



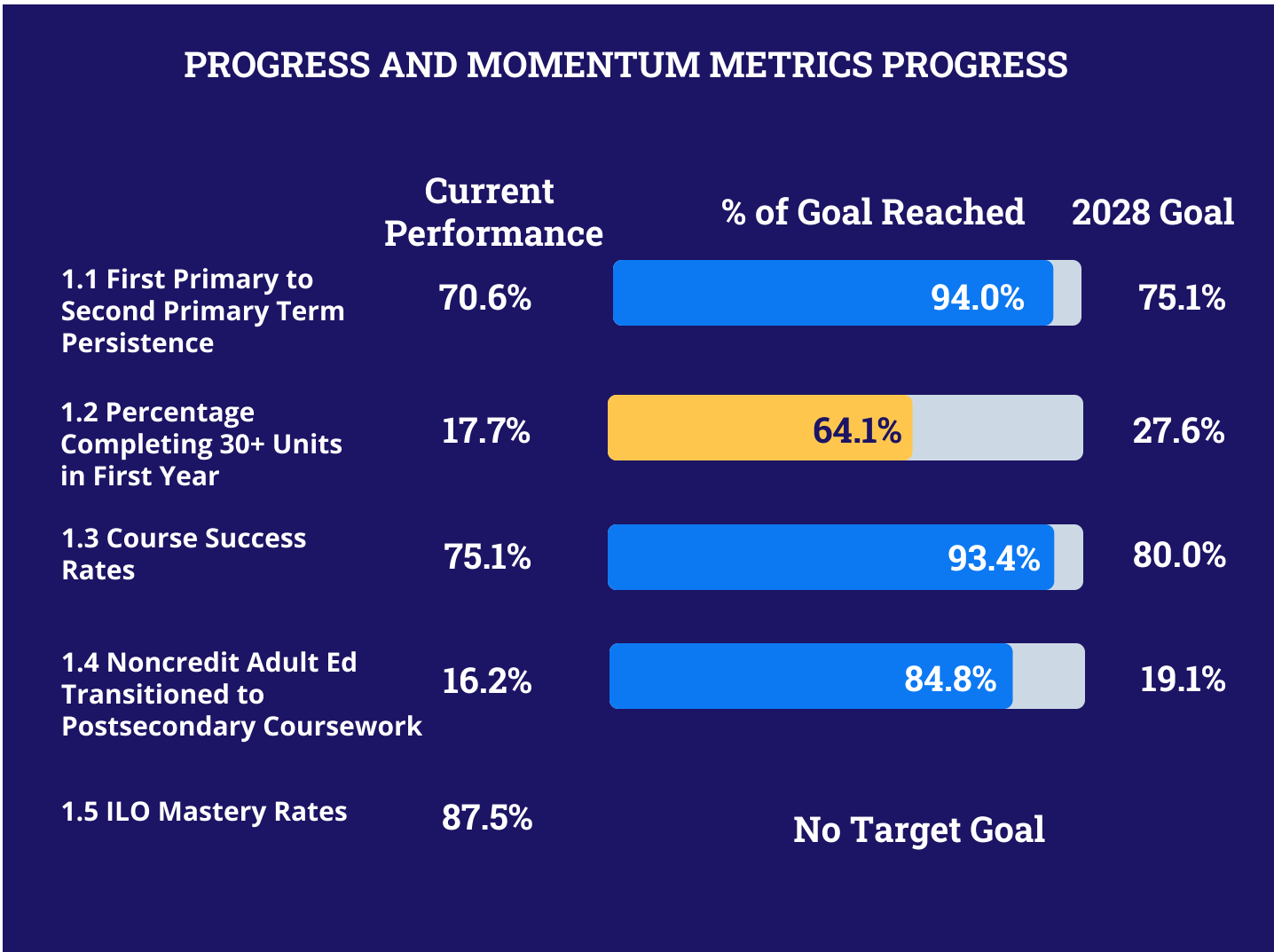
Metric Group 1: Progress & Momentum



Chapter 1: Progress & Momentum

This chapter presents five key Progress and Momentum metrics that serve as early indicators of student engagement, academic progress, and institutional support, critical milestones on the path to completion and long-term success. These include: 1.1 First Primary to Second Primary Term Persistence, 1.2 Percentage of Students Completing 30 Units in the First Year, 1.3 Course Success Rates, 1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework, and 1.5 Institutional Learning Outcomes (ILO) Mastery Rates.

These metrics are not only central to SMC’s internal planning and goal setting, but also align with multiple external accountability frameworks, including accreditation standards (ACCJC), the California Adult Education Program (CAEP), the Guided Pathways framework, and the Student Equity and Achievement (SEA) Program. As such, they provide a comprehensive and integrated view of how well the institution is supporting students in building early momentum and progressing toward their educational goals. The chart below highlights SMC’s most recent performance on these metrics and tracks the College’s progress toward its 2028 target goals.



1.1 First Primary to Second Primary Persistence

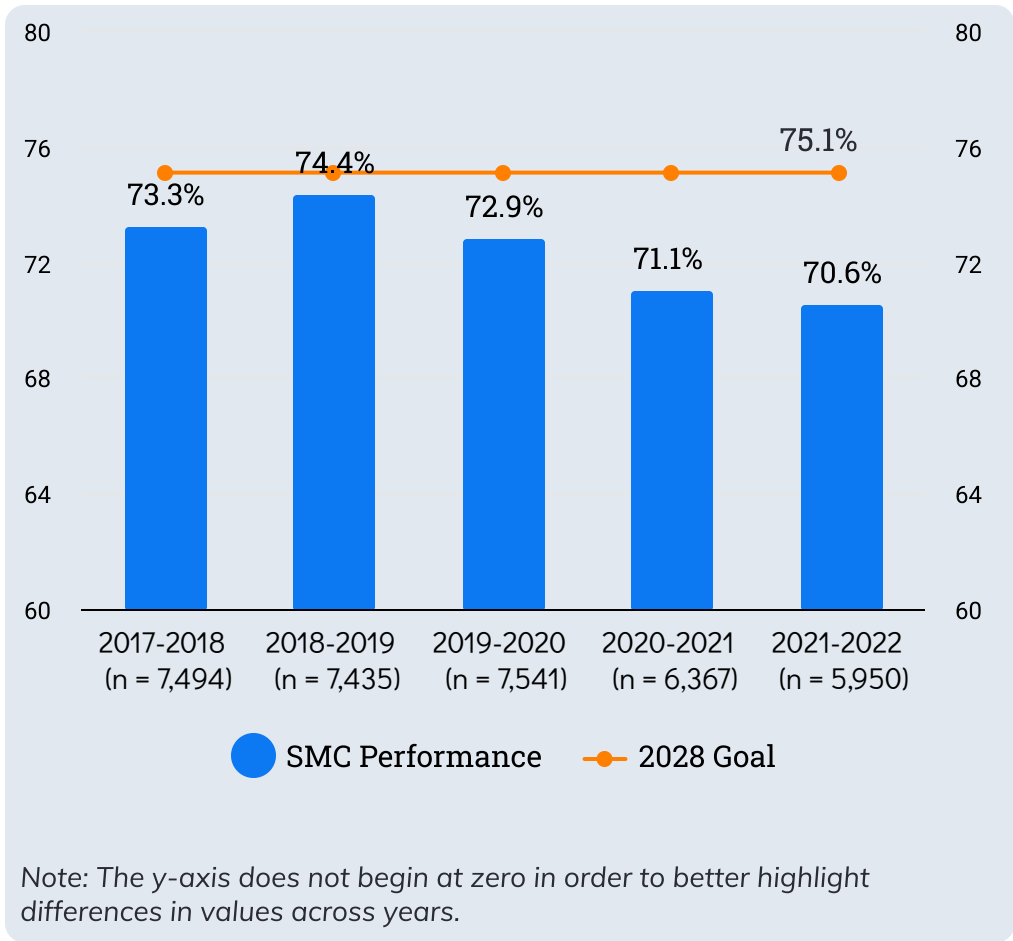


Description: The percentage of first-time in college (FTIC) credit students who persisted from their first primary term of enrollment at SMC to next primary term at any college.

