2014-2015

Santa Monica College Student Equity Data

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Introduction

The ultimate goal of the Student Equity Plan is to promote access and success for all students, regardless of race, gender, age, disability, or economic circumstances. The student equity planning process begins with the systematic analyses of success metrics by student demographic variables. At a minimum, the California Community College Chancellor's Office requires that data for American Indians or Alaskan Natives, Asians, Blacks, Hispanics, Native Hawaiians or other Pacific Islanders, Whites, men, women, and persons with disabilities are examined (Title 5, §54220). In addition, Senate Bill 860 (Budget Trailer Bill) requires that student equity data address the experience of current or former foster youth, low-income students, and veterans. Findings from the data analyses ultimately inform strategies that address equity issues and mitigate any disproportionate impact on student success.

The Chancellor's Office identified five student equity metrics to be examined in the Student Equity Plan: access, course completion, ESL and basic skills completion, certificates and degrees, and transfer. These metrics represent areas for which various population groups may be disproportionately impacted in terms of success.

The current report provides an analysis of Santa Monica College's (SMC) performance on the student equity metrics. The report was used to engage the members of the SMC Student Equity Task Force in discussions around equity-related issues and to inform the development of an action plan, the "Student Equity Plan", designed to address student equity gaps. The Task Force identified follow-up data focused on the basic skills completion metric to deepen the college's understanding of the disparities that exist for African American and Hispanic student groups on this metric.

The report is organized into five sections which coincide with the student equity metrics defined by the Chancellor's Office. Each section includes a description of the data source, a definition of the metric, and a narrative interpretation and analysis of the data.

CALCULATING DISPROPORTIONATE IMPACT

Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

The proportionality methodology involves calculating an equity ratio to determine whether disproportionate impact exists. An equity ratio is calculated for each of the student subgroups by dividing the percentage of a subgroup who successfully completed an outcome by the percentage of the same subgroup in the initial cohort (outcome percentage/cohort percentage). A cohort is a group of students who share a common characteristic or experience within a defined period (For example, first-time freshmen who completed a minimum of 12 credit units and attempted transfer level English or math). The outcome variable identifies an educational outcome (For example, students in the cohort who transferred to a four-year college or university within six years of their initial term at a community college).

A ratio of 1.0 indicates that a subgroup is equally represented in the outcome variable when compared with the subgroup's representation in the cohort. A ratio of less than 1.0 indicates that disproportionately fewer students in a subgroup are represented in the outcome variable when compared with the subgroup's representation in the cohort, and an equity gap exists for the subgroup for the specific metric. A ratio greater than 1.0 indicates that the subgroup is overrepresented in the outcome variable than the cohort. The value of the ratio represents the extent to which a student group is underrepresented or overrepresented in the outcome. For example, while both groups are experiencing an equity gap, there is a bigger equity gap or disproportionate impact for a student group with an equity ratio value of 0.50 than a student group with an equity ratio value of 0.90.

Table 1. Proportionality Index Interpretation

Equity ratio or index	Interpretation
1.0	Proportions of subgroups are equal in outcome and cohort.
< 1.0	Subgroup is less prevalent in the outcome group. Equity gap exists for subgroup for the metric.
>1.0	Subgroup is more prevalent in the outcome group

DEFINITIONS OF STUDENT SUBGROUP

The Chancellor's Office requires colleges to disaggregate the student equity metrics by one or more of the following student variables: gender, ethnicity/race, age, disability status, low-income status, veteran status, and/or foster youth status.

Students who received services from the DSPS were classified as having a disability.

Students were classified as having low-income status if they met one or more of the following criteria:
- Received a BOG fee waiver,
- Received a Pell grant,
- Reported being a CalWORKs student,
- Reported being a disadvantaged student on the VTEA survey,
- Reported by the Department of Social Services as receiving aid, and/or
- Reported as being a Workforce Investment Act (WIA) participant

Students who self-identified as being a veteran of the branch of the U.S. military on the college application and/or received services from the Veteran's Center were identified as being a veteran student. SMC began systematically collecting veteran status data in fall of 2011.

Students who self-identified as currently in or have ever been in a court-ordered out-of-home placement (for example, foster home, group home, or court-ordered placement with a relative) were identified as being a current or former foster youth student. SMC began collecting foster youth status data in spring of 2012.

The data were disaggregated by each of the student variables, when available.

Part A. Access

Access describes the percentage of a population subgroup enrolled at the college compared to that subgroup's representation in the adult population of the community served. Santa Monica College (SMC) attracts a diverse student population, including a large number of international (11.2% of credit population in fall 2013) and out-of-state (6.3% of credit population in fall 2013) students. In addition, the college attracts a large number of students from neighboring districts. Consequently, a large majority of the college's student population do not come from the district service area.

In fall 2013, approximately 4.7% of the credit population last attended a high school in the college's district area (Santa Monica and Malibu). Due to the small percentage of students coming from the district area, the service area for the access metric was defined as the geographic area of the 30 feeder high schools who sent the largest numbers of students to SMC in fall 2013 (see Appendix A for a list of high schools).

DATA SOURCE

The SMC population data were obtained from the college's Management Information Systems (MIS) database. The service area demographic data were obtained from the 2010 United States Census Bureau Survey database.

METHODOLOGY

The equity ratio or index for the access metric was calculated by dividing the percentage of each subgroup in the SMC population (fall 2013) by the percentage of the same subgroup represented in the community area (census year 2010). Equity ratios were calculated for each of the following variables: gender (female, male) and ethnicity/race (American Indian or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race). Disability, low-income, veteran, and foster youth status information was not available for the community area; therefore, equity ratios were not calculated for these variables.

The Santa Monica College population included students who met the following criteria:
- Enrolled in a credit course at Santa Monica College in Fall 2013; and,
- Was not an international or out-of-state student.

The community included the cities of Santa Monica and Malibu and the areas represented by the 28 zip codes of the physical location of the non-SMMUSD feeder higher schools.

DATA AND ANALYSES

Gender

This section compares the percentage of the SMC student population and service area by gender.

Table 2. Equity Ratio by Gender - Access

Gender	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2013	% of SMC Population	Equity Ratio (Access)
Female	705,960	50.5%	13,123	53.0%	1.05
Male	692,725	49.5%	11,642	47.0%	0.95
Total	1,398,685	100.0%	24,765	100.0%	--

The data indicate that a little over half of the SMC population (53.0%) is female. Male students are slightly underrepresented in the SMC population when compared to the percentage of males in the community.

Ethnicity/Race

This section compares the percentage of the SMC student population and service area by ethnicity/race.

Table 3. Equity Ratio by Ethnicity/Race - Access

Ethnicity/Race	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2013	% of SMC Population	Equity Ratio (Access)
American Indian	2,261	0.2%	59	0.2%	1.00
Asian	111,361	8.0%	2,947	11.9%	1.49
Black	172,255	12.3%	2,704	10.9%	0.89
Hispanic or Latino	608,391	43.5%	10,234	41.3%	0.95
More than one race	32,387	2.3%	1,096	4.4%	1.91
Pacific Islander	2,337	0.2%	80	0.3%	1.50
White	464,583	33.2%	7,235	29.2%	0.88
Total[1]	1,398,685	100.0%	24,765	100.0%	--

The largest percentage of the SMC student population is Hispanic (41.3%), followed by White (29.2%), Asian (11.9%), and African American (10.9%). When compared with the service area population, Asian, Pacific Islander, and those reporting more than one race categories, are more prevalent in the SMC population when compared to their representation in the service area.

When compared with the service area, the White (ratio = 0.88), Black or African American (ratio = 0.89), and Hispanic or Latino (ratio = 0.95) groups are less prevalent in the SMC student population, however, the ratios are all over 0.80.

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[1] Includes the "unknown" category in the SMC population and "other" ethnicity/race category in the service area population.

Part B. Course Completion

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

DATA SOURCE

The course completion data were obtained from the college's Management Information Systems (MIS) database.

METHODOLOGY

The equity ratio for the course completion metric was calculated by dividing the percentage of successful course grades earned from a subgroup (Outcome) by the percentage of credit enrollments from the same subgroup (Course Enrollment).

Numerator (Outcome %):
Percentage of A, B, C, and P grades earned in Fall 2013 from a population subgroup. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

Denominator (Course Enrollment %):
Percentage of credit course enrollments in Fall 2013 from a population subgroup. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

Equity ratios were calculated for each of the following variables: gender (female, male) and ethnicity/race (American Indian or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race), disability status (disabled, not disabled), veteran (veteran student, not a veteran), and foster youth status (current or former foster youth, not a foster youth). Low-income data was not available for this metric; therefore, equity ratios were not calculated for the low-income status variable.

DATA AND ANALYSES

Gender

Table 4 presents the counts and percentage of course enrollments and successful grades, disaggregated by gender.

