Access

The California Community College Chancellor's Office (CCCCO) broadly defines "access" as the extent to which a population group is represented equally in the college enrollment and the group's representation in the adult population within the community served. The CCCCO recommends that colleges define this metric, commonly conceptualized as the "participation rate", based on its local characteristics including service area, district boundaries, zip codes, demographics of feeder high schools, socioeconomic factors, and educational access and attainment.

Santa Monica College attracts a diverse student population, including large numbers of international (11.2 in Fall 2015%) and out-of-state students (6.5 in Fall 2015%). In addition, the College attracts a large population of students from neighboring districts; nearly 95% of credit students attended a high school outside of the district area of Santa Monica/Malibu. Consequently, a large majority of the College's population do not come from the district community area. As a result, "community served" was defined beyond the district borders to include the geographic area of the 30 feeder high schools sending the largest numbers of students to the college.

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 most recent United States Census Bureau Survey in 2010.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for gender (female, male) and ethnicity/race (American or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race) groups. Disability, low-income, veteran, and foster youth status data were not available for the community area; therefore, access was not calculated for these demographic groups.

Equity Ratio Methodology

The equity ratio for the access metric was calculated by dividing the percentage of each group in the SMC population (Fall 2015) by the percentage of the same group represented in the community area (census year 2010).

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for Access were calculated by subtracting the percentage of a demographic represented in the SMC student population by the percentage of the same demographic group represented in the community area. The difference in the two percentage figures results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students "lost" is calculated to illustrate the number of additional students from a specific group that need to be represented in the SMC population in order for the gap to not exist.

The SMC population included students who met both of the following criteria:
- Enrolled in a credit course at Santa Monica College in Fall 2015; and,
- A California resident (excludes international and out-of-state students).

The community included the cities of Santa Monica and Malibu of the local district (Santa Monica-Malibu Unified District or SMMUSD) and the geographic areas represented by the 28 zip codes of the physical location of the non-SMMUSD feeder higher schools enrolling the largest numbers of students at the College

Gender

Table 1. Access by Gender

Gender	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2015	% of SMC Population	Equity Ratio (Access)	Percentage Gap (Modified)	Students Lost (Modified)
Female	705,960	50.5%	13,645	54.2%	1.07	+3.7%	--
Male	692,725	49.5%	11,538	45.8%	0.93	-3.7%	428
Total	1,398,685	100.0%	25,183	100.0%	--	--	--

The data indicate that a little over half of the SMC population is female (54%). Male students are slightly underrepresented in the SMC population when compared to the percentage of men in the community. The percentage point gap calculation reveals that the percentage of male students in the SMC population is 3.7 percentage points lower than the percentage of men in the service or community area. In order to close the equity gap for the male gender group, an additional 428 male students need to enroll at the College.

Ethnicity/Race

Table 1.2 Access by Ethnicity/Race

Ethnicity	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2015	% of SMC Population	Equity Ratio (Access)	Percentage Gap (Modified)	Students Lost (Modified)
American Indian	2,261	0.2%	49	0.2%	0.97	0.0%	--
Asian	111,361	8.0%	2,707	10.7%	1.34	+2.7%	--
Black	172,255	12.3%	2,720	10.8%	0.88	-1.5%	40
Hispanic or Latino	608,391	43.5%	10,830	43.0%	0.99	-0.5%	54
More than one race	32,387	2.3%	1,117	4.4%	1.93	2.1%	--
Pacific Islander	2,337	0.2%	71	0.3%	1.41	0.1%	--
White	464,583	33.2%	7,393	29.4%	0.88	-3.8%	280
Total	1,398,685	100.0%	25,183*	100%	--	--	--

*Total includes students who did not report an ethnicity/race category*

When compared with the service area, the Black (ratio = 0.88), White (ratio = 0.88), and Hispanic or Latino (ratio = 0.99) groups are less prevalent in the SMC student population. The percentage point gap calculation reveals that these groups are disproportionately impacted. The percentages of Black, White, and Hispanic students in the SMC population are 1.5, 0.5, and 3.8 points lower, respectively, than the percentage of these groups represented in the service area. In order to close the equity gap for these groups, an additional 40 Black, 54 Hispanic, and 280 White students need to enroll at the College.

Summary Analyses

The results of the percentage gap analyses reveal that the three student demographic groups experiencing the greatest equity gaps are the White (-3.8%), male (-3.7%), and Black (-1.5%) students. However, the target goals focus on the male, Black, and Hispanic student populations.

Figure 1.3 compares last year's performance to this year's performance on this metric in terms of percentage point gaps for the three target populations. The data reveal that the College has improved on this metric and is making progress towards the 2020 goal for the Black and Hispanic student populations, reducing the gap by 0.1% and 0.5%, respectively. However, the percentage point gap for male students increased by 0.4% from -3.3% in Fall 2014 to -3.7% in Fall 2015.

Figure 1.3 Access Percentage Point Gap, Fall 2013 to Fall 2015 for the Target Populations

	Fall 2013	Fall 2014	Fall 2015
Male	-2.5%	-3.3%	-3.7%
Black	-1.4%	-1.6%	-1.5%
Hispanic	-2.2%	-1.0%	-0.5%
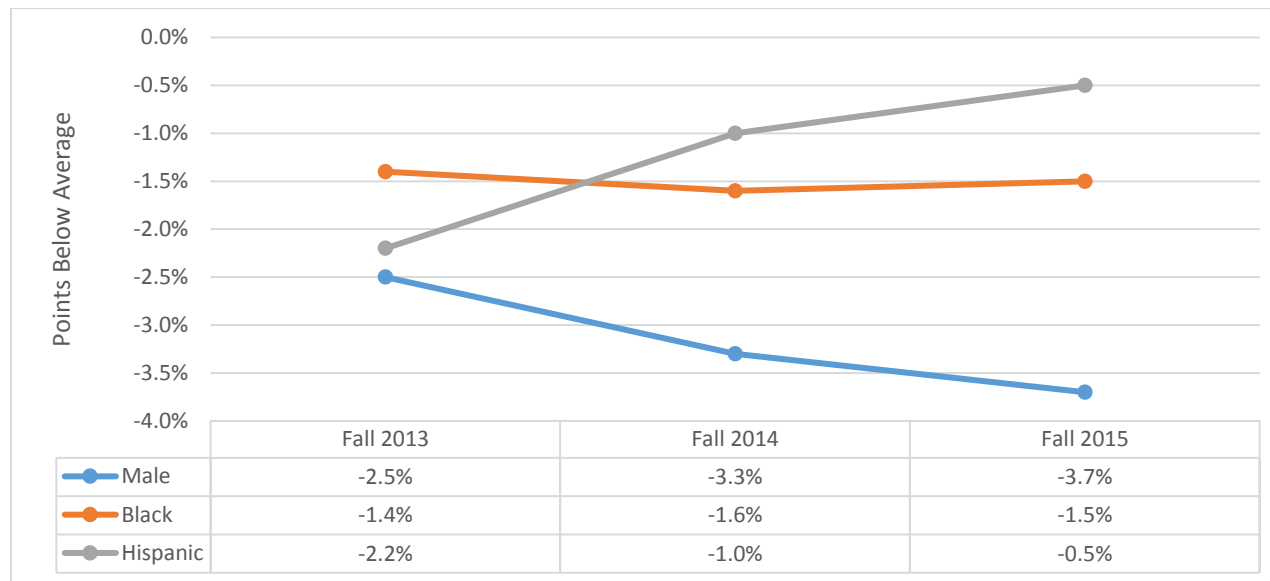
Success Indicator: Course Completion

Course Completion (*Retention[1]*)

Course completion describes the percentage of successful completion in credit courses by the following student characteristics:

- **Gender**
- **Ethnicity/race**
  F-1 visa international students were considered a distinct group as SMC enrolls a large percentage of international students
- **Disability status**
  Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
  Students were identified as being low-income if they met one or more of the following criteria:
    o Received a BOG fee waiver,
    o Received a Pell grant,
    o Reported being a CalWORKs student and/or,
    o Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey
- **Veteran**
  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.
- **Former/Current Foster Youth**
  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.

DATA SOURCE

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

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[1] Although Title 5 refers to "retention", the term "course completion" is deemed to embody that term in the guidelines.

METHODOLOGY

Equity was measured by using two different calculation methods, the equity ratio and the percentage point gap for each of the demographic variables. Course completion was defined as A, B, C, and P grades earned. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

Equity Ratio Methodology

The equity ratio for the Course Completion metric was calculated by dividing the percentage of successful course grades earned by a student subgroup by the percentage of credit course enrollments from the same subgroup in the 2014-2015 academic year (including summer, fall, winter, and spring terms).