Data Source: California Community College Chancellor's Office DataVista Metric 453C

Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (1.1)

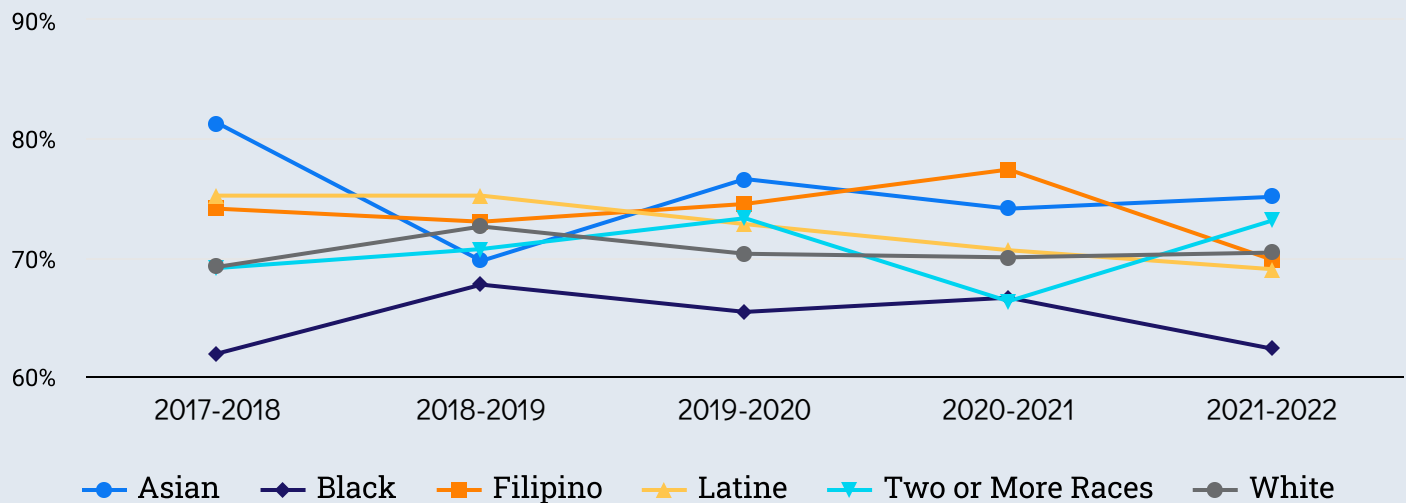


On average, approximately seven in ten first-time in college (FTIC) students who begin at SMC re-enroll in the subsequent primary term, reflecting the college’s overall persistence rate. This rate has gradually declined over the past five years, from a high of 74.4% for the 2018–2019 FTIC cohort to 70.6% for the 2021–2022 cohort. The downward trend in persistence coincides with a steady decline in the size of incoming FTIC cohorts during this period.

The **2025–2028 goal of 75.1%** for this metric was established by the Institutional Effectiveness Committee and is based on the 2021–2022 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.



DATA DISAGGREGATED BY RACE/ETHNICITY (1.1)



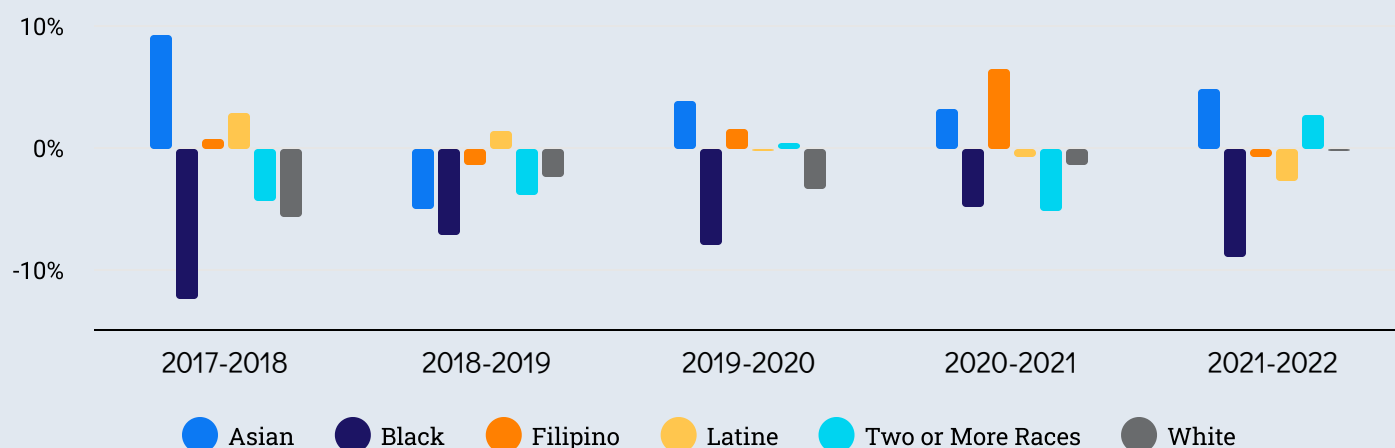
Note: The y-axis does not begin at zero in order to better highlight differences between groups. Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	81.3% (n = 1,040)	69.7% (n = 541)	76.6% (n = 482)	74.1% (n = 413)	75.1% (n = 418)
Black/African American	61.9% (n = 565)	67.7% (n = 569)	65.4% (n = 515)	66.6% (n = 470)	62.3% (n = 400)
Filipino	74.1% (n = 112)	73.0% (n = 122)	74.5% (n = 110)	77.4% (n = 84)	69.8% (n = 106)
Latine (Hispanic)	75.2% (n = 2,729)	75.2% (n = 2,761)	72.8% (n = 2,888)	70.6% (n = 2,766)	69.0% (n = 2,311)
Two or More Races	69.1% (n = 320)	70.7% (n = 311)	73.3% (n = 315)	66.3% (n = 326)	73.1% (n = 294)
White	69.2% (n = 2,035)	72.6% (n = 1,801)	70.3% (n = 1,642)	70.0% (n = 1,652)	70.4% (n = 1,511)

The chart shows five-year trends in first-time in college (FTIC) student persistence rates at SMC, disaggregated by race and ethnicity. Asian students consistently had the highest persistence rates, although they experienced a notable drop from 81.3% in 2017–2018 to 69.7% in 2018–2019 before stabilizing around 74–75% in recent years. Black students had the lowest persistence rates across all years, peaking at 67.7% in 2018–2019 but declining to 62.3% in 2021–2022. Persistence among Latine students remained relatively stable but showed a gradual decline from 75.2% to 69.0% over the five-year period. Meanwhile, students identifying as multiracial or White experienced fluctuations but ended with rates above 70% in 2021–2022. **Overall, the data reflect persistent equity gaps, particularly for Black and Latine students, and highlight the need for race-conscious strategies to support continued enrollment among racially minoritized students.**



EQUITY GAPS (PPG-1 VALUES) (1.1)



Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	9.2% (n = 1,040)	-5.0% (n = 541)	3.9% (n = 482)	3.2% (n = 413)	4.9% (n = 418)
Black/African American	-12.3% (n = 565)	-7.2% (n = 569)	-8.0% (n = 515)	-4.8% (n = 470)	-9.0% (n = 400)
Filipino	0.8% (n = 112)	-1.4% (n = 122)	1.6% (n = 110)	6.4% (n = 84)	-0.8% (n = 106)
Latine (Hispanic)	2.9% (n = 2,729)	1.4% (n = 2,761)	-0.2% (n = 2,888)	-0.8% (n = 2,766)	-2.7% (n = 2,311)
Two or More Races	-4.4% (n = 320)	-3.8% (n = 311)	0.4% (n = 315)	-5.1% (n = 326)	2.7% (n = 294)
White	-5.6% (n = 2,035)	-2.3% (n = 1,801)	-3.4% (n = 1,642)	-1.4% (n = 1,652)	-0.3% (n = 1,511)

The PPG-1 (equity gap) data show persistent disparities in FTE student persistence at SMC, with Black students experiencing the largest and most consistent negative gaps each year (ranging from -4.8% to -12.3%). While gaps for White students have steadily narrowed, from -5.6% in 2017–2018 to -0.3% in 2021–2022, gaps for Latine students have widened over time, shifting from a positive gap of +2.9% to a negative gap of -2.7% over the same period.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".