Table 4. Equity Ratio by Gender – Course Completion

Gender	Course Enrollment Fall 2013	% of Course Enrollment	Outcome Count	% of Outcome	Equity Ratio (Course Completion)
Female	44,370	52.1%	31,115	53.7%	1.03
Male	40,720	47.9%	26,790	46.3%	0.97
Total	85,090	100.0%	57,905	100.0%	--

Approximately 52% of Fall 2013 courses were enrolled by female students. However, 54% of successful course grades were earned by female students which indicate that female students are slightly more prevalent in the successful course completion outcome when compared to their representation in the total course enrollments (ratio = 1.03). Male students are less prevalent in the outcome variable, however only to a small degree (ratio = 0.97).

Ethnicity/Race

Table 5 presents the counts and percentage of course enrollments and successful grades, disaggregated by ethnicity/race[2].

Table 5. Equity Ratio by Ethnicity/Race – Course Completion

Ethnicity/Race	Course Enrollment Fall 2013	% of Course Enrollment	Outcome Count	% of Outcome	Equity Ratio (Course Completion)
American Indian	159	0.2%	96	0.2%	1.00
Asian	11,548	13.6%	8,676	15.0%	1.10
Black	7,794	9.2%	4,243	7.3%	0.79
Hispanic or Latino	31,260	36.7%	19,096	33.0%	0.90
More than one race	3,395	4.0%	2,241	3.9%	0.98
Pacific Islander	268	0.3%	188	0.3%	1.00
White	21,374	25.1%	16,194	28.0%	1.12
Unreported	9,292	10.9%	7,171	12.4%	1.14
Total	85,090	100.0%	57,905	100.0%	--

Hispanic or Latino (36.7%), White (25.1%), and Asian (13.6%) students make up the largest proportions of course enrollments. The pattern holds true for the same population subgroups in terms of successful course grades; however, Hispanic or Latino students are somewhat underrepresented in the outcome variable (course success) when compared to their representation in course enrollments (ratio = 0.90). Black or African American students make up 9.2% of course enrollments, but only represent 7.3% of successful course grades with a ratio of 0.79. This group experiences the largest disproportionate impact (lowest ratio below 1) when

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[2] The "some other race" category was not available for the course completion metric

compared with other ethnicity/race groups. *An equity gap exists for the Black/African American student population for the course completion metric.*

Disability Status

Table 6 presents the counts and percentage of course enrollments and successful grades, disaggregated by disability status.

Table 6. Equity Ratio by Disability Status – Course Completion

Disability Status	Course Enrollment Fall 2013	% of Course Enrollment	Outcome Count	% of Outcome	Equity Ratio (Course Completion)
Student with Disability	2,298	2.7%	1,621	2.8%	1.04
No Disability	82,792	97.3%	56,284	97.2%	1.00
Total	85,090	100.0%	57,905	100.0%	--

Students with disabilities represent approximately 2.7% of total course enrollments and 2.8% of successful grades earned which indicate that these students are more slightly more prevalent in the successful course outcome when compared to their representation in the total course enrollment count. There is no equity gap for students with disabilities in terms of the course completion metric.

Veteran Status

Table 7 presents the counts and percentage of course enrollments and successful grades, disaggregated by veteran status.

Table 7. Equity Ratio by Veteran Status – Course Completion

Veteran Status	Course Enrollment Fall 2013	% of Course Enrollment	Outcome Count	% of Outcome	Equity Ratio (Course Completion)
Veteran	2,089	2.5%	1,328	2.3%	0.92
Not a veteran	83,001	97.5%	56,577	97.7%	1.00
Total	85,090	100.0%	57,905	100.0%	--

Veteran students represent approximately 2.5% of the total course enrollments and 2.3% of successful course grades earned which indicate that veteran students are slightly less prevalent in the successful course outcome when compared to their representation in the total course enrollment count (ratio = 0.92). The veteran student group falls slightly below equity (ratio = 1.0) for the course completion metric.

Current or Former Foster Youth

Table 8 presents the counts and percentage of course enrollments and successful grades, disaggregated by foster youth status.

Table 8. Equity Ratio by Current or Former Foster Youth Status – Course Completion

Foster Youth Status	Course Enrollment Fall 2013	% of Course Enrollment	Outcome Count	% of Outcome	Equity Ratio (Course Completion)
Foster Youth	58	0.1%	33	0.1%	1.00
Not foster youth	85,032	99.9%	57,872	99.9%	1.00
Total	85,090	100.0%	57,905	100.0%	--

Current or former foster youth students represent approximately 0.1% of the total course enrollments and 0.1% of successful course grades earned which indicate that the proportions of foster youth represented in the outcome (successful grades) and cohort (course enrollments) is equal and equity for this group has been achieved for the metric.

Part C. ESL and Basic Skills Completion

ESL and basic skills completion describes the ratio of the number of students who complete a degree applicable course by population group,compared to the number of those students who began their sequence of courses in basic skills. While the SMC Student Equity Planning Task Force analyzed and discussed the college's performance on all five student equity metrics, for the 2014-2015 planning year, the Task Force dug further and examined additional data related to the basic skills English and math completion metrics by ethnicity/race. The follow-up analyses and data for the basic skills completion metrics are presented in this section.

DATA SOURCE

The course completion data were obtained from the California Community College Chancellor's Office Data-on-Demand and the college's Management Information Systems (MIS) database.

METHODOLOGY

The ESL and basic skills completion ratios were calculated by dividing the percentage of credit basic skills students who complete a degree applicable in ESL, English, or math course (Outcome) by the percentage of those students who began their course sequence in basic skills (Cohort). The data for each discipline are presented separately.
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Denominator (Cohort %):
Percentage of a population subgroup who met the following criteria:
- Credit student began sequence of ESL, English, or math courses in basic skills in the year 2007-2008;
- First basic skills course in discipline was at least two levels below transfer; and,
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):
Percentage of population subgroup in the cohort who earned a successful grade (A, B, C, or P) in the degree-applicable ESL, English, or math at any California Community College within six years of the initial basic skills course.

Equity ratios were calculated for each of the following variables: gender (female, male) and ethnicity/race (American Indian or Alaskan Native, Asian, Black, Filipino, Hispanic, Native Hawaiian or other Pacific Islanders, or White), disability status (disabled, not disabled), low-income status (low income, not low income). Veteran and foster youth status data were not available for this metric; therefore, equity ratios were not calculated for these variables.

In addition, the following data were collected for the basic skills English and math completion metrics: basic skills completion rates by ethnicity/race and beginning course level, concurrent enrollment in English/math, delayed enrollment status, and COUNS 20 enrollment.

ESL AND BASIC SKILLS COURSE SEQUENCE

The following chart describes the course sequence for ESL, English, and math by course levels below the first college-level or transferable course.

Levels below College/Transfer

4 levels below	3 levels below	2 levels below	1 level below	College
MATH 81	MATH 84	MATH 31	MATH 20	Transferable math
ENGL 81A/B	ENGL 84W	ENGL 21A	ENGL 21B	ENGL 1
ESL 10G/W	ESL 11A	NA	NA	ESL 11B/ or higher
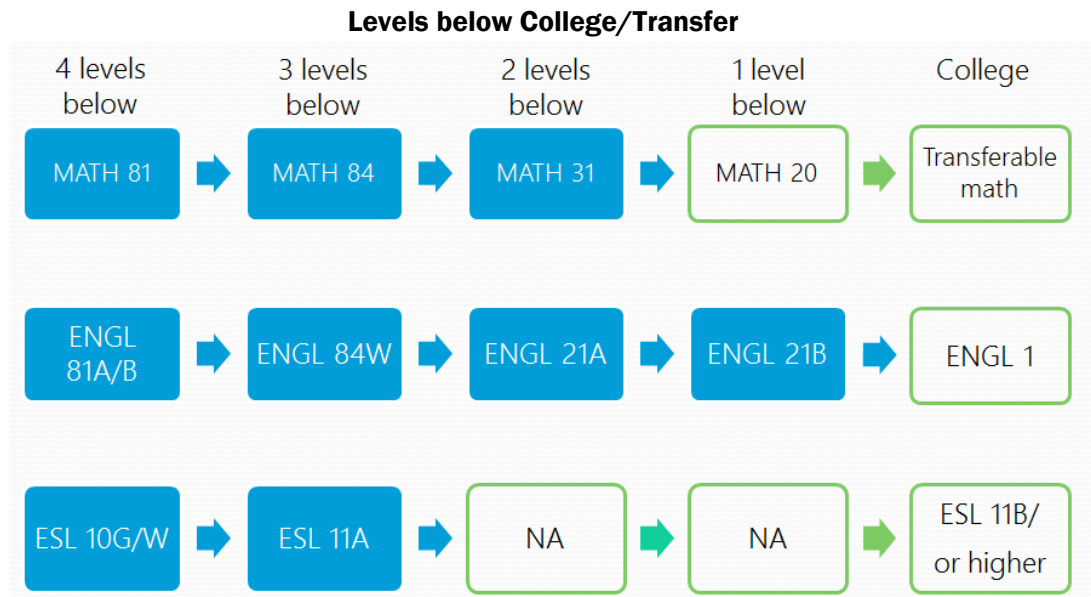
Students who began their ESL, English, or math course sequence in one of the following courses were included in the cohort:

- Math[3]: MATH 81 (Basic Arithmetic), MATH 84 (Pre-Algebra), or MATH 31 (Elementary Algebra)
- English[4]: ENGL 81A (Paragraphs to Essay), ENGL 81B (The Basic Essay – Plus), ENGL 21A (English Fundamentals 1), or ENGL 21B (English Fundamentals 2)
- ESL: ESL 10G (Listening, Speaking, and Grammar), or ESL 10W (Reading and Writing)

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[3] Two current basic skills math courses, MATH 85 and MATH 49, were not offered at the time of the cohort study.

