomes were most out of proportion. .with their representation overall.

Course Completion – GENDER

Proportion of Enrolled



Proportion of Successful

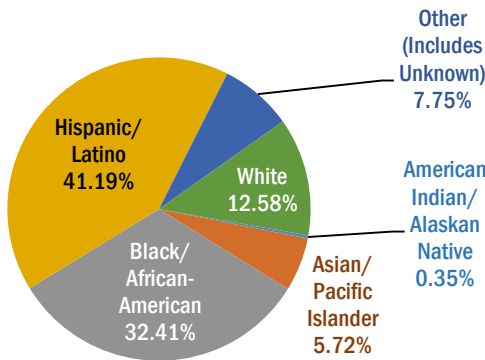


Course Completion	Enrollment Count	Success Count	Success Rate
Female	14,942	9,069	60.69%
Male	10,262	6,264	61.04%

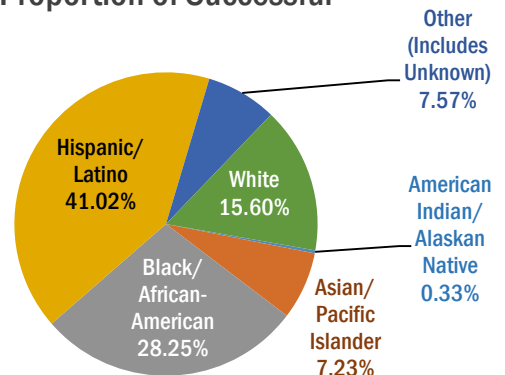
Proportion of Enrolled	Proportion of Successful	Proportionality Index
59.28%	59.15%	1.00
40.72%	40.85%	1.00

Course Completion – ETHNICITY

Proportion of Enrolled



Proportion of Successful

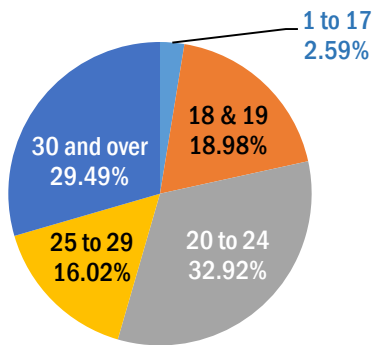


Course Completion	Enrollment Count	Success Count	Success Rate
American Indian/ Alaskan Native	88	50	56.82%
Asian/ Pacific Islander	1,442	1,109	76.91%
Black/ African-American	8,168	4,332	53.04%
Hispanic	10,382	6,290	60.59%
White	3,170	2,392	75.46%
Other (Includes Unknown)	1,954	1,160	54.95%

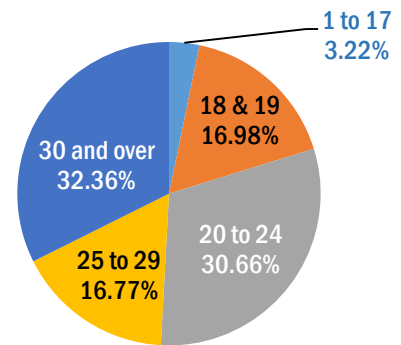
Proportion of Enrolled	Proportion of Successful	Proportionality Index
0.35%	0.33%	0.93
5.72%	7.23%	1.26
32.41%	28.25%	0.87
41.19%	41.02%	1.00
12.58%	15.60%	1.24
7.75%	7.57%	0.98

Course Completion – AGE

Proportion of Enrolled



Proportion of Successful

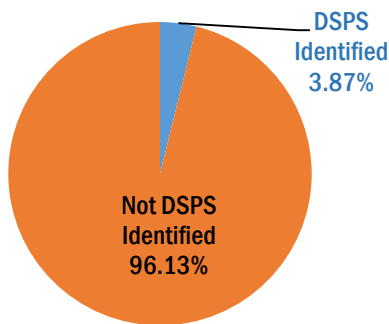


Course Completion	Enrollment Count	Success Count	Success Rate
1 to 17	652	494	75.77%
18 & 19	4,784	2,604	54.43%
20 to 24	8,298	4,701	56.65%
25 to 29	4,038	2,572	63.69%
30 and over	7,432	4,962	66.77%

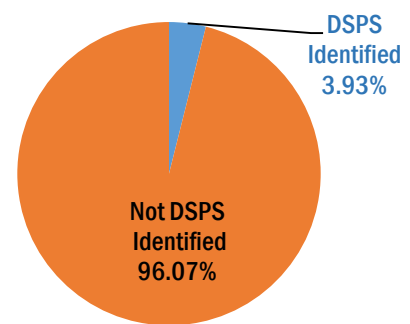
Proportion of Enrolled	Proportion of Successful	Proportionality Index
2.59%	3.22%	1.25
18.98%	16.98%	0.89
32.92%	30.66%	0.93
16.02%	16.77%	1.05
29.49%	32.36%	1.10

Course Completion – DSPS STATUS

Proportion of Enrolled



Proportion of Successful



Course Completion	Enrollment Count	Success Count	Success Rate
Not DSPS Identified	24,228	14,731	60.80%
DSPS Identified	976	602	61.68%

Proportion of Enrolled	Proportion of Successful	Proportionality Index
96.13%	96.07%	1.00
3.87%	3.93%	1.01

Basic Skills Completion

ENGLISH

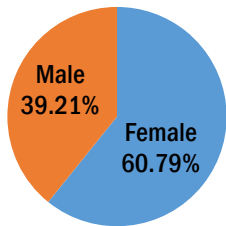
Using data from the Chancellor's Office's Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard cohort with subgroups' proportionate representation among Scorecard cohort students who successfully completed the Basic Skills English sequence. A proportionality index was calculated to identify groups whose outcomes were most out of proportion. .with their representation overall.