1.2 Percentage of Students Completing 30 Units in First Year

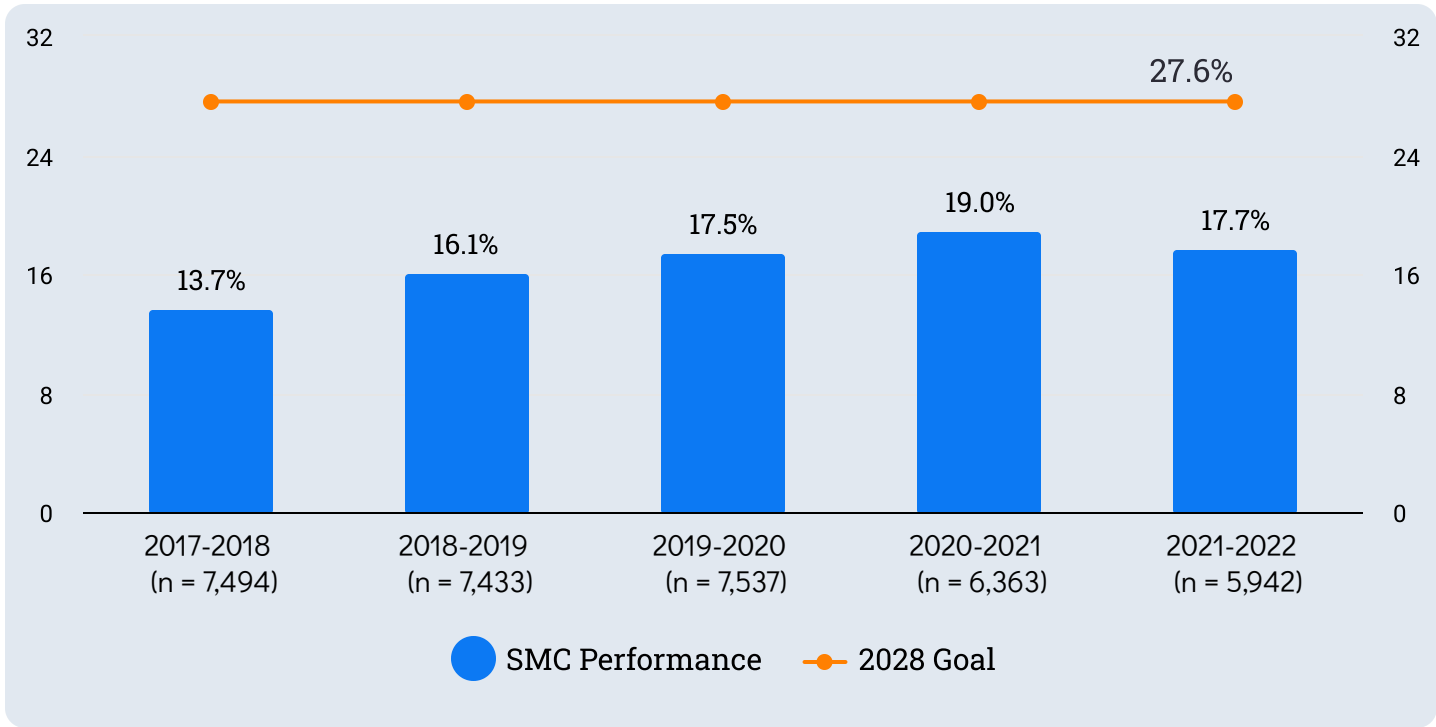


Description: The percentage of first-time in college (FTIC) credit students who successfully completed 30 or more degree-applicable semester units during their first year, including their first term of enrollment.

Data Source: California Community College Chancellor's Office DataVista Metric 458C

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (1.2)



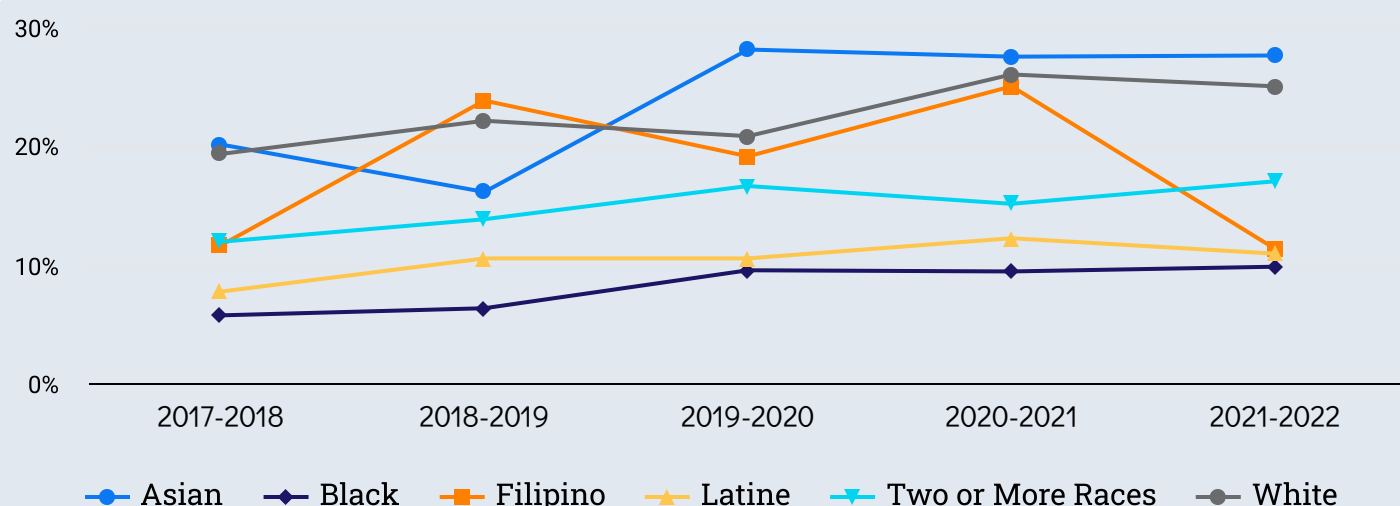
SMC’s performance on the metric measuring the percentage of FTIC who completed 30 or more units within their first year has shown steady improvement from 13.7% in 2017–2018 to a peak of 19.0% in 2020–2021, followed by a slight decline to 17.7% in 2021–2022.

The **2025–2028 goal of 27.6%** for this metric was established by the Institutional Effectiveness Committee and is based on the 2021–2022 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups. While progress has been made, significant gains are still needed to reach this goal. The College is currently 9.9 percentage points away from meeting the goal.

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DATA DISAGGREGATED BY RACE/ETHNICITY (1.2)



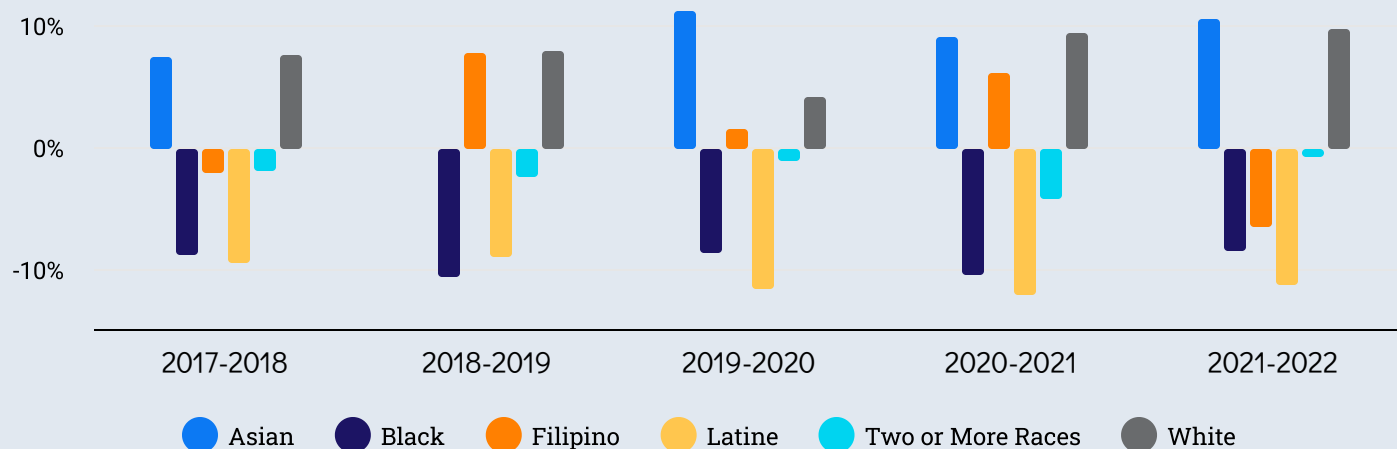
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	20.1% (n = 1,041)	16.1% (n = 541)	28.1% (n = 481)	27.5% (n = 411)	27.6% (n = 417)
Black/African American	5.7% (n = 565)	6.3% (n = 569)	9.5% (n = 515)	9.4% (n = 470)	9.8% (n = 399)
Filipino	11.6% (n = 112)	23.8% (n = 122)	19.1% (n = 110)	25.0% (n = 84)	11.3% (n = 106)
Latine (Hispanic)	7.7% (n = 2,729)	10.5% (n = 2,760)	10.5% (n = 2,888)	12.2% (n = 2,765)	10.9% (n = 2,310)
Two or More Races	11.9% (n = 320)	13.8% (n = 311)	16.6% (n = 314)	15.1% (n = 325)	17.0% (n = 294)
White	19.3% (n = 2,035)	22.1% (n = 1,800)	20.8% (n = 1,640)	26.0% (n = 1,652)	25.0% (n = 1,506)