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for Course Completion were calculated by subtracting the average course completion rate from the course completion rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate than an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of enrollments "lost" is calculated to illustrate the number of additional successful course completion grades that need to be earned by a specific student subgroup in order for the gap to not exist. The enrollments lost figure is calculated by multiplying the total number of courses enrolled by a subgroup by the percentage point gap. Enrollments lost are only calculated for student subgroups experiencing a disproportionate impact for the metric.

Gender

Table 2.1 Course Completion by Gender

Gender	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Female	105,914	52.2%	75,246	53.5%	1.03	71.0%	+1.3%	--
Male	96,964	47.8%	65,325	46.5%	0.97	67.4%	-1.3%	1,282
Total	202,878	100.0%	140,571	100.0%	--	69.3%	--	--

The data reveal that male students experience a small equity gap for the Course Completion metric; they are less prevalent in the "successful" outcome group when compared to their representation in the total course enrollments (ratio = 0.97). The course completion rate of male students is 1.9% lower than the overall average course completion rate of 69.3% for the 2014-2015 academic year. In order to close the equity gap, an additional 1,282 successful course grades need to be earned by male students.

Ethnicity/Race

Table 2.2 Course Success Rate by Ethnicity/Race

Ethnicity/Race	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Enrollment	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
F-1 Student	31,020	15.3%	24,630	17.5%	1.15	79.4%	+10.1%	--
Asian	20,167	9.9%	15,065	10.7%	1.08	74.7%	+5.4%	--
Black	17,660	8.7%	9,829	7.0%	0.80	55.7%	-13.6%	-2,407
Hispanic	74,305	36.6%	46,403	33.0%	0.90	62.4%	-6.8%	-5,081
Native Am.	350	0.2%	227	0.2%	0.94	64.9%	-4.4%	-15
Pac. Islander	448	0.2%	307	0.2%	0.99	68.5%	-0.8%	-3
Two or more races	7,624	3.8%	4,971	3.5%	0.94	65.2%	-4.1%	-311
White	49,352	24.3%	37,779	26.9%	1.10	76.6%	+7.3%	--
Unreported	1,952	1.0%	1,360	1.0%	1.01	69.7%	+0.4%	--
Total	202,878	100.0%	140,571	100.0%	--	69.3%	--	--

The Hispanic student subgroup represents the largest number of course enrollments in 2014-2015 (74,305) when compared with other ethnicity/race groups. This group successfully completed courses at a rate that is 6.8% points lower than the overall college average of 69.3%. In order to eliminate this gap, Hispanic students need to successfully complete an additional 5,081 classes. The Black/African American student population experiences the largest disproportionate impact in terms of successful course completion. Black students complete courses at a rate of 55.7%, 13.6% points lower than the overall average of 69.3%. In order for the equity gap to be eliminated for this group, Black students need to successfully complete an additional 2,407 classes.

Disability Status

Table 2.3: Course Success Rate by Disability Status

Disability Status	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
No disability	196,499	96.9%	135,960	96.7%	1.00	69.2%	-0.1%	-191
Disability	6,379	3.1%	4,611	3.3%	1.06	72.3%	+3.0%	--
Total	202,878	100.0%	140,571	100%	--	69.3%	--	--

The equity ratio and percentage point gap analyses reveal that students with disabilities are not disproportionately impacted in terms of successful course completion.

Veteran Status

Table 2.4: Course Success Rate by Veteran Status

Veteran Status	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Non-Veteran	197,961	97.6%	137,341	97.7%	1.00	69.4%	+0.1%	--
Veteran	4,917	2.4%	3,230	2.3%	0.95	65.7%	-3.6%	-176
Total	202,878	100.0%	140,571	100.0%	--	69.3%	--	--

Veteran students represent approximately 2.4% 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 (percentage point gap -3.6%). The veteran student group falls slightly below equity (ratio = 0.95) for the successful course completion metric. In order for the equity gap to be eliminated for this group, veteran students need to successfully complete an additional 176 classes.

Current or Former Foster Youth

Table 2.5: Course Success Rate by Foster Youth Status

Foster Youth Status	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Non-foster	202,770	99.9%	140,525	100.0%	1.00	69.3%	+0.0%	--
Foster Youth	108	0.1%	46	0.0%	0.61	42.6%	-26.7%	-28
Total	202,878	100.0%	140,571	100.0%	--	69.3%	--	--

In 2014-2015, current or former foster youth successfully completed 42.6% of their courses, approximately 27% points below the overall college average. This group experiences an equity gap for this metric. In order to achieve equity, current/former foster youth need to successfully complete an additional 28 classes.

Low-Income Status

Table 2.6: Course Success Rate by Low-income Status

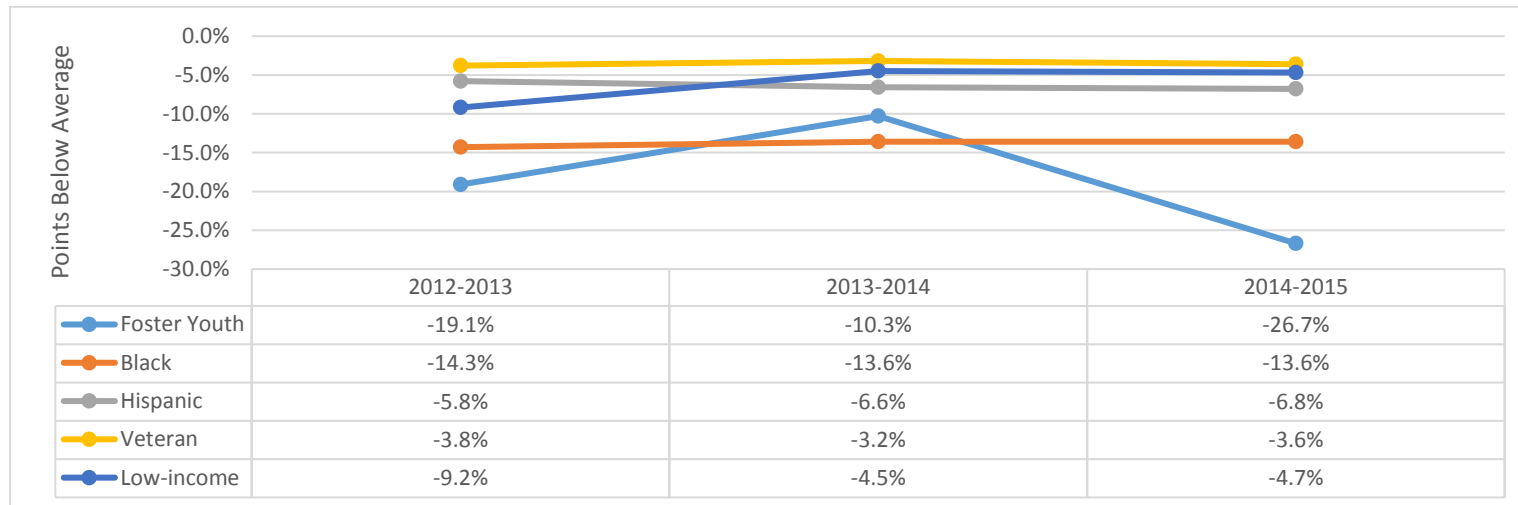| Low-income Status	Course Enrollment 2014-2015	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Not low-inc.	86,009	42.4%	65,100	46.3%	1.09	75.7%	+6.4%	--
Low-income	116,869	57.6%	75,471	53.7%	0.93	64.6%	-4.7%	-5,505
Total	202,878	100.0%	140,571	100.0%	--	69.3%	--	--

In 2014-2015, low-income students successfully completed 64.6% of course enrollments, 4.7% points lower than the overall college average of 69.3%. This group experiences an equity gap for this metric. In order to achieve equity, low-income students need to successfully complete an additional 5,505 classes.

Summary Analyses

The course completion metric analyses indicate that the three groups experiencing the greatest equity gap are current or former foster youth (-26.7% point gap), Black or African American students (-13.6% point gap), and Hispanic or Latino students (-6.8% point gap). These groups and other experiencing an equity gap (low-income, -4.7% point gap; veterans, -3.6% point gap) are targeted in the activities focused on improving course completion.

Figure 2.7 compares last year's performance to this year's performance on this metric in terms of percentage point gaps for the five target populations. The data reveal that the College's performance on the course completion metric has declined, and the equity or point percentage gap has increased for four of the target groups (foster youth, Hispanic, veterans, and low-income students). The equity gap has remained stable for the Black or African American student group with this group performing 13.6% point lower than the college average of 69.3%. The equity gap widened the most for our current/former foster youth students with an increase in percentage point gap of 16.4%, from 10.3% in 2013-2014 to 26.7% in 2014-2015.

Figure 2.7 Course Completion Percentage Point Gap, 2012-2013 to 2014-2015 for the Target Populations

	2012-2013	2013-2014	2014-2015
Foster Youth	-19.1%	-10.3%	-26.7%
Black	-14.3%	-13.6%	-13.6%
Hispanic	-5.8%	-6.6%	-6.8%
Veteran	-3.8%	-3.2%	-3.6%
Low-income	-9.2%	-4.5%	-4.7%

Success Indicator: ESL and Basic Skills Completion

ESL and Basic Skills Completion

ESL and basic skills completion describes the percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-2010 and completed a college-level course in the same discipline by the following student characteristics.