The lowest proportionality index for English Basic Skills completion* was for **Not Economically Disadvantaged** students at 0.83. While this group comprised 36.09% of those in the Scorecard English Basic Skills Cohort, only 29.79% of the group considered Not Economically Disadvantaged actually completed a transfer-level English course. **Males'** and **African-Americans'** proportionality indices were the next lowest, each at 0.90.

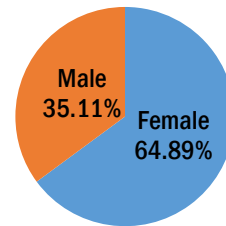
* English Basic Skills Completion represents the percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English and completed a college-level course in the same discipline.

English Basic Skills Completion – GENDER

Proportion of Enrolled



Proportion of Successful

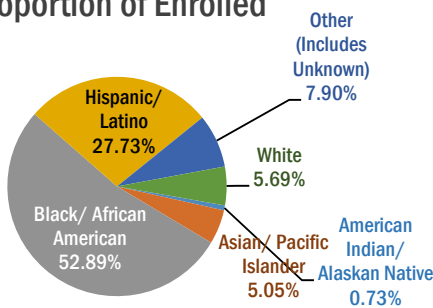


Basic Skills ENGLISH	# Students in Cohort	# Completed Basic Skills Engl	Success Rate
Female	662	244	36.86%
Male	427	132	30.91%

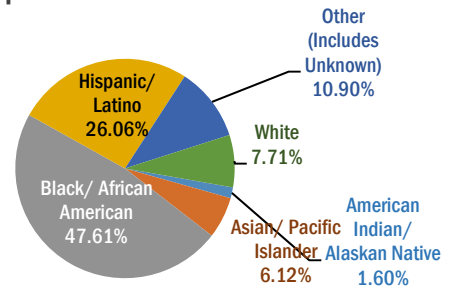
Proportion of Enrolled	Proportion of Successful	Proportionality Index
60.79%	64.89%	1.07
39.21%	35.11%	0.90

English Basic Skills Completion – ETHNICITY

Proportion of Enrolled



Proportion of Successful

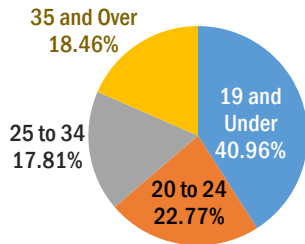


Basic Skills ENGLISH	# Students in Cohort	# Completed Basic Skills Engl	Success Rate
American Indian/ Alaskan Native	8	6	75.00%
Asian/ Pacific Islander	55	23	41.82%
Black/ African American	576	179	31.08%
Hispanic/ Latino	302	98	32.45%
Other (Includes Unknown)	86	41	47.67%
White	62	29	46.77%

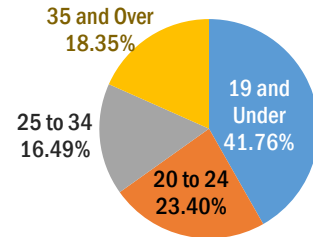
Proportion of Enrolled	Proportion of Successful	Proportionality Index
0.73%	1.60%	2.17
5.05%	6.12%	1.21
52.89%	47.61%	0.90
27.73%	26.06%	0.94
7.90%	10.90%	1.38
5.69%	7.71%	1.35

English Basic Skills Completion – AGE

Proportion of Enrolled



Proportion of Successful

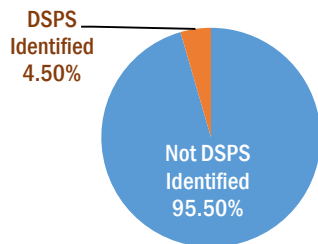


Basic Skills ENGLISH	# Students in Cohort	# Completed Basic Skills Engl	Success Rate
19 and Under	446	157	35.20%
20 to 24	248	88	35.48%
25 to 34	194	62	31.96%
35 and Over	201	69	34.33%

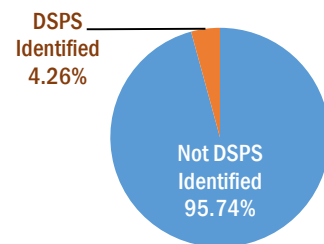
Proportion of Enrolled	Proportion of Successful	Proportionality Index
40.96%	41.76%	1.02
22.77%	23.40%	1.03
17.81%	16.49%	0.93
18.46%	18.35%	0.99

English Basic Skills Completion – DSPS STATUS

Proportion of Enrolled



Proportion of Successful

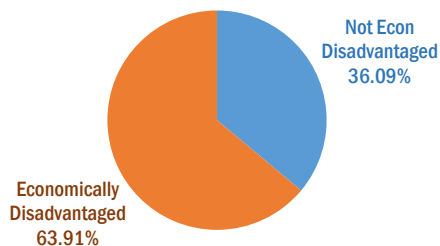


Basic Skills ENGLISH	# Students in Cohort	# Completed Basic Skills Engl	Success Rate
Not DSPS Identified	1,040	360	34.62%
DSPS Identified	49	16	32.65%

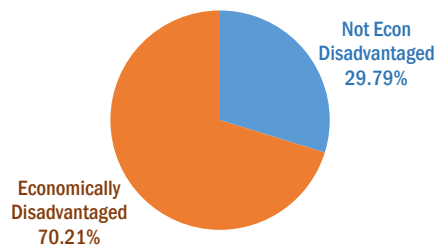
Proportion of Enrolled	Proportion of Successful	Proportionality Index
95.50%	95.74%	1.00
4.50%	4.26%	0.95

