STUDENT EQUITY PLAN

2014

SADDLEBACK COLLEGE

Saddleback College Student Equity Plan

December 2014

2014 SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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2014 Student Equity Plan
Signature Page

District: South Orange County Community College District

Date Approved by Board of Trustees: _____

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Executive Summary

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

ABOUT SADDLEBACK COLLEGE

Saddleback College is one of the two colleges that comprise the South Orange County Community College district. Located in Mission Viejo, Saddleback College began offering classes in 1968. The college serves the communities of Lake Forest, Mission Viejo, Laguna Niguel, Rancho Santa Margarita, San Juan Capistrano, Laguna Beach, and San Clemente, as well as a large unincorporated area of the county. Located at the approximate midpoint between Los Angeles and San Diego. The campus sits on a 200 acre hillside close to the coast, mountains and desert. The area is largely suburban with both multi- and single family homes.

The accreditation agency (ACCJC/WASC) reaffirmed the college's accreditation in 2010; the next accreditation visit will occur in 2016.

Saddleback College is the postsecondary educational anchor of South Orange County, offering over 200 programs of study to 40,000 students a year. In 2012-13, Saddleback awarded 2440 degrees and certificates and prepared and transferred 3500 students to 4-year universities. Over its 46-year history, Saddleback has developed a wide array of occupational and career and technical education (CTE) programs.

The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations.

In addition, the College also offers a huge selection of student clubs and activities such as the Associated Student Government, the Model United Nations, an award-winning student newspaper, a radio station, and a television station.
In addition to being a center of learning, Saddleback College has developed into one of South Orange County's premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned Newsmakers and scholars, and it is home to an award-winning theatre arts program. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include a golf driving range and putting greens, an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track. Saddleback College has become an integral part of the South Orange County landscape, linking education with community growth and vitality. After 46 years, Saddleback College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

Vision
Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Mission
Saddleback College enriches its students and the South Orange County community by providing a comprehensive array of high quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical education certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Values
Saddleback College embraces:

Commitment
We commit to fulfilling our mission to serve the South Orange County community.

Excellence
We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality
We foster a climate of integrity, honesty, and respect.

Success
We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation
We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom
We endorse academic freedom and the open exchange of ideas.

Sustainability
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Saddleback College Institutional Student Learning Outcomes (ISLOs)

Preamble

Saddleback College's primary mission is to foster learning and student success. Students should expect to develop knowledge, skills and abilities across four broad areas as a result of their overall experience at Saddleback College. The broad areas are identified by the Institutional Student Learning Outcomes (ISLOs) listed below:

Effective Communication

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
- Demonstrate the ability to clearly express themselves and the knowledge they have attained in various forms of writing.
- Demonstrate the ability to orally communicate ideas to others in a clear, coherent, and structured fashion when speaking with one or more of the following modes: interpersonally, in small group settings, or in public presentations.

Intellectual and Practical Skills

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate competence in fundamental computing and information technology.
- Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision making.
- Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
- Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.
- Work with others to develop creative, logical, and reasoned solutions to problems.
- Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

Community/Global Consciousness and Responsibility

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
- Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.

- Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
- Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.

Breadth of Subject Area Knowledge

Students completing a degree or transfer program at Saddleback College will be able to:

- Describe the scope, key principles, and defining the framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
- Describe the scope, key principles, and defining the framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.
- Describe the scope, key concepts, and defining the framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.

STUDENT EQUITY PLAN SUMMARY

I.   INDICATOR: ACCESS (AGE)

THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUESNTLY CALCULATED AS A PARTICIPATION RATE.

CAMPUS BASED RESEARCH

Major ACCESS disparity for students who are 35 to 39 years of age, 40 to 49 years of age and for ages 50+ .

DATA ANALYSIS AND FINDINGS

Participation Rate

Age	Participation Rate
19 and Less	24.00%
20 to 24	29.40%
25 to 29	10.00%
30 to 34	5.50%
35 to 39	3.60%
40 to 49	6.40%
50+	21.10%
Unknown	0.00%

(scale: 0.00% to 100.00%)

Disproportionate Impact

Age	Disproportionate Impact
19 and Less	0.91
20 to 24	5.646
25 to 29	1.901
30 to 34	0.995
35 to 39	0.516
40 to 49	0.389
50 +	0.614

RESOURCES

- Outreach, DSPS, EOPS, VETS
- Camp Pendleton to reach out to Active Military

ACTIVITIES PLANNED

Research
- Conduct further research to determine the reasons for disproportionate impact among this identified population.
- Survey age populations of 35 and older to determine their interests in learning and/or college career paths.

Outreach
- Develop an Outreach plan focused on the needs and interests of the adult learner. Include specialized populations: Disabled Students, students from educationally and socioeconomic disadvantaged backgrounds, and active Military, VETS.

Expansion of Services
- Possible need to hire staff that will oversee the ongoing planning of goals, objectives and activities of Student Equity Funding. Staffing should include:
  a. Program Director
  b. Administrative Assistant

OBJECTIVE I.1

Saddleback College will work to ensure the educational needs of the adult learner, ages 35 to 50+, have been identified and that staffing and programing will be provided to enable this population the opportunity to meet their educational goals.

FUNDING SOURCES

SEP & SSSP Research Analyst (50% SSSP funding; 50% SEP funding). SEP Request= $49,000

STUDENT EQUITY PLAN SUMMARY

I. INDICATOR: ACCESS (ECONOMICALLY DISADVANTAGED)
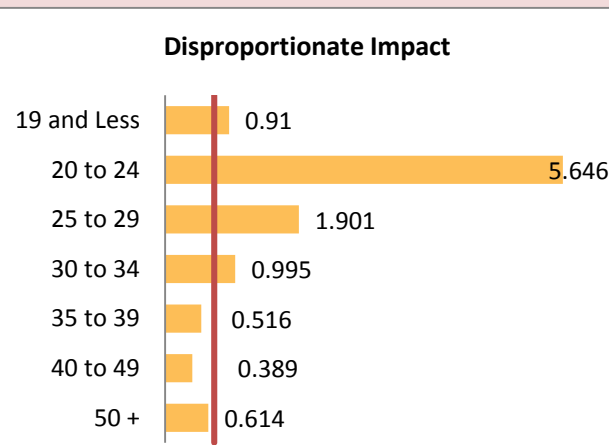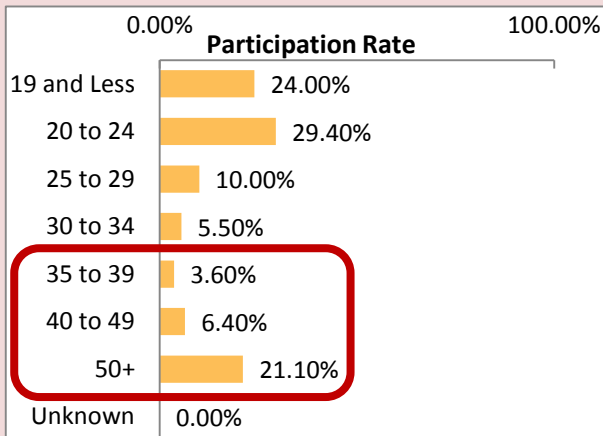
THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

CAMPUS BASED RESEARCH

Results for 2012-13 indicated that there was major ACCESS disparity for those students who are economically disadvantaged.

DATA ANALYSIS AND FINDINGS

Participation Rate

0.00%	100.00%
Yes	1.20%
No	98.80%

Disproportionate Impact

Yes	0.07
No	1.193
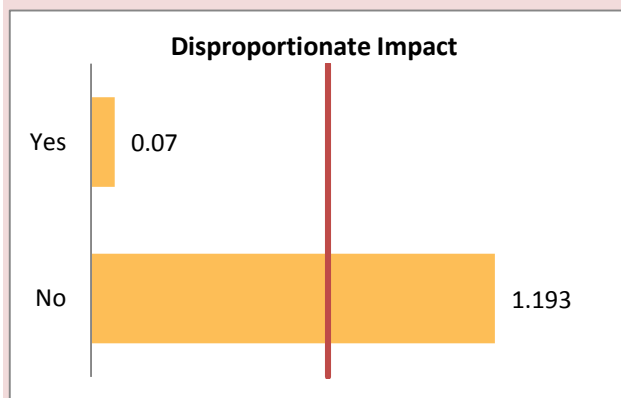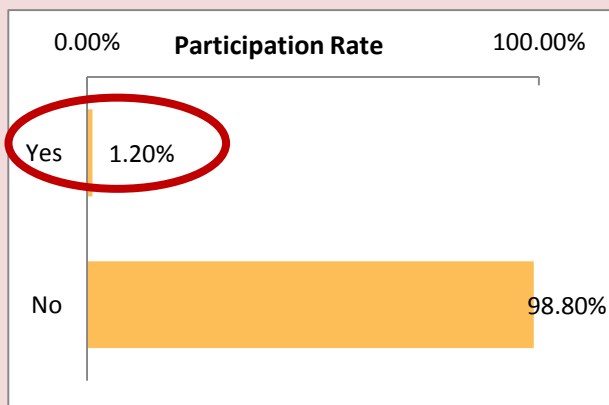
RESOURCES

- Financial Aid, DSPS, EOPS, Outreach
- Feeder High Schools
- Camp Pendleton to reach out to Active Military
- Cities/areas with higher populations of lower income residents
-

ACTIVITIES PLANNED

Research
- GIS Mapping on age, employment status, ethnicity, and average income (especially San Juan Capistrano).
- College access points.
- Data on active military and veterans.
- Data on students currently receiving Pell Grant and Board of Governor's Fee Waiver.

Outreach
- Develop campaigns to effectively communicate financial assistance and college resources with materials, videos and multilingual resources.
- Market open access enrollment, Distance (on-line) education, and Evening and Weekend classes.
- Work with city and county municipalities and transit authorizes to increase public transportation to the college.
- Activities focused on financial resources available to students, including specialized populations, EOPS, DSPS, VETS, Active Military, Foster Youth, and Service area High Schools.

Expansion of Services
- Financial Aid outreach and assistance with the application process for educationally and economically disadvantaged students, disabled students, and active military.
- Create a seamless pre-enrollment and post-enrollment progression for educationally and economically disadvantaged students, disabled students, and active military.

OBJECTIVE I.2

Outreach activities and materials will be designed to reach out to those individuals who are economically disadvantaged in order to support increased awareness of resources and assistance with application for financial aid opportunities. Research will provide precise data about age, employment status, ethnicity, and average income, active military and veterans, and college access points.

FUNDING SOURCES

SEP Financial Aid Specialist (12 months, 40 hours/week): $95,000
SEP Student Ambassadors (10-15 students,15-20 hours/week each): $24,324.00
Financial Aid Outreach Mileage: $2,000
Supplies and Materials: $5,000

STUDENT EQUITY PLAN SUMMARY

## I.   INDICATOR: ACCESS (GENDER)

THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

CAMPUS BASED RESEARCH

For 2012-13, the results indicated that there was moderate ACCESS disparity among male students.

DATA ANALYSIS AND FINDINGS

Participation Rate (0% – 100%)
- Female: 57.70%
- Male: 40.10%
- Unknown: 1.70%

Disportionate Impact
- Female: 1.121
- Male: 0.836

RESOURCES

- Financial Aid, DSPS, EOPS, Outreach, High Schools
- Camp Pendleton to reach out to Active Military

ACTIVITIES PLANNED

Research
- Review GIS mapping and research data about male students for possible reasons for disproportionate impact.
- Survey the local community (including active military and veterans) about their workforce interests.
- Research possible "packaged" streamlined, and short-term educational programs to meet population educational needs.

Outreach
- Provide targeted outreach efforts on men in the local community and Active Military.
- Market open access enrollment, Distance (on-line) Education, and evening and weekend classes to prospective male students.

Expansion of Services
- Provide funding for expanded counseling to active military at Camp Pendleton, which includes a critical mass of prospective male students.

OBJECTIVE I.3

Outreach activities and materials will be designed to reach out to prospective male students in order to support increased awareness of resources and assistance with application for financial aid opportunities. Research will provide precise data about age, employment status, ethnicity, and average income, active military and veterans, and college access points for this population.

FUNDING SOURCES

Counseling OSH ($18,000) for Veterans and Active Military, Project Specialist ($3,000), Materials ($2,000), and Outreach Mileage ($5,000).
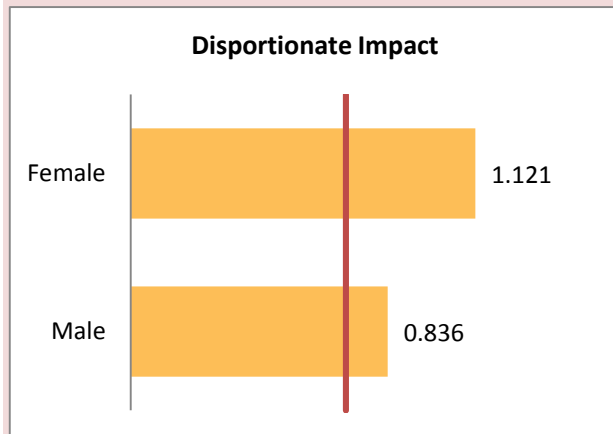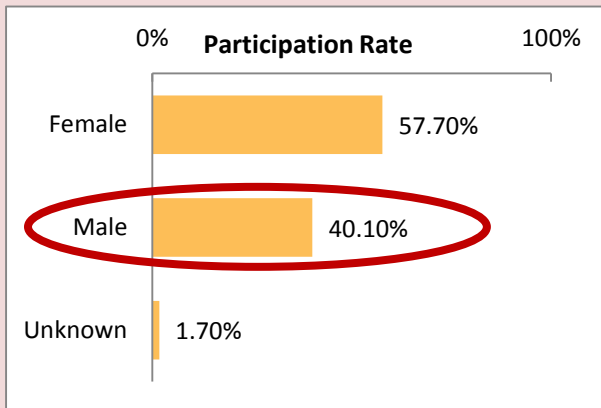
STUDENT EQUITY PLAN SUMMARY

I. INDICATOR: ACCESS (ETHICITY)

THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

CAMPUS BASED RESEARCH

2012-13 results indicated that there was moderate ACCESS disparity among the White, Non-Hispanic population .

DATA ANALYSIS AND FINDINGS

Participation Rate

	0.0% — 100.0%
African-American	1.8%
American…	0.3%
Asian	9.5%
Filipino	2.1%
Hispanic	19.5%
Pacific Islander	0.2%
Unknown	3.4%
White Non-Hispanic	59.3%
Mixed Ethnicity	4.0%

Disproportionate Impact

African-American	1.676
American…	1.269
Asian	1.461
Filipino	1.028
Hispanic	1.142
Pacific Islander	1.872
Unknown	11.335
White Non-Hispanic	0.847
Mixed Ethnicity	1.42
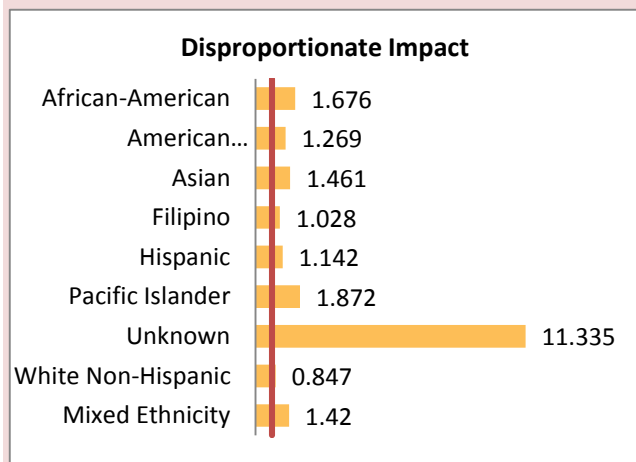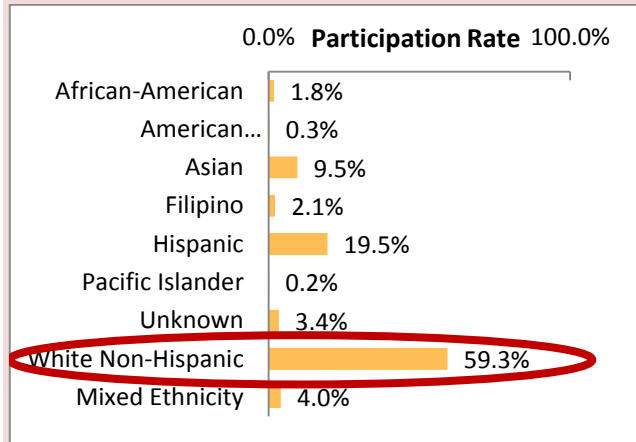
RESOURCES

ACTIVITIES PLANNED

Research

- Further research for possible reasons for disproportionate impact among the White, Non-Hispanic population.
- Conduct research in GIS Mapping regarding age, employment status, and average income.
- Survey people about their workforce interests.

OBJECTIVE I.4

Further research to determine the possible reasons for the disproportionate impact.for White, Non-Hispanic Students.

STUDENT EQUITY PLAN SUMMARY

I. INDICATOR: ACCESS (DISABILITY STATUS)

THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

CAMPUS BASED RESEARCH

For 2012-13, there was a moderate Access (.075) disparity among students who are disabled.

DATA ANALYSIS AND FINDINGS

Participation Rate

0%   100%

Yes — 5.40%

No — 94.60%

Disproportionate Impact

Yes — 0.75

No — 1.019
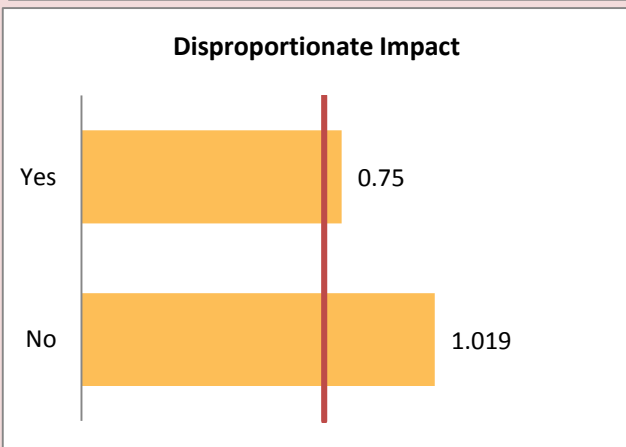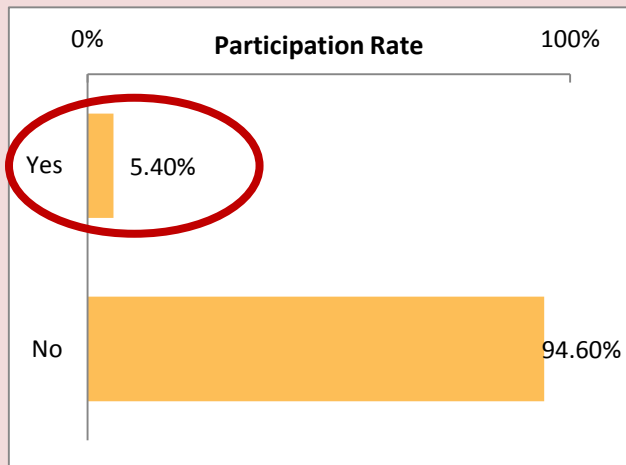
RESOURCES

- DSPS, Outreach, Matriculation, High Schools.

ACTIVITIES PLANNED

Research
- Gather data to identify the different disability categories among students and individuals with disabilities in the community.
- Disaggregate disability data by ethnicity, income, ESL status, educational level, Veteran/active military status, city of residence, age, employment status, and foster youth status.
- College access points and physical accessibility/barriers around the campus, including campus access routes.

Outreach
- Provide a seamless pre-enrollment and post-enrollment progression for entering students with disabilities.

Expansion of Services
- Conduct prospective student presentations for high school seniors with disabilities.
- Provide disability services for evening and weekend classes.
- Develop a campaign to increase understanding of the different processes, procedures, and college resources which will assist individuals with disabilities be successful at Saddleback.
- Work with city and county municipalities and transit authorities to increase ACCESS transportation to the college.

OBJECTIVE I.5

Conduct research of students with disabilities to more effectively target activities. Remove barriers that prevent students from learning about the college, applying, matriculating, or enrolling in the college and streamline these processes for individuals with disabilities. Develop outreach efforts targeted towards individuals with disabilities within the campus and community, in particular High School Seniors in our "feeder schools".

STUDENT EQUITY PLAN SUMMARY

II. INDICATOR: COURSE COMPLETION (ETHNICITY)
THE PERCENTAGE OF STUDENTS, BY POPULATION GROUP, THAT SUCCESSFULLY COMPLETES A CREDIT COURSE.

CAMPUS BASED RESEARCH

ETHNICITY: MODERATE DISPROPORTIONATE IMPACT WAS INDICATED FOR AFRICAN-AMERICAN STUDENTS.