- **Gender**
- **Ethnicity/race**
- **Disability status**
  Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
  Students were identified as being low-income if they met one or more of the following criteria:
  - Received a BOG fee waiver,
  - Received a Pell grant,
  - Reported being a CalWORKs student and/or,
  - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

The ESL and Basic Skills Completion metric was not examined by foster youth status and veteran status as the data were not available for the 2009-2010 cohort.

DATA SOURCE

The data were obtained from the Student Success Scorecard.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. ESL and basic skills completion was calculated by dividing the number of students in the cohort by the number of students who successfully completed the outcome:

- Denominator (Cohort %): Percentage of a population subgroup who met the following criteria:
    - Enrolled in a basic skills course that was two to four levels below transfer
        - ENGL 81A, ENGL 81B, ENGL 84W, or ENGL 21A;[2]
        - ESL 10G, ESL 10W, ESL 11A, ESL 15, ESL 17, and ESL 23;
        - MATH 81, MATH 84, or MATH 31;[3]
    - Was not a special-admit student (high school student concurrently enrolled in a community college) at the time of the initial basic skills course enrollment; and,
    - Reported a valid SSN.
- Numerator (Outcome %): Percentage of population subgroup in the cohort who enrolled in and successfully completed a college-level (degree-applicable) course in the same discipline within six years at any California Community College.

Equity Ratio Methodology

The equity ratio for the ESL and Basic Skills Completion metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the ESL and Basic Skills Completion metric were calculated by subtracting the rate of the highest achieving group from the completion rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate than an equity gap exists for a demographic group.

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[2] Two currently offered basic skills courses, English 20 and English 85, were not offered during the time period examined for the cohort year.
[3] Two currently offered basic skills courses, Math 49 and Math 85, were not offered during the time period examined for the cohort year.

In addition to the percentage point gap, the total number of students "lost" is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. "Students lost" is only calculated for student subgroups experiencing a disproportionate impact for the metric.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

Basic Skills English Completion

Gender

Table 3.1a: Basic Skills English Completion Rate by Gender

Gender	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	1,939	52.8%	955	55.8%	1.06	49.3%	--	--
Male	1,735	47.2%	757	44.2%	0.94	43.6%	-5.6%	-97
Total	3,674	100.0%	1,712	100.0%	--	46.6%	--	--

About 44% of male students who began their English coursework in basic skills successfully completed the sequence of courses and completed English 1 within six years. This rate is 5.6% points lower than the rate achieved by female students, representing 97 students lost.

Ethnicity/Race

Table 3.2a: Basic Skills English Completion Rate by Ethnicity/Race

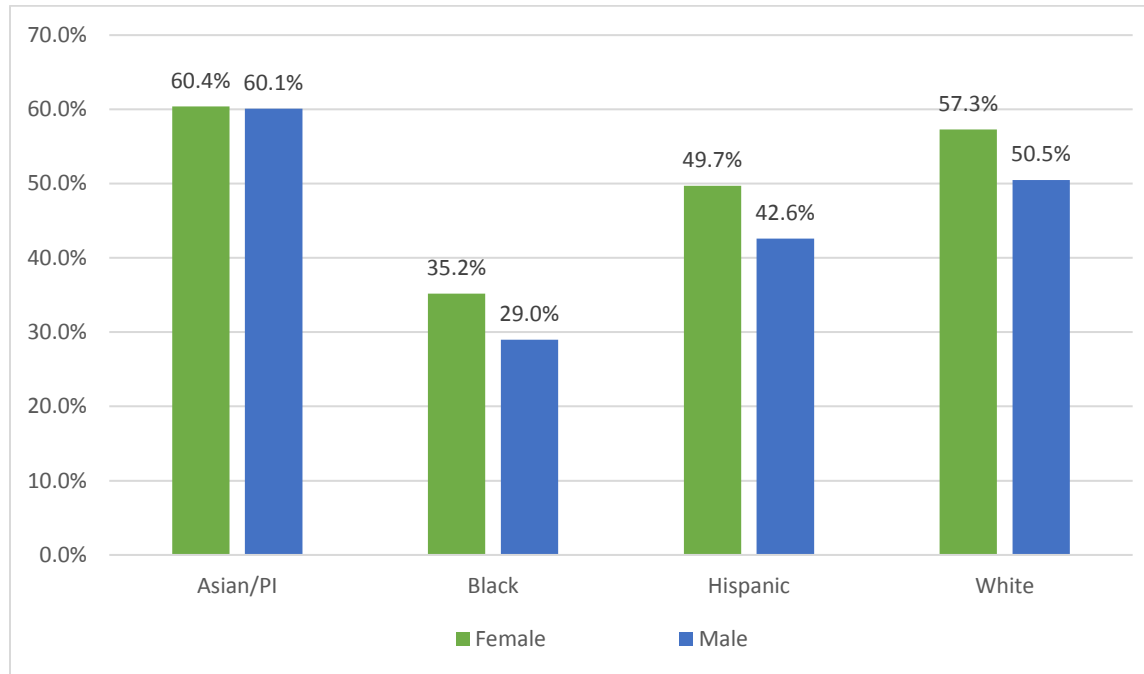| Ethnicity/Race	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian/Pacific Is.	297	8.1%	179	10.5%	1.29	60.3%	--	--
Black	604	16.4%	194	11.3%	0.69	32.1%	-28.2%	-170
Hispanic	1,959	53.3%	910	53.2%	1.00	46.5%	-13.8%	-271
Two or more races	78	2.1%	35	2.0%	0.96	44.9%	-15.4%	-12
White	605	16.5%	327	19.1%	1.16	54.0%	-6.3%	-37
Unreported	123	3.3%	61	3.6%	1.06	49.6%	-10.7%	-13
Total*	3,674	100.0%	1,712	100.0%	--	46.6%	--	--

*Includes Native Am, n<10

Asian students in the basic skills English cohort successfully completed the outcome at the highest rate (60.3%). Black/African American and Hispanic/Latino students experienced the largest numbers of students lost as these students completed the outcome at 28.2% and 13.8%, respectively, below the rates of the Asian student population. In order to eliminate the equity gap for these two student groups, an additional 170 Black and 271 Hispanic students in the basic skills English cohort need to complete English 1 within six years.

Ethnicity/Race and Gender

Figure 3.3a describes the Basic Skills English Completion Rate disaggregated by gender and ethnicity/race for the four largest ethnicity/race groups (Asian, Black/African American, Hispanic/Latino, and White).

Figure 3.3a Basic Skills English Completion Rates by Ethnicity/Race and Gender

The success rate data by ethnicity/race and gender reveal a pattern: female students for all ethnicity/race groups perform at higher rates in terms of basic skills English completion when compared to their male counterparts.

Disability Status

Table 3.4a: Basic Skills English Completion Rate by Disability Status

Disability Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	3,458	94.1%	1,617	94.5%	1.00	46.8%	--	--

Disability	216	5.9%	95	5.5%	0.94	44.0%	-2.8%	-5
Total	3,674	100.0%	1,712	100.0%	--	46.6%	--	--

About 6% of students in the basic skills English cohort have disabilities. Students with disabilities complete the basic skills English outcome at a rate of 44.0%, 2.8% points lower than the rate achieved by students without disabilities. In order to eliminate the equity gap, an additional 6 students with disabilities in the cohort need to successfully complete the college level course, English 1.

Low-income Status

Table 3.5a: Basic Skills English Completion Rate by Low-income Status

Low-income Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	1,269	34.5%	609	35.6%	1.03	48.0%	--	--
Low-income	2,405	65.5%	1,103	64.4%	0.98	45.9%	-2.1%	-51
Total	3,674	100.0%	1,712	100.0%	--	46.6%	--	--

Low-income students in the basic skills English cohort successfully completed the outcome at a rate of 45.9%, over 2% points lower than the rate achieved by students who are not low-income. In order to achieve equity for this group, an additional 51 low-income students need to successfully complete the English outcome.

ESL Completion

Gender

Table 3.1b: Basic Skills ESL Completion Rate by Gender

Gender	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	219	60.0%	118	63.8%	1.06	53.9%	--	--
Male	146	40.0%	67	36.2%	0.91	45.9%	-8.0%	-11
Total	365	100.0%	185	100.0%	--	50.7%	--	--

Male students are underrepresented among the ESL students who enrolled in a college-level English or ESL course when compared with their representation in the ESL cohort with an ESL completion rate of 45.9%, 8% points below the rate of female students (53.9%). In order to achieve the equity gap for this metric, an additional 11 male students from the ESL cohort need to successfully complete the outcome within six years.