English Basic Skills Completion – ECONOMIC DISADVANTAGE

Proportion of Enrolled



Proportion of Successful



Basic Skills ENGLISH	# Students in Cohort	# Completed Basic Skills Engl	Success Rate
Not Econ Disadvantaged	393	112	28.50%
Economically Disadvantaged	696	264	37.93%

Proportion of Enrolled	Proportion of Successful	Proportionality Index
36.09%	29.79%	0.83
63.91%	70.21%	1.10

Basic Skills Completion

MATH

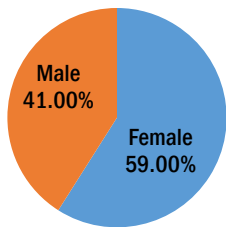
Using data from the Chancellor's Office's Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard cohort with subgroups' proportionate representation among Scorecard cohort students who successfully completed the Basic Skills English sequence. A proportionality index was calculated to identify groups whose outcomes were most out of proportion with their representation overall.

The lowest proportionality index for Math Basic Skills Completion* was for African American students, students 24 to 34 years of age, and DSPS identified students. For African American students, the proportion of the Scorecard Math Basic Skills Cohort was 48.73%, compared to only a 35.68% successful completion rate, resulting in a proportionality index of 0.73. With only slightly better numbers, DSPS identified students made up 4.73% of those in the Scorecard cohort, but only 3.76% of successful completions, resulting in a proportionality index of 0.79.

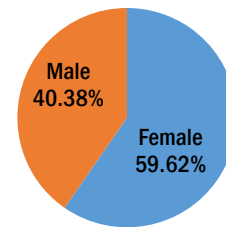
* Math Basic Skills Completion represents the percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in Math and completed a college-level course in the same discipline.

Math Basic Skills Completion – GENDER

Proportion of Enrolled



Proportion of Successful

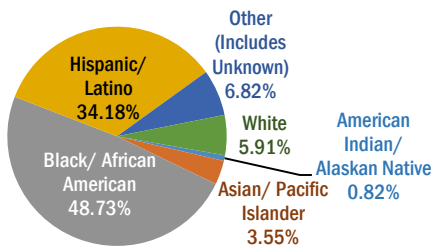


Basic Skills: MATH	# Students in Cohort	# Completed Basic Skills Math	Success Rate
Female	649	127	19.57%
Male	451	86	19.07%

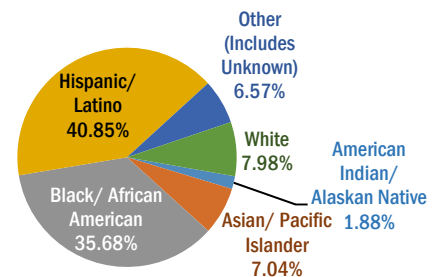
Proportion of Enrolled	Proportion of Successful	Proportionality Index
59.00%	59.62%	1.01
41.00%	40.38%	0.98

Math Basic Skills Completion – ETHNICITY

Proportion of Enrolled



Proportion of Successful

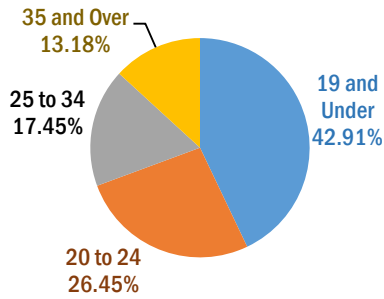


Basic Skills: MATH	# Students in Cohort	# Completed Basic Skills Math	Success Rate
American Indian/ Alaskan Native	9	4	44.44%
Asian/ Pacific Islander	39	15	38.46%
Black/ African American	536	76	14.18%
Hispanic/ Latino	376	87	23.14%
Other (Includes Unknown)	75	14	18.67%
White	65	17	26.15%

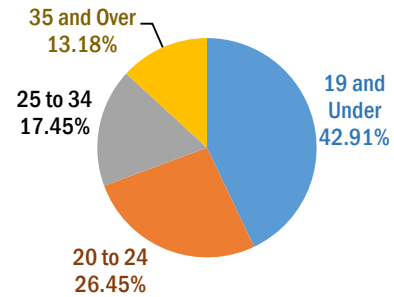
Proportion of Enrolled	Proportion of Successful	Proportionality Index
0.82%	1.88%	2.30
3.55%	7.04%	1.99
48.73%	35.68%	0.73
34.18%	40.85%	1.19
6.82%	6.57%	0.96
5.91%	7.98%	1.35

Math Basic Skills Completion – AGE

Proportion of Enrolled



Proportion of Successful

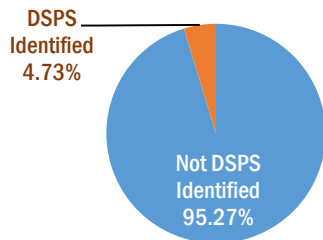


Basic Skills: MATH	# Students in Cohort	# Completed Basic Skills Math	Success Rate
19 and Under	472	97	20.55%
20 to 24	291	61	20.96%
25 to 34	192	29	15.10%
35 and Over	145	26	17.93%

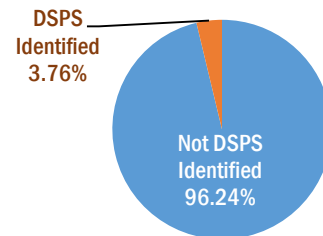
Proportion of Enrolled	Proportion of Successful	Proportionality Index
42.91%	45.54%	1.06
26.45%	28.64%	1.08
17.45%	13.62%	0.78
13.18%	12.21%	0.93