DATA ANALYSIS AND FINDINGS

Completion Rate

African-American	59.10%
American...	77.30%
Asian	75.00%
Hispanic	67.90%
Multi-Ethnicity	67.80%
Pacific Islander	66.50%
Unknown	74.30%
White Non-Hispanic	73.50%

Disproportionate Impact

African-American	0.826
American...	1.079
Asian	1.047
Hispanic	0.948
Multi-Ethnicity	0.947
Pacific Islander	0.928
Unknown	1.037
White Non-Hispanic	1.027
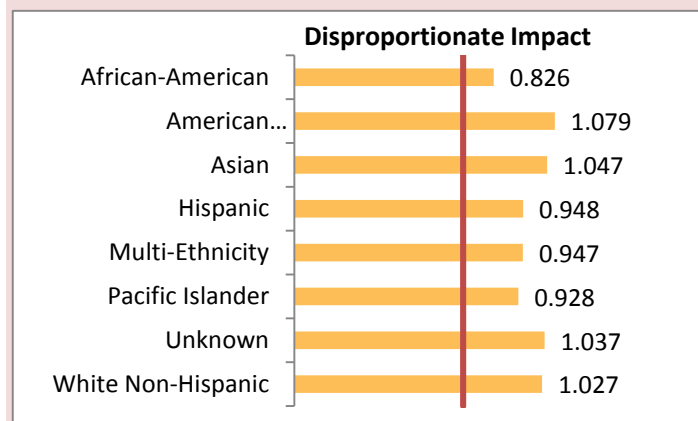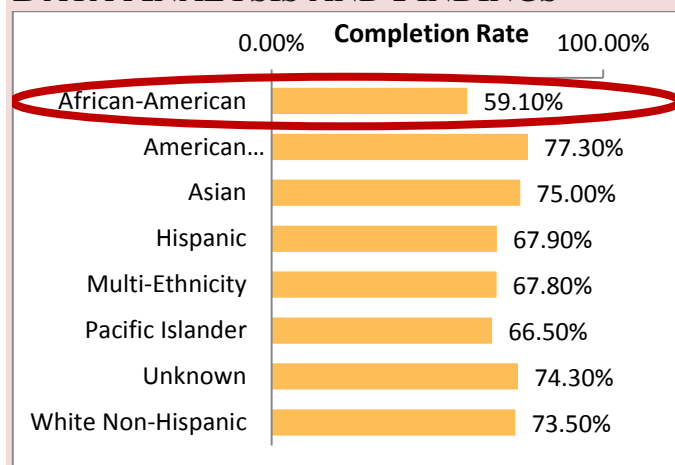
RESOURCES
- Matriculation, Financial Aid, Outreach, DSPS, EOPS
- Learning Resource Center (LRC)
- Faculty Center for Student Success
- AVID for Higher Learning

ACTIVITIES PLANNED

Research
- Gather more data on the completion rates of African-American students and identify barriers for course completion.

Outreach
- Institute campus-wide Early Alert Program for faculty to use to help identify and refer high risk African-American students to support services on campus that lead to student success.

- Provide resources for college-wide professional development to train faculty and staff on how to assist African-American students with barriers that impede course completion.

Expansion of Services
- Working through the LRC, implement summer refresh program for English, reading and math assessment preparation. An estimated 500 students to complete program.

- Investigate the need for adding course prerequisites to degree applicable courses to encourage students to enroll in appropriate classes based on placement results in English, reading and math.

OBJECTIVE II.1
Saddleback College will work to ensure that the educational needs of African-American students have been researched and identified. That targeted outreach, training and other support programs have been identified and implemented to assist this population of students with the best possible learning environment that supports course completion.

FUNDING SOURCES

Stipend for SEP faculty chair for implementation and coordination of SEP plan ($10,000 per semester): $20,000

Stipend for five faculty SEP subgroup leads of $3,000 each for annual SEP plan developlent (5 X $3,000): $15,000

Professional development opportunities (via AVID) for faculty on how to support African-American students to overcome specific barriers that impede course completion, often first-time generation college students: $25,000

Faculty stipends and support materials for LRC tutoring targeted specifically at African-American students to overcome specific barriers that impede course completion for this community, often first-time generation college students: $75,000

SEP Support Staff $8,800.00

STUDENT EQUITY PLAN SUMMARY

III. INDICATOR: ESL AND BASIC SKILLS COMPLETION (ESL BY AGE)

THE PERCENTAGE OF CREDIT STUDENTS WHO ATTEMPTED A COURSE DESIGNATED AT "LEVELS BELOW TRANSFER" IN ESL AND SUCCESSFULLY COMPLETED A COLLEGE-LEVEL ESL OR COLLEGE-LEVEL ENGLISH COURSE WITHIN SIX YEARS.

CAMPUS BASED RESEARCH

Basic Skills Improvement (BSI) for ESL by Age:
The data below indicates that students between the ages of 25-29, 35-39, and 50+ have the lowest completion rates. These students experience the greatest adverse impact when compared to the 40.6% completion rate of the highest performing subgroup, students 20-24 years of age.

DATA ANALYSIS AND FINDINGS

Completion Rate

0.00%   100.00%

Age	Completion Rate
17 or Less*	25.00%
18 & 19	33.30%
20 to 24	40.60%
25 to 29	10.00%
30 to 34	20.70%
35 to 39	1.50%
40 to 49	14.30%
50 +***	0.00%

Disproportionate Impact

Age	Disproportionate Impact
17 or Less*	1.3
18 & 19	1.733
20 to 24	2.113
25 to 29	0.52
30 to 34	1.076
35 to 39	0.6
40 to 49	0.743
50 +***	0

RESOURCES

- Learning Resource Center (LRC)
- Online tutoring platform
- Financial Aid, EOPS, CalWORKs, Counseling, Matriculation
- Faculty offering online office hours using an online platform
- AVID for Higher Education
- Career Services

ACTIVITIES PLANNED

Research
- Confirm whether students are taking ESL courses for primarily social rather than academic reasons.
- Determine their employment status and the number of hours employed per week. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).
- Investigate if students are entering the workforce immediately after attending Saddleback.
- Determine if they are taking only 30 units and leaving upon disqualification for further financial aid, or if they are taking one or two classes.
- Determine the percentage of students who are impacted by external commitments (e.g., family barriers and crises).

Outreach
- Educate employees about expanded services available (financial aid, tutoring, etc.) for students in the this age group
- Outreach to ESL classes to encourage use of services
- Financial Literacy workshops for interested students.
- Student Services 'Fair' tailored for older (25+ years) population in evening, designed to provide information on services available at Saddleback

Expansion of Services
- Consider developing a community education platform for students who just want to take a course for social reasons.

- Extend LRC tutoring hours (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm).
- Establish an online tutoring platform, and to extend the online tutoring platform to include instructor office hours.
- Establish a peer mentor program following the AVID model
- Connect with faculty from ESL to begin offering office hours online through this platform.
- Counselor and ESL instructor co-facilitate in-person ESL group advisement sessions.
- Consider alternate locations and times of ESL courses.
- Create a learning community with Advanced ESL courses and Counseling 160 course.
- Enhance Career and Job Placement Services to include developing resumes, cover letters, interviewing skills, internships, customer service skills, and other job training.

OBJECTIVE III.1

Increase Basic Skills Improvement (BSI) for students 25 years of age and older in ESL. Lessen disproportionate impact for these groups to the moderate disparity level (PI of .71-.85) by 2020.

FUNDING SOURCES

Extend tutoring hours ($12 per hour x 4-5 tutors x 5 days a week + Saturdays/ Faculty Tutorial Specialists 8-9 OSH: $12,000 per semester) +(Front desk staff $10,000 for the year):

Online tutoring & office hours platform: $20,000 for unlimited user access

Peer Mentor Program for ESL students 15 cohorts: $20,000 (entire academic year)

STUDENT EQUITY PLAN SUMMARY

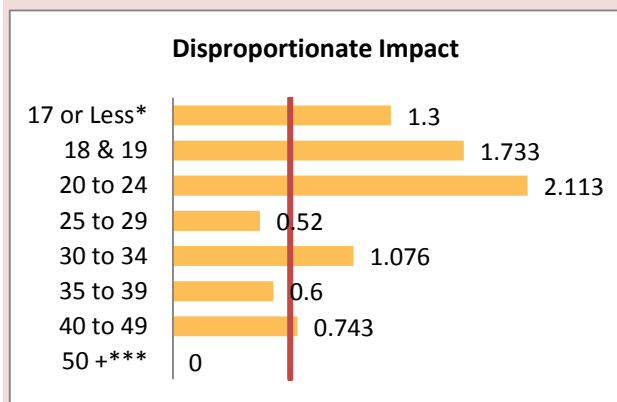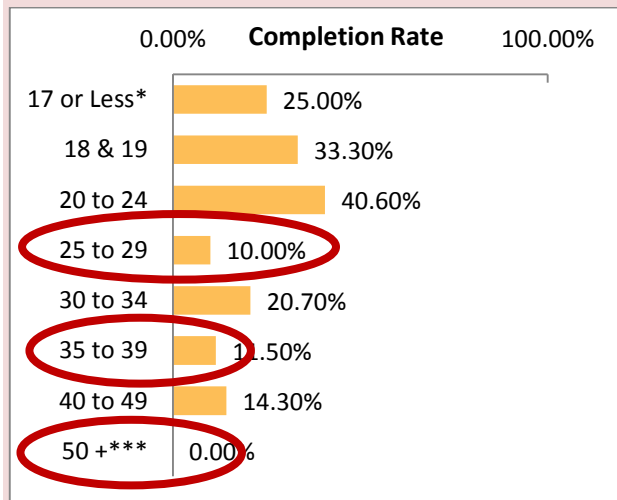## III. INDICATOR: ESL AND BASIC SKILLS COMPLETION (ENGLISH BY AGE)

The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level English course within six years.

CAMPUS BASED RESEARCH

Basic Skills Improvement (BSI) for English by Age: The data below indicates that students between the ages of 35-39 have the lowest completion rate in English. These students experience the greatest adverse impact when compared to the 71.1% completion rate of the highest performing subgroup, students 17 years of age and under.

DATA ANALYSIS AND FINDINGS

Completion Rate

Age	0.00% — 100.00%	Rate
17 or Less		71.10%
18 & 19		65.90%
20 to 24		57.60%
25 to 29		49.40%
30 to 34		48.10%
35 to 39		36.70%
40 to 49		67.60%
50 +		59.30%

Disproportionate Impact

Age	Value
17 or…	1.138
18 & 19	1.056
20 to 24	0.923
25 to 29	0.792
30 to 34	0.77
35 to 39	0.587
40 to 49	1.084
50 +	0.949
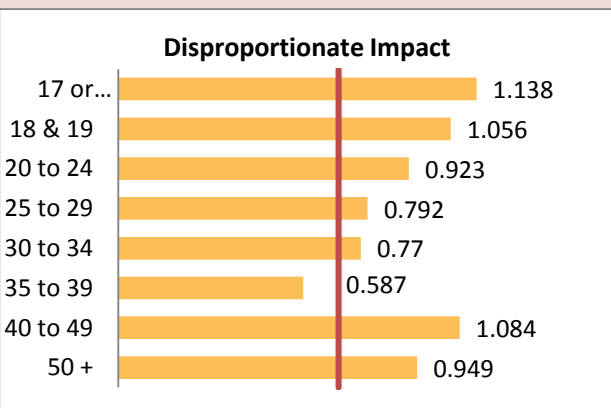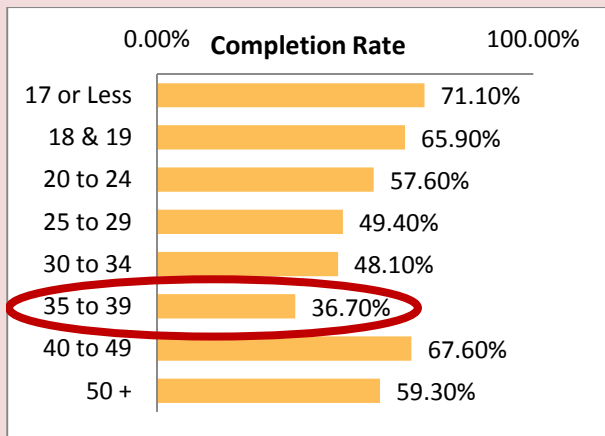
RESOURCES

- LRC (Learning Resource Center)
- Online tutoring platform
- Faculty offering online office hours using online platform
- AVID for Higher Education
- Counseling Services, DSPS
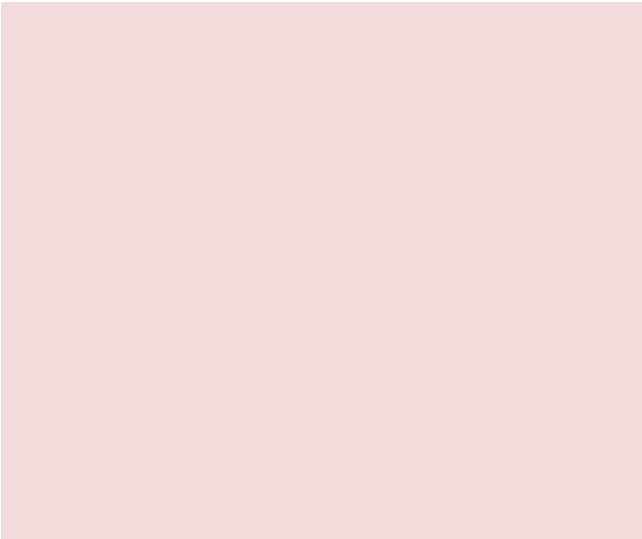
ACTIVITIES PLANNED

Research

- Determine the educational goals of the students in the identified group, as well as their employment status and the number of hours employed per week.
- Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).
- Collect data on whether these students are completing the ESL sequence (visiting/temporary students may be taking classes for social reasons). Identify the desirability and availability of English courses offered in the evenings and on the weekends.
- Determine the percentage of students who are impacted by external commitments (e.g., family barriers and crises).

Outreach

- Educate employees about expanded services available (financial aid, tutoring, etc.) for students in the this age group
- Outreach to English classes to encourage use of services
- Financial Literacy workshops for interested students
- Student Services 'Fair' tailored for older (25+ years) population in evening, designed to provide information on services available at Saddleback

Expansion of Services

- Extend LRC tutoring hours (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm).
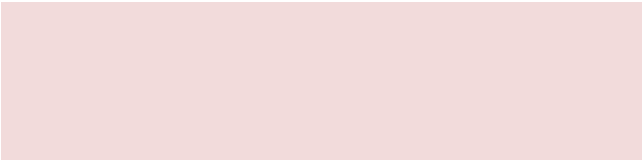
	• Establish an online tutoring platform, and to extend the online tutoring platform to include instructor office hours. • Establish a peer mentor program following the AVID model • Connect with faculty from ESL to begin offering office hours online through this platform.

OBJECTIVE III.2

Increase Basic Skills Improvement (BSI) for students 35-39 years of age in English. Lessen disproportionate impact for this group to the moderate disparity level (PI of .71-.85) by 2020.

FUNDING SOURCES

(same as previous)

STUDENT EQUITY PLAN SUMMARY

IV. INDICATOR: DEGREE AND CERTIFICATE COMPLETION

30-UNIT RATE: *THE PERCENTAGE OF FIRST TIME, DEGREE, CERTIFICATE AND/OR TRANSFER SEEKING FIRST-TIME STUDENTS WITH A MINIMUM OF SIX UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH IN THE FIRST THREE YEARS AND EARNED AT LEAST 30 UNITS IN THE CCC SYSTEM WITHIN SIX YEARS OF ENTRY.*

PERSISTENCE RATE: *THE PERCENTAGE OF FIRST TIME, DEGREE, CERTIFICATE AND/OR TRANSFER SEEKING FIRST-TIME STUDENTS WITH A MINIMUM OF SIX UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH IN THE FIRST THREE YEARS AND ENROLLED IN THE FIRST THREE CONSECUTIVE PRIMARY SEMESTER TERMS ANYWHERE IN THE CCC SYSTEM.*

STUDENT PROGRESS AND ATTAINMENT RATE (SPAR): *THE PERCENTAGE OF FIRST TIME, DEGREE, CERTIFICATE AND/OR TRANSFER SEEKING FIRST-TIME STUDENTS WITH A MINIMUM OF SIX UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH IN THE FIRST THREE YEARS AND ACHIEVED ANY OF THE FOLLOWING OUTCOMES WITHIN SIX YEARS OF ENTRY:*

    i. *EARNED AN AA/AS OR CREDIT CERTIFICATE (CHANCELLOR'S OFFICE APPROVED)*
    ii. *TRANSFERRED TO A FOUR-YEAR INSTITUTION (STUDENTS SHOWN TO HAVE ENROLLED AT ANY FOUR-YEAR INSTITUTION OF HIGHER EDUCATION AFTER ENROLLING AT A CCC)*
    iii. *ACHIEVED "TRANSFER PREPARED" (STUDENT SUCCESSFULLY COMPLETED 60 UC/CSU TRANSFERRABLE UNITS WITH A GPA >=2.0)*

CAMPUS BASED RESEARCH

30-UNIT RATE: Moderate disparity was found for students who began college at 20 years of age or older, and particularly in the 20-29 year old Age Range, and the 40-49 year old range.
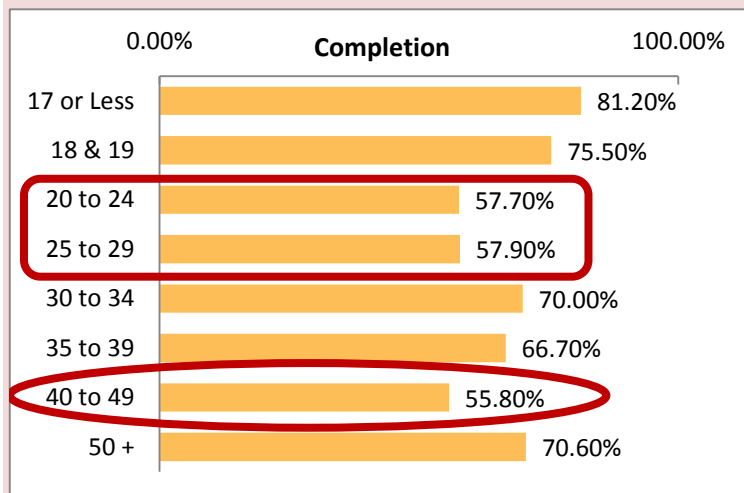
RESOURCES

- Learning Resource Center (LRC)
- AVID for Higher Learning
- Financial Aid, DSPS, EOPS
- Career and Re-Entry Center
- Child Development Center
- Counseling Services Division
- Transfer, Career, and Special Programs

Disporportionate Impact

Age Group	Value
17 or Less	1.088
18 & 19	1.012
20 to 24	0.773
25 to 29	0.776
30 to 34	0.939
35 to 39	0.894
40 to 49	0.748
50 +	0.947
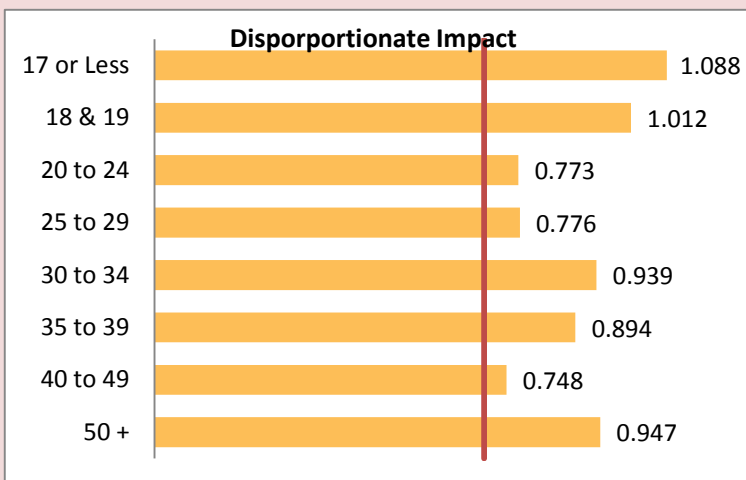
Persistence Rate: Moderate disparity was found for almost all age groups, with the exception of the 18 and 19 year olds.

Completion

0.00%   100.00%

Age Group	Value
17 or Less	61.70%
18 & 19	82.50%
20 to 24	65.30%
25 to 29	68.40%
30 to 34	55.00%
35 to 39	53.30%
40 to 49	58.10%
50 +	70.60%

Disportionate Impact

Age Group	Value
17 or Less	0.811
18 & 19	0.858
20 to 24	0.858
25 to 29	0.898
30 to 34	0.722
35 to 39	0.7
40 to 49	0.763
50 +	0.927
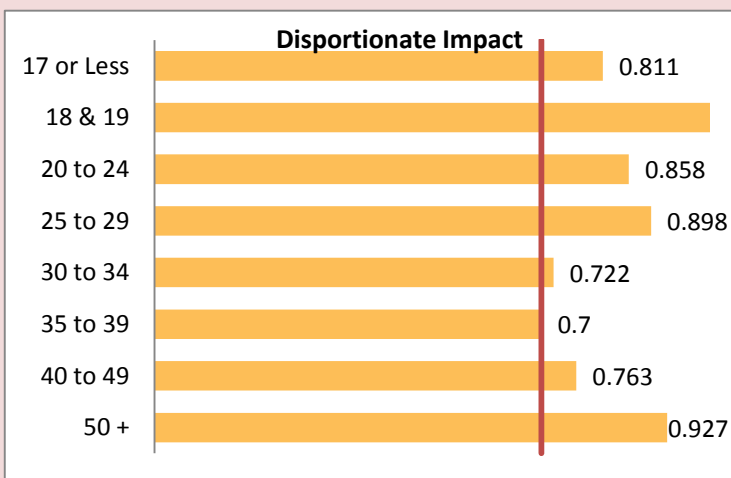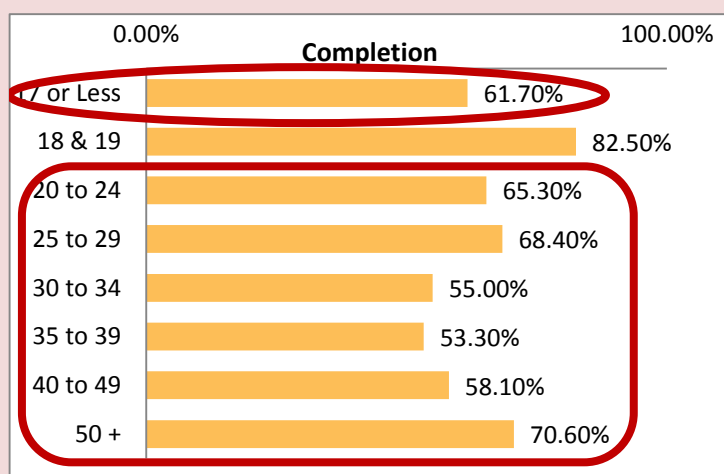
Student Progress and Attainment Rate (SPAR): Major disparity was found for age groups after the age of 30. Moderate disparity was found for Hispanic students, disabled students, and 20-29 year olds.