The data show that while most racial/ethnic groups at SMC have made progress over the last five years in the percentage of FTIC completing 30 or more degree-applicable units in their first year, equity gaps remain. Asian and White students consistently had the highest completion rates, with Asian students reaching 27.6% and White students 25.0% in 2021–2022. In contrast, Black students had the lowest rates throughout the period, improving from 5.7% in 2017–2018 to 9.8% in 2021–2022, but still trailing behind other groups. Latine students showed more variable progress, improving from 7.7% to 10.9%. **While the overall trend reflects gains for many groups, the persistent gap between the highest- and lowest-performing groups, particularly Black and Latine students compared to Asian and White students, highlights the need for targeted, race-conscious strategies to promote equitable credit momentum.**



EQUITY GAPS (PPG-1 VALUES) (1.2)



Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	7.4% (n = 1,041)	0.0% (n = 541)	11.2% (n = 481)	9.1% (n = 411)	10.6% (n = 417)
Black/African American	-8.7% (n = 565)	-10.5% (n = 569)	-8.6% (n = 515)	-10.4% (n = 470)	-8.5% (n = 399)
Filipino	-2.1% (n = 112)	7.8% (n = 122)	1.6% (n = 110)	6.1% (n = 84)	-6.5% (n = 106)
Latine (Hispanic)	-9.5% (n = 2,729)	-8.9% (n = 2,760)	-11.5% (n = 2,888)	-12.1% (n = 2,765)	-11.2% (n = 2,310)
Two or More Races	-1.9% (n = 320)	-2.3% (n = 311)	-1.0% (n = 314)	-4.1% (n = 325)	-0.7% (n = 294)
White	7.7% (n = 2,035)	8.0% (n = 1,800)	4.2% (n = 1,640)	9.5% (n = 1,652)	9.8% (n = 1,506)

The PPG-1 data show persistent equity gaps in the percentage of the students completing 30 units in their first year, especially for Black and Latine students. Latine students consistently had the largest negative gaps (as low as -12.1%), followed by Black students (ranging from -8.5% to -10.5%). In contrast, Asian and White students consistently had strong positive gaps, while Filipino students showed more variability, ending with a negative gap in the most recent year.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".



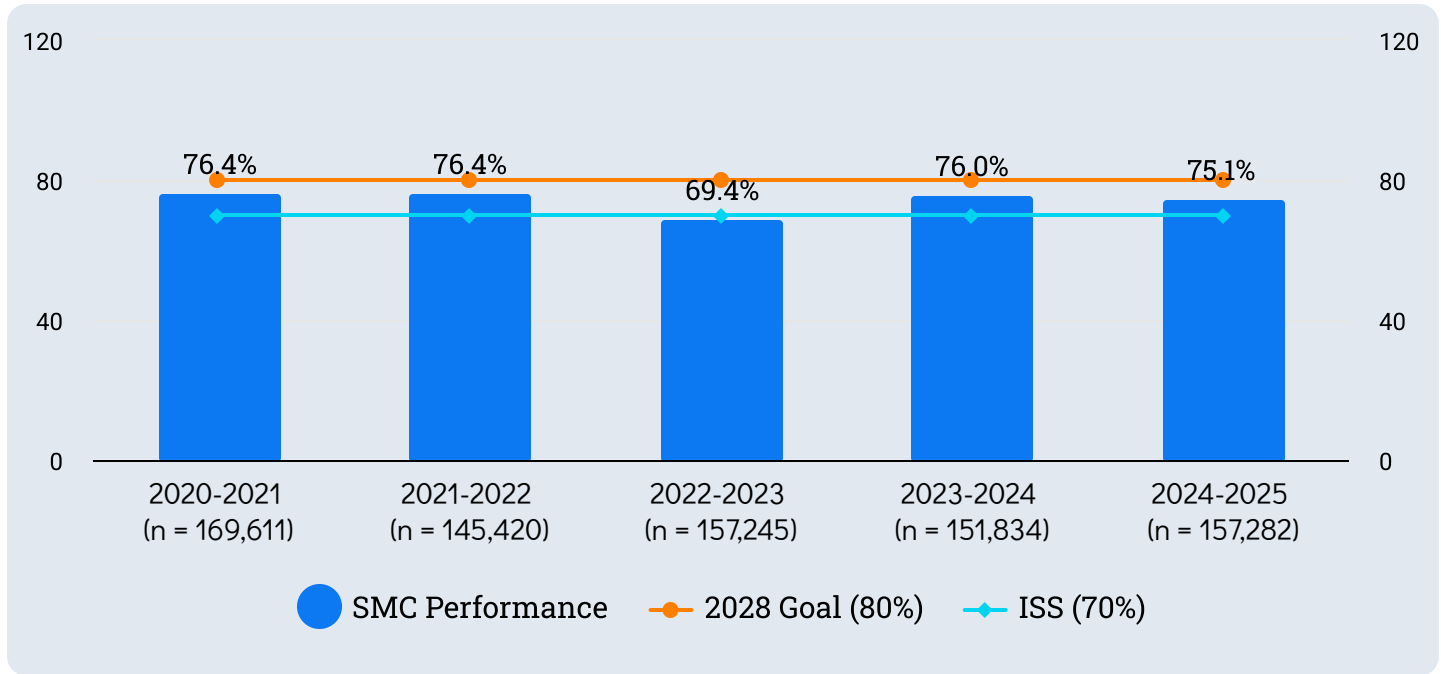
1.3 Course Success Rates



Description: The percentage of credit course enrollments ending in a successful grade (numerator: A, B, C, P) in the selected academic years. Course enrollments resulting in the following grades were included in the analyses (denominator): A, B, C, D, F, I, P, NP, W. The following grades were excluded from the analyses: EW (excused withdrawal), IP (in progress), and RD (report delayed).

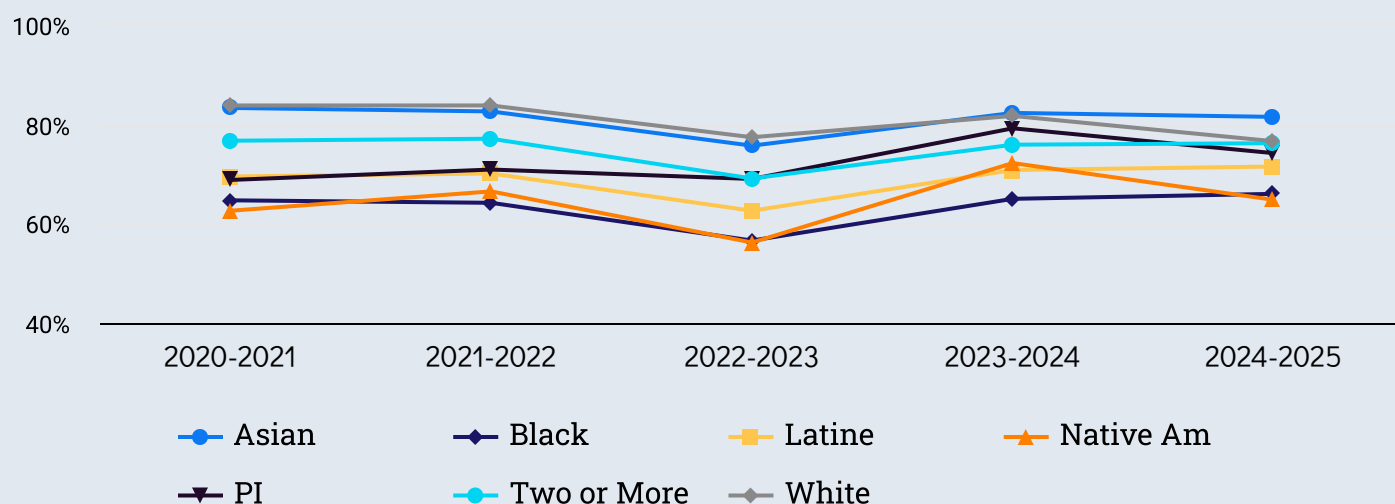
Data Source: SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (1.3)