Math Basic Skills Completion – DSPTS STATUS

Proportion of Enrolled



Proportion of Successful

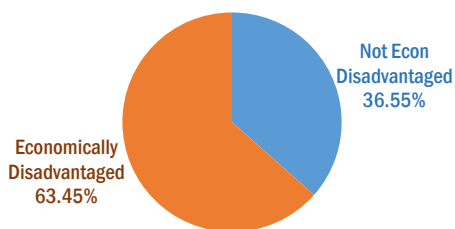


Basic Skills: MATH	# Students in Cohort	# Completed Basic Skills Math	Success Rate
Not DSPTS Identified	1,048	205	19.56%
DSPTS Identified	52	8	15.38%

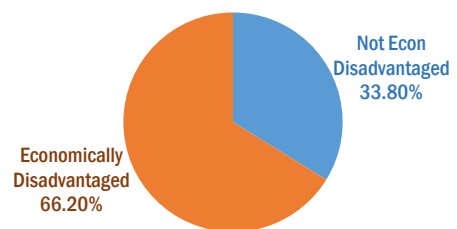
Proportion of Enrolled	Proportion of Successful	Proportionality Index
95.27%	96.24%	1.01
4.73%	3.76%	0.79

Math Basic Skills Completion – ECONOMIC DISADVANTAGE

Proportion of Enrolled



Proportion of Successful



Basic Skills: MATH	# Students in Cohort	# Completed Basic Skills Math	Success Rate
Not Econ Disadvantaged	402	72	17.91%
Economically Disadvantaged	698	141	20.20%

Proportion of Enrolled	Proportion of Successful	Proportionality Index
36.55%	33.80%	0.92
63.45%	66.20%	1.04

Basic Skills Completion

ESL

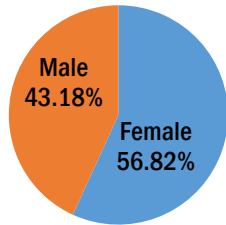
The lowest proportionality index for ESL Basic Skills completion was for **African American** students at 0.67. While this group comprised 14.39% of those in the Scorecard ESL Cohort, only 9.68% of African American students actually completed the course. **Students 20 to 24 years of age** and **Students 35 years of age and older** had the next lowest proportionality indices, at 0.71 and 0.72 respectively.

Using data from the Chancellor's Office's Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard cohort with subgroups' proportionate representation among Scorecard cohort students who successfully completed the Basic Skills ESL sequence. A proportionality index was calculated to identify groups whose outcomes were most out of proportion with their representation overall.

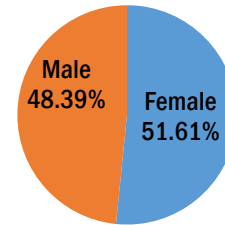
* Basic Skills Completion represents the percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in ESL and completed a college-level English course.

ESL Basic Skills Completion – GENDER

Proportion of Enrolled



Proportion of Successful

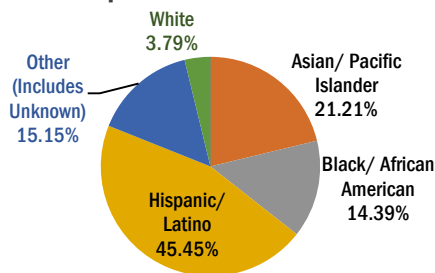


Basic Skills: ESL	# Students in Cohort	# Completed Basic Skills ESL	Success Rate
Female	75	16	21.33%
Male	57	15	26.32%

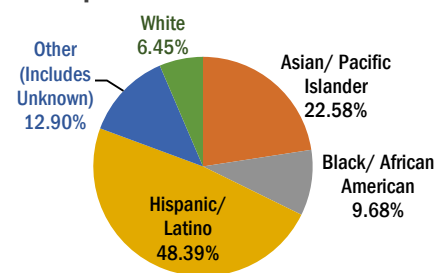
Proportion of Enrolled	Proportion of Successful	Proportionality Index
56.82%	51.61%	0.91
43.18%	48.39%	1.12

ESL Basic Skills Completion – ETHNICITY

Proportion of Enrolled



Proportion of Successful

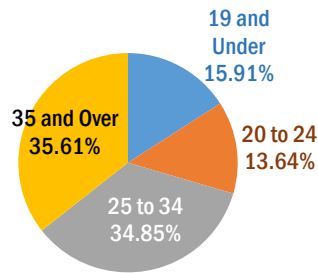


Basic Skills: ESL	# Students in Cohort	# Completed Basic Skills ESL	Success Rate
Asian/ Pacific Islander	28	7	25.00%
Black/ African American	19	3	15.79%
Hispanic/ Latino	60	15	25.00%
Other (Includes Unknown)	20	4	20.00%
White	5	2	40.00%

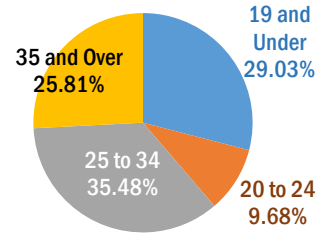
Proportion of Enrolled	Proportion of Successful	Proportionality Index
21.21%	22.58%	1.06
14.39%	9.68%	0.67
45.45%	48.39%	1.06
15.15%	12.90%	0.85
3.79%	6.45%	1.70

ESL Basic Skills Completion – AGE

Proportion of Enrolled



Proportion of Successful

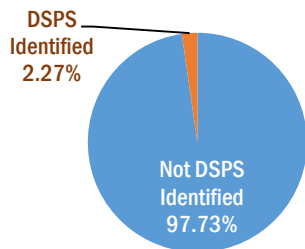


Basic Skills: ESL	# Students in Cohort	# Completed Basic Skills ESL	Success Rate
19 and Under	21	9	42.86%
20 to 24	18	3	16.67%
25 to 34	46	11	23.91%
35 and Over	47	8	17.02%