[4] Two current basic skills English courses, ENGL 85 and ENGL 20, were not offered at the time of the cohort study.

DATA AND ANALYSES

ESL Completion

▶ *Gender*

Table 9 presents the counts and percentage of students in the ESL cohort and those students in the cohort who successfully completed a degree-applicable ESL course, disaggregated by gender.

Table 9. ESL Completion Ratio by Gender

Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (ESL Completion)
Female	185	61.7%	110	62.1%	1.01
Male	115	38.3%	67	37.9%	0.99
Total	300	100.0%	177	100.0%	--

Male students are slightly underrepresented among the ESL students who successfully completed a degree-applicable ESL course when compared with their representation in the ESL cohort; however, the difference is small (ratio = 0.99).

▶ *Ethnicity/Race*

Table 10 presents the counts and percentage of students in the ESL cohort and those students in the cohort who successfully completed a degree-applicable ESL course, disaggregated by ethnicity/race[5].

Table 10. ESL Completion Ratio by Ethnicity/Race

Ethnicity/Race	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (ESL Completion)
American Indian	2	0.7%	0	0.0%	0.00
Asian	100	33.3%	60	33.9%	1.02
Black	9	3.0%	6	3.4%	1.13
Hispanic	53	17.7%	28	15.8%	0.89
Pacific Islander	--	--	--	--	--
White	102	34.0%	59	33.3%	0.98
Unreported	34	11.3%	24	13.6%	1.20
Total	300	100.0%	177	100.0%	--

Among the ESL cohort, American Indian or Alaskan Native and Black or African American groups represent a very small sample (fewer than 10 students). As a result, it is difficult to make any definitive conclusions about the equity status of these groups within the context of the ESL completion metric. White (34.0%) and Asian (33.3%) students represent the largest proportions of the ESL cohort and also represent the largest proportion of students in the ESL cohort who successfully completed a degree-applicable ESL course (33.3% and 33.9%, respectively Hispanic or Latino students are less prevalent in the outcome group when compared

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[5] The "some other race" and "more than one race" categories were not available for the ESL completion metric

to their representation in the cohort group (ratios = 0.89). *The data reveal that an equity gap exists for the Hispanic/Latino student population for the ESL completion metric.*

▶ *Disability Status*

Table 11 presents the counts and percentage of students in the ESL cohort and those students in the cohort who successfully completed a degree-applicable ESL course, disaggregated by disability status.

Table 11. ESL Completion Ratio by Disability Status

Disability Status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (ESL Completion)
Student with Disability	9	3.0%	5	2.8%	0.93
No Disability	291	97.0%	172	97.2%	1.00
Total	300	100.0%	177	100.0%	--

Approximately 3.0% of the ESL cohort reported having a disability. Disproportionately fewer (2.8%) of ESL students in the outcome variable reported having a disability; therefore, ESL students with disabilities are slightly less prevalent in the outcome group than the cohort group.

▶ *Low-income Status*

Table 12 presents the counts and percentage of students in the ESL cohort and those students in the cohort who successfully completed a degree-applicable ESL course, disaggregated by low-income status.

Table 12. ESL Completion Ratio by Low-income Status

Low-income Status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (ESL Completion)
Low-income	140	46.7%	91	51.4%	1.10
Not Low-income	160	53.3%	86	48.6%	0.91
Total	300	100.0%	177	100.0%	--

Nearly 47% of students in the ESL cohort are low-income. However, this group represents 51% of ESL students who successfully completed the outcome. Students with low-income status are more prevalent in the outcome group when compared with the cohort group.

Basic Skills English Completion

▶ *Gender*

Table 13 presents the counts and percentage of students in the English cohort and those students in the cohort who successfully completed a degree-applicable English course, disaggregated by gender.

Table 13. English Completion Ratio by Gender

Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (English Completion)
Female	1,803	54.5%	811	57.6%	1.06
Male	1,505	45.5%	596	42.4%	0.93
Total	3,308	100.0%	1,407	100.0%	--

Male students represent about 46% of the basic skills English cohort and only 42% of students in the cohort who successfully complete a degree-applicable English course. Male students are less prevalent in the outcome group when compared with the cohort group.

▶ *Ethnicity/Race*

Table 14 presents the counts and percentage of students in the English cohort and those students in the cohort who successfully completed a degree-applicable English course, disaggregated by ethnicity/race[6].

Table 14. English Completion Ratio by Ethnicity/Race

Ethnicity/Race	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (English Completion)
American Indian	13	0.4%	7	0.5%	1.25
Asian	218	6.6%	128	9.1%	1.38
Black	590	17.8%	178	12.7%	0.71
Filipino	71	2.1%	41	2.9%	1.38
Hispanic	1,529	46.2%	616	43.8%	0.95
Pacific Islander	34	1.0%	16	1.1%	1.10
White	602	18.2%	303	21.5%	1.18
Unreported	251	7.6%	118	8.4%	1.11
Total	3,308	100.0%	1,407	100.0%	--

Hispanic or Latino students represent the largest proportion of students in the basic skills English cohort (46%). However, Hispanic/Latino students are slightly less prevalent in the successful outcome group (44%). Black or African American student experience the most significant disproportionate impact (ratio = 0.71) when compared to other ethnicity/race groups. This group represents 18% of the cohort, but only 13% of the successful outcome group. *The data reveal that an equity gap exists for the Black/African American student population for the basic skills English completion metric.*

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[6] The "some other race" and "more than one race" categories were not available for the basic skills English completion metric. In addition, the "Filipino" category is separate from the "Asian" category.

▶ *Ethnicity/Race and Gender*

Table 15 presents the counts and percentage of students in the English cohort and those students in the cohort who successfully completed a degree-applicable English course, disaggregated by gender and ethnicity/race for the four largest ethnicity/race group (Asian, Black/African American, Hispanic/Latino, and White).

Table 15. English Completion Ratio by Ethnicity/Race and Gender

Ethnicity/Race and Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (English Completion)
Asian – Female	96	2.9%	67	4.8%	1.66
Asian – Male	122	3.7%	61	4.3%	1.16
Black – Female	326	9.9%	113	8.0%	0.81
Black – Male	264	8.0%	65	4.6%	0.58
Hispanic – Female	885	26.8%	374	26.6%	0.99
Hispanic - Male	644	19.5%	242	17.2%	0.88
White – Female	306	9.3%	162	11.5%	1.24
White - Male	296	8.9%	141	10.0%	1.12
Total[7]	3,308	100.0%	1,407	100.0%	--

The equity ratios data by ethnicity/race only reveal that Hispanic/Latino students experience a small equity gap (ratio = 0.95) and Black/African American students experience the largest equity gap (ratio = 0.71) for the basic skills English completion metric. However, when the data are further disaggregated by ethnicity/race and gender, the data reveal that male students for both the Black/African American and Hispanic/Latino groups experience a larger equity than their female counterparts. *The data suggest that Black and Hispanic male students experience a larger equity gap for the basic skills English completion metric than Black and Hispanic female students.*

▶ *Follow-up Data*

Basic skills English course completion rates were calculated by dividing the number of students in the cohort by the number of students in the outcome. The basic skills English course completion rates were then disaggregated by ethnicity/race and beginning course level, concurrent enrollment in English/math, delayed enrollment status, and COUNS 20 enrollment.

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[7] Includes all combinations of ethnicity/race groups

Beginning Course and Ethnicity/Race: Figure 16 describes the basic skills English course completion rates by the first English course enrolled by students in the cohort for the four largest ethnicity/race groups.