Credit course success rates at SMC have remained relatively stable over the past five years, averaging around 75%, with the exception of a dip in 2022-2023, when the rate dropped to 69.4%. This decline fell just below the institution-set standard of 70% and may be linked to a temporary decrease in EW or excused withdrawal grades. Since the onset of the COVID-19 pandemic, EW grades have been more widely used and are excluded from success rate calculations, which can inflate overall rates. In 2022-2023, however, there was a noticeable decline in EW usage as the state and College worked to clarify policies and implement new regulations, likely contributing to the drop in success rate that year. **The return to 76% in 2023-2024 and 75.1% in 2024-2025 reflects a recovery, but rates still fall short of the aspirational target of 80% set by the Institutional Effectiveness Committee, highlighting the need for continued focus on effective instructional practices and student support.**

DATA DISAGGREGATED BY RACE/ETHNICITY (1.3)



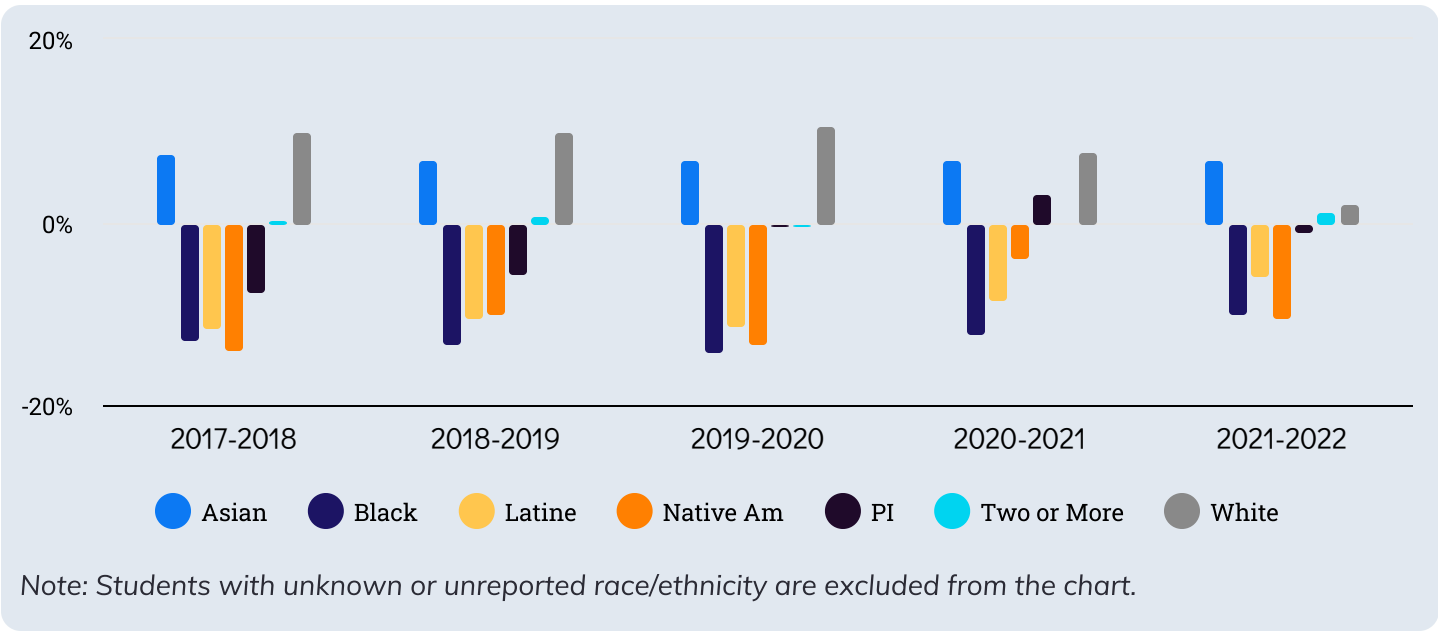
Note: The y-axis does not begin at zero in order to better highlight differences between groups. Students with unknown or unreported race/ethnicity are excluded from the chart.

Race/Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	83.3% (n = 15,593)	82.6% (n = 13,547)	75.7% (n = 13,970)	82.3% (n = 12,877)	81.5% (n = 12,837)
Black/African American	64.7% (n = 12,558)	64.2% (n = 11,351)	56.6% (n = 13,624)	65.0% (n = 13,303)	66.0% (n = 13,346)
Latine (Hispanic)	69.5% (n = 67,059)	70.1% (n = 57,088)	62.6% (n = 63,070)	70.8% (n = 58,019)	71.5% (n = 59,905)
Native American	62.6% (n = 246)	66.5% (n = 176)	56.2% (n = 185)	72.2% (n = 162)	64.8% (n = 193)
Pacific Islander	68.8% (n = 250)	70.9% (n = 247)	69.0% (n = 200)	79.2% (n = 125)	74.2% (n = 155)
Two or More Races	76.7% (n = 8,329)	77.1% (n = 7,745)	69.1% (n = 8,401)	75.9% (n = 8,173)	76.2% (n = 7,911)
White	83.8% (n = 44,527)	83.8% (n = 37,964)	77.4% (n = 39,010)	81.7% (n = 38,948)	76.6% (n = 41,997)

Over the past five years, credit course success rates at SMC have consistently been highest among Asian and White students, typically exceeding 80%, while Black and Latine students have had the lowest success rates. In 2022–2023, all groups saw a notable decline: Black student success dropped to 56.6% and Latine to 62.6%, likely due to changes in EW grading policy, which had previously excluded many unsuccessful attempts. While rates have since rebounded, persistent equity gaps remain: in 2024–2025, Black student success was 66.0% and Latine was 71.5%, both below the collegewide average of 75.1%. **These trends highlight the continued need for race-conscious strategies to improve course success for Black and Latine students.**



EQUITY GAPS (PPG-1 VALUES) (1.3)



Race/Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	7.6% (n = 15,593)	6.8% (n = 13,547)	6.9% (n = 13,970)	6.9% (n = 12,877)	6.9% (n = 12,837)
Black/African American	-12.7% (n = 12,558)	-13.2% (n = 11,351)	-14.0 (n = 13,624)	-12.1% (n = 13,303)	-9.9% (n = 13,346)
Latine (Hispanic)	-11.4% (n = 67,059)	-10.4% (n = 57,088)	-11.3% (n = 63,070)	-8.5% (n = 58,019)	-5.8% (n = 59,905)
Native American	-13.8% (n = 246)	-9.9% (n = 176)	-13.2% (n = 185)	-3.8% (n = 162)	-10.3% (n = 193)
Pacific Islander	-7.6% (n = 250)	-5.6% (n = 247)	-0.4% (n = 200)	3.2% (n = 125)	-0.9% (n = 155)
Two or More Races	0.3% (n = 8,329)	0.7% (n = 7,745)	-0.3% (n = 8,401)	0.0% (n = 8,173)	1.2% (n = 7,911)
White	10.0% (n = 44,527)	10.0% (n = 37,964)	10.7% (n = 39,010)	7.7% (n = 38,948)	2.0% (n = 41,997)

PPG-1 trends show persistent equity gaps in credit course success for Black and Latine students, though both groups have seen improvement. Black students narrowed their gap from -14.0% in 2022–2023 to -9.9% in 2024–2025, and Latine students improved from -11.4% in 2020–2021 to -5.8%. Despite this progress, both groups remain significantly below the average. In contrast, Asian and White students consistently outperform the average by 7–10%.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".