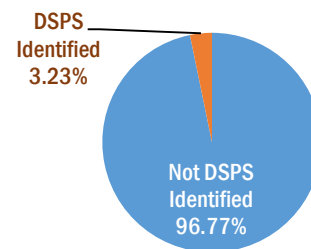
Proportion of Enrolled	Proportion of Successful	Proportionality Index
15.91%	29.03%	1.82
13.64%	9.68%	0.71
34.85%	35.48%	1.02
35.61%	25.81%	0.72

ESL Basic Skills Completion – DSPS STATUS

Proportion of Enrolled



Proportion of Successful

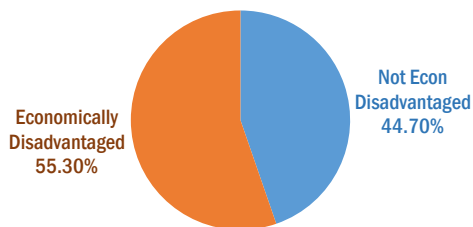


Basic Skills: ESL	# Students in Cohort	# Completed Basic Skills ESL	Success Rate
Not DSPS Identified	129	30	23.26%
DSPS Identified	3	1	33.33%

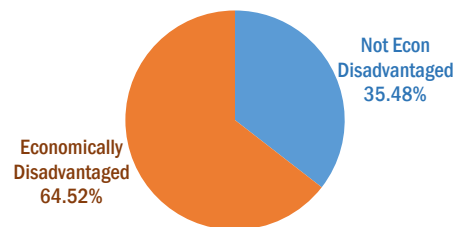
Proportion of Enrolled	Proportion of Successful	Proportionality Index
97.73%	96.77%	0.99
2.27%	3.23%	1.42

ESL Basic Skills Completion – ECONOMIC DISADVANTAGE

Proportion of Enrolled



Proportion of Successful



Basic Skills: ESL	# Students in Cohort	# Completed Basic Skills ESL	Success Rate
Not Econ Disadvantaged	59	11	18.64%
Economically Disadvantaged	73	20	27.40%

Proportion of Enrolled	Proportion of Successful	Proportionality Index
44.70%	35.48%	0.79
55.30%	64.52%	1.17

Degree or Certificate Completion SPAR Cohort

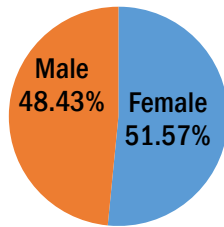
Using data from the Chancellor's Office's Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard SPAR cohort with subgroups' proportionate representation among Scorecard cohort students who earned a Degree or Certificate. A proportionality index was calculated to identify groups whose outcomes were most out of proportion, with their representation overall.

The lowest proportionality index for degree and certificate completion in the SPAR Cohort was for **DSPS identified** students at 0.71. While this group comprised 4.27% of those in the Scorecard Cohort*, only 3.03% of students who actually reached one of those outcomes were DSPS identified. **Students identifying as 'Other' (or Unknown) ethnicity** and **males** had the next lowest proportionality indices, at 0.82 and 0.83 respectively.

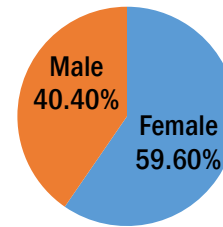
* The Scorecard SPAR Cohort includes first-time California Community College students who earn at least 6 units and have attempted a Math or English course within the first three years.

Degrees and Certificates (SPAR) – GENDER

Proportion of Cohort



Proportion of Awardees

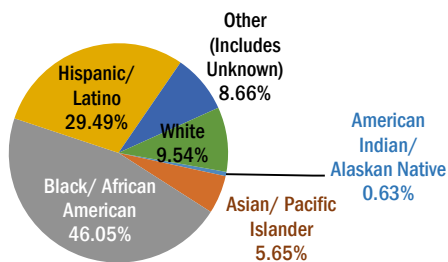


Degree or Certificate (SPAR)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Female	411	59	14.36%
Male	386	40	10.36%

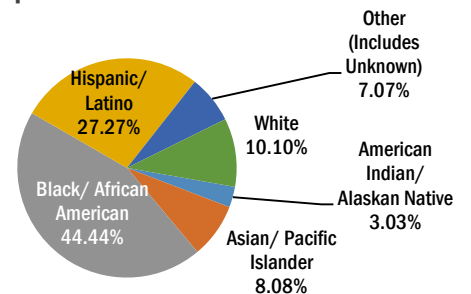
Proportion of Cohort	Proportion of Awardees	Proportionality Index
51.57%	59.60%	1.16
48.43%	40.40%	0.83

Degrees and Certificates (SPAR) – ETHNICITY

Proportion of Cohort



Proportion of Awardees

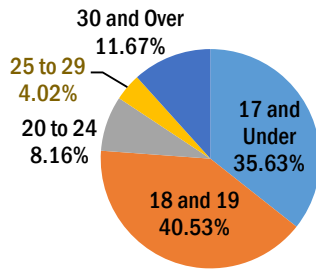


Degree or Certificate (SPAR)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
American Indian/Alaskan Native	5	3	60.00%
Asian/Pacific Islander	45	8	17.78%
Black/African American	367	44	11.99%
Hispanic/Latino	235	27	11.49%
Other (Includes Unknown)	69	7	10.14%
White	76	10	13.16%

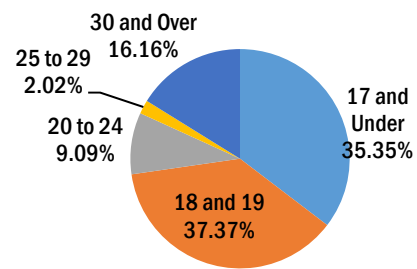
Proportion of Cohort	Proportion of Awardees	Proportionality Index
0.63%	3.03%	4.83
5.65%	8.08%	1.43
46.05%	44.44%	0.97
29.49%	27.27%	0.92
8.66%	7.07%	0.82
9.54%	10.10%	1.06