Completion Rate

Age Group	Completion Rate
17 or Less	70.10%
18 & 19	56.20%
20 to 24	45.90%
25 to 29	42.10%
30 to 34	35.00%
35 to 39	26.70%
40 to 49	37.20%
50 +	17.60%

Disproportionate Impact

Age Group	Disproportionate Impact
17 or Less	0.985
18 & 19	0.985
20 to 24	0.805
25 to 29	0.738
30 to 34	0.614
35 to 39	0.468
40 to 49	0.652
50 +	0.309
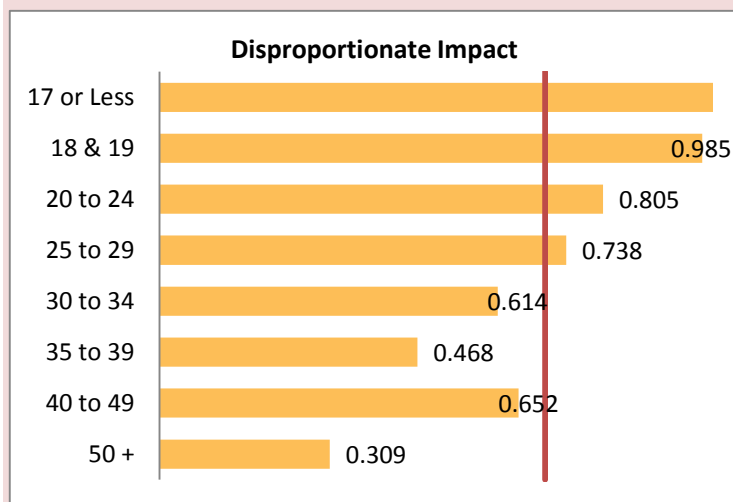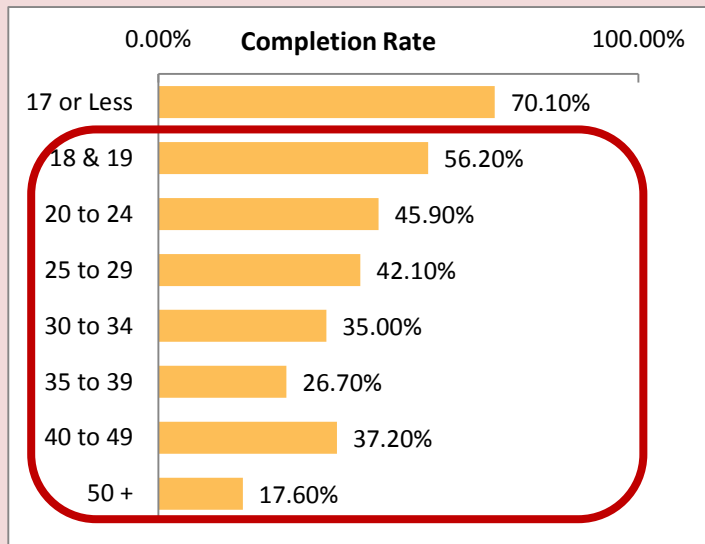
ACTIVITIES PLANNED

RESEARCH
- Research the particular needs of students who start college for the first time one or more years after graduating from high school ("gap" students) such as financial needs, childcare needs, time constraints due to working schedules, etc.
- Investigate increasing Child Development Center subsidies for working students.
- Implement drop survey to provide information on why student are unsuccessful in completing their courses.
- Conduct research on the needs for and feasibility of evening, weekend, and/or online student services.
- Investigate the expansion of peer-led Supplemental Instruction programs targeted specifically at "gap" students, Hispanic students, and disabled students.

OUTREACH
- Implement a program to reach out to students who were disqualified or dropped out and never returned to the college.
- Create marketing materials, such as a brochure, aimed specifically at the "Re-Entry Center" services available to "gap" students.
- Hold "Re-Entry Students" workshops in the local communities, especially those with large Hispanic populations.
- Increase marketing in local communities (such as through the printed catalog and movie theatre ads) with the inclusion of student services information.
- Increase use of Student Ambassador program in local communities.
- Create an outreach program for pregnant students in local high schools.

EXPANSION OF SERVICES
- Create "Re-Entry Center" activities modeled after the Freshman Advantage but targeted towards the "gap" students.
- Reinvigorate and expand Career Guidance services.
- Create alumni workshops series.
- Institute "drop intervention" services for students who drop courses.

- Hold group counseling workshops for students who were disqualified or dropped out and never returned to college.
- Conduct "Reality Check" workshops to ensure that students are not overextending themselves.
- Using AVID model, create peer mentor program targeted specifically at "gap" students, Hispanic students, and disabled students.
- Increase publicity regarding financial aid services, especially to part-time students.
- Increase publicity of work study financial aid.

OBJECTIVES IV. 1, 2 & 3

IV.1. Expand student services and provide counseling targeted to "gap" students (those students who took one or more years off after graduating high school before entering college for the first time) and extensively publicize these services.

IV.2. Institute peer mentor program for first-time college students geared towards the "gap" students (those students who took one or more years off after graduating high school before entering college for the first time), Hispanic students, and disabled students.

IV.3. Expand outreach efforts to the community in an effort to target "gap" students and Hispanic students and make them aware of the services available to them.

FUNDING SOURCES

Drop Survey IT programming and implementation: $20,000
Expand counseling services for re-entry students 45,000.00),
One SEP part-time Outreach Specialist to support targeted efforts for "gap" groups in the SEP ($55,000.00),
"Re-Entry Center" marketing services and materials: $10,000
Student Aide Ambassadors for Re-entry students $7,392.00
SEP Marketing services and promotional materials (Outreach, Financial Aid, Counseling, etc,): $25,000
SEP Peer mentors (program based on AVID model targeting "gap" students, Hispanic students, and disabled students): $20,000
Counseling OSH for "Reality Check" workshops and Stop-Out workshops: $10,000

STUDENT EQUITY PLAN SUMMARY

V. INDICATOR: TRANSFER (ETHNICITY)

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A MINIMUM OF 12 UNITS AND HAVE ATTEMPTED A TRANSFER LEVEL COURSE IN MATHEMATICS OR ENGLISH TO THE NUMBER OF STUDENTS WHO ACTUALLY TRANSFER AFTER ONE OR MORE (UP TO SIX) YEARS.

CAMPUS BASED RESEARCH

Ethnicity: Moderate disparity for African-American and Hispanic students. There is a large cohort of Hispanic students (314) experiencing disproportionate impact.

DATA ANALYSIS AND FINDINGS

Completion Rate (0.00% – 100.00%)

Group	Rate
Asian	60.80%
African-American	41.50%
American Indian/...	37.50%
Filipino	44.00%
Hispanic	39.80%
Pacific Islander	33.30%
White	50.70%
Unknown	49.80%

Disproportionate Impact

Group	Value
Asian	1.235
African-American	0.843
American Indian/...	0.762
Filipino	0.894
Hispanic	0.809
Pacific Islander	0.677
White	1.03
Unknown	1.012
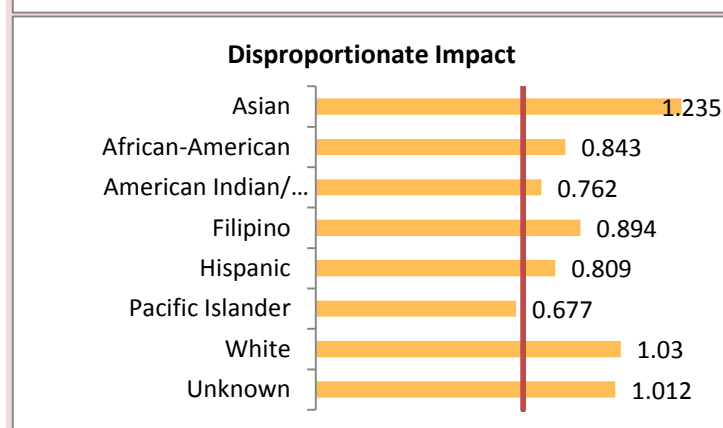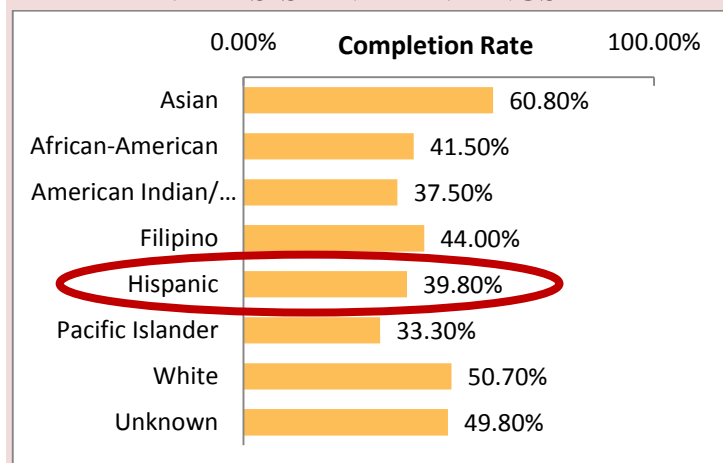
RESOURCES

- PASS Program for athletes (LRC & Athletics)
- Counseling Center, Transfer Center

ACTIVITIES PLANNED

Research
- Gather demographic information of students in the Hispanic student cohort (age, financial aid status, first-generation status, and employment) in order to determine how to best serve this student population.

- Determine the ethnic breakdown of students in athletic programs at Saddleback College.

Outreach
- Outreach to locate motivated students who can serve as mentors to students who are struggling with meeting the requirements for transfer.

Expansion of Services
- Student-to-Student mentoring programs (VOLUNTEERS).

- Student Success Coaches (PAID) in the LRC for athletes and other students in need of assistance (Case Manager-Non Counseling Position).

- Transfer Services for students of color

OBJECTIVE V.1

Students of all ethnicities showing behavioral intent to transfer will be given opportunities to meet their goals.

FUNDING SOURCES

Mentors ($300 book vouchers each semester x 20 mentors= $6,000 per semester x 2= $12,000); Student Success Coaches ($28,000 per year x 3= $ 84,000).

STUDENT EQUITY PLAN SUMMARY

V. INDICATOR: TRANSFER (DISABILITY STATUS)

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A MINIMUM OF 12 UNITS AND HAVE ATTEMPTED A TRANSFER LEVEL COURSE IN MATHEMATICS OR ENGLISH TO THE NUMBER OF STUDENTS WHO ACTUALLY TRANSFER AFTER ONE OR MORE (UP TO SIX) YEARS.

CAMPUS BASED RESEARCH

Disability Status: Moderate disparity among students who are disabled. There is a growing number of students with disabilities at Saddleback College with a 55% increase from 2003-04 to 2007-08.
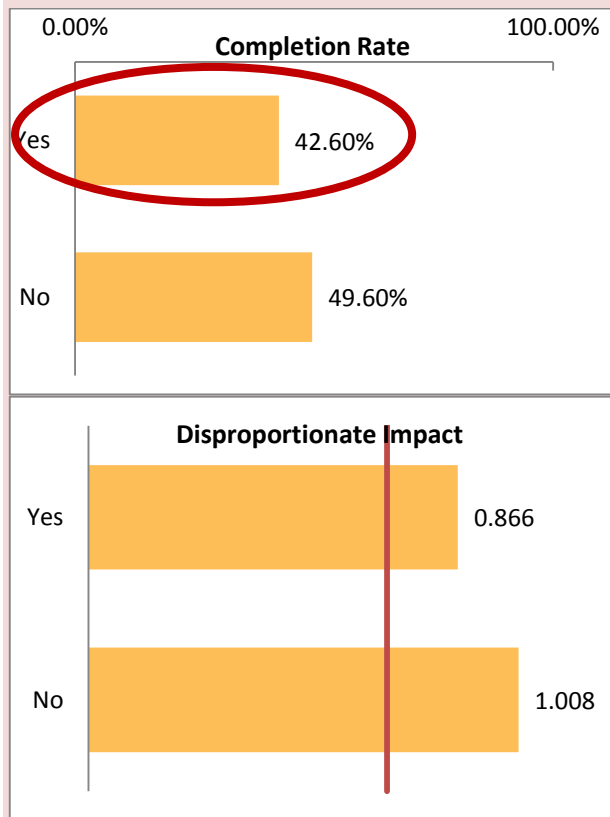
RESOURCES

- DSPS, Counseling, Transfer, Learning Resource Center

DATA ANALYSIS AND FINDINGS

Completion Rate

0.00% — 100.00%

- Yes: 42.60%
- No: 49.60%

Disproportionate Impact

- Yes: 0.866
- No: 1.008

ACTIVITIES PLANNED

RESEARCH

- Determine if there are specific academic areas with a higher need for accommodated testing services.

- Determine transfer options for students with disabilities (e.g. disability friendly campuses, alternative course replacements)

OUTREACH

- No recommendations at this time

EXPANSION OF SERVICES

- Increase the awareness of invisible disabilities on campus by offering professional development and training for the Saddleback College community (e.g. how to counsel a student with a Traumatic Brain Injury, how to reach students with Autism in the classroom).

OBJECTIVE V.2

Students with disabilities would experience a safe environment at Saddleback College and have opportunities to continue their education at a four-year institution.

FUNDING SOURCES

Professional Development aimed at improving service to DSPS student popuations: $5,000

Campus-Based Research

Student Equity Plan: Disproportionate Impact Tables

Executive Summary:

In November 2002, the Board of Governors (BOG) adopted the recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan. Regulations require that the plan must address increasing access, course completion, English as a Second Language (ESL) and basic skills completion, degrees and certificates, and transfer, for at a minimum, the following student population groups who may be disproportionately impacted by college practices, programs or services: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.

In Spring 2014, a taskforce was developed to examine student equity at Saddleback College. The student equity plan focuses on promoting student success for all students, regardless of race, gender, age, disability, or economic circumstances. The intention of student equity is to conduct research to determine if all student subgroups are achieving success and to develop goals and activities to address any disparities. Based on Title 5 requirements, colleges have been directed to do an evaluation of the student equity plan's five student success indicators (Access, Transfer, ESL and Basic Skills Completion, Course Completion, and Degree/Certificate Completion) to assess whether there is a disproportionate impact among certain sub populations.

Disproportionate impact (DI) 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)] Simply, DI identifies any performance gaps for targeted populations so that goals can be developed to provide opportunities in the future to those students.

In order to assess disproportionate impact, a Proportionality Index was used (PI). The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (Completed Percentage/Cohort Percentage). The following table displays the interpretations of the PI ratios:

Proportionality Index (PI)	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. According to the Center for Urban Education – a center housed at University of Southern California (USC) that leads research and develops tools needed for institutions to produce equity in student outcomes - subgroups that have a ratio less than **.70** show that there is a major disparity among the population. Subgroups with a PI of **.71-.85** can be considered to have

moderate disparities while those between **.86-.99** are mild or slight (the three levels of PI have been color coded in the data tables - Red =Major, Olive Green =Moderate, Orange=Mild). Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.   The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Findings:
Overall, Saddleback College has been fairly equitable across the five student success indicators. The majority of the disparities within the indicators were observed within the age groups and ethnicities. Specifically, results indicated that students **over the age of 35** exhibited the most moderate (PI= .71-.85) to major (PI = ≤ .70) disproportionate impact as did the **American-Indian/Alaskan Native, Hispanic and Pacific Islander populations**. The Office of Research, Planning and Accreditation gathered much of the data used in Saddleback College's Student Equity Plan from the California Community College Chancellor's Office, Management Information Systems (Data Mart and Data on Demand). Data procedures provided by the State were followed closely to ensure consistency and reliability. The following information represents findings for each indicator on **major** disparities within the population for the most recent term/year:

1) <u>Course Completion</u>: The percentage of students, by population group, that successfully complete a credit course. Successful course completion means the completion of a credit course for which a student receives a recorded grade of A, B, C, Pass, IA, IB, IC, Incomplete Pass. This indicator only displays gender, age and ethnicity tables based on the limitations of the Data Mart report.

   ➢ The results for Fall 2013 indicated that there was no major disparity among the populations.

2) <u>ESL and Basic Skills Completion</u>: This indicator is comprised of three metrics: ESL Completion, Remedial English Completion, and Remedial Math Completion.
   -ESL: The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.
   -Remedial English: The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.
   -Remedial Math: The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.
   ➢ For ESL Completion, the results for the 2007-08 cohort year indicated that there were major disparities among **25-29, 35-39**, **and 50**+ age groups and among the **Hispanic** populations.
   ➢ For Remedial English, the results for the 2007-08 cohort year indicated that there was major disparity among the **35-39** age group.
   ➢ For Remedial Math, the results for the 2007-08 cohort year indicated that there were major disparities among the **American Indian/Alaskan Native, Filipino and Pacific Islander** populations.

3) <u>Degree and Certificate Completion</u>: This indicator is comprised of three metrics: 30-Unit Rate, Persistence Rate and Student Progress and Attainment Rate (SPAR).

-30-Unit Rate: The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry

-Persistence Rate: The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system

-Student Progress and Attainment Rate (SPAR): The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

    i. Earned AA/AS or credit Certificate (Chancellor's Office approved)
    ii. Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
    iii. Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0)

➤ For 30-Unit Rate, the results for the 2007-08 cohort year indicated that there were no major disparities among the populations.

➤ For Persistence Rate, the results for the 2007-08 cohort year indicated that there was major disparity among the **35-39** age group.

➤ For SPAR, the results for the 2007-08 cohort year indicated that there was major disparity among **30-50**+ age groups and among the **American-Indian/Alaskan Native** and **Pacific Islander** populations.

4) <u>Transfer</u>: Of first-time college students who have shown "behavioral intent to transfer," the percentage of students who transfer to a four-year institution six years after initial enrollment. "Behavioral intent to transfer" refers to students who have completed twelve credit units and attempted transfer-level math or English within six years of entry into the system.

➤ The results for the 2007-08 cohort year indicated that there was major disproportionate impact among **35-39 and 50**+ age groups, the **Pacific Islander** population and students who are in the **CalWorks program**.

5) <u>Access</u>: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

➤ The results for 2012-13 indicated that there was major disproportionate impact for those students who are **35 years or older** in age and for students who are **economically disadvantaged**.

For purposes of the Student Equity Plan data procedures, DI only needs to be reported for the most current term/year. Therefore, any synthesis made about the following tables should only be reflective of the most recent term/year.

Access

Table 39. Access by Gender

	2008-09	2009-10	2010-11	2011-12	2012-13
	PI	PI	PI	PI	PI
Female	1.151	1.131	1.122	1.124	1.121
Male	0.822	0.842	0.842	0.836	**0.836**
Total					

-For 2012-13, the results indicated that there was slight disparity among male students in terms of Access.

Table 40. Access by Age

	2008-09	2009-10	2010-11	2011-12	2012-13
	PI	PI	PI	PI	PI
19 and Less	0.910	0.920	0.897	0.906	**0.910**
20 to 24	4.792	5.070	5.511	5.548	5.646
25 to 29	1.769	1.835	1.957	1.927	1.901
30 to 34	0.935	0.922	0.993	0.997	**0.995**
35 to 39	0.613	0.601	0.531	0.512	**0.516**
40 to 49	0.464	0.456	0.439	0.428	**0.389**
50 +	0.717	0.666	0.610	0.609	**0.614**

-For 2012-13, the results indicated that there was major disparity among students who were over the age of 35 years old in terms of Access. There was also slight disparity among ages 19 or less and 30-34.

Table 41. Access by Ethnicity

	2008-09 PI	2009-10 PI	2010-11 PI	2011-12 PI	2012-13 PI
African-American	1.464	1.422	1.590	1.709	1.676
American Indian/Alaskan Native	3.294	2.209	1.693	1.434	1.269
Asian	1.361	1.361	1.405	1.371	1.461
Filipino	1.025	0.986	0.945	0.980	1.028
Hispanic	0.740	0.859	0.976	1.066	1.142
Pacific Islander	5.411	4.022	2.881	2.617	1.872
Unknown	18.325	14.880	15.364	13.580	11.335
White Non-Hispanic	0.973	0.937	0.890	0.870	**0.847**
Mixed Ethnicity	0.013	0.719	1.063	1.258	1.420

-For 2012-13, the results indicated that there was moderate disparity among the White, Non-Hispanic population in terms of Access.

Table 42. Access by Disability Status

	2008-09 PI	2009-10 PI	2010-11 PI	2011-12 PI	2012-13 PI
Yes	0.667	0.681	0.764	0.736	**0.750**
No	1.026	1.025	1.018	1.020	1.019

-For 2012-13, the results indicated that there was moderate disparity among students who are disabled in terms of Access.

Table 43. Access by Economically Disadvantaged Status

	2008-09 PI	2009-10 PI	2010-11 PI	2011-12 PI	2012-13 PI
Yes	0.087	0.070	0.070	0.081	**0.070**
No	1.190	1.193	1.193	1.191	1.193

-For 2012-13, the results indicated that there was major disparity for those students who are economically disadvantaged in terms of Access.

Course Completion

Table 1. Course Completion by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	1.016	66.9%	1.031	73.1%	1.034	73.6%	1.028	74.6%	1.029	73.7%
Male	0.979	64.5%	0.964	68.4%	0.962	68.4%	0.968	70.2%	**0.969**	**69.4%**
Unknown	1.100	72.4%	1.044	74.0%	1.068	76.0%	1.060	76.9%	**0.989**	**70.9%**
Total		**65.8%**		**70.9%**		**71.2%**		**72.5%**		**71.6%**

-For Fall 2013, the results indicated that there was a slight disparity among the male and unknown students in terms of course completion.

Table 2. Course Completion by Age Group

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.110	73.1%	1.116	79.2%	1.035	73.7%	1.061	77.0%	1.104	79.0%
18 & 19	1.024	67.4%	0.985	69.8%	1.006	71.6%	0.993	72.0%	1.004	71.9%
20 to 24	0.947	62.3%	0.950	67.4%	0.956	68.0%	0.965	70.0%	**0.969**	**69.4%**
25 to 29	0.967	63.6%	0.988	70.1%	0.985	70.1%	0.995	72.2%	**0.976**	**69.9%**
30 to 34	0.996	65.5%	1.035	73.4%	1.007	71.6%	1.030	74.7%	1.033	74.0%
35 to 39	1.030	67.8%	1.063	75.4%	1.051	74.8%	1.057	76.7%	1.033	74.0%
40 to 49	1.060	69.8%	1.085	77.0%	1.098	78.1%	1.085	78.7%	1.082	77.5%
50 +	1.106	72.8%	1.188	84.3%	1.143	81.3%	1.123	81.5%	1.084	77.7%
Unknown	1.063	70.0%	1.410	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Total		**65.8%**		**70.9%**		**71.2%**		**72.5%**		**71.6%**

-For Fall 2013, the results indicated that there was a slight disparity among the 20-24 and 25-29 year olds in terms of course completion.