Ethnicity/Race

Table 3.2b: Basic Skills ESL Completion Rate by Ethnicity/Race

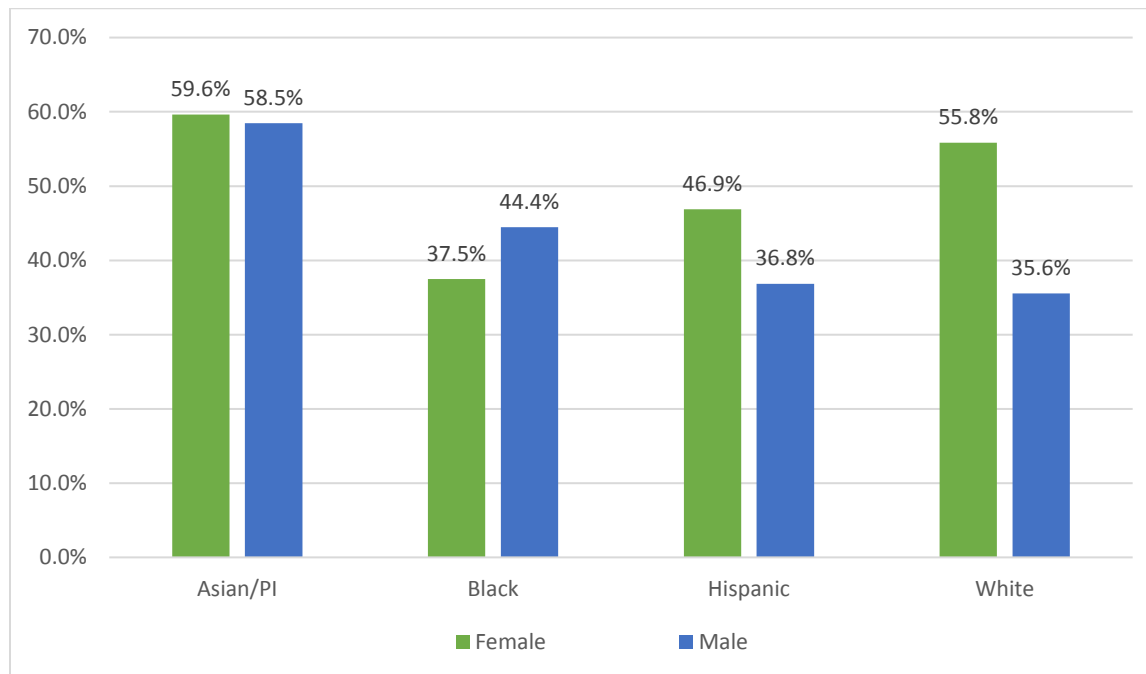| Ethnicity/Race	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian/Pacific Is.	122	33.4%	72	38.9%	1.16	59.0%	--	--
Black	17	4.7%	7	3.8%	0.81	41.2%	-17.8%	-3
Hispanic	83	22.7%	37	20.0%	0.88	44.6%	-14.4%	-11
White	122	33.4%	59	31.9%	0.95	48.4%	-10.7%	-13
Unreported	19	5.2%	9	4.9%	0.93	47.4%	-11.6%	-2
Total*	365	100.0%	185	100.0%	--	50.7%	--	--

*Includes Two or more races, n<10

African American/Black and Hispanic/Latino students experience the largest percentage point gaps for the Basic Skills ESL Completion metric when compared to the highest performing group, Asian/Pacific Islanders, with gaps of -17.8% and -14.4%, respectively. In order to eliminate the equity gaps for this metric, an additional 3 Black and 11 Hispanic students in the ESL cohort need to complete the outcome within six years.

Ethnicity/Race and Gender

Figure 3.3b describes the Basic Skills ESL Completion Rate disaggregated by gender and ethnicity/race for Asian/Pacific Islander, Black, Hispanic, and White student groups.

Figure 3.3b Basic Skills ESL Completion Rates by Ethnicity/Race and Gender

The success rate data by ethnicity/race and gender reveal that with the exception of the Black student group, female students perform better on this metric than their male counterparts.

Disability Status

Table 3.4b: Basic Skills ESL Completion Rate by Disability Status

Disability Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	351	96.2%	172	93.0%	0.97	49.0%	-43.9%	-153
Disability	14	3.8%	13	7.0%	1.83	92.9%	--	--
Total	365	100.0%	185	100.0%	--	50.7%	--	--

About 4% of students in the basic skills ESL cohort have disabilities. Students with disabilities complete the basic skills ESL outcome at a rate of 92.9%, 43.9% points higher than the rate achieved by students without disabilities. The data indicate no equity gap for the target population (students with disabilities) for the ESL completion metric.

Low-income Status

Table 3.5b: Basic Skills ESL Completion Rate by Low-income Status

Low-income Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	157	43.0%	64	34.6%	0.80	40.8%	-17.4%	-27
Low-income	208	57.0%	121	65.4%	1.15	58.2%	--	--
Total	365	100.0%	185	100.0%	--	50.7%	--	--

Fifty-seven percent of students in the basic skills ESL cohort are economically disadvantaged. These students completed the basic skills ESL completion metric at a rate of 58.2%, 17.4% points higher than students who were not identified as being low-income. The data indicate no equity gap for the target population (low-income students) for the ESL completion metric.

Basic Skills Math Completion

Gender

Table 3.1c: Basic Skills Math Completion Rate by Gender

Gender	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	1,974	54.8%	585	58.4%	1.07	29.6%	--	--
Male	1,625	45.2%	416	41.6%	0.92	25.6%	-4.0%	-65
Total	3,599	100.0%	1,001	100.0%	--	27.8%	--	--

About 26% of male students who began their English coursework in basic skills successfully completed the sequence of courses and completed English 1 within six years. This rate is 4% points lower than the rate achieved by female students, representing 65 students lost.

Ethnicity/Race

Table 3.2c: Basic Skills Math Completion Rate by Ethnicity/Race

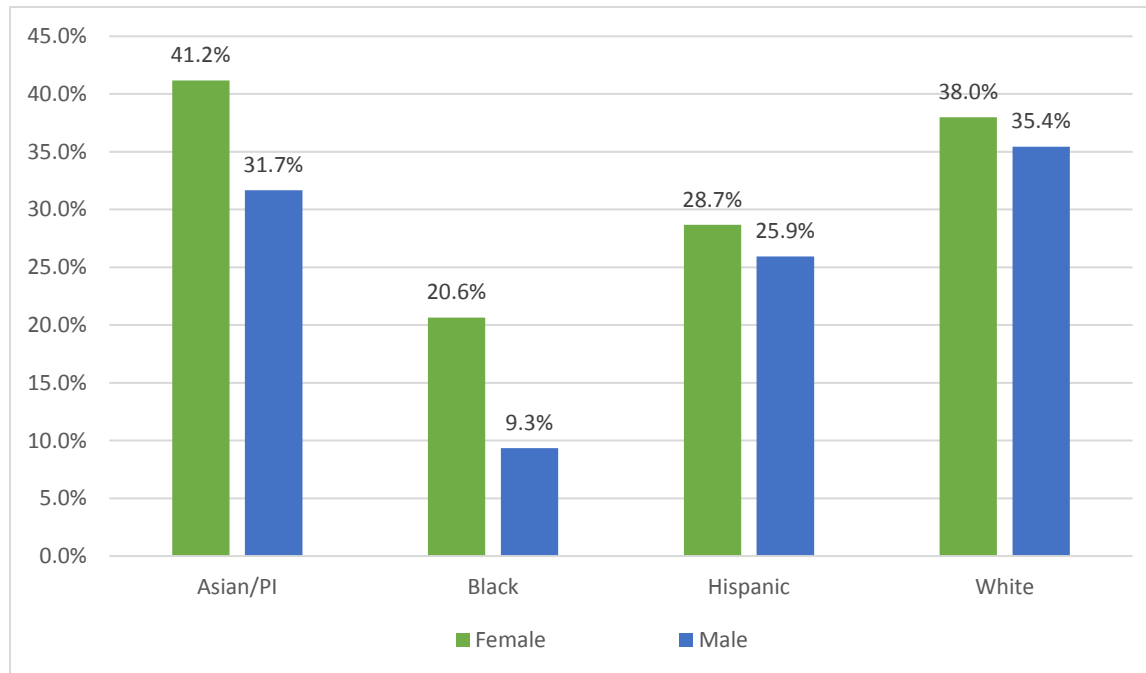| Ethnicity/Race	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian/Pacific Is.	220	6.1%	81	8.1%	1.32	36.8%	--	--
Black	633	17.6%	98	9.8%	0.56	15.5%	-21.3%	-135
Hispanic	1,805	50.2%	496	49.6%	0.99	27.5%	-9.3%	-168
Two or more races	75	2.1%	17	1.7%	0.81	22.7%	-14.2%	-10
White	699	19.4%	257	25.7%	1.32	36.8%	--	--
Unreported	157	4.4%	50	5.0%	1.15	31.8%	-4.9%	-7
Total*	3,599	100.0%	1,001	100.0%	--	27.8%	--	--

*Includes Native Am, n<10

Asian/Pacific Islander and White students in the basic skills math cohort successfully completed the outcome at the highest rate (36.8%). Black/African American and Hispanic/Latino students experienced the largest numbers of students lost as these students completed the outcome at 15.5% and 9.3%, respectively, below the rates of the highest performing groups. In order to eliminate the equity gap for these two student groups, an additional 135 Black and 168 Hispanic students in the basic skills math cohort need to complete a college-level math course within six years.