Degrees and Certificates (SPAR) – AGE

Proportion of Enrolled



Proportion of Awardees

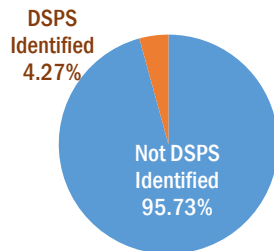


Degree or Certificate (SPAR)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
17 and Under	284	35	12.32%
18 and 19	323	37	11.46%
20 to 24	65	9	13.85%
25 to 29	32	2	6.25%
30 and Over	93	16	17.20%

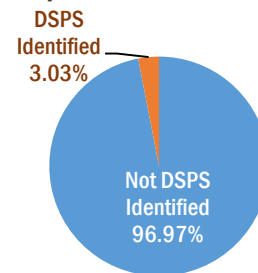
Proportion of Cohort	Proportion of Awardees	Proportionality Index
35.63%	35.35%	0.99
40.53%	37.37%	0.92
8.16%	9.09%	1.11
4.02%	2.02%	0.50
11.67%	16.16%	1.39

Degrees and Certificates (SPAR) – DSPS STATUS

Proportion of Cohort



Proportion of Awardees

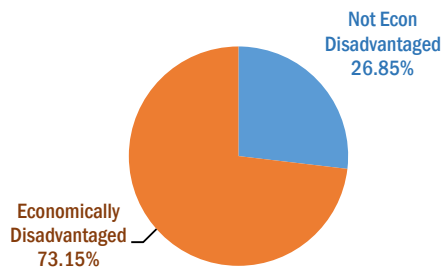


Degree or Certificate (SPAR)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Not DSPS Identified	763	96	12.58%
DSPS Identified	34	3	8.82%

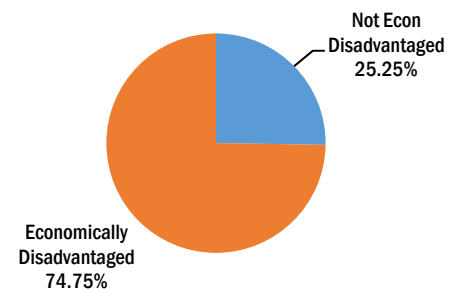
Proportion of Cohort	Proportion of Awardees	Proportionality Index
95.73%	96.97%	1.01
4.27%	3.03%	0.71

Degrees and Certificates (SPAR) – ECONOMIC DISADVANTAGE

Proportion of Cohort



Proportion of Awardees



Degree or Certificate (SPAR)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Not Econ Disadvantaged	214	25	11.68%
Economically Disadvantaged	583	74	12.69%

Proportion of Cohort	Proportion of Awardees	Proportionality Index
26.85%	25.25%	0.94
73.15%	74.75%	1.02

Degree or Certificate Completion

CTE Cohort

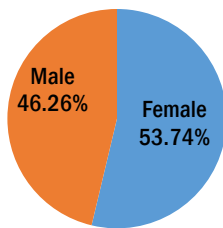
The lowest proportionality index for degree and certificate completion in the CTE Cohort was for **students ages 17 and under** and for **students not identified as “Economically Disadvantaged”** at 0.44. **African American students** had the next lowest proportionality index, at 0.77.

* The Scorecard CTE Cohort includes first-time California Community College students who earn at least 8 units in CTE courses in a single discipline.

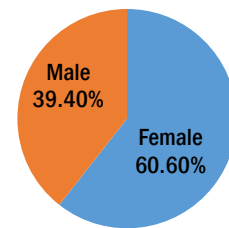
Using data from the Chancellor’s Office’s Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard CTE cohort with subgroups’ proportionate representation among Scorecard cohort students who earned a Degree or Certificate. A proportionality index was calculated to identify groups whose outcomes were most out of proportion, with their representation overall.

Degrees and Certificates (CTE) – GENDER

Proportion of Cohort



Proportion of Awardees

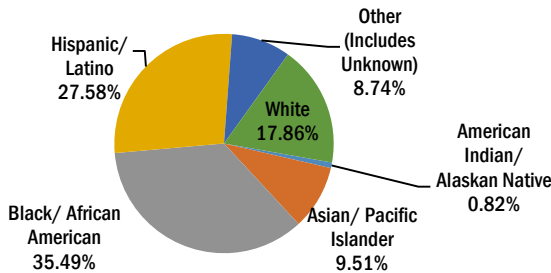


Degree or Certificate (CTE)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Female	978	203	20.76%
Male	842	132	15.68%

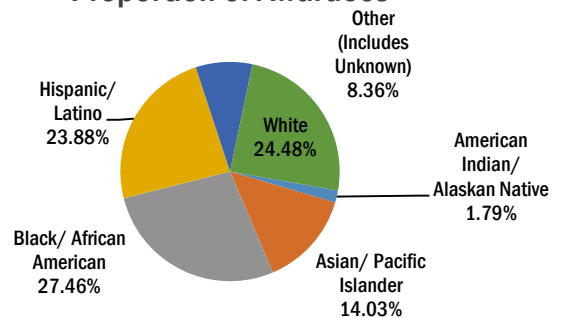
Proportion of Cohort	Proportion of Awardees	Proportionality Index
53.74%	60.60%	1.13
46.26%	39.40%	0.85