Table 3. Course Completion by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
African-American	0.834	54.9%	0.828	58.7%	0.806	57.4%	0.829	60.1%	**0.826**	**59.1%**
American Indian/Alaskan Native	0.925	60.9%	0.981	69.6%	0.884	62.9%	0.991	71.9%	1.079	77.3%
Asian	1.046	68.8%	1.053	74.7%	1.058	75.3%	1.069	77.6%	1.047	75.0%
Hispanic	0.952	62.7%	0.936	66.4%	0.950	67.6%	0.932	67.6%	**0.948**	**67.9%**
Multi-Ethnicity	0.948	62.4%	0.953	67.6%	0.952	67.7%	0.981	71.2%	**0.947**	**67.8%**
Pacific Islander	1.006	66.2%	0.950	67.4%	0.819	58.3%	0.923	66.9%	**0.928**	**66.5%**
Unknown	0.883	58.1%	1.045	74.2%	1.048	74.6%	1.051	76.2%	1.037	74.3%
White Non-Hispanic	1.019	67.0%	1.017	72.1%	1.020	72.6%	1.024	74.3%	1.027	73.5%
Total		**65.8%**		**70.9%**		**71.2%**		**72.5%**		**71.6%**

-For Fall 2013, the results indicated that there was moderate disparity among the African-American population in terms of course completion. The Hispanic, Pacific Islander and multi-ethnic populations also resulted in mild disparities.

ESL and Basic Skills Completion

Basic Skills Improvement for ESL

Table 4. BSI-ESL Disproportionate Impact by Gender

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	1.059	19.8%	1.074	14.4%	0.886	16.4%	0.978	17.3%	**0.980**	**18.9%**
Male	0.860	16.1%	0.865	11.6%	1.239	23.0%	1.085	19.1%	1.058	20.3%
Total		**18.7%**		**13.4%**		**18.5%**		**17.6%**		**19.2%**

-For 2007-08, the results indicated that there was a slight disparity in the female population in terms of basic skills improvement for ESL.

Table 5. BSI-ESL Disproportionate Impact by Age Group

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less*	2.673	50.0%	3.736	50.0%	2.700	50.0%	2.833	50.0%	1.300	25.0%
18 & 19	2.092	39.1%	3.113	41.7%	1.964	36.4%	1.667	29.4%	1.733	33.3%
20 to 24	2.187	40.9%	1.551	20.8%	2.700	50.0%	1.813	32.0%	2.113	40.6%
25 to 29	0.844	15.8%	0.830	11.1%	0.982	18.2%	1.259	22.2%	**0.520**	**10.0%**
30 to 34	0.668	12.5%	0.498	6.7%	0.470	8.7%	0.548	9.7%	1.076	20.7%
35 to 39	0.985	18.4%	1.031	13.8%	0.600	11.1%	1.259	22.2%	**0.600**	**11.5%**
40 to 49	0.605	11.3%	1.051	14.1%	0.000	0.0%	0.482	8.5%	**0.743**	**14.3%**
50 +***	0.223	4.2%	0.000	0.0%	0.000	0.0%	0.567	10.0%	**0.000**	**0.0%**
Total		**18.7%**		**13.4%**		**18.5%**		**17.6%**		**19.2%**

-For 2007-08, the results indicated that there was major disparity between 25-29, 35-39, and 50+ age groups. There is also a moderate disparity among the 40-49 year old population.
*The sample size for this category was less than 10 students for 2007-08.
***There were zero completers in this category for 2007-08.

Table 6. BSI-ESL Disproportionate Impact by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.465	27.4%	2.051	27.5%	0.614	11.4%	1.308	23.1%	1.451	27.9%
African-American**	2.673	50.0%	N/A	N/A	N/A	N/A	N/A	N/A	**0.000**	**0.0%**
American Indian/ Alaskan Native**	N/A	N/A	0.000	0.0%	0.000	0.0%	0.000	0.0%	**0.000**	**0.0%**
Filipino*	2.673	50.0%	0.000	0.0%	0.000	0.0%	0.000	0.0%	1.733	33.3%
Hispanic	0.457	8.5%	0.251	3.4%	0.592	11.0%	0.507	9.0%	**0.433**	**8.3%**
Pacific Islander	N/A	N/A	7.472	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
White	1.400	26.2%	1.513	20.3%	1.416	26.2%	1.447	25.5%	1.079	20.8%
Unknown	0.334	6.3%	0.498	6.7%	3.600	66.7%	1.214	21.4%	1.642	31.6%
Total		**18.7%**		**13.4%**		**18.5%**		**17.6%**		**19.2%**

-For 2007-08, the results indicated that there was a major disproportionate impact among the Hispanic population in terms of basic skills improvement for ESL. Although the African-Americans and American Indian/Alaskan Natives populations show disparity, the cohort sizes were extremely small making it difficult to generalize for those categories.
*The sample size for this category was less than 10 students for 2007-08.
** The sample size for this category was less than 10 students **and** there were zero completions in this category for 2007-08.

Table 7. BSI-ESL Disproportionate Impact by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)

	2003-04 PI	2003-04 Completion Rate (%)	2004-05 PI	2004-05 Completion Rate (%)	2005-06 PI	2005-06 Completion Rate (%)	2006-07 PI	2006-07 Completion Rate (%)	2007-08 PI	2007-08 Completion Rate (%)
Yes**	2.13 / 8	40.0%	0.00 / 0	0.0%	0.00 / 0	0.0%	2.42 / 9	42.9%	**0.00 / 0**	**0.0%**
No	0.98 / 0	18.3%	1.02 / 7	13.7%	1.02 / 2	18.9%	0.94 / 4	16.7%	1.04 / 0	20.0%
Total		**18.7%**		**13.4%**		**18.5%**		**17.6%**		**19.2%**

-For 2007-08, although there was a major disparity for students with disabilities, the cohort size was too small to generalize for this category.
The sample size for this category was less than 10 students **and there were zero completions for 2007-08.

Table 8. BSI-ESL Disproportionate Impact by Economically Disadvantaged Status

	2003-04 PI	2003-04 Completion Rate (%)	2004-05 PI	2004-05 Completion Rate (%)	2005-06 PI	2005-06 Completion Rate (%)	2006-07 PI	2006-07 Completion Rate (%)	2007-08 PI	2007-08 Completion Rate (%)
Yes	1.882	35.2%	2.242	30.0%	2.430	45.0%	1.453	25.6%	1.418	27.3%
No	0.719	13.5%	0.717	9.6%	0.616	11.4%	0.881	15.5%	0.867	16.7%
Total		**18.7%**		**13.4%**		**18.5%**		**17.6%**		**19.2%**

-For 2007-08, the results indicated that there was moderate disparity among students who are not economically disadvantaged in terms of basic skills improvement for ESL.

Basic Skills Improvement for English

Table 9. BSI-English Disproportionate Impact by Gender

	2003-04 PI	2003-04 Completion Rate (%)	2004-05 PI	2004-05 Completion Rate (%)	2005-06 PI	2005-06 Completion Rate (%)	2006-07 PI	2006-07 Completion Rate (%)	2007-08 PI	2007-08 Completion Rate (%)
Female	1.046	69.0%	1.051	69.1%	1.008	67.2%	1.008	66.2%	1.076	67.2%
Male	0.952	62.8%	0.951	62.6%	0.992	66.1%	0.990	65.0%	0.934	58.3%
Unknown*	1.515	100.0%	1.520	100.0%	N/A	N/A	1.523	100.0%	0.801	50.0%
Total		**66.0%**		**65.8%**		**66.7%**		**65.7%**		**62.4%**

-For 2007-08, the results indicated that there was slight disparity among male students in terms of basic skills improvement. There was also moderate disparity among the unknown, the sample size is too small to generalize.
*The sample size for this category was less than 10 for 2007-08.

Table 10. BSI-English Disproportionate Impact by Age Group

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.118	73.8%	1.247	82.0%	1.075	71.7%	1.007	66.1%	1.138	71.1%
18 & 19	1.115	73.6%	1.088	71.6%	1.088	72.5%	1.072	70.4%	1.056	65.9%
20 to 24	0.851	56.2%	0.882	58.0%	0.864	57.6%	0.897	58.9%	0.923	57.6%
25 to 29	0.853	56.3%	0.829	54.5%	0.945	63.0%	0.921	60.5%	0.792	49.4%
30 to 34	0.850	56.1%	0.776	51.0%	0.825	55.0%	0.831	54.5%	0.770	48.1%
35 to 39	0.778	51.4%	0.652	42.9%	0.767	51.1%	0.653	42.9%	0.587	36.7%
40 to 49	0.757	50.0%	0.950	62.5%	0.593	39.5%	0.943	61.9%	1.084	67.6%
50 +	0.606	40.0%	0.507	33.3%	0.714	47.6%	0.812	53.3%	0.949	59.3%
Total		**66.0%**		**65.8%**		**66.7%**		**65.7%**		**62.4%**

-For 2007-08, the results indicated that there was major disparity among the 35-39 age group in terms of basic skills improvement for English. There appears to be moderate disparity among students 25-34 years old and the 50+ group.

Table 11. BSI-English Disproportionate Impact by Ethnicity

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.087	71.7%	1.063	69.9%	1.162	77.5%	1.129	74.1%	1.082	67.5%
African-American	0.870	57.4%	1.000	65.8%	0.764	50.9%	1.015	66.7%	0.988	61.7%

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
American Indian/ Alaskan Native	1.515	100.0%	0.760	50.0%	0.917	61.1%	0.846	55.6%	**0.748**	**46.7%**
Filipino	0.998	65.9%	1.115	73.3%	1.077	71.8%	1.105	72.5%	1.068	66.7%
Hispanic	0.834	55.0%	0.873	57.4%	0.985	65.7%	0.937	61.5%	**0.879**	**54.9%**
Pacific Islander	0.202	13.3%	1.520	100.0%	0.882	58.8%	0.685	45.0%	**0.721**	**45.0%**
White	1.069	70.6%	1.015	66.8%	1.012	67.5%	0.989	65.0%	1.030	64.3%
Unknown	0.921	60.8%	1.043	68.6%	0.860	57.3%	1.122	73.7%	1.028	64.2%
Total		**66.0%**		**65.8%**		**66.7%**		**65.7%**		**62.4%**

-For 2007-08, the results indicated that there was moderate disparity among the American Indian/Alaskan Natives and the Pacific Islanders in terms of basic skills improvement for English. There is also a mild disparity among the African-American and Hispanic populations.

Table 12. BSI-English Disproportionate Impact by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.001	66.1%	1.043	68.6%	0.929	61.9%	1.088	71.4%	1.160	72.4%
No	1.000	66.0%	0.996	65.5%	1.007	67.1%	0.992	65.1%	**0.984**	**61.4%**
Total		**66.0%**		**65.8%**		**66.7%**		**65.7%**		**62.4%**

-For 2007-08, the results indicated that there was slight disparity among students who do not have a disability in terms of basic skills improvement for English.

Table 13. BSI-English Disproportionate Impact by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	0.997	65.8%	0.921	60.6%	1.032	68.8%	0.996	65.4%	0.996	62.2%
No	1.001	66.1%	1.024	67.4%	0.992	66.1%	1.001	65.7%	1.001	62.5%
Total		**66.0%**		**65.8%**		**66.7%**		**65.7%**		**62.4%**

-For 2007-08, the results indicated that there was slight disparity among students who are economically disadvantaged in terms of basic skills improvement for English.

Basic Skills Improvement for Math

Table 14. BSI-Math Disproportionate Impact by Gender

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	1.043	40.1%	1.054	40.3%	1.097	42.8%	1.054	41.5%	1.096	44.3%
Male	0.930	35.7%	0.920	35.2%	0.882	34.4%	0.921	36.3%	0.876	35.4%
Unknown**	2.601	100.0%	0.000	0.0%	0.000	0.0%	2.541	100.0%	0.000	0.0%
Total		**38.4%**		**38.3%**		**39.0%**		**39.4%**		**40.4%**

-For 2007-08, the results indicated that there was slight disparity among male students in terms of basic skills improvement for Math. Although, there was a major disparity for the "Unknown" category, the cohort was too small to generalize.
The sample size for this category was less than 10 **and there were zero completers for 2007-08.

Table 15. BSI-Math Disproportionate Impact by Age Group

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.301	50.0%	1.022	39.1%	1.357	52.9%	1.164	45.8%	**0.791**	**32.0%**
18 & 19	1.005	38.6%	1.180	45.2%	1.049	40.9%	0.907	35.7%	1.011	40.9%
20 to 24	0.926	35.6%	0.833	31.9%	0.881	34.4%	1.025	40.4%	**0.905**	**36.6%**
25 to 29	1.032	39.7%	0.860	32.9%	1.061	41.4%	1.270	50.0%	1.034	41.8%
30 to 34	1.330	51.1%	1.089	41.7%	0.877	34.2%	0.953	37.5%	**0.724**	**29.3%**
35 to 39	1.091	41.9%	0.849	32.5%	1.318	51.4%	0.717	28.2%	1.305	52.8%
40 to 49	0.638	24.5%	1.038	39.7%	0.889	34.7%	1.411	55.6%	1.124	45.5%
50 +	1.409	54.2%	0.402	15.4%	0.699	27.3%	0.907	35.7%	1.465	59.3%
Total		**38.4%**		**38.3%**		**39.0%**		**39.4%**		**40.4%**

-For 2007-08, the results indicated that there was moderate disparity among the 17 or less and 30-34 age groups in terms of basic skills improvement for Math. There was also slight disparity among the 20-24 year olds.

Table 16. BSI-Math Disproportionate Impact by Ethnicity

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	0.958	36.8%	1.568	60.0%	1.349	52.6%	1.155	45.5%	1.554	62.9%
African-American	0.612	23.5%	0.845	32.4%	0.460	17.9%	0.762	30.0%	**0.907**	**36.7%**
American Indian/ Alaskan Native	2.081	80.0%	0.000	0.0%	1.121	43.8%	0.847	33.3%	**0.495**	**20.0%**
Filipino	1.734	66.7%	1.359	52.0%	1.410	55.0%	1.524	60.0%	**0.323**	**13.0%**
Hispanic	0.891	34.3%	0.759	29.0%	1.025	40.0%	1.099	43.2%	**0.941**	**38.0%**
Pacific Islander	0.434	16.7%	1.161	44.4%	1.282	50.0%	0.282	11.1%	**0.190**	**7.7%**
White	1.020	39.2%	1.057	40.4%	0.993	38.7%	0.939	36.9%	1.035	41.9%
Unknown	1.145	44.0%	0.933	35.7%	1.025	40.0%	1.247	49.1%	1.106	44.7%
Total		**38.4%**		**38.3%**		**39.0%**		**39.4%**		**40.4%**

-For 2007-08, the results indicated that there were major disproportionate impact among the American Indian/Alaskan Native, Filipino and Pacific Islander populations in terms of basic skills improvement for Math. There is also a slight disparity among the African-American and Hispanic populations.

Table 17. BSI-Math Disproportionate Impact by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.010	38.8%	1.027	39.3%	0.925	36.1%	1.270	50.0%	1.099	44.4%
No	0.999	38.4%	0.996	38.1%	1.010	39.4%	0.966	38.0%	**0.987**	**39.9%**
Total		**38.4%**		**38.3%**		**39.0%**		**39.4%**		**40.4%**

-For 2007-08, the results indicated that there was slight disparity among students who are not disabled in terms of basic skills improvement for Math.

Table 18. BSI-Math Disproportionate Impact by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.044	40.1%	0.768	29.4%	0.919	35.9%	1.118	44.0%	1.037	41.9%
No	0.986	37.9%	1.074	41.1%	1.024	39.9%	0.962	37.8%	**0.990**	**40.0%**
Total		**38.4%**		**38.3%**		**39.0%**		**39.4%**		**40.4%**

-For 2007-08, the results indicated that there was slight disparity among students who are not economically disadvantaged in terms of basic skills improvement for Math.

Degree and Certificate Completion

30-Units Rate

Table 19. 30-Units by Gender

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	1.015	75.6%	1.013	75.8%	0.998	74.7%	1.011	74.2%	1.020	76.1%
Male	0.984	73.3%	0.987	73.9%	1.002	75.0%	0.987	72.4%	0.978	72.9%
Unknown	1.342	100.0%	1.336	100.0%	N/A	N/A	1.227	90.0%	1.149	85.7%
Total		**74.5%**		**74.8%**		**74.8%**		**73.3%**		**74.6%**

-For 2007-08, the results indicated that there was slight disparity among the male students in terms of 30-Units Rate.

Table 20. 30-Units by Age Group

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.034	77.0%	1.042	77.9%	1.059	79.3%	0.990	72.6%	1.088	81.2%
18 & 19	1.039	77.4%	1.051	78.6%	1.029	77.0%	1.046	76.7%	1.012	75.5%
20 to 24	0.851	63.4%	0.739	55.3%	0.807	60.4%	0.746	54.7%	0.773	57.7%
25 to 29	0.753	56.1%	0.764	57.1%	0.501	37.5%	0.701	51.4%	0.776	57.9%
30 to 34	0.723	53.8%	0.585	43.8%	0.465	34.8%	0.930	68.2%	0.939	70.0%
35 to 39	0.775	57.7%	0.752	56.3%	0.534	40.0%	0.682	50.0%	0.894	66.7%
40 to 49	0.776	57.8%	0.983	73.5%	0.850	63.6%	0.642	47.4%	0.748	55.8%
50 +	0.549	40.9%	0.297	22.2%	0.764	57.1%	0.682	50.0%	0.947	70.6%
Total		**74.5%**		**74.8%**		**74.8%**		**73.3%**		**74.6%**

-For 2007-08, the results indicated that there was moderate disparity among the 20-29 and 40-49 age groups in terms of 30-Units Rate. There was also slight disparity among the 30-39 and 50+ populations.

Table 21. 30-Units by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.012	75.4%	1.026	76.7%	1.015	75.9%	1.045	76.6%	1.100	82.0%
African-American	0.790	58.8%	1.022	76.5%	0.770	57.6%	0.789	57.9%	0.902	67.2%
American Indian/Alaskan Native	1.193	88.9	1.093	81.8	0.719	53.8	1.023	75.0	0.754	56.3
Filipino	1.062	79.1	0.990	74.1	1.069	80.0	1.067	78.3	0.916	68.3
Hispanic	0.885	65.9	0.900	67.3	0.941	70.4	0.946	69.4	0.935	69.7
Pacific Islander	0.604	45.0%	0.802	60.0%	0.943	70.6%	0.852	62.5%	1.049	78.3%
White	1.035	77.1%	1.019	76.2%	1.026	76.8%	1.014	74.3%	1.004	74.8%
Unknown	0.956	71.2%	1.054	78.9%	0.956	71.5%	1.021	74.9%	1.054	78.6%
Total		**74.5%**		**74.8%**		**74.8%**		**73.3%**		**74.6%**

-For 2007-08, the results indicated that there was moderate disparity among American Indian/Alaskan Native students in terms of 30-Units Rate. There was also slight disparity among the African-American, Filipino and Hispanic populations.

Table 22. 30-Units by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.175	87.5%	1.093	81.8%	1.061	79.4%	1.085	79.5%	1.026	76.5%
No	0.992	73.9%	0.994	74.4%	0.996	74.6%	0.995	73.0%	0.998	74.5%
Total		74.5%		74.8%		74.8%		73.3%		74.6%

-For 2007-08, the results indicated that there was slight disparity among students who were not disabled in terms of 30-Units Rate.

Table 23. 30-Units by Economically Disadvantaged Status*

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.035	77.1%	1.046	78.3%	1.035	77.4%	1.043	76.5%	1.049	78.3%
No	0.988	73.6%	0.983	73.6%	0.988	73.9%	0.982	72.1%	0.979	73.0%
Total		74.5%		74.8%		74.8%		73.3%		74.6%

-For 2007-08, the results indicated that there was slight disparity among students who were not economically disadvantaged in terms of 30-Units Rate.

Persistence Rate

Table 24. Persistence by Gender

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	1.024	80.7%	1.010	77.1%	0.999	75.5%	1.018	79.7%	1.015	77.3%

	0.97		0.99		1.00		0.98		0.98	
Male	4	76.7%	0	75.6%	1	75.6%	5	77.2%	5	75.0%
	1.26		1.30		0.00		0.63		1.00	
Unknown	9	100.0%	9	100.0%	0	0.0%	8	50.0%	0	76.2%
Total		**78.8%**		**76.4%**		**75.5%**		**78.3%**		**76.2%**

-For 2007-08, the results indicated that there was slight disparity among the male population in terms of Persistence Rate.

Table 25. Persistence by Age Group

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	0.829	65.4%	0.896	68.5%	0.881	66.5%	0.778	60.9%	0.811	61.7%
18 & 19	1.065	84.0%	1.069	81.7%	1.067	80.6%	1.079	84.5%	1.083	82.5%
20 to 24	0.876	69.0%	0.775	59.2%	0.783	59.1%	0.841	65.9%	0.858	65.3%
25 to 29	0.867	68.3%	0.748	57.1%	0.828	62.5%	0.803	62.9%	0.898	68.4%
30 to 34	0.943	74.4%	0.900	68.8%	0.691	52.2%	0.929	72.7%	0.722	55.0%
35 to 39	1.025	80.8%	0.941	71.9%	0.728	55.0%	0.821	64.3%	0.700	53.3%
40 to 49	1.015	80.0%	0.924	70.6%	0.963	72.7%	0.974	76.3%	0.763	58.1%
50 +	0.923	72.7%	0.800	61.1%	1.135	85.7%	0.798	62.5%	0.927	70.6%
Total		**78.8%**		**76.4%**		**75.5%**		**78.3%**		**76.2%**

-For 2007-08, the results indicated that there was a major disproportionate impact among the 35-39 age group in terms of Persistence Rate. There was also moderate disparity among ages 17 or less, 20-24, 30-34, and 40-49 and slight disparity among the 25-29 and 50+ age groups.