Ethnicity/Race and Gender

Figure 3.3c describes the Basic Skills Math Completion Rate disaggregated by gender and ethnicity/race for the four largest ethnicity/race groups (Asian, Black/African American, Hispanic/Latino, and White).

Figure 3.3c Basic Skills Math Completion Rates by Ethnicity/Race and Gender

The success rate data by ethnicity/race and gender reveal a pattern: female students for all ethnicity/race groups perform at higher rates in terms of basic skills math completion when compared to their male counterparts.

Disability Status

Table 3.4c: Basic Skills Math Completion Rate by Disability Status

Disability Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	3,379	93.9%	946	94.5%	1.01	28.0%	--	--
Disability	220	6.1%	55	5.5%	0.90	25.0%	-3.0%	-6
Total	3,599	100.0%	1,001	100.0%	--	27.8%	--	--

About 6% of students in the basic skills math cohort have disabilities. Students with disabilities complete the basic skills math outcome at a rate of 25%, 3% points lower than the rate achieved by students without disabilities. In order to eliminate the equity gap, an additional 6 students with disabilities in the cohort need to successfully complete college-level math.

Low-income Status

Table 3.5c: Basic Skills Math Completion Rate by Low-income Status

Low-income Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	1,259	35.0%	360	36.0%	1.03	28.6%	--	--
Low-income	2,340	65.0%	641	64.0%	0.98	27.4%	-1.2%	-28
Total	3,599	100.0%	1,001	100.0%	--	27.8%	--	--

Low-income students in the basic skills math cohort successfully completed the outcome at a rate of 27.4%, 1.2% points lower than the rate achieved by students who are not low-income. In order to achieve equity for this group, an additional 28 low-income students need to successfully complete the math outcome.

Summary Analyses

Based on the largest numbers of students lost, the following student groups were identified as the focus of the equity-related activities for the basic skills English and math completion metrics:

- English
    - 271 Hispanic students lost
    - 170 Black students lost
    - 51 low-income students lost
- Math
    - 168 Hispanic students lost
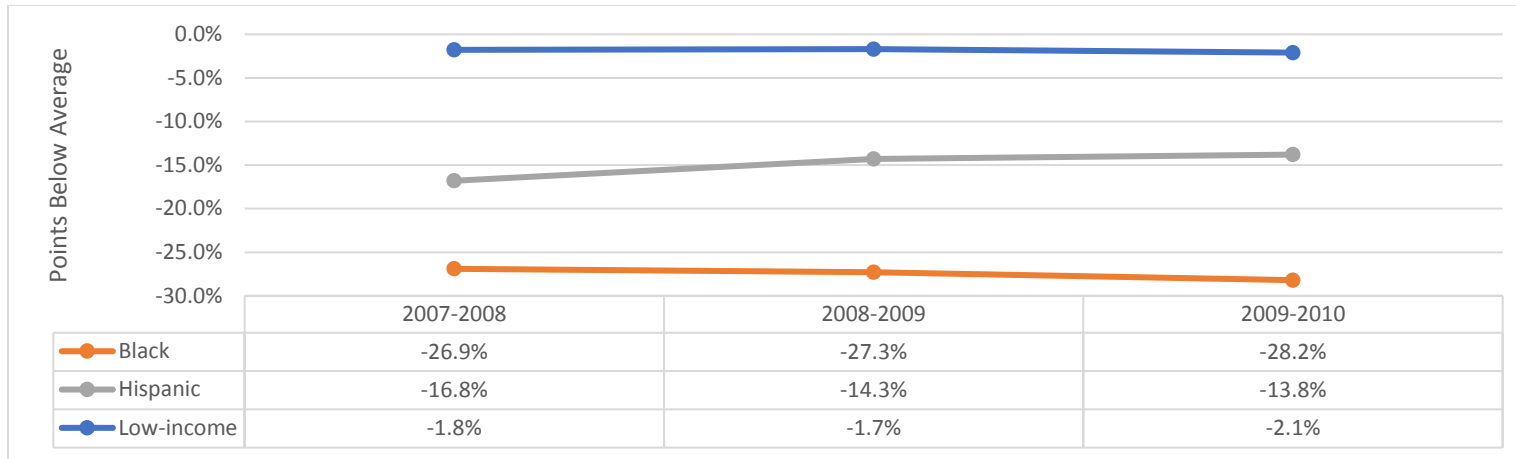   - 135 Black students lost

Based on the largest percentage point gap, the following student groups were identified as the focus of the equity-related activities for the basic skills ESL completion metric:

- Black (17.8% percentage point gap)
- Hispanic (14.4% percentage point gap)

On average, the data reveal that male students performed at lower rates than their female counterparts. As a result, many of the equity-related activities for the metric focused on reducing the equity gaps experienced by male Black and Hispanic students.

Figures 3.6 – 3.8 compare last year's performance to this year's performance on the basic skills and ESL completion metric in terms of percentage point gaps for the target populations.

Figure 3.6 Basic Skills English Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations

|	2007-2008	2008-2009	2009-2010
Black	-26.9%	-27.3%	-28.2%
Hispanic	-16.8%	-14.3%	-13.8%
Low-income	-1.8%	-1.7%	-2.1%

The data reveal that the College remained relatively stable on the basic skills English completion metric and experienced a small increase in the percentage point gaps for the two of the three target groups in the last two years: Black and low-income students. The equity gap for these two groups widened, but the equity gap for the Hispanic students was reduced by 0.5% percentage point gap during the same time period.

Figure 3.7 Basic Skills ESL Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations

	2007-2008	2008-2009	2009-2010
Black		-30.5%	-21.8%
Hispanic	-17.9%	-17.8%	-14.4%
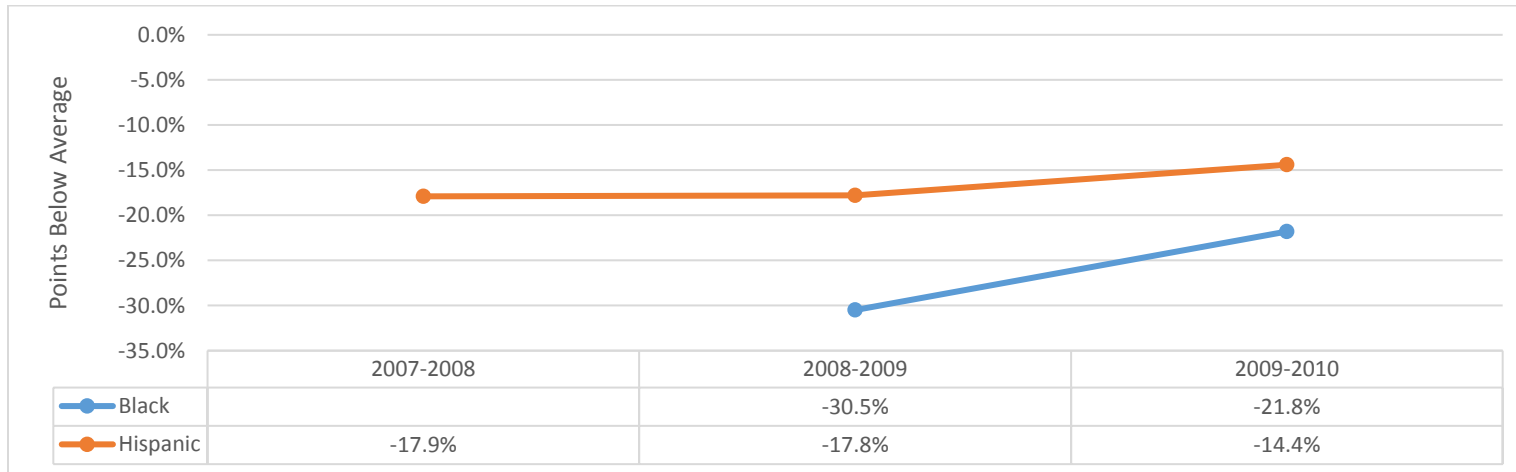
The data reveal that in the last two years, the College made progress towards closing the equity gap for the ESL completion metric for Black and Hispanic students, reducing the gap by 8.7% and 3.4% points, respectively. The equity gap was no calculated for the Black student group for the 2007-2008 cohort as the cohort size was smaller than 10.