Figure 16. English Completion Rates by Ethnicity/Race and Beginning Course Level
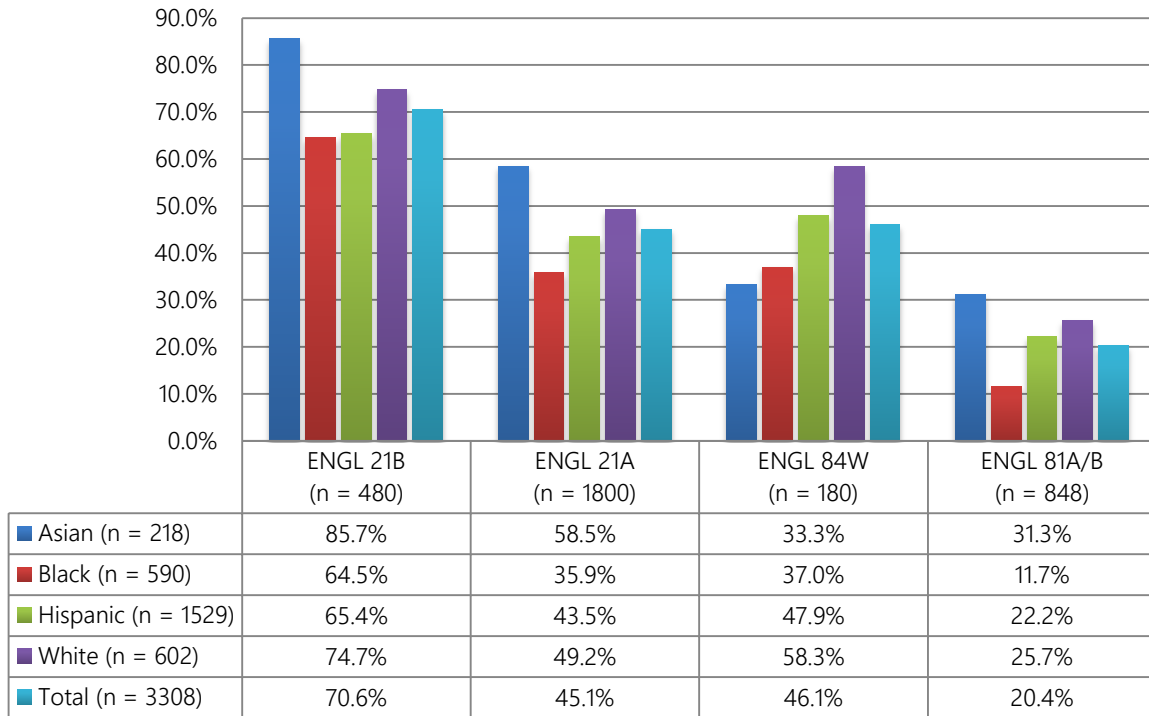
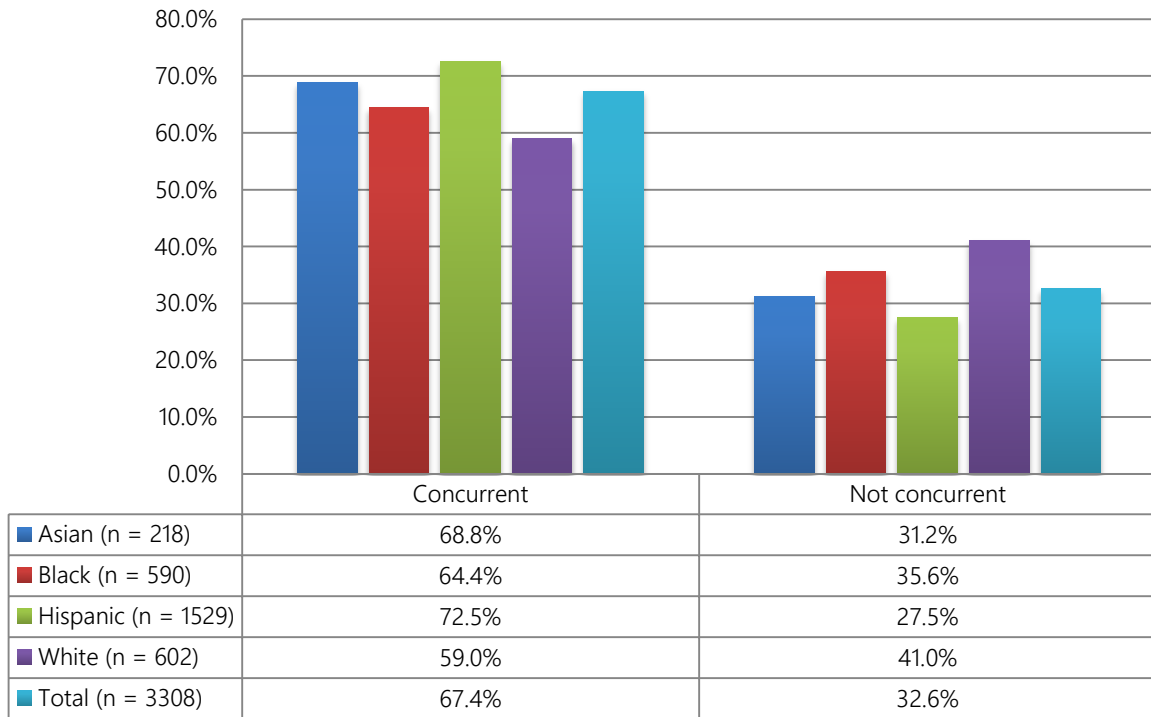|	ENGL 21B (n = 480)	ENGL 21A (n = 1800)	ENGL 84W (n = 180)	ENGL 81A/B (n = 848)
Asian (n = 218)	85.7%	58.5%	33.3%	31.3%
Black (n = 590)	64.5%	35.9%	37.0%	11.7%
Hispanic (n = 1529)	65.4%	43.5%	47.9%	22.2%
White (n = 602)	74.7%	49.2%	58.3%	25.7%
Total (n = 3308)	70.6%	45.1%	46.1%	20.4%

*Total includes all other ethnicity/race categories not reported ,including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

The largest proportion of students in the English completion cohort (54.4% or 1800 of 3308 students) began their basic skills English course sequence in ENGL 21A, followed by ENGL 81A or ENGL 81B (25.6%), and ENGL 21B (14.5%). The data reveal that for all ethnicity/race groups, students who started at the highest basic skills English level (ENGL 21B) completed the degree-level English course at the highest rates (average = 70.6%) and students who started at the lowest basic skills English level (ENGL 81A or ENGL 81B) completed the degree-level English course at the lowest rates (average = 20.4%).

Even among students who start their English courses at the highest basic skills level, equity gaps exist. Asian and White students complete the degree-level English course at the highest rates (85.7% and 74.7%, respectively) and Black/African American and Hispanic/Latino students complete it at the lowest rates (64.5% and 65.4%, respectively).

English/Math Concurrent Enrollment and Ethnicity/Race: Students in the cohort who enrolled in their first English basic skills course and any math course during the same term were identified as having concurrently enrolled in English and math. Figure 17 describes the basic skills English course completion rates by English and math concurrent enrollment status for the four largest ethnicity/race groups.

Figure 17. English Completion Rates by Ethnicity/Race and Concurrent Enrollment Status

	Concurrent	Not concurrent
■ Asian (n = 218)	68.8%	31.2%
■ Black (n = 590)	64.4%	35.6%
■ Hispanic (n = 1529)	72.5%	27.5%
■ White (n = 602)	59.0%	41.0%
■ Total (n = 3308)	67.4%	32.6%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

Overall, a majority of students in the basic skills English cohort (67.4% or 2228 of 3308 students) were concurrently enrolled in a math course. For all ethnicity/race groups, basic skills English students who were enrolled in a math course at the same time successfully completed the degree-level English course at higher rates than students who did not.

Delayed Enrollment and Ethnicity/Race: Students who enrolled in the recommended English course more than one year after taking the placement exam for the first time were identified as having delayed their English enrollment. Figure 18 describes the basic skills English course completion rates by delayed enrollment status for the four largest ethnicity/race groups. Students in the basic skills English cohort who did not take the placement exam at SMC were excluded from the analyses.

Figure 18. English Completion Rates by Ethnicity/Race and Delayed Enrollment Status