1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework

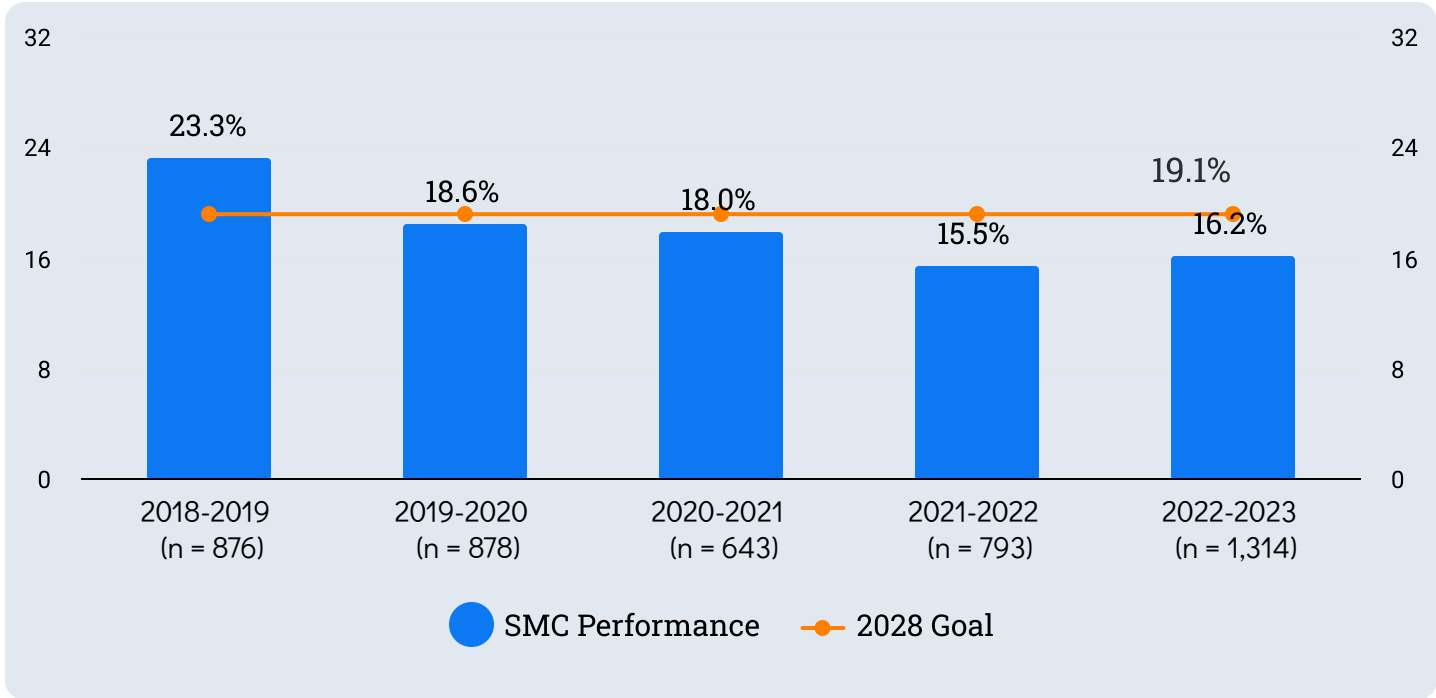


Description: Among those enrolled in noncredit ESL, adult basic education, or adult secondary education in the selected year, the percentage, who, for the first time, transitioned to a community college career technical education (CTE) course or a non-developmental, credit, non-developmental college course at any institution within the same academic year or the following year.

Data Source: California Community College Chancellor's Office DataVista Metric 602A

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

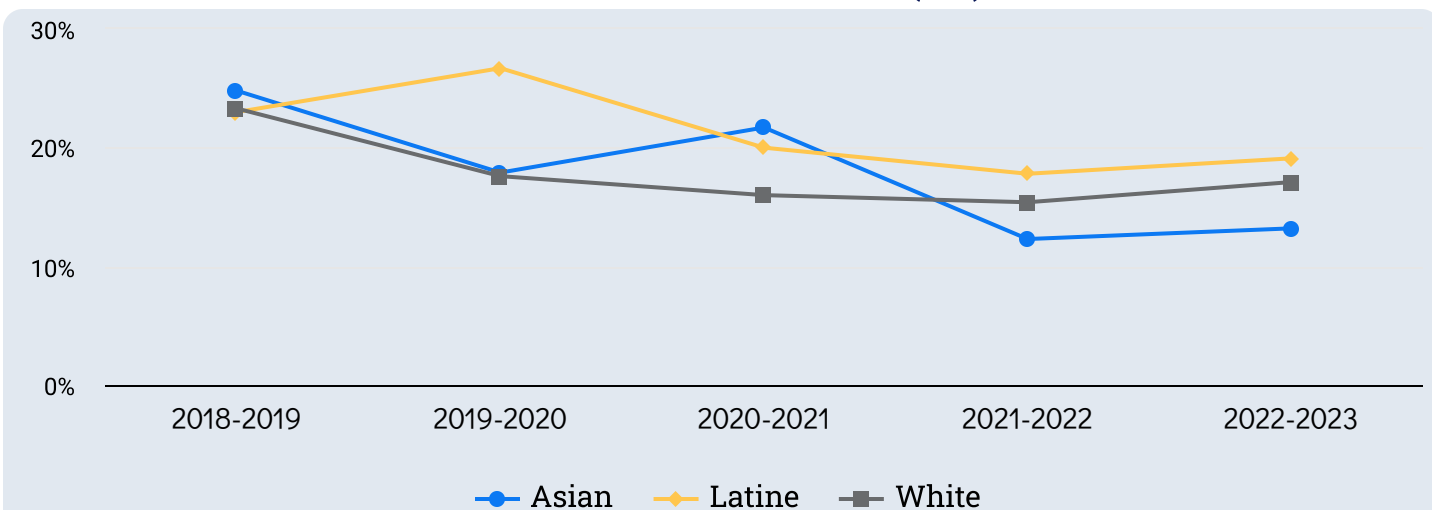
TRENDS ACROSS YEARS (1.4)



The percentage of students transitioning from noncredit ESL, adult basic education, or adult secondary education into credit-bearing or CTE coursework declined from 23.3% in 2018–2019 to 16.2% in 2022–2023. This drop occurred alongside cohort size fluctuations, including a pandemic-related dip in 2020–2021 and a sharp increase to 1,314 students in 2022–2023, the largest in five years. Despite this growth, transition rates have not rebounded, suggesting increased participation has not yet improved outcomes. **The target goal is 19.1% by 2028**, based on the 2022–2023 performance of Latine students, the highest-performing group, set by the Institutional Effectiveness Committee as an equity-focused benchmark for all student groups.



DATA DISAGGREGATED BY RACE/ETHNICITY (1.4)

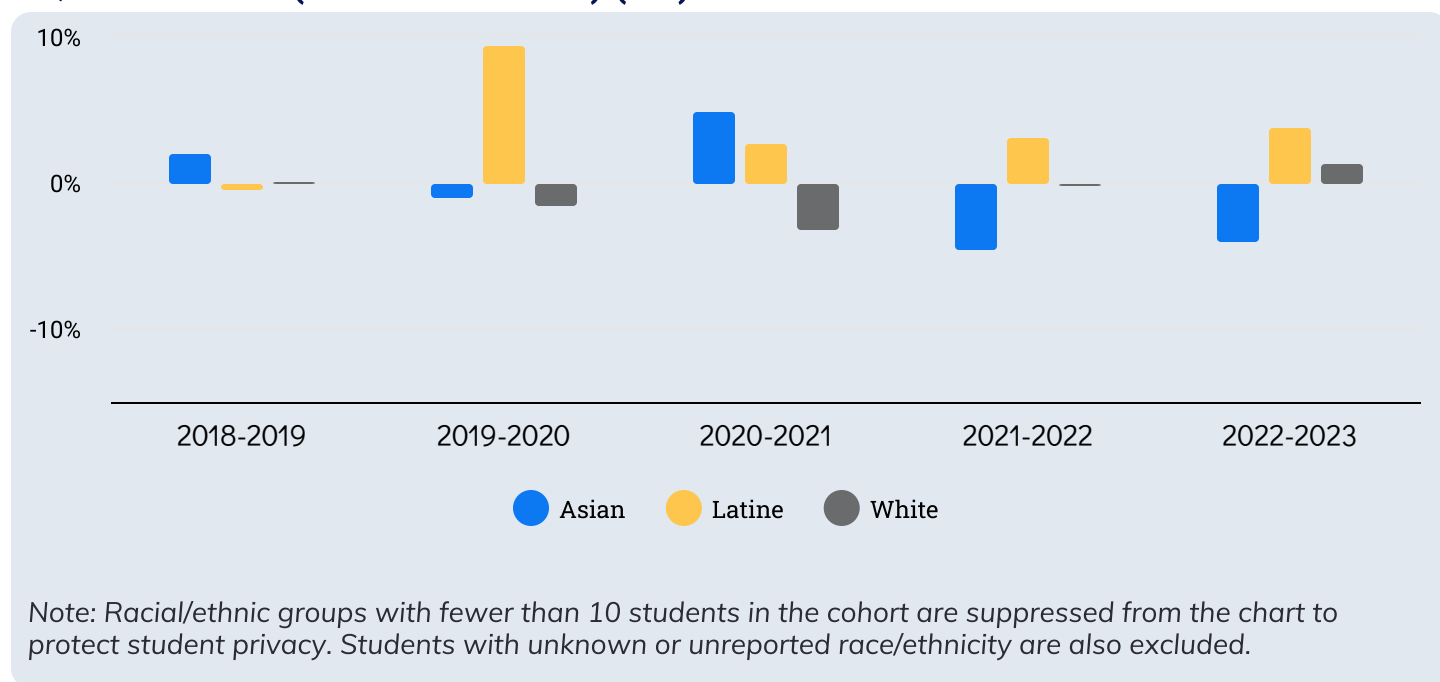


Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	24.8% (n = 238)	17.9% (n = 229)	21.7% (n = 161)	12.3% (n = 235)	13.2% (n = 310)
Latine (Hispanic)	23.0% (n = 161)	26.7% (n = 120)	20.0% (n = 170)	17.8% (n = 219)	19.1% (n = 303)
White	23.3% (n = 270)	17.6% (n = 290)	16.0% (n = 213)	15.4% (n = 240)	17.1% (n = 527)

Over the past five years, transition rates from noncredit to credit or CTE coursework have declined across all groups, though trends vary. Latine students had the highest rate in 2022–2023 (19.1%), showing relative stability after peaking at 26.7% in 2019–2020. Asian students dropped significantly from 24.8% to 13.2%, while White students declined more gradually from 23.3% to 17.1%. These patterns highlight emerging equity gaps, particularly for Asian students.