Table 26. Persistence by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	0.997	78.6%	1.035	79.1%	0.946	71.4%	1.016	79.6%	1.077	82.0%
African-American	0.821	64.7%	0.976	74.5%	0.920	69.5%	0.806	63.2%	1.019	77.6%
American Indian/ Alaskan Native	0.987	77.8%	0.952	72.7%	0.917	69.2%	0.958	75.0%	**0.739**	**56.3%**
Filipino	1.004	79.1%	1.043	79.6%	1.059	80.0%	0.999	78.3%	**0.985**	**75.0%**
Hispanic	0.967	76.2%	0.931	71.1%	1.019	77.0%	0.979	76.7%	**0.998**	**76.0%**
Pacific Islander	0.825	65.0%	0.873	66.7%	1.013	76.5%	0.851	66.7%	**0.913**	**69.6%**
White	1.014	79.9%	1.013	77.3%	1.008	76.1%	1.018	79.7%	**0.998**	**76.0%**
Unknown	1.012	79.7%	1.025	78.3%	0.929	70.1%	0.962	75.3%	**0.990**	**75.4%**
Total		**78.8%**		**76.4%**		**75.5%**		**78.3%**		**76.2%**

-For 2007-08, the results indicated that there was moderate disparity among the American Indian/Alaskan population in terms of Persistence Rate. There was also slight disparity among the Filipino, Hispanic, Pacific Islander, White and unknown groups.

Table 27. Persistence by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.110	87.5%	1.042	79.6%	1.051	79.4%	1.074	84.1%	1.075	81.9%
No	0.995	78.4%	0.997	76.2%	0.997	75.3%	0.996	78.0%	**0.996**	**75.8%**
Total		**78.8%**		**76.4%**		**75.5%**		**78.3%**		**76.2%**

-For 2007-08, the results indicated that there was a slight disparity among students who were not disabled in terms of Persistence Rate.

Table 28. Persistence by Economically Disadvantaged Status

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.000	78.8%	0.972	74.2%	0.984	74.4%	0.975	76.4%	**0.977**	**74.4%**
No	1.000	78.8%	1.010	77.2%	1.006	75.9%	1.010	79.1%	1.010	76.9%
Total		**78.8%**		**76.4%**		**75.5%**		**78.3%**		**76.2%**

-For 2007-08, the results indicated that there was slight disparity among students who were economically disadvantaged in terms of Persistence Rate.

Student Progress and Attainment Rate (SPAR)

Table 29. SPAR by Gender

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	0.993	57.5%	1.045	61.4%	1.022	59.9%	1.000	58.6%	1.040	59.3%
Male	1.009	58.4%	0.953	56.0%	0.979	57.4%	0.958	55.4%	**0.960**	**54.7%**
Unknown	0.000	0.0%	1.701	100.0%	0.000	0.0%	0.000	90.0%	1.085	61.9%
Total		**57.9%**		**58.8%**		**58.6%**		**57.1%**		**57.0%**

-For 2007-08, the results indicated that there was slight disparity among the male population in terms of SPAR.

Table 30. SPAR by Age Group

| | 2003-04 | | 2004-05 | | 2005-06 | | 2006-07 | | 2007-08 | |
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)

Age	2003-04 PI	Completion Rate (%)	2004-05 PI	Completion Rate (%)	2005-06 PI	Completion Rate (%)	2006-07 PI	Completion Rate (%)	2007-08 PI	Completion Rate (%)
17 or Less	1.174	68.0%	1.195	70.3%	1.161	68.0%	1.196	68.3%	1.229	70.1%
18 & 19	1.010	58.4%	1.014	59.6%	0.998	58.4%	0.998	57.0%	0.985	56.2%
20 to 24	0.815	47.2%	0.703	41.3%	0.752	44.0%	0.742	42.4%	0.805	45.9%
25 to 29	0.632	36.6%	0.729	42.9%	0.747	43.8%	0.550	31.4%	0.738	42.1%
30 to 34	0.665	38.5%	0.691	40.6%	0.594	34.8%	0.955	54.5%	0.614	35.0%
35 to 39	0.931	53.8%	0.851	50.0%	0.683	40.0%	0.375	21.4%	0.468	26.7%
40 to 49	0.691	40.0%	0.851	50.0%	0.879	51.5%	0.691	39.5%	0.652	37.2%
50 +	0.471	27.3%	0.284	16.7%	0.488	28.6%	0.657	37.5%	0.309	17.6%
Total		57.9%		58.8%		58.6%		57.1%		57.0%

-For 2007-08, the results indicated that there was a major disproportionate impact among ages 30-50+ in terms of SPAR There was also moderate disparity among 20-29 year olds and slight disparity among the 18 and 19 year olds.

Table 31. SPAR by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.234	71.4%	1.385	81.4%	1.181	69.2%	1.201	68.6%	1.330	75.8%
African-American	0.847	49.0%	0.834	49.0%	0.810	47.5%	0.860	49.1%	0.877	50.0%
American Indian/ Alaskan Native	1.152	66.7%	0.773	45.5%	0.657	38.5%	1.138	65.0%	0.438	25.0%
Filipino	0.903	52.2%	0.851	50.0%	0.922	54.0%	0.914	52.2%	0.935	53.3%
Hispanic	0.766	44.3%	0.868	51.0%	0.795	46.6%	0.825	47.1%	0.832	47.5%

	2003-04		2004-05		2005-06		2006-07		2007-08	
	0.34		0.79		0.70		0.80		**0.68**	
Pacific Islander	6	20.0%	4	46.7%	3	41.2%	2	45.8%	**6**	**39.1%**
	1.04		0.99		1.04		1.02		1.02	
White	1	60.2%	9	58.7%	4	61.2%	1	58.3%	0	58.2%
	1.01		1.14		1.04		1.09		1.02	
Unknown	7	58.8%	1	67.1%	3	61.1%	1	62.3%	1	58.3%
Total		**57.9%**		**58.8%**		**58.6%**		**57.1%**		**57.0%**

-For 2007-08, the results indicated that there was major disparity among the American Indian/Alaskan Native and Pacific Islander populations in terms of SPAR There was also moderate disparity among the Hispanic students and slight disparity among the African-American and Filipino students.

Table 32. SPAR by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
	0.99		0.88		0.75		0.82		**0.80**	
Yes	0	57.3%	2	51.8%	6	44.3%	2	47.0%	**0**	**45.6%**
	1.00		1.00		1.01		1.01		1.01	
No	0	57.9%	8	59.2%	4	59.4%	0	57.7%	2	57.7%
Total		**57.9%**		**58.8%**		**58.6%**		**57.1%**		**57.0%**

-For 2007-08, the results indicated that there was moderate disparity among students who were disabled in terms of SPAR.

Table 33. SPAR by Economically Disadvantaged Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
	0.95		0.97		0.99		0.96		**0.96**	
Yes	1	55.0%	0	57.0%	5	58.3%	1	54.9%	**6**	**55.1%**
	1.01		1.01		1.00		1.01		1.01	
No	7	58.8%	1	59.4%	2	58.7%	6	58.0%	4	57.9%
Total		**57.9%**		**58.8%**		**58.6%**		**57.1%**		**57.0%**

-For 2007-08, the results indicated that there was slight disparity among students who were economically disadvantaged in terms of SPAR.

Transfer Velocity

Table 34. Transfer Velocity by Gender

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	0.969	48.2%	1.038	54.0%	1.013	51.5%	1.024	50.5%	1.013	49.9%
Male	1.036	51.5%	0.957	49.8%	0.987	50.2%	0.974	48.0%	0.987	48.6%
Unknown	0.000	0.0%	1.924	100.0%	0.000	0.0%	1.184	58.3%	0.963	47.4%
Total		**49.8%**		**52.0%**		**50.8%**		**49.3%**		**49.2%**

-For 2007-08, the results indicated that there was slight disparity among the male and unknown populations in terms of Transfer Velocity.

Table 35. Transfer Velocity by Age Group

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.164	57.9%	1.124	58.4%	1.121	56.9%	1.150	56.7%	1.162	57.2%
18 & 19	1.004	50.0%	1.008	52.4%	1.022	51.9%	1.003	49.4%	0.989	48.7%
20 to 24	0.885	44.0%	0.784	40.8%	0.710	36.1%	0.718	35.4%	0.716	35.6%
25 to 29	0.437	21.7%	0.577	30.0%	0.518	26.3%	0.451	22.2%	0.847	41.7%
30 to 34	0.670	33.3%	0.120	6.3%	0.394	20.0%	0.780	38.5%	0.739	36.4%
35 to 39	0.502	25.0%	0.770	40.0%	0.164	8.3%	0.184	9.1%	0.677	33.3%

	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
40 to 49	0.40 2	20.0%	0.96 2	50.0%	0.32 8	16.7%	0.56 8	28.0%	**0.77 1**	**37.9%**
50 +	0.36 5	18.2%	0.24 0	12.5%	0.00 0	0.0%	0.40 6	20.0%	**0.40 6**	**20.0%**
Total		**49.8%**		**52.0%**		**50.8%**		**49.3%**		**49.2%**

-For 2007-08, the results indicated that there was major disparity between 35-39 and 50+ age groups in terms of Transfer Velocity. There was also moderate disparity between 20-34 and 40-49 year olds.

Table 36. Transfer Velocity by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.14 8	57.1%	1.28 8	67.0%	1.10 6	56.2%	1.13 6	56.0%	1.23 5	60.8%
African-American	1.11 6	55.6%	1.05 5	54.8%	0.90 9	46.2%	1.01 5	50.0%	**0.84 3**	**41.5%**
American Indian/ Alaskan Native	1.00 5	50.0%	0.77 0	40.0%	0.65 6	33.3%	0.91 3	45.0%	**0.76 2**	**37.5%**
Filipino	0.77 9	38.8%	0.89 5	46.5%	0.95 9	48.7%	0.72 8	35.9%	**0.89 4**	**44.0%**
Hispanic	0.72 8	36.2%	0.87 0	45.2%	0.77 2	39.2%	0.81 6	40.2%	**0.80 9**	**39.8%**
Pacific Islander	0.35 5	17.6%	0.96 2	50.0%	0.65 6	33.3%	0.47 7	23.5%	**0.67 7**	**33.3%**
White	1.05 1	52.3%	0.99 9	51.9%	1.03 2	52.4%	1.03 4	51.0%	1.03 0	50.7%
Unknown	0.97 4	48.5%	1.03 9	54.0%	1.17 8	59.8%	1.05 6	52.1%	1.01 2	49.8%
Total		**49.8%**		**52.0%**		**50.8%**		**49.3%**		**49.2%**

-For 2007-08, the results indicated that there was a major disproportionate impact among the Pacific Islander population in terms of Transfer Velocity. There was also moderate disparity among the African-American, American Indian/Alaskan Native, and Hispanic populations. The Filipino students resulted in slight disparity.

Table 37. Transfer Velocity by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	0.89 3	44.4%	0.80 6	41.9%	0.70 7	35.9%	0.70 7	34.9%	**0.86 6**	**42.6%**
No	1.00 5	50.0%	1.01 2	52.6%	1.01 6	51.6%	1.01 6	50.0%	1.00 8	49.6%
Total		**49.8%**		**52.0%**		**50.8%**		**49.3%**		**49.2%**

-For 2007-08, the results indicated that there was slight disparity among students who were disabled in terms of Transfer Velocity.

Table 38. Transfer Velocity by CalWORKS Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.14 8	57.1%	0.00 0	0.0%	0.00 0	0.0%	2.02 9	100.0%	**0.58 1**	**28.6%**
No	0.99 9	49.7%	1.00 1	52.0%	1.00 4	51.0%	0.99 9	49.2%	1.00 1	49.3%
Total		**49.8%**		**52.0%**		**50.8%**		**49.3%**		**49.2%**

-For 2007-08, the results indicated that there was major disparity for those students who are in the CalWorks program in terms of Transfer Velocity.

Student Equity Plan: Data for the Student Success Indicators

Definitions and Data Sources for the Student Success Indicators:

Based on the availability of data, each student success indicator was broken down by gender, age, ethnicity, disability status, and those who are economically disadvantaged. With the exception of the indicator on Access, the data was extracted following the student equity data procedures and data sources. The following are the definitions and data sources of the student success indicators:

1) <u>Course Completion</u> –

   Definition: The percentage of students, by population group, that successfully complete a credit course. Successful course completion means the completion of a credit course for which a student receives a recorded grade of A, B, C, Pass, IA, IB, IC, Incomplete Pass

   Data Source: The data for this indicator was extracted from the "Enrollment Retention and Success Rate" report from the Data Mart on the State Chancellor's site.

2) <u>ESL and Basic Skills Completion</u> –

   Definitions:
   ESL: The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.
   Remedial English: The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.
   Remedial Math: The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.
   Data Source: The data for these indicators was extracted from State Chancellor's, Data on Demand site.

3) <u>Degree and Certificate Completion</u> –

   Definitions:
   30-Unit Rate: The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry
   Persistence Rate: The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system
   Student Progress and Attainment Rate (SPAR): The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:
   - ❖ Earned AA/AS or credit Certificate (Chancellor's Office approved)
   - ❖ Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
   - ❖ Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0)

   Data Source: The data for these indicators was extracted from State Chancellor's, Data on Demand site.

4) <u>Transfer</u>–

   Definition: Of first-time college students who have shown "behavioral intent to transfer," the percentage of students who transfer to a four-year institution six years after initial enrollment. "Behavioral intent to transfer"

refers to students who have completed twelve credit units and attempted transfer-level math or English within six years of entry into the system.

The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Data Source: The data for this indicator was extracted from the "Transfer Velocity" report from Data Mart on the State Chancellor's site.

5) <u>Access</u>-

Definition: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. The percentage is frequently calculated as a participation rate.
Data Source: The State Chancellor's Office is still in the process of developing a standardized, statewide methodology for the Access indicator. Locally, it was decided to use demographic data from the US Census, American Community Survey (ACS) Fact Finder, as the comparison to our college's demographic data from State Chancellor's Data Mart site.

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. The percentage is frequently calculated as a participation rate. For this indicator, data from the U.S. Census' American Community Survey was used as the comparison group.

Table 34. Participation Rate by Gender

		ACS 2008-2012	2008-09	2009-10	2010-11	2011-12	2012-13
Female	Count	249,182	22,666	23,609	22,876	23,007	22,509
	Percent (%)	51.5%	59.3%	58.3%	57.8%	57.9%	57.7%
Male	Count	234,906	15,244	16,554	16,155	16,113	15,811
	Percent (%)	48.5%	39.9%	40.9%	40.8%	40.6%	40.1%
Unknown	Count	0	344	361	542	119	673
	Percent (%)	0.0%	0.9%	0.9%	1.4%	1.6%	1.7%
Total	Count	**484,088**	**38,254**	**40,524**	**39,573**	**39,739**	**38,993**
	Percent (%)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 40. Participation Rate by Age

		ACS 2008-2012	2008-09	2009-10	2010-11	2011-12	2012-13
19 and Less	Count	127,735	9,193	9,842	9,366	9,509	9,370
	Percent (%)	26.4%	24.0%	24.2%	23.7%	23.9%	24.0%
20 to 24	Count	24,933	9,532	10,683	11,341	11,465	11,449
	Percent (%)	5.2%	24.9%	26.4%	28.7%	28.9%	29.4%
25 to 29	Count	25,433	3,587	3,941	4,105	4,058	3,928
	Percent (%)	5.3%	9.4%	9.7%	10.4%	10.2%	10.0%
30 to 34	Count	26,636	1,968	2,055	2,161	2,180	2,133
	Percent (%)	5.5%	5.1%	5.1%	5.5%	5.5%	5.5%
35 to 39	Count	33,569	1,617	1,680	1,449	1,404	1,388
	Percent (%)	6.9%	4.2%	4.2%	3.7%	3.5%	3.6%
40 to 49	Count	79,152	2,911	3,029	2,847	2,788	2,489
	Percent (%)	16.4%	7.6%	7.5%	7.2%	7.0%	6.4%
50+	Count	166,630	9,434	9,285	8,300	8,331	8,232
	Percent (%)	34.4%	24.7%	22.9%	21.0%	21.0%	21.1%
Unknown	Count	0	12	9	4	4	4
	Percent (%)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	Count	**484,088**	**38,254**	**40,524**	**39,573**	**39,739**	**38,993**
	Percent (%)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 41. Participation Rate by Ethnicity

		ACS 2008-2012	2008-09	2009-10	2010-11	2011-12	2012-13
African-American	Count	5,369	616	634	692	747	719
	Percent (%)	1.1%	1.6%	1.6%	1.8%	1.9%	1.8%
American Indian/ Alaskan Native	Count	834	252	179	134	114	99
	Percent (%)	0.2%	0.7%	0.4%	0.3%	0.3%	0.3%
Asian	Count	31,266	3,385	3,584	3615	3,541	3,703
	Percent (%)	6.5%	8.9%	8.8%	9.1%	8.9%	9.5%
Filipino	Count	9,514	784	799	748	779	802
	Percent (%)	2.0%	2.1%	2.0%	1.9%	2.0%	2.1%
Hispanic	Count	82,891	4,839	5,954	6,607	7,246	7,615
	Percent (%)	17.1%	12.7%	14.7%	16.7%	18.2%	19.5%
Pacific Islander	Count	617	207	163	114	104	73
	Percent (%)	0.1%	0.6%	0.4%	0.3%	0.3%	0.2%
Unknown	Count	1,497	2,103	1,809	1,824	1,619	1,326
	Percent (%)	0.3%	5.5%	4.5%	4.6%	4.1%	3.4%
White Non-Hispanic	Count	338,693	26,054	26,586	24,661	24,189	23,106
	Percent (%)	70.0%	68.1%	65.6%	62.3%	60.9%	59.3%
Mixed Ethnicity	Count	13,407	14	816	1178	1,400	1,550
	Percent (%)	2.8%	0.04%	2.0%	3.0%	3.5%	4.0%
Total	Count	**484,088**	**38,254**	**40,524**	**39,573**	**39,739**	**38,993**
	Percent (%)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 42. Participation Rates by Disability Status

		ACS 2008-2012	2008-09	2009-10	2010-11	2011-12	2012-13
Yes	Count	34,675	1,822	1,984	2,155	2,120	2,111
	Percent (%)	7.2%	4.8%	4.9%	5.5%	5.3%	5.4%
No	Count	447,521	36,432	38,540	37,418	37,619	36,882
	Percent (%)	92.8%	95.2%	95.1%	94.5%	94.7%	94.6%
Total	Count	**482,196**	**38,254**	**40,524**	**39,573**	**39,739**	**38,993**
	Percent (%)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 43. Participation Rates by Economically Disadvantaged Status*

		ACS 2008-2012	2008-09	2009-10	2010-11	2011-12	2012-13
Yes	Count	31,024	559	481	483	566	479
	Percent (%)	17.2%	1.5%	1.2%	1.2%	1.4%	1.2%
No	Count	149,759	37,695	40,043	39,090	39,173	38,514
	Percent (%)	82.8%	98.5%	98.8%	98.8%	98.6%	98.8%
Total	Count	**180,769**	**38,254**	**40,524**	**39,573**	**39,739**	**38,993**
	Percent (%)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a participant in the EOPS/CARE and CalWORKS program at Saddleback College. The ACS data was aggregated based on the income level of families residing in the Saddleback College service area. According to Pell Grant eligibility requirements, families who earn less than $30,000 annually qualify for the grant, therefore they were counted in the "Yes" category for being economically disadvantaged.

Course Completion

Cohort Totals include all course enrollments during the term, which for some students include enrollment in multiple classes. Percent (%) Completed (same as Completion Rate) is the percentage of courses that were successfully completed with a grade of A, B, C, Pass, Incomplete A, Incomplete B, Incomplete C, or Incomplete Pass.

Table 35. Course Completion Rates by Gender

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	Cohort Total	107,193	101,765	97,594	93,187	90,207
	% Completed	66.9%	73.1%	73.6%	74.6%	73.7%
Male	Cohort Total	94,851	91,380	89,959	85,790	82,430
	% Completed	64.5%	68.4%	68.4%	70.2%	69.4%
Unknown	Cohort Total	2,067	2,484	2,169	2,330	2,093
	% Completed	72.4%	74.0%	76.0%	76.9%	70.9%
Total	**Cohort Total**	**204,111**	**195,629**	**189,722**	**181,307**	**174,730**
	% Completed	**65.8%**	**70.9%**	**71.2%**	**72.5%**	**71.6%**

Table 36. Course Completion Rates by Age Group

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
17 and Less	Cohort Total	5,172	3,662	3,575	3,160	3,035
	% Completed	73.1%	79.2%	73.7%	77.0%	79.0%
18 and 19	Cohort Total	68,864	63,898	61,674	58,275	54,328
	% Completed	67.4%	69.8%	71.6%	72.0%	71.9%
20 to 24	Cohort Total	69,939	68,890	68,566	65,982	65,461
	% Completed	62.3%	67.4%	68.0%	70.0%	69.4%
25 to 29	Cohort Total	19,464	19,112	19,353	18,911	18,973
	% Completed	63.6%	70.1%	70.1%	72.2%	69.9%
30 to 34	Cohort Total	9,467	9,386	9,973	9,756	9,196
	% Completed	65.5%	73.4%	71.6%	74.7%	74.0%
35 to 39	Cohort Total	7,254	5,741	5,717	5,820	5,538
	% Completed	67.8%	75.4%	74.8%	76.7%	74.0%
40 to 49	Cohort Total	12,200	11,248	11,130	9,991	9,411
	% Completed	69.8%	77.0%	78.1%	78.7%	77.5%
50+	Cohort Total	11,731	13,688	9,734	9,412	8,788
	% Completed	72.8%	84.3%	81.3%	81.5%	77.7%
Unknown	Cohort Total	20	4	0	0	0
	% Completed	70.0%	100.0%	0.0%	0.0%	0.0%
Total	**Cohort Total**	**204,111**	**195,629**	**189,722**	**181,307**	**174,730**
	% Completed	**65.8%**	**70.9%**	**71.2%**	**72.5%**	**71.6%**

Table 37. Course Completion Rates by Ethnicity

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	Cohort Total	4,121	4,144	4,475	4,456	4,555
	% Completed	54.9%	58.7%	57.4%	60.1%	59.1%
American Indian/ Alaskan Native	Cohort Total	1,120	726	504	558	431
	% Completed	60.9%	69.6%	62.9%	71.9%	77.3%
Asian	Cohort Total	19,594	18,451	17,320	16,441	15,822
	% Completed	68.8%	74.7%	75.3%	77.6%	75.0%
Hispanic	Cohort Total	32,918	35,901	40,493	42,078	42,742
	% Completed	62.7%	66.4%	67.6%	67.6%	67.9%
Multi-Ethnicity	Cohort Total	4,414	7,337	8,669	9,340	9,028
	% Completed	62.4%	67.6%	67.7%	71.2%	67.8%
Pacific Islander	Cohort Total	1,222	714	573	472	325
	% Completed	66.2%	67.4%	58.3%	66.9%	66.5%
Unknown	Cohort Total	6,968	10,109	6,375	4,214	2,794
	% Completed	58.1%	74.2%	74.6%	76.2%	74.3%
White Non-Hispanic	Cohort Total	133,754	118,247	111,313	103,748	99,033
	% Completed	67.0%	72.1%	72.6%	74.3%	73.5%
Total	**Cohort Total**	**204,111**	**195,629**	**189,722**	**181,307**	**174,730**
	% Completed	**65.8%**	**70.9%**	**71.2%**	**72.5%**	**71.6%**

ESL and Basic Skills Completion

Basic Skills Improvement for ESL

The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in ESL at Saddleback College.