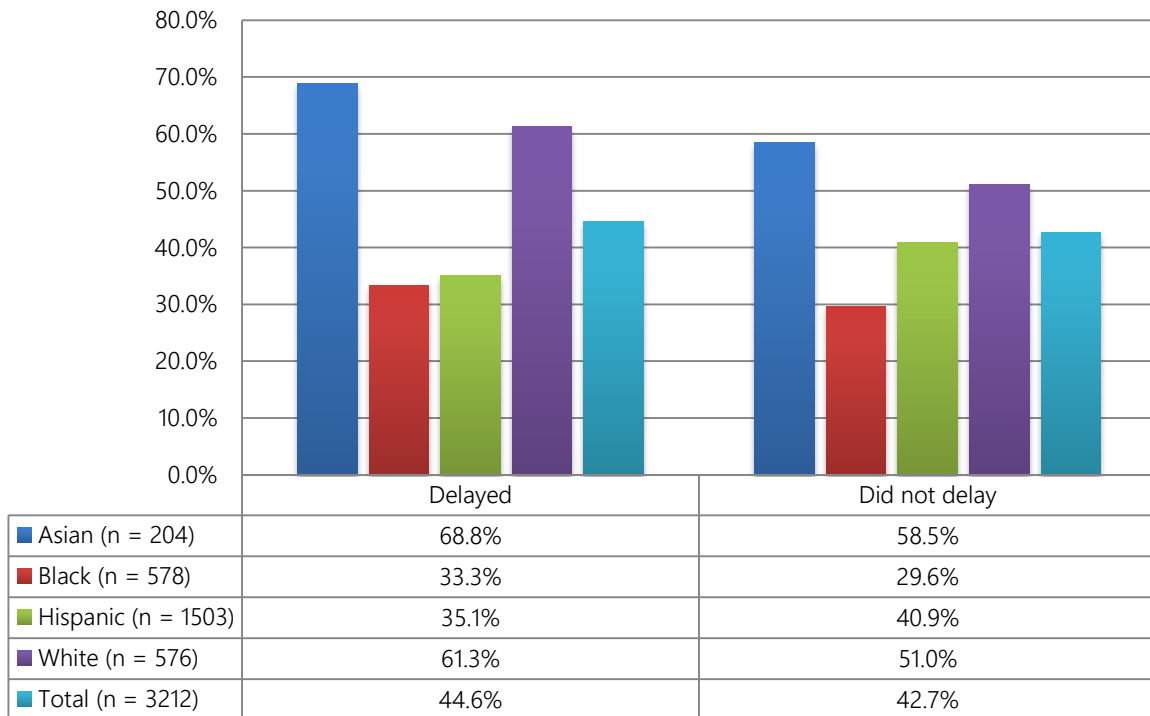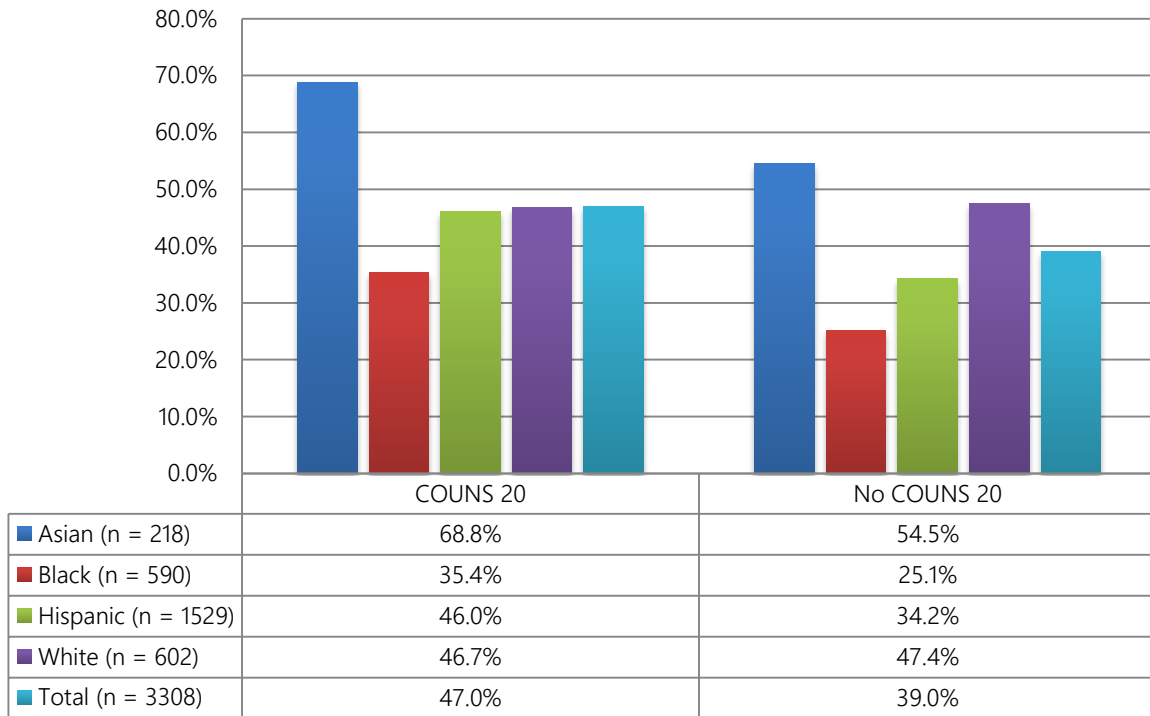|	Delayed	Did not delay
■ Asian (n = 204)	68.8%	58.5%
■ Black (n = 578)	33.3%	29.6%
■ Hispanic (n = 1503)	35.1%	40.9%
■ White (n = 576)	61.3%	51.0%
■ Total (n = 3212)	44.6%	42.7%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

A large majority (90.7% or 2914 of 3212 students) of all students in the English cohort did not delay their English course enrollment, and enrolled in the recommended course within one year of taking the placement exam. The data reveal that among Asian, Black/African American, and White students, students who delayed their English enrollment completed the degree-applicable English course at higher rates than students who did not delay their enrollment. The pattern is opposite for the Hispanic/Latino student group; students who did not delay their English enrollment did better than those who delayed. Overall, students who delayed their English enrollment did slightly better (44.6%), on average, than students who did not delay their enrollment in the English courses (42.7%).

COUNS 20 and Ethnicity/Race: Counseling 20 (Student Success Seminar) is a course designed to teach students the study and other critical skills necessary for success in college-level courses and covers topics such as time-management, educational planning, and motivation. Students who enrolled in Counseling 20 before or during the term of their initial basic skills English course were identified as "COUNS 20 students". Figure 19 describes the basic skills English course completion rates by COUNS 20 enrollment for the four largest ethnicity/race groups.

Figure 19. English Completion Rates by Ethnicity/Race and COUNS 20 Enrollment

	COUNS 20	No COUNS 20
■ Asian (n = 218)	68.8%	54.5%
■ Black (n = 590)	35.4%	25.1%
■ Hispanic (n = 1529)	46.0%	34.2%
■ White (n = 602)	46.7%	47.4%
■ Total (n = 3308)	47.0%	39.0%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

Less than half of students in the basic skills English cohort (44.0%) enrolled in the Counseling 20 course. Overall, disproportionately fewer Asian (29.4%) and White (27.6%) students enrolled in the Counseling 20 course when compared to the Black/African American (49.3%) and Hispanic (51.5%) student groups.

The data reveal that basic skills English students who enrolled in COUNS 20 completed the degree-applicable English course at higher rates (47.0%) than students who never enrolled in COUNS 20 (39.0%). The pattern is similar for three of the four ethnicity/race groups described in Figure 19. There is a less than 1% difference in the English completion rates for White students who enrolled in COUNS 20 compared to those who did not.

▶ *Disability Status*

Table 20 presents the counts and percentage of students in the English cohort and those students in the cohort who successfully completed a degree-applicable English course, disaggregated by disability status.

Table 20. English Completion Ratio by Disability Status

Disability status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (English Completion)
Student with Disability	167	5.0%	72	5.1%	1.02
No Disability	3,141	95.0%	1,335	94.9%	1.00
Total	3,308	100.0%	1,407	100.0%	--

Five percent of students in the basic skills English cohort have disabilities. The data indicate that neither the disabled nor not disabled groups are disproportionately impacted in terms of the basic skills English completion metric.

▶ *Low-income Status*

Table 21 presents the counts and percentage of students in the English cohort and those students in the cohort who successfully completed a degree-applicable English course, disaggregated by low-income status.

Table 21. English Completion Ratio by Low-income Status

Low-income status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (English Completion)
Low-income	1,859	56.2%	776	55.2%	0.98
Not Low-income	1,449	43.8%	631	44.8%	1.02
Total	3,308	100.0%	1,407	100.0%	--

Approximately 56% of students in the basic skills English cohort were identified as having low income. Students with low income are slightly less prevalent in the successful outcome group (55.2%) when compared with their representation in the cohort group (56.2%).

Basic Skills Math Completion

▶ *Gender*

Table 22 presents the counts and percentage of students in the math cohort and those students in the cohort who successfully completed a degree-applicable math course, disaggregated by gender.

Table 22. Math Completion Ratio by Gender

Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Math Completion)
Female	1,813	56.2%	548	59.5%	1.06
Male	1,413	43.8%	373	40.5%	0.92
Total	3,226	100.0%	921	100.0%	--

Male students are less prevalent in the successful outcome group (40.5%) when compared to their representation in the basic skills math cohort group (43.8%).

▶ *Ethnicity/Race*

Table 23 presents the counts and percentage of students in the math cohort and those students in the cohort who successfully completed a degree-applicable math course, disaggregated by ethnicity/race[8].

Table 23. Math Completion Ratio by Ethnicity/Race

Ethnicity/race	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Math Completion)
American Indian	16	0.5%	3	0.3%	0.66
Asian	155	4.8%	70	7.6%	1.58
Black	571	17.7%	87	9.4%	0.53
Filipino	62	1.9%	25	2.7%	1.42
Hispanic	1,431	44.4%	371	40.3%	0.91
Pacific Islander	31	1.0%	9	1.0%	1.00
White	664	20.6%	250	27.1%	1.32
Unreported	296	9.2%	106	11.5%	1.25
Total	3,226	100.0%	921	100.0%	--

Hispanic or Latino students represent the largest percentage of the basic skills math cohort (44.4%) as well as the outcome group (40.3%); however, they are less prevalent among the group of students who successfully completed the math outcome (ratio = 0.91). Both the Black or African American and American Indian or Alaskan Native student groups are also underrepresented among students in the outcome group (ratios of 0.53 and 0.66, respectively), however, the finding for the American Indian/Alaskan Native student group should be interpreted with caution due to the small sample size.