EQUITY GAPS (PPG-1 VALUES) (1.4)



The PPG-1 data show that Latine students consistently outperformed the non-Latine average, with positive gaps in the last four years and a high of +9.4% in 2019–2020. Asian students shifted from a positive gap (+2.1%) to negative gaps in recent years, ending at -3.9% in 2022–2023. White students remained near parity, fluctuating slightly and ending with a modest +1.4% gap. These trends highlight strong progress for Latine students and growing equity concerns for Asian students.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCCO Percentage Point Gap Method Minus One](#)".



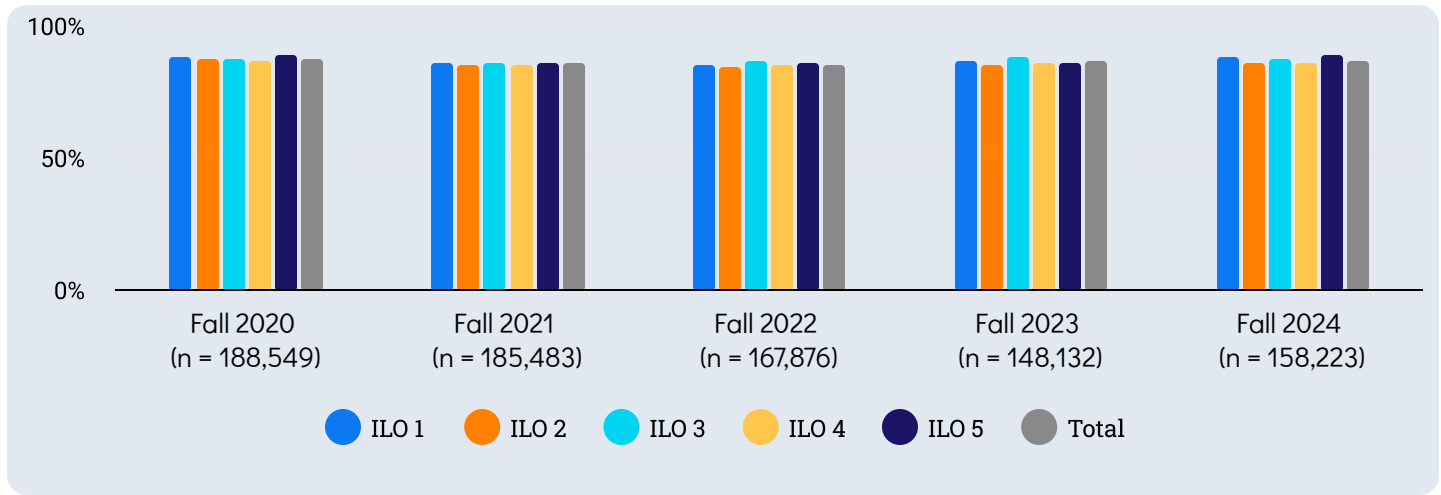
1.5 ILO Mastery Rates



Description: The percentage of course-level Student Learning Outcome (SLO) assessments resulting in “mastery” during fall terms. Each course SLO is mapped to one of 23 core competencies, which are in turn aligned to one of five Institutional Learning Outcomes (ILOs). When a course has multiple SLOs mapped to different core competencies under the same ILO, each student is counted only once per class section for that ILO.

Data Source: SMC Office of Institutional Research

TRENDS ACROSS YEARS (1.5)



- The five Institutional Learning Outcomes (ILOs) at SMC are:
- #1 Personal Attributes:** *Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.*
 - #2 Analytic and Communication Skills:** *Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.*
 - #3: Applied Social Knowledge and Values:** *Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.*
 - #4: Applied Knowledge and Valuation of the Physical World:** *Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.*
 - #5: Authentic Engagement:** *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.*

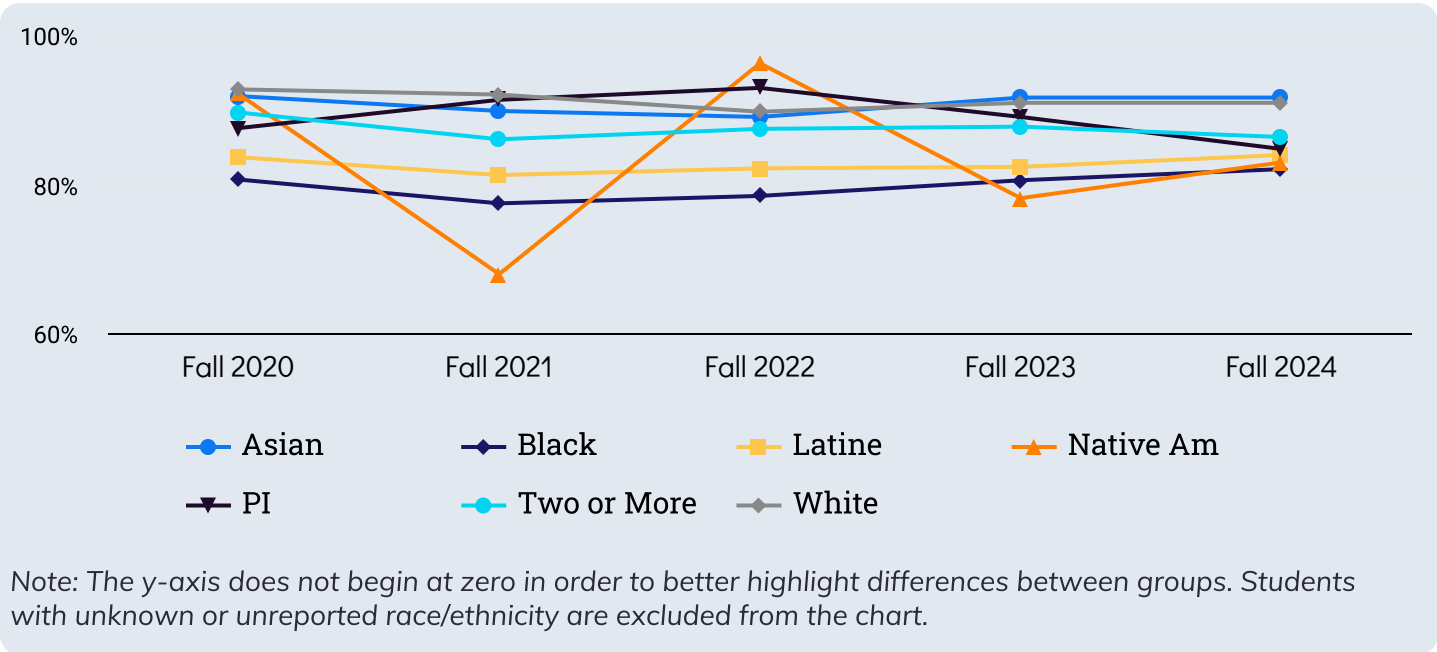


Over the past five fall terms, SMC’s overall ILO mastery rates have remained strong, ranging from 85.8% to 88.2%. ILO 1 (Personal Attributes) and ILO 5 (Authentic Engagement) consistently had the highest mastery rates, while ILO 4 (Applied Knowledge and Valuation of the Physical World) had the lowest, although the difference is very small.