Figure 3.8 Basic Skills Math Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations

	2007-2008	2008-2009	2009-2010
Black	-27.2%	-29.6%	-21.3%
Hispanic	-16.7%	-19.8%	-9.3%
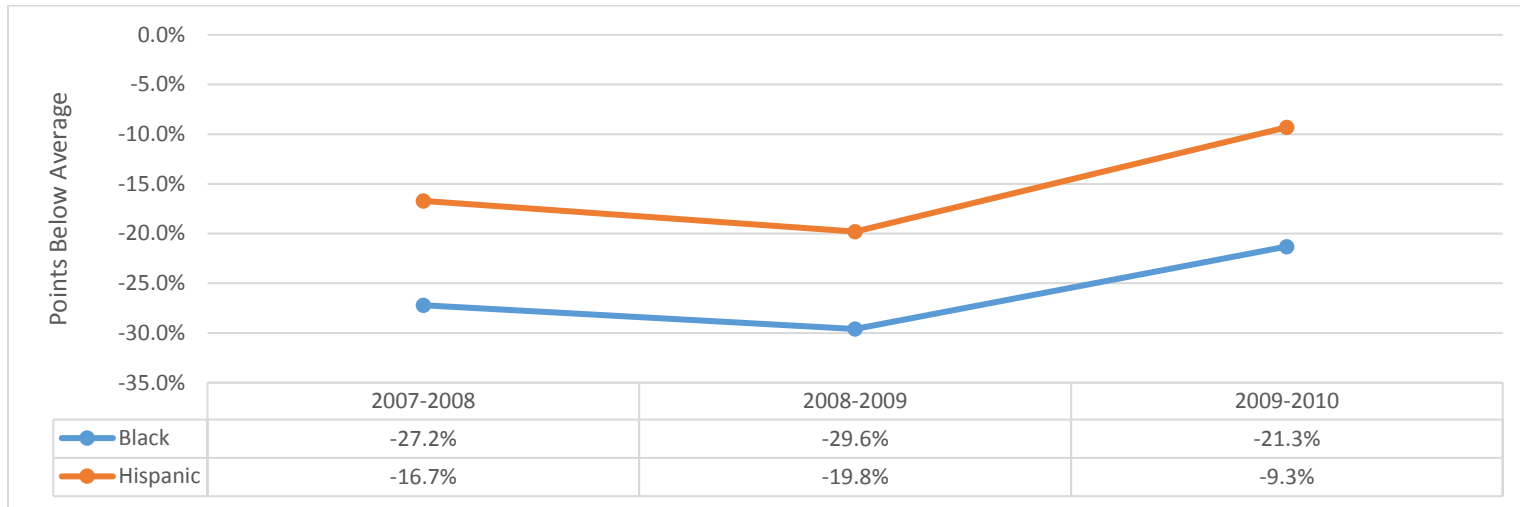
In the last two years, the data reveal that the College made progress towards closing the equity gap for the basic skills math completion metric for Black and Hispanic students, reducing the gap by 8.3% and 10.5% points, respectively.

Success Indicator: Degree and Certificate Completion

Degree and Certificate Completion

Degree and certificate completion describes the percentage of CTE students who successfully completed a degree, certificate, apprenticeship, or transfer-related outcome within six years by the following student characteristics:

- **Gender**
- **Ethnicity/race**
- **Disability status**
  Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
  Students were identified as being low-income if they met one or more of the following criteria:
  - Received a BOG fee waiver,
  - Received a Pell grant,
  - Reported being a CalWORKs student and/or,
  - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey

The Degree and Certificate Completion metric was not examined by veteran and foster youth status as the sizes of these subgroups represented fewer than 10 students.

DATA SOURCE

The data were obtained from the Student Success Scorecard.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. Degree and certificate completion was calculated by dividing the number of CTE students in the cohort by the number of students in the cohort who successfully earned a degree/certificate or transferred to a four-year institution.

Denominator (Cohort %):
Percentage of a population subgroup who met all of the following criteria:
- Enrolled in college for the first time after high school in academic year 2009-2010;
- Earned eight or more credit units in a single discipline at SMC and/or anywhere in the system (same 2-digit vocational TOP code) during the first three years of enrollment where at least one of the courses is designated as "clearly" or "advanced" occupational; and,
- Reported a valid SSN (excludes F1 international students and others who do not have a social security number).

Numerator (Outcome %):
Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within six years of entering the CCC system for the first were counted as having completed a CTE outcome:
- Earned an Associate Degree or Chancellor's Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution;
- Completed an apprenticeship; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

Equity Ratio Methodology

The equity ratio for the Degree and Certificate Completion metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the CTE cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the Degree and Certificate Completion metrics were calculated by subtracting the rate of success of the highest performing group from the specific rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate than an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students "lost" is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. "Students lost" is only calculated for student subgroups experiencing a disproportionate impact for the metric.

Gender

Table 4.1: Degree and Certificate Completion Rate by Gender

Gender	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	1,271	53.9%	600	51.7%	0.96	47.2%	-4.5%	-56
Male	1,086	46.1%	561	48.3%	1.05	51.7%	--	--
Total	2,357	100.0%	1,161	100.0%	--	49.3%	--	--

Female students are underrepresented in the successful outcome group when compared to their representation in the CTE cohort. The data reveal that 47.2% of female students successfully complete the CTE outcome, more than 4% points lower than male students, resulting in 56 lost students.

Ethnicity/Race

Table 4.2: Degree and Certificate Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian/Pacific Is.	489	20.7%	239	20.6%	0.99	48.9%	-6.0%	-29
Black	236	10.0%	118	10.2%	1.02	50.0%	-4.9%	-11
Hispanic	536	22.7%	294	25.3%	1.11	54.9%	--	--
Two or more races	43	1.8%	17	1.5%	0.80	39.5%	-15.3%	-6
White	898	38.1%	411	35.4%	0.93	45.8%	-9.1%	-81
Unreported	148	6.3%	78	6.7%	1.07	52.7%	-2.1%	-3
Total*	2,357	100.0%	1,161	100.0%	--	49.3%	--	--

*Includes Native Am, n<10

Hispanic or Latino CTE students successfully completed a CTE outcome at the highest rate, 54.9%. The students experiencing the largest disproportionate impact on the metrics are those from two or more races with a completion rate of 39.5%, more than 15% lower than the highest performing group (Hispanic). White and Asian/Pacific Islander students also experience an equity gap with 81 and 29 students lost in the CTE metric. The data reveal that historically underrepresented ethnicity/race groups, African American/Black and Hispanic/Latino, perform well on the metric when compared to other groups.

Disability Status

Table 4.3: Degree and Certificate Completion Rate by Disability Status

Disability Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	2,278	96.6%	1,119	96.4%	1.00	49.1%	-4.0%	-92
Disability	79	3.4%	42	3.6%	1.08	53.2%	--	--
Total	2,357	100.0%	1,161	100.0%	--	49.3%	--	--

About 3% of students in the CTE cohort have disabilities. Students with disabilities complete the degree and certificate completion metric at a rate of 53.2%, 4% points higher than the rate achieved by students without disabilities. The data indicate no equity gap for the target population (students with disabilities) for the degree and certificate completion metric.

Low-income Status

Table 4.4: Degree and Certificate Completion Rate by Low-income Status

Low-income Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	994	42.2%	370	31.9%	0.76	37.2%	-20.8%	-206
Low-income	1363	57.8%	791	68.1%	1.18	58.0%	--	--
Total	2357	100.0%	1161	100.0%	--	--	--	--

A majority of students in the CTE cohort are low-income (57.8%). Low-income students in the cohort complete the CTE outcome at a rate of 58.0%, over 20% points higher than those who were not identified as being low-income. The data indicate no equity gap for the target population (low-income students) for the degree and certificate completion metric.

Summary Analyses

The success rate for the degree and certification completion metric reveal that the historically underrepresented student groups, Black, Hispanic, and low-income students, are not disproportionately impacted and they do not experience an equity gap in terms of CTE completion. The findings from this metric will be the focus of the equity-related activities for the degree and certification completion metric, including the investigation and application of factors that have lead students from historically disproportionately impacted groups to be successful on this metric.

Transfer

Transfer

Transfer describes the percentage of transfer-directed students who first enrolled in college in 2009-2010 and successfully transferred to a four-year college/university within six years by the following student characteristics.

- **Gender**
- **Ethnicity/race**
- **Disability status**
  Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
  Students were identified as being low-income if they met one or more of the following criteria:
  - Received a BOG fee waiver,
  - Received a Pell grant,
  - Reported being a CalWORKs student and/or,
  - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

The Transfer Metric was not examined by foster youth status and veteran status as the data were not available for the 2009-2010 cohort.