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[8] The "some other race" and "more than one race" categories were not available for the basic skills math completion metric. In addition, the "Filipino" category is separate from the "Asian" category.

Table 24 presents the counts and percentage of students in the math cohort and those students in the cohort who successfully completed a degree-applicable math course, disaggregated by gender and ethnicity/race for the four largest ethnicity/race group (Asian, Black/African American, Hispanic/Latino, and White).

Table 24. Math Completion Ratio by Gender and Ethnicity/Race

Ethnicity/race and Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Math Completion)
Asian – Female	77	2.4%	38	4.1%	1.71
Asian – Male	78	2.4%	32	3.5%	1.46
Black – Female	311	9.6%	51	5.5%	0.57
Black – Male	260	8.1%	36	3.9%	0.48
Hispanic – Female	848	26.3%	232	25.2%	0.96
Hispanic - Male	583	18.1%	139	15.1%	0.83
White – Female	352	10.9%	145	15.7%	1.44
White - Male	312	9.7%	105	11.4%	1.21
Total[9]	3,226	100.0%	921	100.0%	--

The equity ratios data by ethnicity/race only reveal that Hispanic/Latino students experience a small equity gap (ratio = 0.91) and Black/African American students experience the largest equity gap (ratio = 0.53) for the basic skills math completion metric. However, when the data are further disaggregated by ethnicity/race and gender, the data reveal that male students for both the Hispanic/Latino and Black/African American group experience a larger equity than their female counterparts. *The data suggest that Black and Hispanic male students experience a larger equity gap for the basic skills math completion metric than Black and Hispanic female students.*

▶ *Follow-up Data*

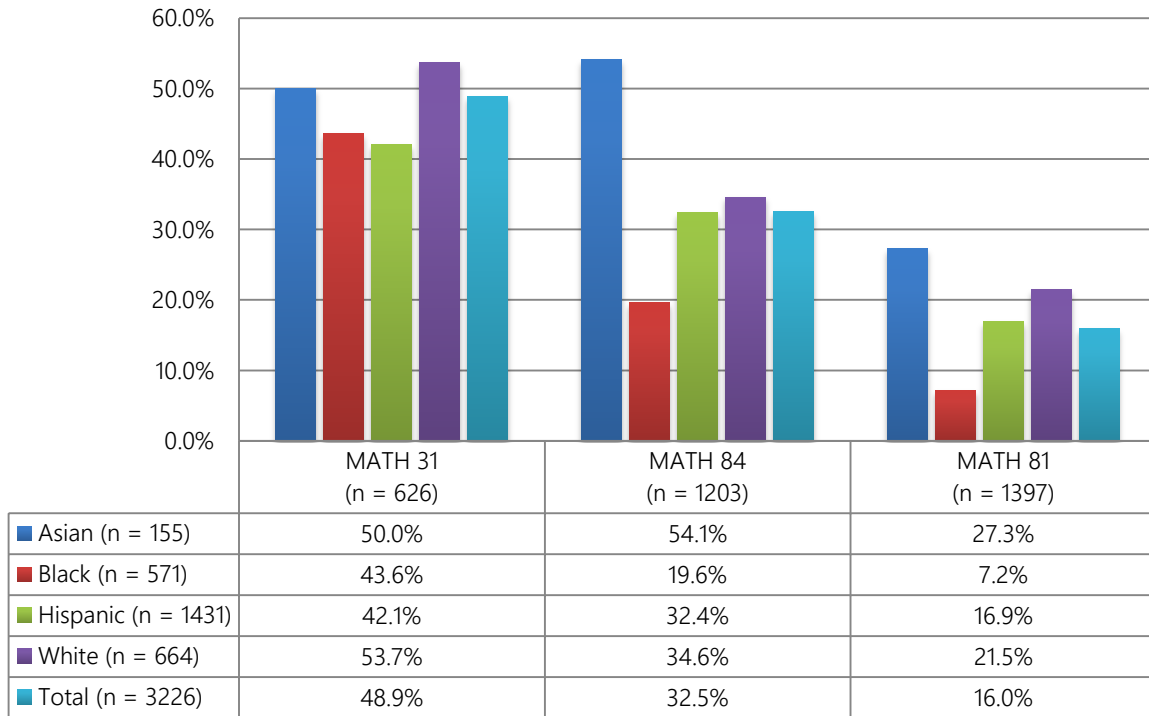Basic skills math course completion rates were calculated by dividing the number of students in the cohort by the number of students in the outcome. The basic skills math course completion rates were then disaggregated by ethnicity/race and beginning course level, concurrent enrollment in English/math, delayed enrollment status, and COUNS 20 enrollment.

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[9] Includes all combinations of ethnicity/race groups

Beginning Course and Ethnicity/Race: Figure 25 describes the basic skills math course completion rates by the first math course enrolled by students in the cohort for the four largest ethnicity/race groups.

Figure 25. Math Completion Rates by Ethnicity/Race and Beginning Course Level

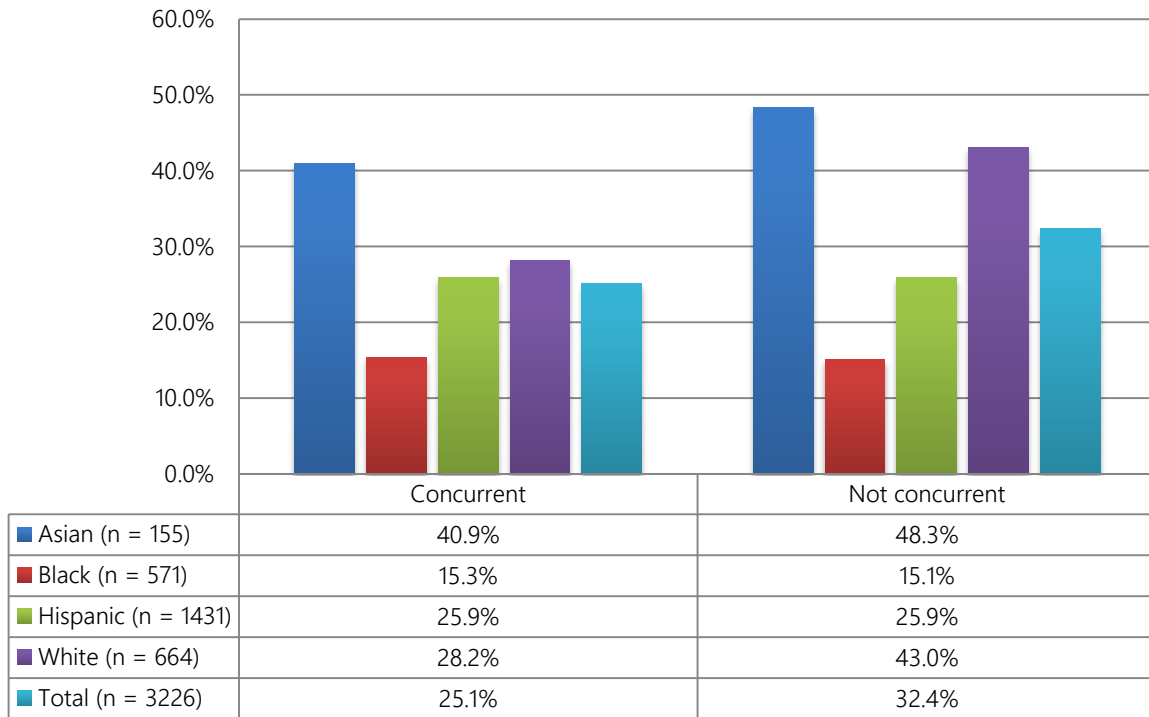|	MATH 31 (n = 626)	MATH 84 (n = 1203)	MATH 81 (n = 1397)
■ Asian (n = 155)	50.0%	54.1%	27.3%
■ Black (n = 571)	43.6%	19.6%	7.2%
■ Hispanic (n = 1431)	42.1%	32.4%	16.9%
■ White (n = 664)	53.7%	34.6%	21.5%
■ Total (n = 3226)	48.9%	32.5%	16.0%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

The largest proportion of students in the math completion cohort began their basic skills math course sequence in MATH 81 (43.3% or 1397 of 3226 students) or MATH 84 (37.3% or 1203 of 3226 students). Overall, students who begin their math sequence in the lowest course (MATH 81) complete the degree-applicable math at the lowest rates (16.0%) when compared to students who begin their math courses in MATH 84 (32.5%) or MATH 31 (48.9%). The pattern is similar for all ethnicity/race groups; students who start in the lowest math course have the lowest math completion rate than students who start in higher-level courses. Even among students who start their math sequence in the highest basic math course, an equity gap exists for the Black and Hispanic students; these groups complete the degree-applicable math course at lower rates (43.6% and 42.1%, respectively) when compared to the Asian and White students (50.0% and 53.7%, respectively).

English/Math Concurrent Enrollment and Ethnicity/Race: Students in the cohort who enrolled in their first math basic skills course and any English course during the same term were identified as having concurrently enrolled in English and math. Figure 26 describes the basic skills math course completion rates by English and math concurrent enrollment status for the four largest ethnicity/race groups.