Degrees and Certificates (CTE) – ETHNICITY

Proportion of Cohort



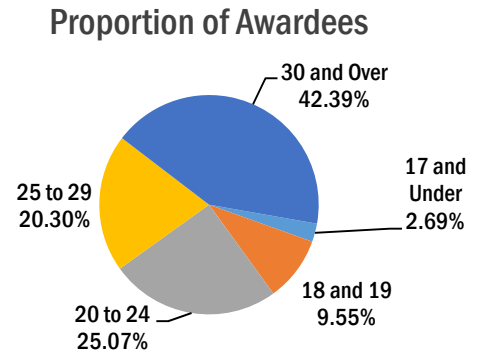
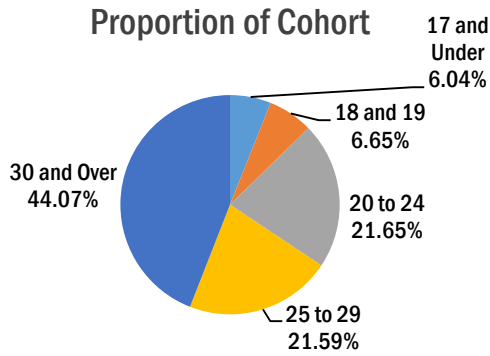
Proportion of Awardees



Degree or Certificate (CTE)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
American Indian/Alaskan Native	15	6	40.00%
Asian/Pacific Islander	173	47	27.17%
Black/African American	646	92	14.24%
Hispanic/Latino	502	80	15.94%
Other (Includes Unknown)	159	28	17.61%
White	325	82	25.23%

Proportion of Cohort	Proportion of Awardees	Proportionality Index
0.82%	1.79%	2.17
9.51%	14.03%	1.48
35.49%	27.46%	0.77
27.58%	23.88%	0.87
8.74%	8.36%	0.96
17.86%	24.48%	1.37

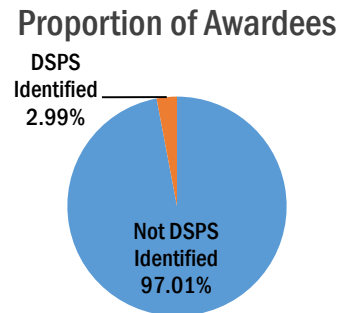
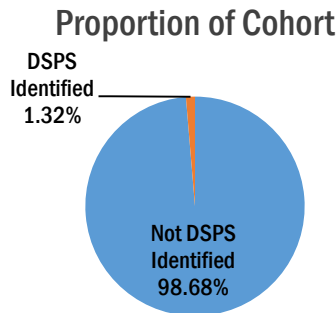
Degrees and Certificates (CTE) – AGE



Degree or Certificate (CTE)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
17 and Under	110	9	8.18%
18 and 19	121	32	26.45%
20 to 24	394	84	21.32%
25 to 29	393	68	17.30%
30 and Over	802	142	17.71%

Proportion of Cohort	Proportion of Awardees	Proportionality Index
6.04%	2.69%	0.44
6.65%	9.55%	1.44
21.65%	25.07%	1.16
21.59%	20.30%	0.94
44.07%	42.39%	0.96

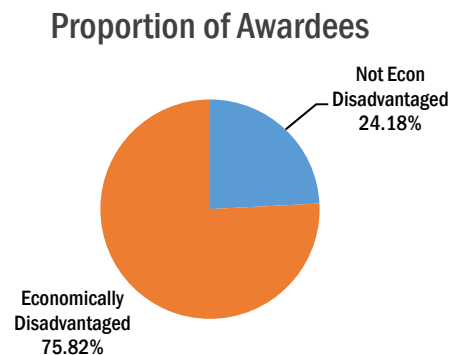
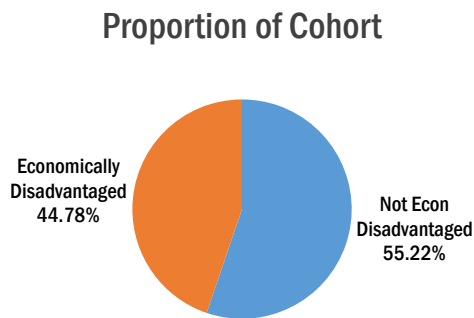
Degrees and Certificates (CTE) – DSPS STATUS



Degree or Certificate (CTE)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Not DSPS Identified	1,796	325	18.10%
DSPS Identified	24	10	41.67%

Proportion of Cohort	Proportion of Awardees	Proportionality Index
98.68%	97.01%	0.98
1.32%	2.99%	2.26

Degrees and Certificates (SPAR) – ECONOMIC DISADVANTAGE



Degree or Certificate (CTE)	# Students in Cohort	# Earned Degree or Certificate	Success Rate
Not Econ Disadvantaged	1,005	81	8.06%
Economically Disadvantaged	815	254	31.17%

Proportion of Cohort	Proportion of Awardees	Proportionality Index
55.22%	24.18%	0.44
44.78%	75.82%	1.69

Transfer to Four-Year Institutions

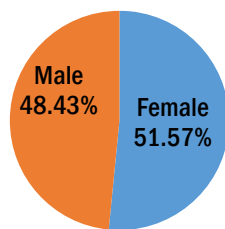
SPAR Cohort

The lowest proportionality index for successful transfer to four-year institutions was for **DSPS identified** students at 0.43. While this group comprised 4.27% of those in the Scorecard Cohort*, only 1.82% of students who transferred were DSPS identified. **Students ages 20 to 24** had the next lowest proportionality index, at 0.56. **Students over 30** (0.62) and **Hispanic/Latino students** (0.72) also had very low proportionality indices.

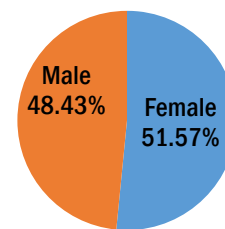
Using data from the Chancellor's Office's Student Success Scorecard, we compared subgroup proportionate representation in the Scorecard cohort with subgroups' proportionate representation among Scorecard cohort students who successfully completed the Basic Skills Math sequence. A proportionality index was calculated to identify groups whose outcomes were most out of proportion.with their representation overall.