DATA SOURCE

The data were obtained from the Student Success Scorecard.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. Transfer was calculated by dividing the number of transfer-intended students who transferred to a four-year institution within six years by the number of transfer-intended students.

Denominator (Cohort %):

Percentage of a population subgroup who met all of the following criteria:

- First-time freshmen in the year 2009-2010;
- Achieved transfer-directed status by successfully completing a transferable English **and** a transferable math course at SMC or anywhere in the CCC system; and,
- Reported a valid Social Security Number (SSN), which consequentially 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 California Community College system.

Equity Ratio Methodology

The equity ratio for the transfer metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the Transfer metric were calculated by subtracting the rate of success of the highest performing group from the specific rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate than an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students "lost" is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. "Students lost" is only calculated for student subgroups experiencing a disproportionate impact for the metric.

Gender

Table 5.1: Transfer Rate by Gender

Gender	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	740	52.4%	573	52.4%	1.00	77.4%	-0.1%	<-1
Male	672	47.6%	521	47.6%	1.00	77.5%		
Total	1,412	100.0%	1,094	100.0%		77.5%		

The data reveal no equity gaps for either gender groups.

Ethnicity/Race

Table 5.2: Transfer Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian/Pacific Is.	291	20.6%	230	21.0%	1.02	79.0%	-4.5%	-13
Black	56	4.0%	38	3.5%	0.88	67.9%	-15.7%	-8
Hispanic	447	31.7%	314	28.7%	0.91	70.2%	-13.3%	-59
Two or more races	23	1.6%	16	1.5%	0.90	69.6%	-14.0%	-3
White	492	34.8%	411	37.6%	1.08	83.5%	--	--
Unreported	102	7.2%	84	7.7%	1.06	82.4%	-1.2%	-1
Total*	1,412	100.0%	1,094	100.0%	--	77.5%	--	--

*Includes Native Am, n<10

Black, students from two or more race groups, and Hispanic students experience the largest percentage point gaps for the transfer metric when compared to the highest performing group, White, with gaps of -15.7%, -14.0%, and -13.3%, respectively. In order to eliminate the equity gaps for this metric, an additional 8 Black, 3 multi-racial, and 59 Hispanic students in the transfer cohort need to successfully transfer within six years.

Disability Status

Table 5.3: Transfer Rate by Disability Status

Disability Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	1,365	96.7%	1,051	96.1%	0.99	77.0%	-14.5%	-197
Disability	47	3.3%	43	3.9%	1.18	91.5%	--	--
Total	1,412	100.0%	1,094	100.0%	--	77.5%	--	--

The equity ratio and percentage point gap analyses reveal that students with disabilities are not disproportionately impacted in terms of transfer.

Low-income Status

Table 5.4: Transfer Rate by Low-income Status

| Low-income Status	Cohort 2009-2010	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	503	35.6%	403	36.8%	1.03	80.1%	--	--
Low-income	909	64.4%	691	63.2%	0.98	76.0%	-4.1%	-37
Total	1,412	100.0%	1,094	100.0%	--	77.5%	--	--

Low-income students in the transfer cohort successfully completed the outcome at a rate 76.0%, 4.1% points lower than the rate achieved by students who are not low-income (80.1%). In order to achieve equity for this group, an additional 37 low-income students need to successfully complete the transfer outcome.

Summary Analyses

The transfer metric analyses indicate that the two groups experiencing the greatest equity gap are Black (-15.7% point gap), multi-racial (-14.0% point gap), and Hispanic or Latino students (-13.3% point gap). These groups are targeted in the activities focused on improving course completion.

Figure 5.5 compares last year's performance to this year's performance on this metric in terms of percentage point gaps for two of the three target populations. Students who reported belonging to more than one race were not included in the chart as the "multi-ethnic" category was not used prior to the 2009-2010 cohort. The data reveal that over the past two cohorts, the College experienced a decrease in the percentage point gaps for Black and Hispanic students, reducing the equity gap by 4.1% and 2.6% percentage points, respectively.

Figure 5.5 Transfer Rate Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations

|	2012-2013	2013-2014	2014-2015
Black	-10.5%	-19.8%	-15.7%
Hispanic	-14.9%	-16.6%	-14.0%
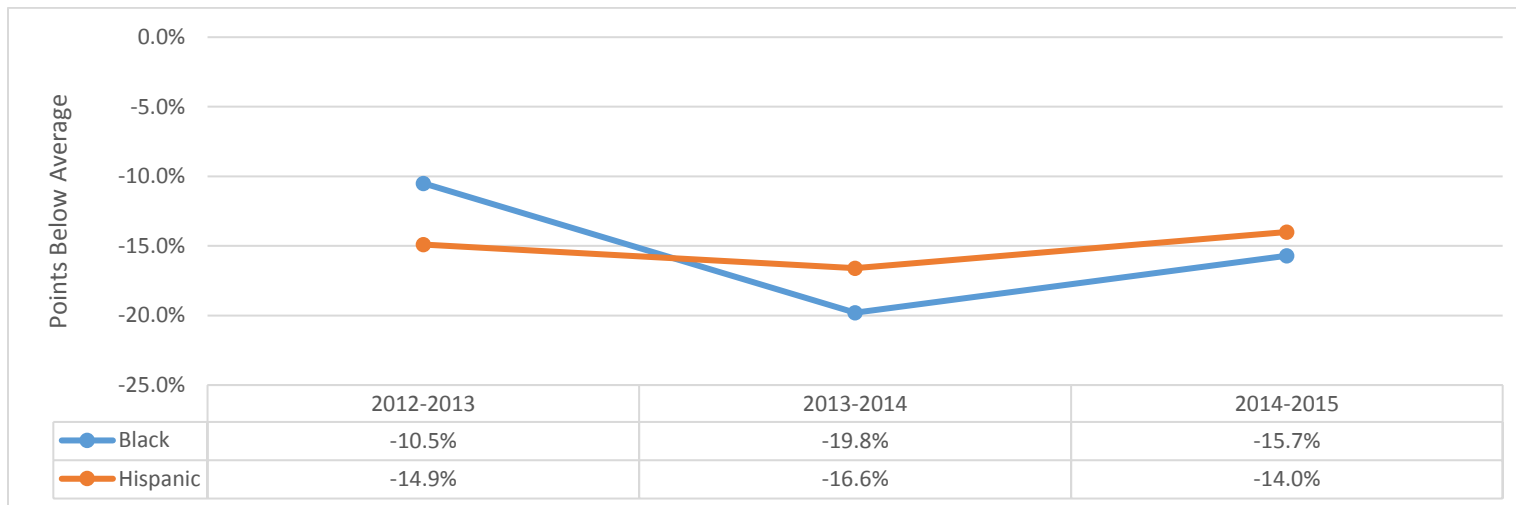
Low-income Status and Ethnicity/Race

The data were disaggregated further by low-income status and ethnicity/race for the metrics experiencing an equity gap for low-income students overall.

- Course completion
- Basic skills math completion
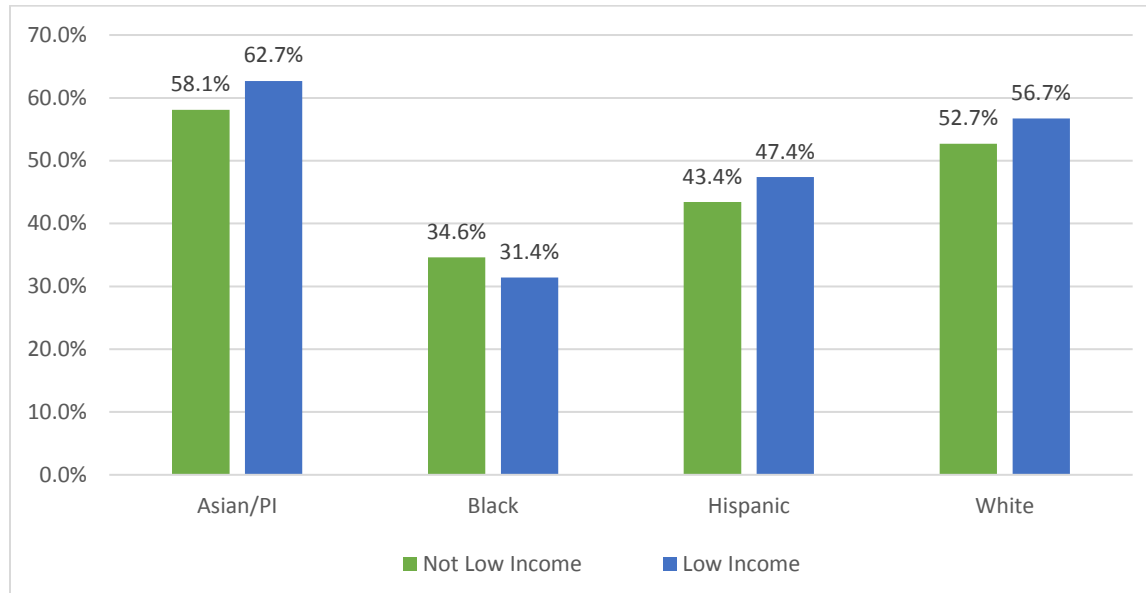- Basic skills English completion
- Transfer

The following figures describe the success rates for the four metrics named above by low-income status for the four largest ethnicity/race groups.