Figure 26. Math Completion Rates by Ethnicity/Race and Concurrent Enrollment Status

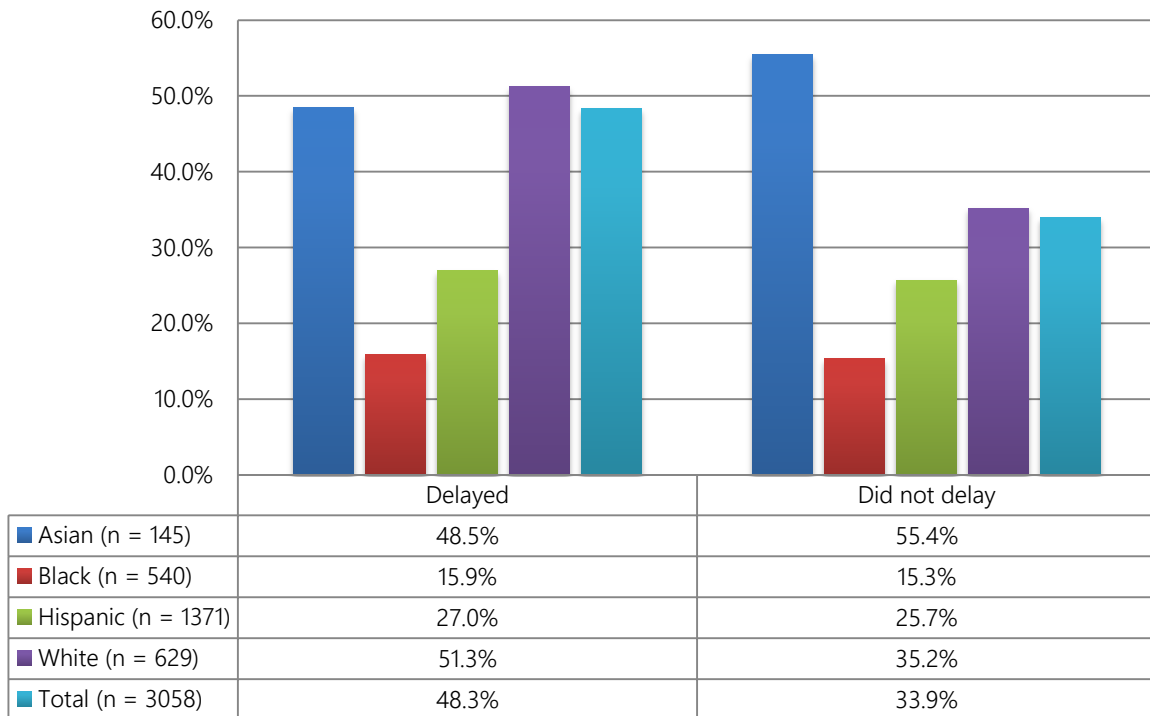|	Concurrent	Not concurrent
■ Asian (n = 155)	40.9%	48.3%
■ Black (n = 571)	15.3%	15.1%
■ Hispanic (n = 1431)	25.9%	25.9%
■ White (n = 664)	28.2%	43.0%
■ Total (n = 3226)	25.1%	32.4%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

About half of the students in the basic skills math cohort (52.8% or 1704 of 3226 students) were concurrently enrolled in an English course. The overall cohort trend suggests that basic skills math students who are not concurrently enrolled in an English course complete the degree-applicable math at higher rates (32.4%) than students who are enrolled in both basic skills math and English courses at the same time (25.1%). However, for the Black/African American and Hispanic/Latino student groups, there is little to no difference in math completion rates between the concurrently enrolled and not concurrently enrolled student groups.

Delayed Enrollment and Ethnicity/Race: Students who enrolled in the recommended math course more than one year after taking the placement exam for the first time were identified as having delayed their math enrollment. Figure 27 describes the basic skills math course completion rates by delayed enrollment status for the four largest ethnicity/race groups. Students in the basic skills math cohort who did not take the placement exam at SMC were excluded from the analyses.

Figure 27. Math Completion Rates by Ethnicity/Race and Delayed Enrollment Status

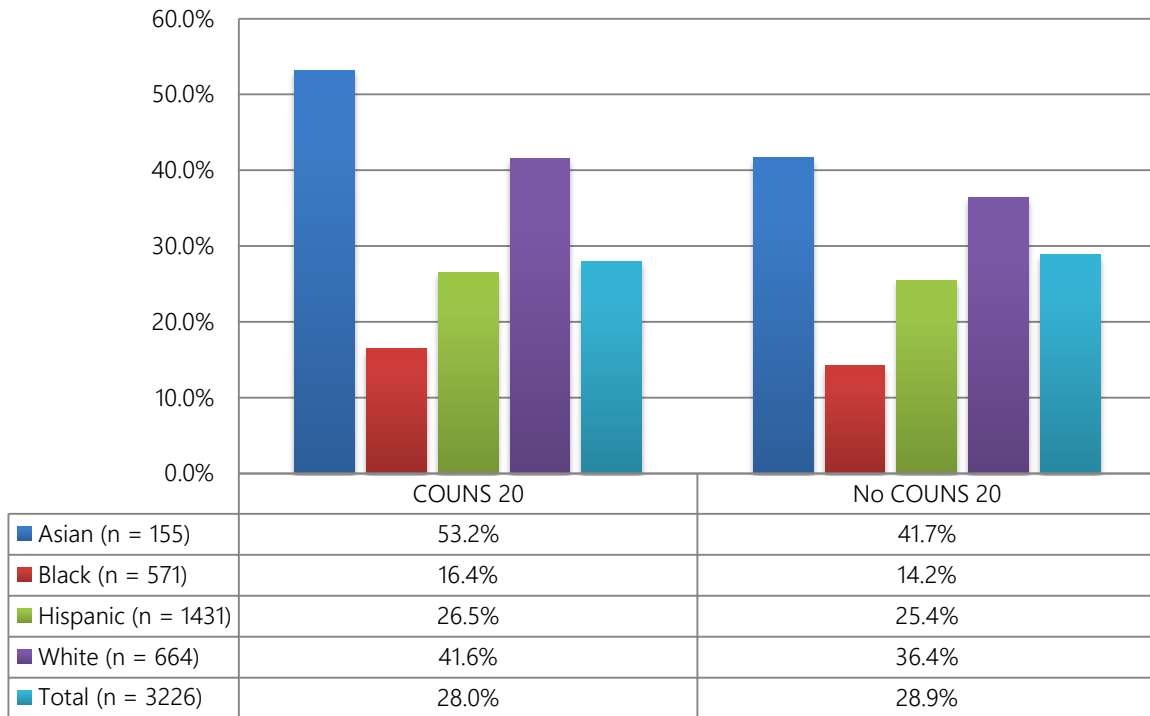|	Delayed	Did not delay
■ Asian (n = 145)	48.5%	55.4%
■ Black (n = 540)	15.9%	15.3%
■ Hispanic (n = 1371)	27.0%	25.7%
■ White (n = 629)	51.3%	35.2%
■ Total (n = 3058)	48.3%	33.9%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

A large majority (86.0% or 2629 of 3058 students) of all students in the math cohort did not delay their math course enrollment, and enrolled in the recommended course within one year of taking the placement exam. The data reveal that among Asian and White students, students who delayed their math enrollment completed the degree-applicable math course at higher rates than students who did not delay their enrollment. There is little or difference in the math completion rates by delayed enrollment status for the Black/African American and Hispanic/Latinos students.

COUNS 20 and Ethnicity/Race: Counseling 20 (Student Success Seminar) is a course designed to teach students the study and other critical skills necessary for success in college-level courses and covers topics such as time-management, educational planning, and motivation. Students who enrolled in Counseling 20 before or during the term of their initial basic skills math course were identified as "COUNS 20 students". Figure 28 describes the basic skills math course completion rates by COUNS 20 enrollment for the four largest ethnicity/race groups.

Figure 28. Math Completion Rates by Ethnicity/Race and COUNS 20 Enrollment

	COUNS 20	No COUNS 20
■ Asian (n = 155)	53.2%	41.7%
■ Black (n = 571)	16.4%	14.2%
■ Hispanic (n = 1431)	26.5%	25.4%
■ White (n = 664)	41.6%	36.4%
■ Total (n = 3226)	28.0%	28.9%

*Total includes all other ethnicity/race categories not reported, including American Indian, Filipino, Pacific Islander/Native Hawaiian, and Unreported.

Less than half of students in the basic skills math cohort (41.3%) enrolled in the Counseling 20 course. Overall, disproportionately fewer Asian (30.3%) and White (24.2%) students enrolled in the Counseling 20 course when compared to the Black/African American (48.2%) and Hispanic (49.6%) student groups.

For the Black/African American and Hispanic/Latino student groups, students who enrolled in COUNS 20 did only slightly better in terms of math course completion than students who did not complete COUNS 20.

Disability Status

Table 29 presents the counts and percentage of students in the math cohort and those students in the cohort who successfully completed a degree-applicable math course, disaggregated by disability status.