Transfer- GENDER

Proportion of Cohort



Proportion of Transferred

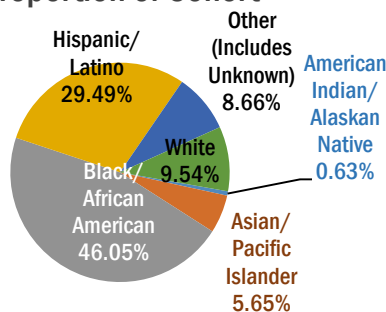


Transfer	# Students in Cohort	# Transferred	Success Rate
Female	411	125	30.41%
Male	386	95	24.61%

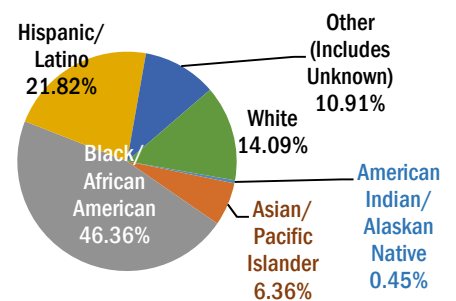
Proportion of Enrolled	Proportion of Transferred	Proportionality Index
51.57%	56.82%	1.10
48.43%	43.18%	0.89

Transfer - ETHNICITY

Proportion of Cohort



Proportion of Transferred

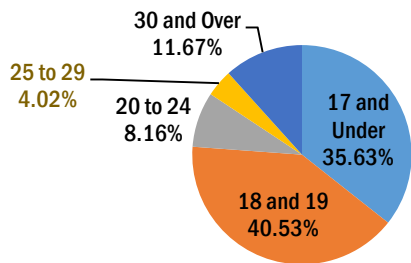


Transfer	# Students in Cohort	# Transferred	Success Rate
American Indian/Alaskan Native	5	1	20.00%
Asian/Pacific Islander	45	14	31.11%
Black/African American	367	102	27.79%
Hispanic/Latino	235	48	20.43%
Other (Includes Unknown)	69	24	34.78%
White	76	31	40.79%

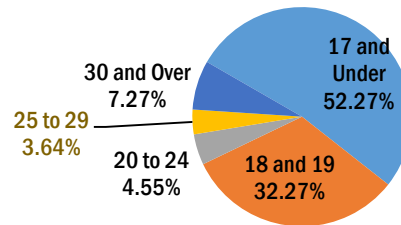
Proportion of Enrolled	Proportion of Transferred	Proportionality Index
0.63%	0.45%	0.72
5.65%	6.36%	1.13
46.05%	46.36%	1.01
29.49%	21.82%	0.74
8.66%	10.91%	1.26
9.54%	14.09%	1.48

Transfer – AGE

Proportion of Cohort



Proportion of Transferred

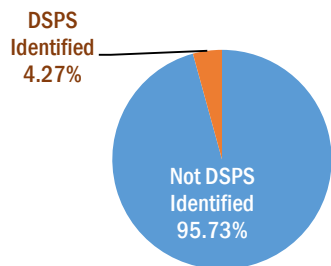


Transfer	# Students in Cohort	# Transferred	Success Rate
17 and Under	284	115	40.49%
18 and 19	323	71	21.98%
20 to 24	65	10	15.38%
25 to 29	32	8	25.00%
30 and Over	93	16	17.20%

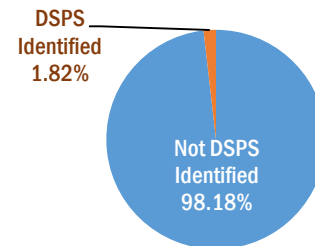
Proportion of Enrolled	Proportion of Transferred	Proportionality Index
35.63%	52.27%	1.47
40.53%	32.27%	0.80
8.16%	4.55%	0.56
4.02%	3.64%	0.91
11.67%	7.27%	0.62

Transfer – DSPS STATUS

Proportion of Cohort



Proportion of Transferred

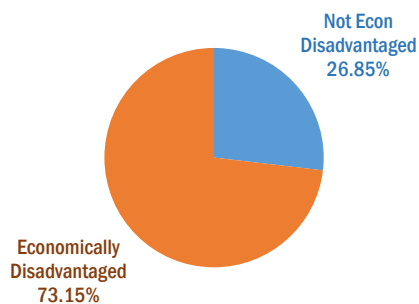


Transfer	# Students in Cohort	# Transferred	Success Rate
Not DSPS Identified	763	216	28.31%
DSPS Identified	34	4	11.76%

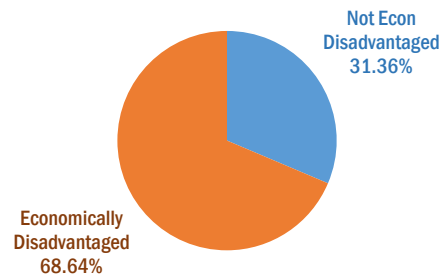
Proportion of Enrolled	Proportion of Transferred	Proportionality Index
95.73%	98.18%	1.03
4.27%	1.82%	0.43

Transfer – ECONOMIC DISADVANTAGE

Proportion of Cohort



Proportion of Transferred



Transfer	# Students in Cohort	# Transferred	Success Rate
Not Econ Disadvantaged	214	69	32.24%
Economically Disadvantaged	583	151	25.90%

Proportion of Enrolled	Proportion of Transferred	Proportionality Index
26.85%	31.36%	1.17
73.15%	68.64%	0.94