Table 38. BSI-ESL Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	207	174	128	139	122
	% Completed	19.8%	14.4%	16.4%	17.3%	18.9%
Male	Cohort Total	87	95	61	47	59
	% Completed	16.1%	11.6%	23.0%	19.1%	20.3%
Total	**Cohort Total**	**294**	**269**	**189**	**186**	**181**
	% Completed	**18.7%**	**13.4%**	**18.5%**	**17.6%**	**19.2%**

Table 39. BSI-ESL Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	2	2	6	2	4
	% Completed	50.0%	50.0%	50.0%	50.0%	25.0%
18 and 19	Cohort Total	23	12	11	17	15
	% Completed	39.1%	41.7%	36.4%	29.4%	33.3%
20 to 24	Cohort Total	44	53	38	25	32
	% Completed	40.9%	20.8%	50.0%	32.0%	40.6%
25 to 29	Cohort Total	38	27	22	27	20
	% Completed	15.8%	11.1%	18.2%	22.2%	10.0%
30 to 34	Cohort Total	48	45	23	31	29
	% Completed	12.5%	6.7%	8.7%	9.7%	20.7%
35 to 39	Cohort Total	38	29	27	18	26
	% Completed	18.4%	13.8%	11.1%	22.2%	11.5%
40 to 49	Cohort Total	53	64	38	47	35
	% Completed	11.3%	14.1%	0.0%	8.5%	14.3%
50+	Cohort Total	48	37	24	20	21
	% Completed	4.2%	0.0%	0.0%	10.0%	0.0%
Total	**Cohort Total**	**294**	**269**	**189**	**187**	**182**
	% Completed	**18.7%**	**13.4%**	**18.5%**	**17.6%**	**19.2%**

Table 40. BSI-ESL Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	73	51	44	52	43
	% Completed	27.4%	27.5%	11.4%	23.1%	27.9%
African-American	Cohort Total	2	0	0	0	3
	% Completed	50.0%	0.0%	0.0%	0.0%	0.0%
American Indian/ Alaskan Native	Cohort Total	0	1	1	2	1
	% Completed	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	Cohort Total	2	3	1	5	3
	% Completed	50.0%	0.0%	0.0%	0.0%	33.3%
Hispanic	Cohort Total	117	119	73	67	60
	% Completed	8.5%	3.4%	11.0%	9.0%	8.3%
Pacific Islander	Cohort Total	0	1	0	0	0
	% Completed	0.0%	100.0%	0.0%	0.0%	0.0%
White	Cohort Total	84	79	61	47	53
	% Completed	26.2%	20.3%	26.2%	25.5%	20.8%
Unknown	Cohort Total	16	15	9	14	19
	% Completed	6.3%	6.7%	66.7%	21.4%	31.6%
Total	**Cohort Total**	**294**	**269**	**189**	**187**	**182**
	% Completed	**18.7%**	**13.4%**	**18.5%**	**17.6%**	**19.2%**

Table 41. BSI-ESL Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	5	7	4	7	7
	% Completed	40.0%	0.0%	0.0%	42.9%	0.0%
No	Cohort Total	289	262	185	180	175
	% Completed	18.3%	13.7%	18.9%	16.7%	20.0%
Total	**Cohort Total**	**294**	**269**	**189**	**187**	**182**
	% Completed	**18.7%**	**13.4%**	**18.5%**	**17.6%**	**19.2%**

Table 42. BSI-ESL Completion Rates by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	71	50	40	39	44
	% Completed	35.2%	30.0%	45.0%	25.6%	27.3%
No	Cohort Total	223	219	149	148	138
	% Completed	13.5%	9.6%	11.4%	15.5%	16.7%
Total	**Cohort Total**	**294**	**269**	**189**	**187**	**182**
	% Completed	**18.7%**	**13.4%**	**18.5%**	**17.6%**	**19.2%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Basic Skills Improvement for English

The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

Table 43. BSI-English Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	646	706	771	822	825
	% Completed	69.0%	69.1%	67.2%	66.2%	67.2%
Male	Cohort Total	624	751	723	814	923
	% Completed	62.8%	62.6%	66.1%	65.0%	58.3%
Unknown	Cohort Total	1	1	0	4	6
	% Completed	100.0%	100.0%	0.0%	100.0%	50.0%
Total	**Cohort Total**	**1,271**	**1,458**	**1,494**	**1,640**	**1,754**
	% Completed	**66.0%**	**65.8%**	**66.7%**	**65.7%**	**62.4%**

Table 44. BSI-English Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	61	50	53	62	76
	% Completed	73.8%	82.0%	71.7%	66.1%	71.1%
18 and 19	Cohort Total	705	858	924	999	1030
	% Completed	73.6%	71.6%	72.5%	70.4%	65.9%
20 to 24	Cohort Total	260	317	295	343	382
	% Completed	56.2%	58.0%	57.6%	58.9%	57.6%
25 to 29	Cohort Total	71	77	73	86	89
	% Completed	56.3%	54.5%	63.0%	60.5%	49.4%
30 to 34	Cohort Total	57	49	40	44	52
	% Completed	56.1%	51.0%	55.0%	54.5%	48.1%
35 to 39	Cohort Total	37	35	45	49	30
	% Completed	51.4%	42.9%	51.1%	42.9%	36.7%
40 to 49	Cohort Total	60	48	43	42	68
	% Completed	50.0%	62.5%	39.5%	61.9%	67.6%
50+	Cohort Total	20	24	21	15	27
	% Completed	40.0%	33.3%	47.6%	53.3%	59.3%
Total	**Cohort Total**	**1,271**	**1,458**	**1,494**	**1,640**	**1,754**
	% Completed	**66.0%**	**65.8%**	**66.7%**	**65.7%**	**62.4%**

Table 45. BSI-English Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	92	93	102	116	151
	% Completed	71.7%	69.9%	77.5%	74.1%	67.5%
African-American	Cohort Total	47	38	53	33	47
	% Completed	57.4%	65.8%	50.9%	66.7%	61.7%
Filipino	Cohort Total	44	45	39	51	39
	% Completed	65.9%	73.3%	71.8%	72.5%	66.7%
Hispanic	Cohort Total	218	256	233	299	328
	% Completed	55.0%	57.4%	65.7%	61.5%	54.9%
American Indian/ Alaskan Native	Cohort Total	3	6	18	9	15
	% Completed	100.0%	50.0%	61.1%	55.6%	46.7%
Pacific Islander	Cohort Total	15	9	17	20	20
	% Completed	13.3%	100.0%	58.8%	45.0%	45.0%
White	Cohort Total	755	909	950	979	992
	% Completed	70.6%	66.8%	67.5%	65.0%	64.3%
Unknown	Cohort Total	97	102	82	133	162
	% Completed	60.8%	68.6%	57.3%	73.7%	64.2%
Total	**Cohort Total**	**1,271**	**1,458**	**1,494**	**1,640**	**1,754**
	% Completed	**66.0%**	**65.8%**	**66.7%**	**65.7%**	**62.4%**

Table 46. BSI-English Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	112	137	134	140	163
	% Completed	66.1%	68.6%	61.9%	71.4%	72.4%
No	Cohort Total	1,159	1,321	1,360	1,500	1,591
	% Completed	66.0%	65.5%	67.1%	65.1%	61.4%
Total	**Cohort Total**	**1,271**	**1,458**	**1,494**	**1,640**	**1,754**
	% Completed	**66.0%**	**65.8%**	**66.7%**	**65.7%**	**62.4%**

Table 47. BSI-English Completion Rates by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	275	345	317	353	362
	% Completed	65.8%	60.6%	68.8%	65.4%	62.2%
No	Cohort Total	996	1,113	1,177	1,287	1,392
	% Completed	66.1%	67.4%	66.1%	65.7%	62.5%
Total	**Cohort Total**	**1,271**	**1,458**	**1,494**	**1,640**	**1,754**
	% Completed	**66.0%**	**65.8%**	**66.7%**	**65.7%**	**62.4%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Basic Skills Improvement for Math

The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years

Table 48. BSI-Math Completion Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	439	518	444	470	501
	% Completed	40.1%	40.3%	42.8%	41.5%	44.3%
Male	Cohort Total	291	352	366	342	364
	% Completed	35.7%	35.2%	34.4%	36.3%	35.4%
Unknown	Cohort Total	1	0	0	1	3
	% Completed	100.0%	0.0%	0.0%	100.0%	0.0%
Total	**Cohort Total**	**731**	**870**	**810**	**813**	**868**
	% Completed	**38.4%**	**38.3%**	**39.0%**	**39.4%**	**40.4%**

Table 49. BSI-Math Completion Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	12	23	17	24	25
	% Completed	50.0%	39.1%	52.9%	45.8%	32.0%
18 and 19	Cohort Total	295	352	396	367	394
	% Completed	38.6%	45.2%	40.9%	35.7%	40.9%
20 to 24	Cohort Total	208	229	195	223	224
	% Completed	35.6%	31.9%	34.4%	40.4%	36.6%
25 to 29	Cohort Total	63	79	58	60	55
	% Completed	39.7%	32.9%	41.4%	50.0%	41.8%
30 to 34	Cohort Total	45	48	38	32	41
	% Completed	51.1%	41.7%	34.2%	37.5%	29.3%
35 to 39	Cohort Total	31	40	35	39	36
	% Completed	41.9%	32.5%	51.4%	28.2%	52.8%
40 to 49	Cohort Total	53	73	49	54	66
	% Completed	24.5%	39.7%	34.7%	55.6%	45.5%
50+	Cohort Total	24	26	22	14	27
	% Completed	54.2%	15.4%	27.3%	35.7%	59.3%
Total	**Cohort Total**	**731**	**870**	**810**	**813**	**868**
	% Completed	**38.4%**	**38.3%**	**39.0%**	**39.4%**	**40.4%**

Table 50. BSI-Math Completion Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	19	25	19	22	35
	% Completed	36.8%	60.0%	52.6%	45.5%	62.9%
African-American	Cohort Total	34	34	39	20	30
	% Completed	23.5%	32.4%	17.9%	30.0%	36.7%
Filipino	Cohort Total	15	25	20	15	23
	% Completed	66.7%	52.0%	55.0%	60.0%	13.0%
Hispanic	Cohort Total	143	186	185	185	184
	% Completed	34.3%	29.0%	40.0%	43.2%	38.0%
American Indian/ Alaskan Native	Cohort Total	5	1	16	9	10
	% Completed	80.0%	0.0%	43.8%	33.3%	20.0%
Pacific Islander	Cohort Total	6	9	4	9	13
	% Completed	16.7%	44.4%	50.0%	11.1%	7.7%
White	Cohort Total	459	534	462	498	497
	% Completed	39.2%	40.4%	38.7%	36.9%	41.9%
Unknown	Cohort Total	50	56	65	55	76
	% Completed	44.0%	35.7%	40.0%	49.1%	44.7%
Total	**Cohort Total**	**731**	**870**	**810**	**813**	**868**
	% Completed	**38.4%**	**38.3%**	**39.0%**	**39.4%**	**40.4%**

Table 51. BSI-Math Completion Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	85	117	97	92	99
	% Completed	38.8%	39.3%	36.1%	50.0%	44.4%
No	Cohort Total	646	753	713	721	769
	% Completed	38.4%	38.1%	39.4%	38.0%	39.9%
Total	**Cohort Total**	**731**	**870**	**810**	**813**	**868**
	% Completed	**38.4%**	**38.3%**	**39.0%**	**39.4%**	**40.4%**

Table 52. BSI-Math Completion Rates by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	177	211	184	200	186
	% Completed	40.1%	29.4%	35.9%	44.0%	41.9%
No	Cohort Total	554	659	626	613	682
	% Completed	37.9%	41.1%	39.9%	37.8%	40.0%
Total	**Cohort Total**	**731**	**870**	**810**	**813**	**868**
	% Completed	**38.4%**	**38.3%**	**39.0%**	**39.4%**	**40.4%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Degree and Certificate Completion
30-Units Rate

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry

Table 53. 30-Units Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	1,089	1,110	1,129	1,228	1,301
	% Completed	75.6%	75.8%	74.7%	74.2%	76.1%
Male	Cohort Total	1,014	1,094	1,220	1,257	1,341
	% Completed	73.3%	73.9%	75.0%	72.4%	72.9%
Unknown	Cohort Total	2	1	0	10	21
	% Completed	100.0%	100.0%	0.0%	90.0%	85.7%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**74.5%**	**74.8%**	**74.8%**	**73.3%**	**74.6%**

Table 54. 30-Units Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	387	390	463	445	515
	% Completed	77.0%	77.9%	79.3%	72.6%	81.2%
18 and 19	Cohort Total	1,403	1,478	1,612	1,763	1,819
	% Completed	77.4%	78.6%	77.0%	76.7%	75.5%
20 to 24	Cohort Total	142	179	159	170	196
	% Completed	63.4%	55.3%	60.4%	54.7%	57.7%
25 to 29	Cohort Total	41	42	32	35	38
	% Completed	56.1%	57.1%	37.5%	51.4%	57.9%
30 to 34	Cohort Total	39	32	23	22	20
	% Completed	53.8%	43.8%	34.8%	68.2%	70.0%
35 to 39	Cohort Total	26	32	20	14	15
	% Completed	57.7%	56.3%	40.0%	50.0%	66.7%
40 to 49	Cohort Total	45	34	33	38	43
	% Completed	57.8%	73.5%	63.6%	47.4%	55.8%
50+	Cohort Total	22	18	7	8	17
	% Completed	40.9%	22.2%	57.1%	50.0%	70.6%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**74.5%**	**74.8%**	**74.8%**	**73.3%**	**74.6%**

Table 55. 30-Units Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	126	129	133	137	178
	% Completed	75.4%	76.7%	75.9%	76.6%	82.0%
African-American	Cohort Total	51	51	59	57	58
	% Completed	58.8%	76.5%	57.6%	57.9%	67.2%
Filipino	Cohort Total	67	54	50	46	60
	% Completed	79.1%	74.1%	80.0%	78.3%	68.3%
Hispanic	Cohort Total	273	343	365	382	413
	% Completed	65.9%	67.3%	70.4%	69.4%	69.7%
American Indian/ Alaskan Native	Cohort Total	9	11	13	20	16
	% Completed	88.9%	81.8%	53.8%	75.0%	56.3%
Pacific Islander	Cohort Total	20	30	17	24	23
	% Completed	45.0%	60.0%	70.6%	62.5%	78.3%
White	Cohort Total	1,406	1,426	1,568	1,614	1,606
	% Completed	77.1%	76.2%	76.8%	74.3%	74.8%
Unknown	Cohort Total	153	161	144	215	309
	% Completed	71.2%	78.9%	71.5%	74.9%	78.6%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**74.5%**	**74.8%**	**74.8%**	**73.3%**	**74.6%**

Table 56. 30-Units Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	96	137	131	132	149
	% Completed	87.5%	81.8%	79.4%	79.5%	76.5%
No	Cohort Total	2,009	2,068	2,218	2,363	2,514
	% Completed	73.9%	74.4%	74.6%	73.0%	74.5%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**74.5%**	**74.8%**	**74.8%**	**73.3%**	**74.6%**

Table 57. 30-Units Rates by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	529	598	616	720	800
	% Completed	77.1%	78.3%	77.4%	76.5%	78.3%
No	Cohort Total	1,576	1,607	1,733	1,775	1,863
	% Completed	73.6%	73.6%	73.9%	72.1%	73.0%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**74.5%**	**74.8%**	**74.8%**	**73.3%**	**74.6%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Persistence Rate

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earn who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system

Table 58. Persistence Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	1,089	1,110	1,129	1,228	1,301
	% Completed	80.7%	77.1%	75.5%	79.7%	77.3%
Male	Cohort Total	1,014	1,094	1,220	1,257	1,341
	% Completed	76.7%	75.6%	75.6%	77.2%	75.0%
Unknown	Cohort Total	2	1	0	10	21
	% Completed	100.0%	100.0%	0.0%	50.0%	76.2%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**78.8%**	**76.4%**	**75.5%**	**78.3%**	**76.2%**

Table 59. Persistence Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	387	390	463	445	515
	% Completed	65.4%	68.5%	66.5%	60.9%	61.7%
18 and 19	Cohort Total	1,403	1,478	1,612	1,763	1,819
	% Completed	84.0%	81.7%	80.6%	84.5%	82.5%
20 to 24	Cohort Total	142	179	159	170	196
	% Completed	69.0%	59.2%	59.1%	65.9%	65.3%
25 to 29	Cohort Total	41	42	32	35	38
	% Completed	68.3%	57.1%	62.5%	62.9%	68.4%
30 to 34	Cohort Total	39	32	23	22	20
	% Completed	74.4%	68.8%	52.2%	72.7%	55.0%
35 to 39	Cohort Total	26	32	20	14	15
	% Completed	80.8%	71.9%	55.0%	64.3%	53.3%
40 to 49	Cohort Total	45	34	33	38	43
	% Completed	80.0%	70.6%	72.7%	76.3%	58.1%
50+	Cohort Total	22	18	7	8	17
	% Completed	72.7%	61.1%	85.7%	62.5%	70.6%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**78.8%**	**76.4%**	**75.5%**	**78.3%**	**76.2%**

Table 60. Persistence Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	126	129	133	137	178
	% Completed	78.6%	79.1%	71.4%	79.6%	82.0%
African-American	Cohort Total	51	51	59	57	58
	% Completed	64.7%	74.5%	69.5%	63.2%	77.6%
Filipino	Cohort Total	67	54	50	46	60
	% Completed	79.1%	79.6%	80.0%	78.3%	75.0%
Hispanic	Cohort Total	273	343	365	382	413
	% Completed	76.2%	71.1%	77.0%	76.7%	76.0%
American Indian/ Alaskan Native	Cohort Total	9	11	13	20	16
	% Completed	77.8%	72.7%	69.2%	75.0%	56.3%
Pacific Islander	Cohort Total	20	30	17	24	23
	% Completed	65.0%	66.7%	76.5%	66.7%	69.6%
White	Cohort Total	1,406	1,426	1,568	1,614	1,606
	% Completed	79.9%	77.3%	76.1%	79.7%	76.0%
Unknown	Cohort Total	153	161	144	215	309
	% Completed	79.7%	78.3%	70.1%	75.3%	75.4%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**78.8%**	**76.4%**	**75.5%**	**78.3%**	**76.2%**

Table 61. Persistence Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	96	137	131	132	149
	% Completed	87.5%	79.6%	79.4%	84.1%	81.9%
No	Cohort Total	2,009	2,068	2,218	2,363	2,514
	% Completed	78.4%	76.2%	75.3%	78.0%	75.8%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**78.8%**	**76.4%**	**75.5%**	**78.3%**	**76.2%**

Table 62. Persistence Rates by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	529	598	616	720	800
	% Completed	78.8%	74.2%	74.4%	76.4%	74.4%
No	Cohort Total	1,576	1,607	1,733	1,775	1,863
	% Completed	78.8%	77.2%	75.9%	79.1%	76.9%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**78.8%**	**76.4%**	**75.5%**	**78.3%**	**76.2%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Student Progress and Attainment Rate (SPAR)

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- ❖ Earned AA/AS or credit Certificate (Chancellor's Office approved)
- ❖ Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- ❖ Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0)

Table 63. SPAR by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	1,089	1,110	1,129	1,228	1,301
	% Completed	57.5%	61.4%	59.9%	58.6%	59.3%
Male	Cohort Total	1,014	1,094	1,220	1,257	1,341
	% Completed	58.4%	56.0%	57.4%	55.4%	54.7%
Unknown	Cohort Total	2	1	0	10	21
	% Completed	0.0%	100.0%	0.0%	90.0%	61.9%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**57.9%**	**58.8%**	**58.6%**	**57.1%**	**57.0%**

Table 64. SPAR by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	387	390	463	445	515
	% Completed	68.0%	70.3%	68.0%	68.3%	70.1%
18 and 19	Cohort Total	1,403	1,478	1,612	1,763	1,819
	% Completed	58.4%	59.6%	58.4%	57.0%	56.2%
20 to 24	Cohort Total	142	179	159	170	196
	% Completed	47.2%	41.3%	44.0%	42.4%	45.9%
25 to 29	Cohort Total	41	42	32	35	38
	% Completed	36.6%	42.9%	43.8%	31.4%	42.1%
30 to 34	Cohort Total	39	32	23	22	20
	% Completed	38.5%	40.6%	34.8%	54.5%	35.0%
35 to 39	Cohort Total	26	32	20	14	15
	% Completed	53.8%	50.0%	40.0%	21.4%	26.7%
40 to 49	Cohort Total	45	34	33	38	43
	% Completed	40.0%	50.0%	51.5%	39.5%	37.2%
50+	Cohort Total	22	18	7	8	17
	% Completed	27.3%	16.7%	28.6%	37.5%	17.6%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**57.9%**	**58.8%**	**58.6%**	**57.1%**	**57.0%**

Table 65. SPAR by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
Asian	Cohort Total	126	129	133	137	178
	% Completed	71.4%	81.4%	69.2%	68.6%	75.8%
African-American	Cohort Total	51	51	59	57	58
	% Completed	49.0%	49.0%	47.5%	49.1%	50.0%
Filipino	Cohort Total	67	54	50	46	60
	% Completed	52.2%	50.0%	54.0%	52.2%	53.3%
Hispanic	Cohort Total	273	343	365	382	413
	% Completed	44.3%	51.0%	46.6%	47.1%	47.5%
American Indian/ Alaskan Native	Cohort Total	9	11	13	20	16
	% Completed	66.7%	45.5%	38.5%	65.0%	25.0%
Pacific Islander	Cohort Total	20	30	17	24	23
	% Completed	20.0%	46.7%	41.2%	45.8%	39.1%
White	Cohort Total	1,406	1,426	1,568	1,614	1,606
	% Completed	60.2%	58.7%	61.2%	58.3%	58.2%
Unknown	Cohort Total	153	161	144	215	309
	% Completed	58.8%	67.1%	61.1%	62.3%	58.3%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**57.9%**	**58.8%**	**58.6%**	**57.1%**	**57.0%**

Table 66. SPAR by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	96	137	131	132	149
	% Completed	57.3%	51.8%	44.3%	47.0%	45.6%
No	Cohort Total	2,009	2,068	2,218	2,363	2,514
	% Completed	57.9%	59.2%	59.4%	57.7%	57.7%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**57.9%**	**58.8%**	**58.6%**	**57.1%**	**57.0%**

Table 67. SPAR by Economically Disadvantaged Status*

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	529	598	616	720	800
	% Completed	55.0%	57.0%	58.3%	54.9%	55.1%
No	Cohort Total	1,576	1,607	1,733	1,775	1,863
	% Completed	58.8%	59.4%	58.7%	58.0%	57.9%
Total	**Cohort Total**	**2,105**	**2,205**	**2,349**	**2,495**	**2,663**
	% Completed	**57.9%**	**58.8%**	**58.6%**	**57.1%**	**57.0%**

*Note: A student is deemed economically disadvantaged and is categorized as "yes" if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Transfer Velocity

Of first-time college students who have shown "behavioral intent to transfer," the percentage of students who transfer to a four-year institution six years after initial enrollment. "Behavioral intent to transfer" refers to students who have completed twelve credit units and attempted transfer-level math or English within six years of entry into the system.