ILO	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ILO 1 (Personal Attributes)	88.6% (n = 43,425)	87.9% (n = 43,508)	88.2% (n = 39,089)	86.8% (n = 35,098)	89.6% (n = 36,780)
ILO 2 (Analytic and Communication Skills)	87.9% (n = 69,385)	85.9% (n = 64,669)	84.8% (n = 60,232)	85.9% (n = 60,232)	86.6% (n = 52,867)
ILO 3 (Applied Social Knowledge & Values)	88.2% (n = 33,866)	86.2% (n = 36,260)	87.1% (n = 31,742)	88.4% (n = 27,109)	88.0% (n = 29,213)
ILO 4 (Applied Knowledge & Valuation of the Physical World)	86.8% (n = 20,561)	85.4% (n = 20,756)	85.9% (n = 18,042)	86.4% (n = 15,386)	86.3% (n = 16,536)
ILO 5 (Authentic Engagement)	89.6% (n = 21,312)	86.2% (n = 20,290)	86.4% (n = 18,771)	86.6% (n = 17,672)	89.3% (n = 16,395)
All ILOs Combined	88.2% (n = 188,549)	86.0% (n = 185,483)	85.8% (n = 167,876)	86.8% (n = 148,132)	87.5% (n = 158,223)

In the most recent fall term, the overall ILO mastery rate across all five Institutional Learning Outcomes was 87.5%, reflecting continued strong student performance in course-level outcomes tied to broader college learning goals. While no formal target goal has been established for this metric, the consistently high rates indicate sustained institutional effectiveness in supporting student learning.

DATA DISAGGREGATED BY RACE/ETHNICITY (1.5)



Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	91.8% (n = 17,615)	89.8% (n = 17,194)	89.0% (n = 15,200)	91.6% (n = 13,467)	91.6% (n = 13,891)
Black/African American	80.6% (n = 12,956)	77.4% (n = 13,851)	78.4% (n = 13,456)	80.5% (n = 12,746)	82.0% (n = 12,894)
Latine (Hispanic)	83.6% (n = 69,998)	81.2% (n = 69,787)	82.1% (n = 63,610)	82.3% (n = 53,348)	83.9% (n = 57,811)
Native American	92.1% (n = 241)	67.9% (n = 240)	96.2% (n = 130)	78.1% (n = 151)	82.9% (n = 205)
Pacific Islander	87.5% (n = 295)	91.3% (n = 219)	92.9% (n = 141)	89.0% (n = 109)	84.7% (n = 183)
Two or More Races	89.6% (n = 9,316)	86.0% (n = 9,890)	87.4% (n = 8,937)	87.7% (n = 7,8973)	86.3% (n = 8,190)
White	92.7% (n = 50,758)	92.0% (n = 49,445)	89.7% (n = 43,231)	90.9% (n = 39,054)	90.9% (n = 41,587)

The preceding chart and table describe the mastery rates aggregated across all five ILOs, disaggregated by race and ethnicity over the past five fall terms. Overall, most groups consistently demonstrated high mastery rates, with Asian, White, and Unreported students maintaining the highest levels, often above 90%. Black and Latine students, while showing strong performance, an average of 80% and 83% over the last five fall terms, respectively, continued to have the lowest rates when compared to the other groups. Native American and Pacific Islander students showed greater year-to-year fluctuation, likely due to small sample sizes. Despite minor variability, the data reflect relatively strong institutional performance in student learning across most racial/ethnic groups.

LEARN MORE

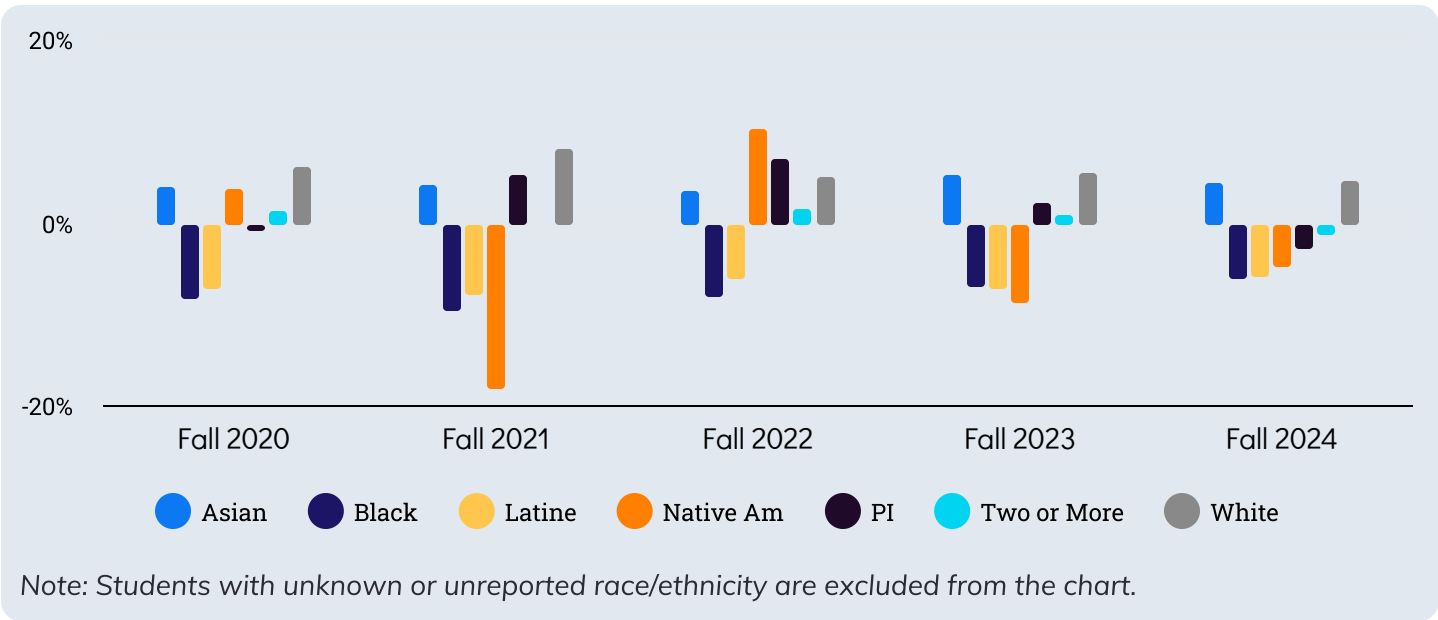
Data disaggregated by ILO and race/ethnicity consistently show the largest gaps in mastery rates between racial/ethnic groups for ILO 1 (Personal Attributes) and ILO 2 (Analytic and Communication Skills):

- ILO 1 shows wide disparities between high-performing groups (e.g., White and Asian students, often above 90%) and lower-performing groups such as Black and Native American students (frequently in the low-to-mid 70% range).
- ILO 2 similarly exhibits a broader spread, with some racial groups exceeding 90% mastery while others fall below 80%.
- In contrast, ILO 5 (Authentic Engagement) tends to have more consistent mastery rates across all groups, with smaller gaps overall.

For more detail, visit the [Institutional Research website](#) for access the ILO Mastery Rates Report.



EQUITY GAPS (PPG-1 VALUES) (1.5)



Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	4.0% (n = 17,615)	4.2% (n = 17,194)	3.6% (n = 15,200)	5.3% (n = 13,467)	4.4% (n = 13,891)
Black/African American	-8.1% (n = 12,956)	-9.4% (n = 13,851)	-8.0% (n = 13,456)	-6.8% (n = 12,746)	-6.0% (n = 12,894)
Latine (Hispanic)	-7.2% (n = 69,998)	-7.7% (n = 69,787)	-6.0% (n = 63,610)	-7.0% (n = 53,348)	-5.7% (n = 57,811)
Native American	3.9% (n = 241)	-18.1% (n = 240)	10.4% (n = 130)	-8.6% (n = 151)	-4.6% (n = 205)
Pacific Islander	-0.7% (n = 295)	5.3% (n = 219)	7.1% (n = 141)	2.2% (n = 109)	-2.8% (n = 183)
Two or More Races	4.5% (n = 9,316)	0.0% (n = 9,890)	1.7% (n = 8,937)	1.0% (n = 7,8973)	-1.3% (n = 8,190)
White	6.2% (n = 50,758)	8.2% (n = 49,445)	5.2% (n = 43,231)	5.6% (n = 39,054)	4.6% (n = 41,587)

PPG-1 values for ILO mastery rates show consistent equity gaps for Black (–9.4% to –6.0%) and Latine/x (–7.7% to –5.7%) students across all ILOs, indicating ongoing underperformance relative to peers. Native American students show wide fluctuations, including a sharp –18.1% gap, likely due to small sample sizes. In contrast, Asian, White, and Unreported groups consistently outperform the average. **These trends highlight the need for sustained, race-conscious strategies to improve institutional learning outcomes mastery for Black and Latine students in the classroom.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".