Table 29. Math Completion Ratio by Disability Status

Disability status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Math Completion)
Student with Disability	158	4.9%	42	4.6%	0.94
No Disability	3,068	95.1%	879	95.4%	1.00
Total	3,226	100.0%	921	100.0%	--

Students with disabilities are disproportionately impacted in terms of the basic skills math completion metric; a smaller percentage of students who successfully complete the degree-applicable math course are disabled (4.6%) when compared with the percentage of students in the cohort who are disabled (4.9%), however, the difference is small.

Low-income Status

Table 30 presents the counts and percentage of students in the math cohort and those students in the cohort who successfully completed a degree-applicable math course, disaggregated by low-income status.

Table 30. Math Completion Ratio by Low-income Status

Low-income status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Math Completion)
Low-income	1,808	56.0%	506	54.9%	0.98
Not Low-income	1,418	44.0%	415	45.1%	1.03
Total	3,226	100.0%	921	100.0%	--

Students who are low-income are slightly less prevalent in the successful outcome group (54.9%) when compared with their representation in the cohort group (56.0%), however, the impact is small.

Part D. Degree and Certificate Completion

Degree and certificate completion describes the ratio of the number of CTE students who achieve an award or transferred to a four-year institution to the number of those students who showed intent to earn an award or transfer by population group.

DATA SOURCE

The course completion data were obtained from the California Community College Chancellor's Office Data-on-Demand.

METHODOLOGY

The degree and certificate completion ratio was calculated by dividing the percentage of credit students who achieved a credential or transfer outcome (Outcome) by the percentage of those students who completed CTE courses.
.

Denominator (Cohort %):
Percentage of a population subgroup who met the following criteria:
- Attempted a credit CTE course for the first time in the year 2007-2008;
- Completed (with a grade of D or better) more than 8 units in a single CTE discipline (defined by 2-digit vocational TOP code) within three years of the initial CTE course;
- At least one of the CTE courses were defined as "clearly occupational" or "advanced occupational"; and,
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):
Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within six years of the initial CTE course:
- Earned a certificate of achievement or associate degree at any California Community College;
- Became transferred prepared (earned 60 or more UC/CSU transferable units with a GPA of 2.0 or greater); and/or,
- Transferred to a four-year institution.

Equity ratios were calculated for each of the following variables: gender (female, male) and ethnicity/race (American Indian or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race), disability status (disabled, not disabled), and low-income status (low income, not low income). Veteran and foster youth status data were not available for this metric; therefore, equity ratios were not calculated for these two variables.

DATA AND ANALYSES

▸ *Gender*

Table 31 presents the counts and percentage of students in the CTE cohort and those students in the cohort who successfully completed an achievement outcome, disaggregated by gender.

Table 31. Degree and Certificate Completion Ratio by Gender

Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Degree and Certificate Completion)
Female	1,241	56.4%	585	53.8%	0.95
Male	961	43.6%	502	46.2%	1.06
Total	2,202	100.0%	1,087	100.0%	--

Female students are underrepresented in the outcome group (53.8%) when compared to the cohort group (56.4%).

▸ *Ethnicity/Race*

Table 32 presents the counts and percentage of students in the CTE cohort and those students in the cohort who successfully completed an achievement outcome, disaggregated by ethnicity/race.

Table 32. Degree and Certificate Completion Ratio by Ethnicity/Race

Ethnicity/Race	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Degree and Certificate Completion)
American Indian	15	0.7%	5	0.5%	0.71
Asian	390	17.7%	198	18.2%	1.03
Black	181	8.2%	78	7.2%	0.88
Filipino	63	2.9%	30	2.8%	0.97
Hispanic	398	18.1%	239	22.0%	1.22
Pacific Islander	18	0.8%	7	0.6%	0.75
White	835	37.9%	396	36.4%	0.96
Unreported	302	13.7%	134	12.3%	0.90
Total	2,202	100.0%	1,087	100.0%	--

Black/African American, American Indian/Alaskan Native, and Pacific Islander/Native Hawaiian students have the lowest equity ratio which suggests that these groups are less prevalent in the successful outcome variable when compared with their representation in the cohort. *These ethnicity/race groups experience an equity gap on the degree and certificate completion metric.*

Hispanic students are overrepresented in the outcome variable (22.0%) when compared to the cohort (18.1%).

▶ *Disability Status*

Table 33 presents the counts and percentage of students in the CTE cohort and those students in the cohort who successfully completed an achievement outcome, disaggregated by disability status.

Table 33. Degree and Certificate Completion Ratio by Disability Status

Disability status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Degree and Certificate Completion)
Student with Disability	69	3.1%	41	3.8%	1.23
No Disability	2,133	96.9%	1,046	96.2%	0.99
Total	2,202	100.0%	1,087	100.0%	--

Students without disabilities are slightly less prevalent in the successful outcome group (96.2%) when compared with their representation in the cohort group (96.9%), however, the impact is small.

▶ *Low-income Status*

Table 34 presents the counts and percentage of students in the CTE cohort and those students in the cohort who successfully completed an achievement outcome, disaggregated by low-income status.

Table 34. Degree and Certificate Completion Ratio by Economic Disadvantage Status

Low-income Status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Degree and Certificate Completion)
Disadvantaged	1,040	47.2%	640	58.9%	1.25
Not low-income	1,162	52.8%	447	41.1%	0.78
Total	2,202	100.0%	1,087	100.0%	--

Students who are not low-income are less prevalent in the successful outcome group (41.1%) when compared with their representation in the cohort group (52.8%).

Part E. Transfer

Transfer describes the ratio of the number of first-time students who transferred to a four-year institution to the number of those students who showed intent to transfer by population group.

DATA SOURCE

The course completion data were obtained from the California Community College Chancellor's Office Data Mart.

METHODOLOGY

The transfer ratio was calculated by dividing the percentage of first-time students who transferred to a four-year institution (Outcome) by the percentage of those students who showed intent to transfer.
.
Denominator (Cohort %):
Percentage of a population subgroup who met the following criteria:
- First-time freshmen in the year 2007-2008;
- Completed 12 or more credit units (with a grade of D or better) at any California Community College (CCC) within six years;
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC;
- Attempted a transfer-level math and/or English course; and,
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):
Percentage of population subgroup in the cohort who transferred to a four-year institution within six years of entry into the CCC system.

Equity ratios were calculated for each of the following variables: gender (female, male) and ethnicity/race (American Indian or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race), and disability status (disabled, not disabled). Veteran, foster youth, and low-income status data were not available for this metric; therefore, equity ratios were not calculated for these variables.

DATA AND ANALYSES

▸ *Gender*

Table 35 presents the counts and percentage of students in the cohort and those students in the cohort who transferred to a four-year institution, disaggregated by gender.

Table 35. Transfer Ratio by Gender

Gender	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Transfer)
Female	1,400	52.4%	648	51.1%	0.98
Male	1,273	47.6%	619	48.9%	1.03
Total	2,673	100.0%	1,267	100.0%	--

Female students are slightly underrepresented in the transfer outcome (ratio of 0.98) when compared with the cohort group.

▸ *Ethnicity/Race*

Table 36 presents the counts and percentage of students in the cohort and those students in the cohort who transferred to a four-year institution, disaggregated by ethnicity/race.

Table 36. Transfer Ratio by Ethnicity/Race

Ethnicity/Race	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Transfer)
American Indian	15	0.6%	6	0.5%	0.83
Asian	316	11.8%	189	14.9%	1.26
Black	219	8.2%	75	5.9%	0.72
Filipino	69	2.6%	34	2.7%	1.04
Hispanic	758	28.4%	235	18.5%	0.65
Pacific Islander	25	0.9%	13	1.0%	1.11
White	955	35.7%	542	42.8%	1.20
Unreported	316	11.8%	173	13.7%	1.15
Total	2,673	100.0%	1,267	100.0%	--

White students represent the largest proportions of students in the cohort (35.7%) and outcome (42.8%) groups. Black African American (ratio = 0.72), American Indian/Alaskan Native (ratio = 0.83), and Hispanic (ratio = 0.65) students are disproportionately impacted in terms of the transfer metric; disproportionately fewer students in these groups are successfully transfer when compared to their representation in the cohort. *An equity gap exists for the three ethnicity/race groups for the transfer metric.*

Table 37 presents the counts and percentage of students in the cohort and those students in the cohort who transferred to a four-year institution, disaggregated by disability status.

Table 37. Transfer Ratio by Disability Status

Disability status	Cohort 2007-2008	% of Cohort	Outcome Count	% of Outcome	Equity Ratio (Transfer)
Student with Disability	123	4.6%	49	3.9%	0.85
No Disability	2,550	95.4%	1,218	96.1%	1.01
Total	2,673	100.0%	1,267	100.0%	--

Students with disabilities represent a disproportionately smaller number of students (3.9%) who transferred when compared with their representation in the transfer cohort (4.6%). This group is disproportionately impacted in terms of the transfer metric. *An equity gap exists for students with disabilities for the transfer metric.*