The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Table 68. Transfer Rates by Gender

		2003-04	2004-05	2005-06	2006-07	2007-08
Female	Cohort Total	921	930	952	1,088	1,087
	% Completed	48.2%	54.0%	51.5%	50.5%	49.9%
Male	Cohort Total	842	862	997	1,063	1,048
	% Completed	51.5%	49.8%	50.2%	48.0%	48.6%
Unknown	Cohort Total	1	1	0	12	19
	% Completed	0.0%	100.0%	0.0%	58.3%	47.4%
Total	**Cohort Total**	**1,764**	**1,793**	**1,949**	**2,163**	**2,154**
	% Completed	**49.8%**	**52.0%**	**50.8%**	**49.3%**	**49.2%**

Table 69. Transfer Rates by Age Group

		2003-04	2004-05	2005-06	2006-07	2007-08
17 and Less	Cohort Total	366	368	425	457	479
	% Completed	57.9%	58.4%	56.9%	56.7%	57.2%
18 and 19	Cohort Total	1,187	1,239	1,333	1,511	1,453
	% Completed	50.0%	52.4%	51.9%	49.4%	48.7%
20 to 24	Cohort Total	109	103	122	113	139
	% Completed	44.0%	40.8%	36.1%	35.4%	35.6%
25 to 29	Cohort Total	23	20	19	27	24
	% Completed	21.7%	30.0%	26.3%	22.2%	41.7%
30 to 34	Cohort Total	21	16	10	13	11
	% Completed	33.3%	6.3%	20.0%	38.5%	36.4%
35 to 39	Cohort Total	16	15	12	11	9
	% Completed	25.0%	40.0%	8.3%	9.1%	33.3%
40 to 49	Cohort Total	30	24	24	25	29
	% Completed	20.0%	50.0%	16.7%	28.0%	37.9%
50+	Cohort Total	12	8	4	6	10
	% Completed	18.2%	12.5%	0.0%	20.0%	20.0%
Total	**Cohort Total**	**1,764**	**1,793**	**1,949**	**2,163**	**2,154**
	% Completed	**49.8%**	**52.0%**	**50.8%**	**49.3%**	**49.2%**

Table 70. Transfer Rates by Ethnicity

		2003-04	2004-05	2005-06	2006-07	2007-08
African-American	Cohort Total	36	31	39	34	41
	% Completed	55.6%	54.8%	46.2%	50.0%	41.5%
American Indian/ Alaskan Native	Cohort Total	8	10	9	20	8
	% Completed	50.0%	40.0%	33.3%	45.0%	37.5%
Asian	Cohort Total	105	115	121	125	153
	% Completed	57.1%	67.0%	56.2%	56.0%	60.8%
Filipino	Cohort Total	49	43	39	39	50
	% Completed	38.8%	46.5%	48.7%	35.9%	44.0%
Hispanic	Cohort Total	207	241	278	306	314
	% Completed	36.2%	45.2%	39.2%	40.2%	39.8%
Pacific Islander	Cohort Total	17	20	15	17	15
	% Completed	17.6%	50.0%	33.3%	23.5%	33.3%
Unknown	Cohort Total	130	137	122	194	259
	% Completed	48.5%	54.0%	59.8%	52.1%	49.8%
White Non-Hispanic	Cohort Total	1,212	1,196	1,326	1,428	1,314
	% Completed	52.3%	51.9%	52.4%	51.0%	50.7%
Total	**Cohort Total**	**1,764**	**1,793**	**1,949**	**2,163**	**2,154**
	% Completed	**49.8%**	**52.0%**	**50.8%**	**49.3%**	**49.2%**

Table 71. Transfer Rates by Disability Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	81	105	103	109	115
	% Completed	44.4%	41.9%	35.9%	34.9%	42.6%
No	Cohort Total	1,683	1,688	1,846	2,054	2,039
	% Completed	50.0%	52.6%	51.6%	50.0%	49.6%
Total	**Cohort Total**	**1,764**	**1,793**	**1,949**	**2,163**	**2,154**
	% Completed	**49.8%**	**52.0%**	**50.8%**	**49.3%**	**49.2%**

Table 72. Transfer Rates by CalWORKS Status

		2003-04	2004-05	2005-06	2006-07	2007-08
Yes	Cohort Total	7	2	7	2	7
	% Completed	57.1%	0.0%	0.0%	100.0%	28.6%
No	Cohort Total	1,757	1,791	1,942	2,161	2,147
	% Completed	49.7%	52.0%	51.0%	49.2%	49.3%
Total	**Cohort Total**	**1,764**	**1,793**	**1,949**	**2,163**	**2,154**
	% Completed	**49.8%**	**52.0%**	**50.8%**	**49.3%**	**49.2%**

Goals and Activities

I.   Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community.

Data Source

The State Chancellor's Office is still in the process of developing a standardized, statewide methodology for the Access indicator. Locally, it was decided to use demographic data from the US Census, American Community Survey (ACS) Fact Finder, as the comparison to our College's demographic data from State Chancellor's Data Mart site.

Methodology

The proportionality index for Access was calculated by dividing the percentage of each subgroup in the Saddleback College population by the percentage of the same subgroup represented in the community. Saddleback College's data was identified through the service area's zip codes.

Findings

➢ The results for the 2012-13 cohort year indicated that there were major disproportionate impacts among students who are between the ages of 35 to 39 years of age (PI=0.516), 40 to 49 years of age (PI =0.389) and for 50+ years (PI = 0.614) in terms of Access.

➢ Additionally, major disproportionate impacts are indicated for those students who are economically disadvantaged (PI =.070) in terms of Access.

➢ Moderate disparity was indicated for White, Non-Hispanic students (PI = 0.847) in terms of Access.

➢ Moderate disparity was found for disabled students (PI = 0.075) in terms of Access.

➢ Moderate disproportionate impacts are indicated among male students (PI = 0.836) in terms of Access.

➢ Mild disparity are indicated for students 19 years of age or less (PI=0.910) as well as for students who are between the ages of 30 and 34 (PI= 0.995).

Objectives and Activities

Objective 1.1: Saddleback College will work to ensure that the educational needs of the adult learner, ages 35 to 50+, have been identified and that staffing and programing will be provided to enable this population the opportunity to meet their educational goals.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Conduct research to determine the reasons for disproportionate impact among this identified population.	Research outcomes will provide necessary data to determine reasons for DI.	Research Office	Spring 2015
Research/survey age populations of 35 and older to determine their interests for learning and/or college career paths.	Next year's activities can be identified and developed.		Summer 2015
Outreach Develop an Outreach plan and implement activities focused on the needs and interests of the adult learner, 35-50+ years of age.	Educational opportunities will be recognized for this student population.	Director, Outreach and Recruitment	Spring 2015
Include specialized populations: Disabled students, students from educational and socioeconomic disadvantaged backgrounds, and active Military, Veterans.	Students from these populations will enroll and bring alignment into proportionate impact. Students will initiate action toward their goals.	Veterans Center DSPS	Fall 2015
Activity	**Expected Outcomes**	**Responsible Person**	**Target Date**

Expansion of Services
Look into the need to hire staff that will oversee the on-going planning of goals, objectives and activities of Student Equity Funding. Staffing may include:
  a. Program Director
  b. Administrative Assistant
  c. Researcher
  d. Special Project Research Coordinator
	Research, Outreach, and Activities will be monitored for completion.	Student Equity Personnel	Spring 2015

Objective 1.2: Outreach activities and materials will be designed to reach out to those individuals who are economically disadvantaged, in order to support increased awareness of resources and assistance with applying for financial opportunities in order to enter college. The research will provide precise data about age, employment status, ethnicity status, and average income, active military and veterans, and college access points.

Activity	Expected Outcomes	Responsible Person	Target Date
Research GIS Mapping on age, employment status, ethnicity, and average income (especially San Juan Capistrano). College access points. Active military and veterans. Students currently receiving Pell Grant and Board of Governor's Fee Waiver.	Detailed data will enable precise populations to identify specific target areas for outreach and activities.	Research Office	Spring 2015
Outreach Develop campaigns to effectively communicate financial assistance and college resources with materials, videos and multilingual resources which assist others in understanding the financial resources available to them. Market open access enrollment, Distance (on-line) education, and Evening and Weekend classes. Work with city and county municipalities and transit authorizes to increase public transportation to the college.	Students with economic challenges will be able to access information regarding financial resources and services available to them. Students with economic challenges will have greater access to education that fits into their daily schedules. Students with limited incomes and without means of personal transportation will be able to access public transportation during non-primetime class hours.	Director, Outreach and Recruitment Director of Fnancial Aid Director, Marketing and Communication Director Student Financial Assistantce and Scholarships Office	Summer 2015 Fall 2015 Spring 2015

Provide Outreach activities focused on the financial resources available to students, including specialized populations, EOPS, CalWORKs, DSPS, VETS, Active Military, Foster Youth, and Service area High Schools.	Specialized populations who often have financial limitations will have access to information, transportation and financial resources to attend college.	Director, Outreach and Recruitment	Spring 2015

Activity	Expected Outcomes	Responsible Person	Target Date
Expansion of Services Hire a Financial Aid Specialist to provide information regarding financial aid availability and assistance with the application process that would outreach to specialized populations (Specialized populations would include educationally and economically disadvantaged students, disabled students, active military, and feeder high schools). Assist in-coming students by creating a seamless pre-enrollment and post enrollment progression for specialized populations of students entering college so that "at risk" students are not lost when moving from one process to the next while entering College. (Specialized populations would include educationally and economically disadvantaged students, disabled students, active military, and feeder high schools).	Additional staff will be able to successfully provide Outreach to these populations.	Director, Student Financial Assistance and Scholarship Office Director, Student Financial Assistance and Scholarship Office	February, 2015

Objective 1.3: Conduct research to review data regarding male students for possible reasons for disproportionate impacts. Survey the local community about their workforce interests, including active military and Veterans.
Provide for additional counseling male students.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Conduct research to review data about male students for possible reasons for disproportionate impacts. Use such data as GIS mapping. Survey the local community about their workforce interests, including active military and veterans. Research possible "packaged" streamlined, and short-term educational programs, to meet the educational needs for the working adult learner and include active military.	Determine reasons for DI. Determine interests of population Determine programmatic possibilities that will meet the educational needs of this population	Research Office	Spring 2015
Outreach Provide focused outreach efforts to the local community and Active Military and develop campaigns that will communicate more effectively college resources for this population. Market open access enrollment, Distance (on-line) Education, and evening and weekend classes	Students from population group will enroll.	Veterans Center Director, Outreach and Recruitment	Spring 2015
Expansion of Services Provide expanded counseling to active military at Camp Pendleton.	Active military will be able to successfully apply and enroll to college.	Veterans Center	Spring 2015

Objective 1.4: Further research to determine reasons for the disproportionate impact for White, Non-Hispanic Students.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Conduct further research for possible reasons for disproportionate impacts among the White, Non-Hispanic population. Conduct research in GIS Mapping regarding age, employment status, Ethnicity status, and average income. Survey people about their workforce interests.	Determine reasons for disproportionate impact.	Research	March, 2015
Outreach Provide focused outreach efforts to the local community and develop campaigns that will communicate more effectively college resources for this population. Market open access enrollment, Distance (on-line) Education, and evening and weekend classes	Increase enrollment and delivery of services for this population	Director, Outreach and Recruitment	Fall 2015
Expansion of Services Provide funding for expanded services for this population.	White; Non-Hispanic Students will be successfully applying and fully enroll in classes	Director, Outreach and Recruitment	Fall 2015

Objective 1.5: Further research of students with disabilities to more effectively target activities. Remove barriers that prevent individuals with disabilities from learning about the college, applying to the college, matriculating, or enrolling in the college and streamline these processes for individuals with disabilities. Develop outreach efforts targeted towards individuals with disabilities within the campus and community, in particular High School Seniors in our "feeder schools".

Activity	Expected Outcomes	Responsible Person	Target Date
Research Gather data to identify the breakdown of different disability categories among students and individuals with disabilities in the community.	Ascertain whether there are certain categories that are more disproportionately impacted.	Researcher DSPS	Spring 2015.
Gather disaggregated data in order to identify overlays with other underrepresented groups such as ethnicity, income, ESL status, educational level, Veteran/active military status, city of residence, age, employment status, and foster youth status.	The data will help determine other types of barriers that will need to be eliminated.	Researcher DSPS	Spring 2015.
Research all access points into the College, physical accessibility/barriers around the campus and include campus access routes.	Identify barriers that need to be removed.	Researcher DSPS	Spring 2015.

Activity	Expected Outcomes	Responsible Person	Target Date
Outreach Provide a seamless pre-enrollment and post-enrollment progression for entering students with disabilities.	Students with disabilities will successfully enroll, request accommodations, and receive their accommodations in a timely manner.	DSPS	Spring 2015
Expansion of Services Conduct prospective student presentations for high school seniors with disabilities. Provide disability services for evening and weekend college classes. Develop a campaign to increase understanding of the different college processes and procedures (i.e., difference between application and the registration process) and college resources which will assist students with disabilities be successful at Saddleback College. Work with city and county municipalities and transit authorities to increase ACCESS transportation to the college.	The student will be able to efficiently enroll and register for classes and securely in a timely manner receive their accommodations. Greater physical access from the community into the college will be provided enabling disabled persons to enter college.	DSPS	Spring 2015

II. Course Completion

The percentage of students, by population group, that successfully completes a credit course. Successful course completion means the completion of a credit course for which a student received a recorded grade of A, B, C, D, Pass, IA, IB, IC, Incomplete Pass.

Data Source
The data for this indicator was extracted from the Enrollment Retention and Success Rate report from the Data Mart on the State Chancellor's site. This indicator only displays gender, age, and ethnicity tables based on limitations of the Data Mart report.

Methodology
Cohort total include all course enrollments during the term, which for some students include enrollment in multiple classes.

Findings
The results for the 2007-2008 cohort year indicated that there were no disproportionate impact in course completion when disaggregated by gender, age, and ethnicity.

- ➢ Fall 2013 results indicated there was a slight disparity among the male and unknown students in term of course completion.
  - o Mild disparity was found amongst males students (PI=.969)
  - o Mild disparity was found amongst unknown students (PI=.989)

- ➢ Fall 2013 results indicated that there was a slight disparity among the 20-24 and 24 – 29 year olds in terms of course completion.
  - o Mild disparity was found for two age groups: 20-24 year olds (PI=0969), 25-29 year olds (PI=0.976)

- ➢ Fall 2013 results indicated that there was moderate disparity among the African –American population in terms of course completion. The Hispanic, Pacific Islander and multiethnic population are resulted in mild disparities.
  - o Mild disparity was found for the following ethnicities: African-American (PI=0.826), Filipino (PI=0.928), and Hispanic (PI=0.948), but the variation between these groups and all others was insignificant.

Objectives and Activities

Objective II.1.: Saddleback College will work to ensure that the unique educational needs of African-American Students have been identified, researched, and targeted outreach, training and programs have been planned and implemented to assist this population of students with the best possible learning environment that supports course completion.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Coordinate with the Office of Research and Planning to gather more data on the completion rates of African-American students' and identify barriers for course completion.	Begin capturing data on this cohort of students and identify barriers to completion.	Director of Planning, Research, and Accreditation	Spring 2015
Outreach Institute campus wide Early Alert Program for faculty to use to help identify and refer high risk African-American students to support services on campus that lead to student success.	Identify and implement a campus wide early alert program that could be adopted by 51% of the college faculty.	Student Success Coordinating Cmte	Spring 2015
Provide resources for college-wide professional development to train faculty and staff on how to assist high risk African-American students with barriers that impede course completion.	Ongoing trainings for faculty and staff to improve teaching methodologies, strategies and services to students.	Matriculation Coordinator/Dean of Counseling and Academic Senate	Summer 2015
Expansion of Services Working through the LRC, implement Summer Refresh Program in English, reading and math assessment preparation. Budget $75,000 for faculty stipends and	An English, reading, and math placement Refresh Program will be available to students to participate in before they enroll.	LRC Director	Spring 2015

program materials. An estimated 500 students to complete program.			
Investigate the need for adding course prerequisites to degree applicable courses to encourage students to enroll in appropriate classes based on placement results in English, reading and math.	Explore opportunities with Curriculum committee and Academic Senate.	Academic Senate Saddleback College Curriculum Committee Student Success College Wide Committee Co-Chairs Dean of Counseling	Fall 2015

III. ESL and Basic Skills Completion

Data Source
ESL and basic skills completion data was extracted from the State Chancellor's, Data on Demand site.

ESL: *The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL or college-level English course within six years.*

Methodology
BSI-ESL tracks a cohort of students from the time they first attempt a course at "levels below transfer" in ESL. A cohort is comprised of students who attempted a remedial credit ESL course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level ESL course or a college-level English course within six years by the percentage of students in the overall cohort.

Findings
➢ **For ESL Completion, the results for the 2007-08 cohort year indicated that there were major disparities among 25-29, 35-39, and 50+ age groups and among the Hispanic populations.**

➢ Students 25 years old and older are less prevalent in the outcome group with PIs decreasing and disproportionate impact increasing with students' age.

➢ Hispanic students are impacted with a PI of 0.433. Also, American Indian/Alaskan Natives and African American students are extremely impacted with a PI of 0.00. However, their cohort sizes are than 10, so the results should not be generalized to the entire population.

➢ Disabled students are also extremely impacted with a PI of 0.00. Yet again, their cohort size was less than 10, so results cannot be generalized.

Remedial English: *The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.*

Methodology

BSI-English tracks a cohort of students from the time they first attempt a course at "levels below transfer" in English. A cohort is comprised of students who attempted a remedial English course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level English course within six years by the percentage of students in the overall cohort.

Findings

➢ **For Remedial English, the results for the 2007-2008 cohort year indicated that there was major disparity among the 35-39 age group.**

➢ Compared to the youngest age group with a completion rate of 71.1%, students between the ages of 35 to 39 have a completion rate of 36.7%. They are disproportionately impacted with a PI of 0.587. Students 25 years and older are less prevalent in the outcome group, with PIs decreasing and disproportionate impact increasing with students' age.

➢ American Indian/Alaskan Native and Pacific Islander students are also impacted, with PIs of 0.748 and 0.721 respectively. However, the cohort sizes of these groups (20 or less) are small, so the moderate disparity should not be generalized to the general population.

Remedial Math: *The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.*

Methodology

BSI-Math tracks a cohort of students from the time they first attempt a course at "levels below transfer" in Math. A cohort is comprised of students who attempted a remedial credit Math course that particular year and have a social security number. By subgroup, proportionality index is calculated by dividing the percentage of students who successfully completed a college-level Math within six years by the percentage of students in the overall cohort.

Findings

➢ **For Remedial Math, the results for the 2007-08 cohort year indicated that there were major disparities among the American Indian/Alaskan Native, Filipino, and Pacific Islander populations.**

➢ Students age 17 and under and 30 and above are less prevalent in the outcome group, with PIs decreasing and disproportionate impact increasing with students' age, and also increasing in the youngest age group.

➢ Students with an unknown gender are extremely impacted with a PI of 0.00, but addressing this population is difficult since their gender is not known.

➢ American Indian/Alaskan Native students, Filipino students, and Pacific Islander students are also impacted (PI < 0.50), but the smaller cohort sizes (<25) make for inconsistent findings over the years.