Figure 6.1 Successful Course Completion Rates by Ethnicity/Race and Low-Income Status (2014-2015)
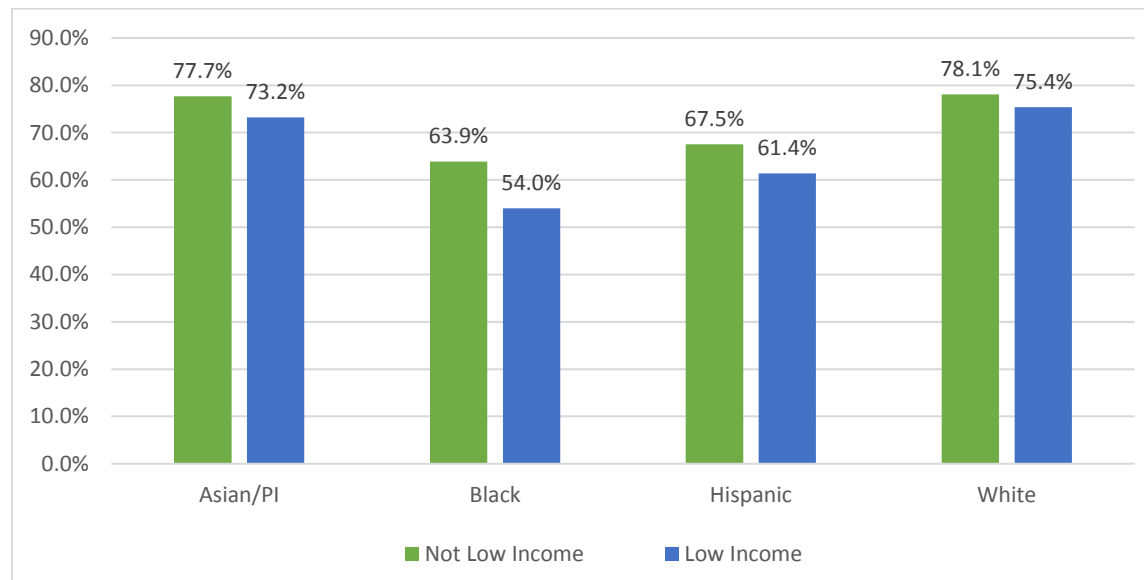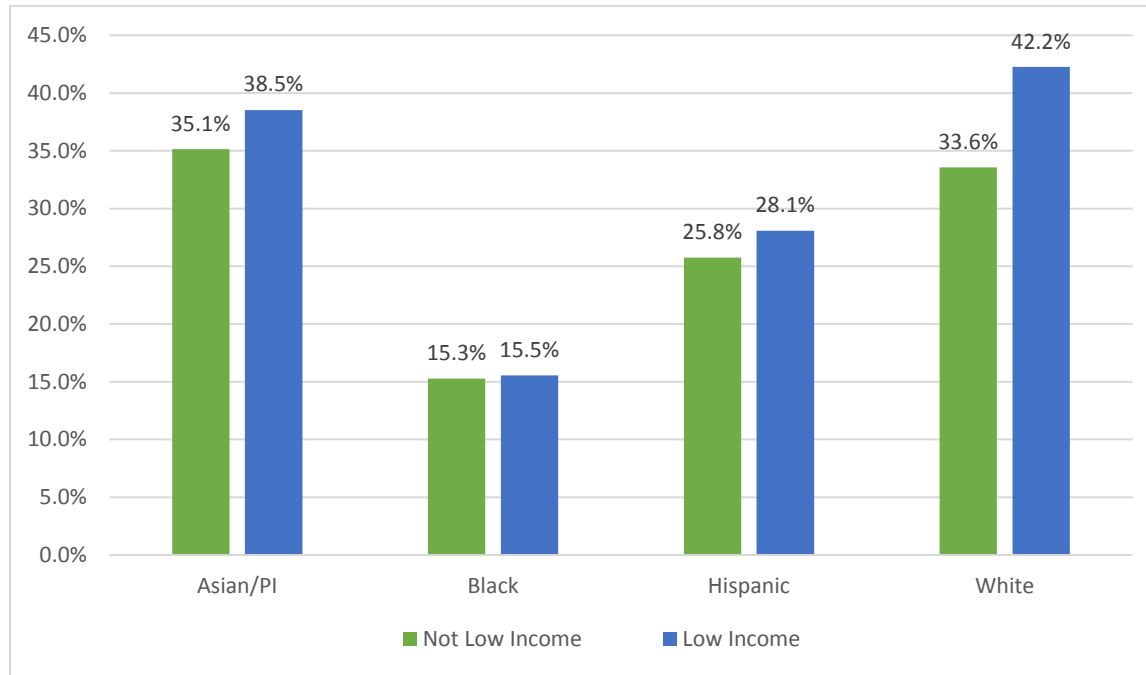
The data reveal that among all ethnicity/race groups, low-income students successfully completed their courses at lower rates than not low-income students.

Figure 6.2 Basic Skills English Completion Rate by Ethnicity/Race and Low-Income Status (Cohort 2009-2010)


For Asian/Pacific Islander, Hispanic, and White students, low-income students successfully completed the basic skills English metric at higher rates than their not-low-income counterparts. However, the pattern is opposite for Black students. Low-income students completed the metric at a rate 3.2% points lower than their not-low-income counterparts.

Figure 6.3 Basic Skills Math Completion Rate by Ethnicity/Race and Low-Income Status (Cohort 2009-2010)

For all ethnicity/race groups, low-income students successfully completed the basic skills math completion metric at higher rates than their not-low-income counterparts. Students who were both low-income and Black did slightly better (0.2%) than Black students who were not low-income.

Figure 6.4 Transfer Rate by Ethnicity/Race and Low-Income Status (Cohort 2009-2010)
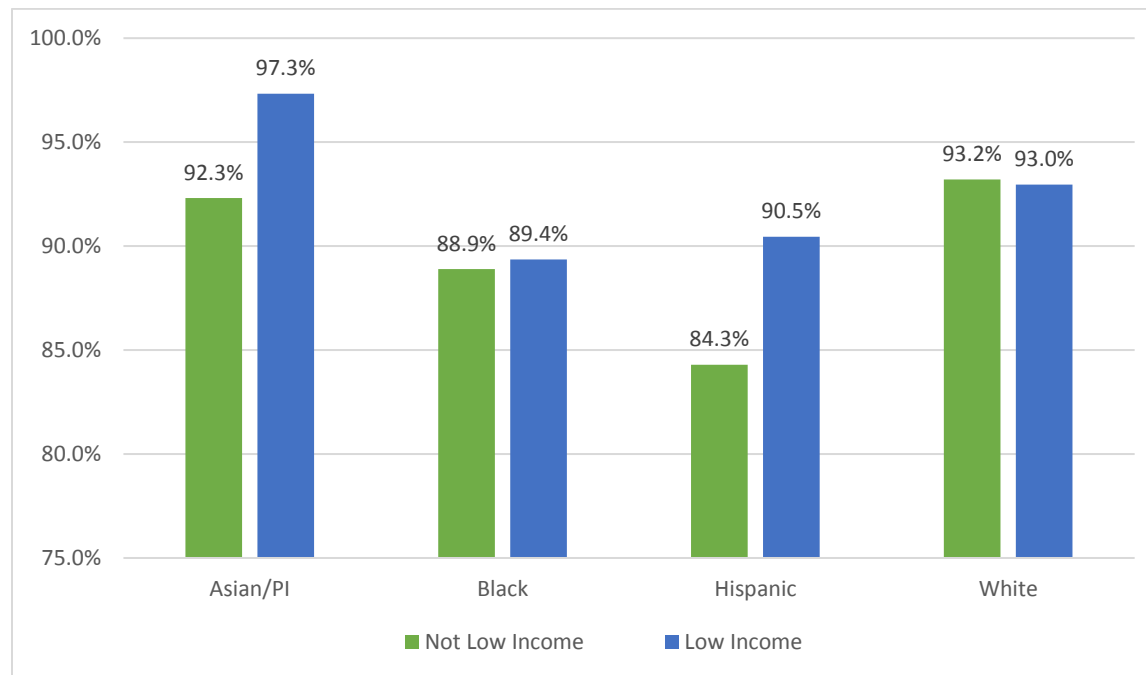
For all non-White groups, low-income students transferred at higher rates than their not-low-income counterparts. The difference in transfer rate between the White low-income and not-low-income group is small (0.2%).