Objectives and Activities

Objective III.1.: Increase Basic Skills Improvement (BSI) for students 25 years of age and older in ESL. Lessen disproportionate impact for these groups to the moderate disparity level (PI of .71-.85) by 2020.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Confirm whether students are taking ESL courses for social rather than academic reasons: Determine educational goals of the students in the identified group, as well as the number/percentage who are enrolled in college-level ESL or college-level English; who have enrolled only in ESL classes; who are still enrolled at Saddleback; and the number/ percentage of students who stayed at Saddleback for more than one year. Determine their employment status and the number of hours employed per week. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.). Investigate if students are entering the workforce immediately after attending Saddleback. Determine if they are taking only 30 units and leaving upon disqualification for	Identify if the disparity expressed by ESL Basic Skills students ages 25+ is related to their differing educational goals, or some other cause that needs to be addressed	Research Office Work group/task force to analyze data findings	Fall 2015

further financial aid, or if they are taking one or two classes. Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).			
Outreach Educate faculty and staff about expanding services available (financial aid, tutoring, etc.) for students in the this age group. Counselors outreach to ESL classes to encourage use of services. Financial aid workshops for students interested in Financial Literacy. Student Services 'Fair' tailored for older (25+ years) population in the evening, designed to provide information on services available at Saddleback.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+. Increased rates of Basic Skills Improvement for ESL according to their educational goals.	LRC Director and staff ESL counselors and faculty participating in "Student Fair" and peer mentor program Faculty, staff, and students involved in workshops and education program about extended service	Fall 2015
Expansion of Services Consider developing a community education platform for students who just want to take a course for social reasons. Extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm). Establish an online tutoring platform.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+. Increased rates of Basic Skills Improvement for ESL according to their educational goals.	LRC Director and staff ESL instructors participating in the online office hour platform Students to serve as peer mentors in the	Fall 2015

Extend the online tutoring platform to include instructor office hours. Connect with faculty from ESL to begin offering office hours online through this platform. Establish a peer mentor program following the AVID model. During the in-person ESL group advisement, not only have a counselor conduct the advisement, but also have an ESL instructor present. Consider alternative locations and times of ESL courses. Create a learning community with the Advanced ESL courses and the Counseling 160 course. Enhance Career and Job Placement Services to include developing resumes, cover letters, interviewing skills, internships, customer service skills, and job training, etc.…		outreach program (modeled after AVID)	

Objective III.2.: Increase Basic Skills Improvement (BSI) for students 35-39 years of age in English. Lessen disproportionate impact for this group to the moderate disparity level (PI of .71-.85) by 2020.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Determine the educational goals of the students in the identified group. Determine their employment status and the number of hours employed per week. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.). Collect data on whether these students are completing the ESL sequence (visiting/temporary students may be taking classes for social reasons). Identify the desirability and availability of English courses offered in the evenings and on the weekends. Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).	Identify the needs of this group, and determine if the disproportionate impact is due to differing educational goals or other external sources that need to be addressed Analyze accessibility of courses and campus services, as they meet the needs of this population	Research Office Work group/task force to analyze data findings	Fall 2015
Outreach Educate faculty and staff about expanding services available (financial aid, tutoring, etc.) for students in the this age group.	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+.	LRC Director and staff	Fall 2015

Counselors outreach to ESL classes to encourage use of services.	Increased rates of Basic Skills Improvement for ESL according to their educational goals.	ESL counselors and faculty participating in "Student Fair" and peer mentor program	
Financial aid workshops for students interested in Financial Literacy.		Faculty, staff, and students involved in workshops and education program about extended service	
Student Services 'Fair' tailored for older (25+ years) population in the evening, designed to provide information on services available at Saddleback.			
Expansion of Services Extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 7 am-9 pm) and begin Saturday morning tutoring (9am-1 pm).	Increased use of campus services, namely tutoring and office hours, by students ages 25-29, 35-39, and 50+.	LRC Director and staff	Fall 2015
Establish an online tutoring platform. Extend the online tutoring platform to include instructor office hours. Connect with faculty from English to begin offering office hours online through this platform.	Increased rates of Basic Skills Improvement of English according to their educational goals.	English instructors participating in the online office hour platform	
Establish a peer mentor program following the AVID model.		Students to serve as peer mentors in the outreach program (modeled after AVID)	

IV. Degree and Certificate Completion

30-Unit Rate: *The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.*

Data Source
30 Units data were extracted from the Student Progress and Attainment Rate, which was downloaded from Data-on-Demand.

Methodology
The 30 Unit Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in courses outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned 30 units within six years of entry by the percentage of students in the overall cohort.

Findings
- **The results for the 2007-2008 cohort year indicated that there were no major disparities among the populations.**

- **Some disparity was found for all students who began college at 20 years of age or older**.
  - Moderate disparity was found for three age groups: 20-24 year olds (PI=0.773), 25-29 year olds (PI=0.776), and 40-49 year olds (PI=0.748).

  - Mild disparity was found for three age groups: 30-34 year olds (PI=0.939), 35-39 year olds (PI=0.894), and the 50+ group (PI=0.947).

- **No significant disparity was found for any other population**.
  - Moderate disparity was found in American Indian/Alaskan Native students (PI=0.754). However, this group is comprised of a very small number of students (<20).

  - Mild disparity was found for the following ethnicities: African-American (PI=0.902), Filipino (PI=0.916), and Hispanic (PI=0.935), but the variation between these groups and all others was insignificant.

  - Mild disparity was also found for males, but the difference between males (PI=0.978) and females (PI=1.020) was insignificant.

- Mild disparity was found for the students without disabilities, but the difference between non-disabled students (PI=0.998) and disabled students (PI=1.026) was insignificant.

- Mild disparity was found for students who are not economically disadvantaged, but the difference between non-economically disadvantaged students (PI=0.979) and economically disadvantaged students (PI=1.049) was insignificant.

Persistence Rate: *The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and enrolled in the first three consecutive primary semester terms anywhere in the CCC system.*

Data Source

Persistence data was extracted from the Student Progress and Attainment Rate, which was downloaded from Data-on-Demand.

Methodology

The Persistence Rate includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in course outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who enrolled in the first three consecutive primary semester terms anywhere in the CCC system by the percentage of students in the overall cohort.

Findings
- ➢ **The results for the 2007-2008 cohort indicated that some disparity was found for almost all age groups, with the exception of 18 and 19 year olds.**
  - Major disparity was found among the 35-39 year olds (PI=0.700). However, this group is comprised of a very small number of students (<20).

  - Moderate disparity was found for four age groups: 17 or less (PI=0.811), 20-24 year olds (PI=0.858), 30-34 year olds (PI=0.722), and 40-49 year olds (0.763).

  - Mild disparity was found for two age groups: 25-29 year olds (PI=0.898) and the 50+ group (PI=0.927).

- ➢ **No significant disparity was found for any other population.**
  - Moderate disparity was found for American Indian/Alaskan Native students (PI=0.739). However, this group is comprised of a very small number of students (<20).

- Mild disparity was found for the following ethnicities: Filipino (PI=0.985), Hispanic (PI=0.998), Pacific Islander (PI=0.913), and White (PI=0.998), but the variation between these groups and all others was insignificant.

- Mild disparity was found for males, but the difference between males (PI=0.985) and females (PI=1.015) was insignificant.

- Mild disparity was found for the students without disabilities, but the difference between non-disabled students (PI=0.996) and disabled students (PI=1.075) was insignificant.

- Mild disparity was found for economically disadvantaged students, but the difference between economically disadvantaged students (PI=0.977) and non-economically disadvantaged students (PI=1.010) was insignificant.

Student Progress and Attainment Rate (SPAR): *The percentage of first time, degree, certificate and/or transfer seeking first-time students with a minimum of six units earned who attempted any math or English in the first three years and achieved any of the following outcomes within six years of entry:*

- *Earned an AA/AS or credit Certificate (Chancellor's Office approved)*

- *Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)*

- *Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferrable units with GPA >=2.0)*

Data Source
SPAR data were downloaded from Data-on-Demand.

Methodology
SPAR includes only students who took a credit course in the California Community College (CCC) system for the first time, have a valid SSN, earned six units within the first three years of enrollment anywhere in the CCC system, and attempted a Math or English during those three years. Students who previously enrolled in courses outside of the CCC system are excluded. By subgroup, proportionality index is calculated by dividing the percentage of students who earned any of the above outcomes within six years of entry by the percentage of students in the overall cohort.

Findings
➤ **2007-2008 cohort results indicated some disparity for almost all age groups after the age of 17.**
- Major disparity was found in all age groups over the age of 30: 30 -34 year olds (PI=0.614), 35-39 year olds (PI=0.468), 40-49 year olds (PI=0.652), and the 50 + group (PI=0.309).

- o Moderate disparity was found for the age groups between 20 and 29: 20-24 years old (PI=0.805) and 25-29 year olds (PI=0.739).

- o Mild disparity was found for the 18 & 19 year olds (PI=0.985).

- ➢ **Moderate disparity was found for Hispanic students** (PI=0.832). Due to the large number of students in this category (413), this is a significant finding.

- ➢ **Moderate disparity was found for disabled students** (PI=0.800). Due to the number of students in this category (149), this is a significant finding.

- ➢ **No significant disparity was found for any other population.**
  - o Major disparity was found for American Indian/Alaskan Natives (PI=0.438) and for Pacific Islanders (PI=0.686). However, these groups are comprised of very small numbers of students (16 and 23 respectively).

  - o Mild disparity was found for African-American students (PI=0.877) and Filipino students (PI=0.935).

  - o Mild disparity was found for males, but the difference between males (PI=0.960) and females (PI=1.040) was insignificant.

  - o Mild disparity was found for economically disadvantaged students, but the difference between economically disadvantaged students (PI=0.966) and non-economically disadvantaged students (PI=1.014) was insignificant.

Objectives and Activities

Objective IV.1.: Expand student services targeted to "gap" students (those students who took one or more years off after graduating high school before entering college for the first time) and extensively publicize these services.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Conduct additional research on the particular needs of students who start college for the first time one or more years after graduating from high school ("gap" students) such as financial needs, childcare needs, time constraints due to work schedules, etc. This can be done, in part, by adding questions to the biannual student survey and by holding focus group sessions with students from targeted populations.	An understanding of the needs of "gap students in order to develop targeted services and programs.	Research Office	Spring 2016
Investigate increasing Child Development Center subsidies for working students.	Greater access to child care services for students.	Child Development Center	Fall 2015
Implement drop survey to provide information on why the student is unsuccessful in completing their courses.	An understanding of the reasons for why students drop in an effort to provide targeted services and programs.	VP for Instruction Director of District IT Research Office	Spring 2016
Conduct research on the needs for and feasibility of evening, weekend, and/or online student services.	An understanding of when and how to offer services in order to reach more students.		Spring 2016
Outreach Provide Counseling for students through the Re-Entry Center	Provide additional resources for career counseling and community resources for students.	Dean, Transfer, Career, and Special Programs	Fall 2015

Implement a program to reach out to students who were disqualified or dropped out and never returned to the college.	Re-enroll students so that they can complete their degree or certificate.	Employement Work Force Development staff	Spring 2016
Create marketing materials, such as a brochure, aimed specifically at the "Re-Entry Center" services available to "gap" students.	Increased awareness of services available to students.	Director, Marketing and Communications	Spring 2016
Expansion of Services Re-envision the Reentry Center services that meet the needs of the "gap" students.	Packaging and reframing of current services in order to reach "gap" students.	Dean, Transfer, Career, and Special Programs	Spring 2016
Create "Re-Entry Center" activities modeled after the Freshman Advantage but targeted towards the "gap" students.	Greater ability to reach "gap" students and provide them with the necessary services.	Dean, Transfer, Career, and Special Programs	Spring 2016
Reinvigorate and expand Career Guidance services.	Provide additional direction and motivation for "gap" students.	Dean, Transfer, Career, and Special Programs	Spring 2016
Create alumni workshop series.	Provide additional direction and motivation for "gap" students.	Dean, Transfer, Career, and Special Programs	Fall 2015
Institute "drop intervention" services for students who drop courses.	Increased chances of success in future semesters for students who had to drop courses.	Dean of Counseling	Fall 2016
Hold group counseling workshops for students who were disqualified or dropped out and never returned to college.	Re-enroll students so that they can complete their degree or certificate.	Dean of Counseling	Fall 2016
Conduct "Reality Check" workshops to ensure that students are not overextending themselves.	Increased chances of completing degree or certificate due to a greater understanding of commitments.	Dean of Counseling	Fall 2016

Objective IV.2.: Institute a peer mentor program for first-time college students geared towards the "gap" students (those students who took one or more years off after graduating high school before entering college for the first time), Hispanic students, and disabled students.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Investigate the expansion of peer-led Supplemental Instruction programs targeted specifically at "gap" students, Hispanic students, and disabled students.	Increased success and retention rates in classes.	Dean, Online Education and Learning Resources	Fall 2015
Outreach Recruit students to serve as mentor	Create a supportive educational environment for students	Director, Outreach and Recruitment	Spring 2016
Expansion of Services Using AVID model, create a peer mentor program targeted specifically at "gap" students, Hispanic students, and disabled students.	Provide peer support for students from the groups experiencing disproportionate impact.	Dean, Transfer, Career, and Special Programs Dean, Counseling and Services Dean, Online Education and Learning Resources	Spring 2016

Objective IV.3.: Expand outreach efforts to the community in an effort to target "gap" students and Hispanic students and make them aware of the services available to them.

Activity	Expected Outcomes	Responsible Person	Target Date
Outreach Hold "Re-Entry Center" workshops in the local communities, especially those with large Hispanic populations.	Students enroll in college as early as possible following graduation from High School.	Director, Outreach and Recruitment	Spring 2016
Increase marketing in local communities such as through the printed catalog and movie theatre ads with the inclusion of student services information.	Increased awareness of the process of registration and the services available for students.	Director, Marketing and Communication	May 2016
Increase use of Student Aide and Financial Aid Ambassador program in local communities.	Increased awareness of the process of registration and the services available for students.	Director, Outreach and Recruitment Director, Student Life	May 2016 May 2016
Create an outreach program for pregnant students in local high schools.	Increased awareness of the services available.	Director, Outreach and Recruitment Director, Child Development Center	
Expansion of Services Increase publicity regarding financial aid services, especially to part-time students.	Increased awareness of the financial aid resources available to students.	Director, Student Financial Assistance and Scholarship Office	Fall 2015
Increase publicity of work study financial aid.	Increased awareness of the financial aid resources available to students.	Director, Student Financial Assistance and Scholarship Office	Fall 2015

V.   Transfer

The percentage of students with "behavioral intent to transfer," who transfer to a four-year college or university after six years of attendance.

Data Source
The *Transfer Velocity* report, Data Mart, California Community Colleges Chancellor's Office

Methodology
Behavioral intent to transfer is the percentage of students in the cohort who have completed twelve units, including transfer-level math or English within six years of entry into the system.

Findings

Gender
There was a mild disparity in transfer rates for male (PI=0.987) and unknown student populations (PI=0.963).

Age Group
There was a major disproportionate impact among students who entered college in 2007-08 between the ages of 35-39 and over age 50. However, there are a small number of students in the 35-39 year old cohort (9 students) and the over age 50 cohorts (10 students). After evaluating the *Transfer Rates by Age Group* table, the Workgroup noted moderate disparities in transfer rates for students between ages 20-24 (PI=0.716) & 25-29 (PI=0.847). The cohort size of these groups combined is 163 students with transfer rates between 35.6%-41.7%, which is low in comparison to the age 17 and the less cohort rate of 57.2%.

Ethnicity
Overall, the Pacific Islander student population was the only ethnic group experiencing major disproportionate impact in the area of transfer (PI=0.677). The 2007-08 cohort size of this group was small with only 15 students out of 2154. Moderate disparity was noted for African-American students (PI=0.843); American Indian/Alaskan Native students (PI=0.762); and Hispanic students (PI=0.809). A slight disparity was noted in transfer velocity for Filipino students (PI=0.894). The largest ethnic group in the cohort with disproportionate impact is the Hispanic student group with (314 students).

Disability Status
There is a moderate disparity among students who are disabled (42.6%) versus non-disabled (49.6%) and a cohort size of 115. Although the disparity is slight, there is a growing number of students with disabilities at Saddleback College with a 55% increase from 2003-04 to 2007-08.

Objectives and Activities

Objective V.1 Saddleback College students of all ethnicities showing behavioral intent to transfer will be given equitable opportunities to meet their goals.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Gather demographic information of students in the Hispanic student cohort (age, financial aid status, first-generation status, and employment)	The Transfer Equity Subgroup will be better equipped to address the disparity in transfer success for Hispanic students with additional demographic details.	The Office of Planning, Research and Accreditation (OPRA)	Spring 2015
Research best practices for transfer related to students of color.	Saddleback College will utilize information from best practices for planning effective transfer services for Hispanic students.	Transfer Center Coordinator/Counselor	
Determine the demographics of students in athletic programs at Saddleback College.	Determination of disproportionate impact on ethnic minority students in athletic programs at Saddleback College	The Office of Planning, Research and Accreditation (OPRA) & Athletics Department	
Outreach Locate motivated students who can serve as mentors to students who are struggling with meeting the requirements for transfer.	Motivated students would be trained to mentor new students and those who struggle with meeting transfer requirements.	Transfer Center Coordinator/Counselor	Spring 2015

Expansion of Services Student to Student mentoring programs (VOLUNTEERS). Student Success Coaches (PAID) in the LRC for athletes and other students in need of assistance (Case Manager-Non Counseling Position). Specialized transfer services for students of color.	New programs in mentoring and coaching and specialized transfer services would increase the retention of Hispanic students as well as all students of color at Saddleback College. Targeted services to athletes dependent upon the results of research stated above.	Transfer Center Coordinator/Counsel Athletics Department LRC Director	Spring 2015

Objective V. 2: Students with disabilities would experience a safe environment at Saddleback College and have equitable opportunities to continue their education at a four-year institution.

Activity	Expected Outcomes	Responsible Person	Target Date
Research Determine if there are specific academic areas with a higher need for accommodated testing services. Research transfer options for students with disabilities (e.g., disability friendly campuses, alternative course replacements)	The Transfer Equity Subcommittee can focus on the areas of greatest academic need /the academic areas that create roadblocks in the pathway of transfer for students with disabilities. Students with disabilities will be informed of transfer options that facilitate an alternative means of meeting requirements and transfer campuses that provide support for transfers.	The Office of Planning, Research, and Accreditation. DSPS Coordinator/Counselor Transfer Center Coordinator/Counselor	Spring 2016 Spring 2016
Outreach No recommendations at this time	Not applicable at this time	Not applicable at this time	Not applicable at this time
Expansion of Services Increase the awareness of invisible disabilities on campus by offering professional development and training for the Saddleback College community (e.g., how to counsel a student with a Traumatic Brain Injury, how to reach students with Autism in the classroom).	The Saddleback College community would experience increased understanding, competence and comfort with disabilities which would, as a result, create a welcoming and safe place for students to complete their transfer requirements.	DSPS Coordinator/Counselor Transfer Center Coordinator/Counselor	Spring 2016

Budget

SADDLEBACK COLLEGE						
2014-2015 Student Equity Budget Plan - Salaries/Benefits						
Controling Account	**SEP FUNDS**	**BSI FUNDS**	**DISTRICT FUNDS**	**STUDENT SUCCESS FUNDS**	**PERKINS FUNDS**	**OTHER FUNDS**
1000 Academic Salaries						
III.1 Extended Tutoring in LRC/Faculty	24,000.00					
II.1 SEP Faculty Chair	20,000.00					
II.1 SEP Group Leads	15,000.00					
I.3 Counseling for Vets	18,000.00					
II.1 LRC Faculty Tutoring	75,000.00					
IV.1 Counseling Workshops	10,000.00					
IV.1 Re-Entry Counseling	45,000.00					
Subtotal	**207,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
2000 Classified Salaries						
III.1 Front Desk Staff/LRC	10,000.00					
I.1 SEP Research Analyst	49,000.00			49,000.00		
I.3 Project Specialist/LRC	3,000.00					
IV. 1, 2 & 3 SEP PT Outreach Specialist	55,000.00					
I.2 Financial Aid Specialist	95,000.00					
V.1 Student Success Coaches	84,000.00					
II.1. SEP Support Staff	8,800.00					
I.2 Student Ambassadors	24,324.00					
1.2 Outreach Student Aide Ambassadors	7,392.00					
III.1 Peer Mentor for ESL Students	20,000.00					
IV.1, 2 &3 SEP Peer Mentor Program	20,000.00					
V.1 Transfer Mentor Program	12,000.00					
Subtotal	**388,516.00**	**0.00**	**0.00**	**49,000.00**	**0.00**	**0.00**
3000 Employee Benefits						
Subtotal	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
SALARIES & BENEFITS TOTAL	**595,516.00**	**0.00**	**0.00**	**49,000.00**	**0.00**	**0.00**

SADDLEBACK COLLEGE						
2014-2015 Student Equity Budget Plan - Operating Expenses						
Controlling Accoiunt	**SEP FUNDS**	**BSI FUNDS**	**DISTRICT FUNDS**	**STUDENT SUCCESS FUNDS**	**PERKINS FUNDS**	**OTHER FUNDS**
4000 Supplies and Materials						
I.3 Materials	2,000.00					
I.2 Supplies & Materials	5,000.00					
IV.1, 2 & 3 Re-Entry Center / Career Marketing Materials	10,000.00					
IV. 1, 2 & 3 SEP Marketing Services	25,000.00					
Subtotal	**42,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
5000 Other Outgoing Expenses & Services						
I.2 FA Outreach Mileage	2,000.00					
II.1 Professional Development - faculty ans staff	25,000.00					
I.3 Outreach Mileage	5,000.00					
V.2 Professional Development DSPS	5,000.00					
Subtotal	**37,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
6000 Capital Outlay						
III.1 Online Tutoring/office hours platform	20,000.00					
IV.1, 2, & 3 IT Drop Survey	20,000.00					
Subtotal	40,000.00	0.00	0.00	0.00	0.00	0.00
7000 Other Outgoing						
Subtotal	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
OPERATING EXPENSES TOTALS	**119,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Grand Total	**714,516.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan (title 5 §54220(a)(5)). The evaluation should link to the goals and budget sections of these guidelines. The evaluation process should also link to the college program review process. The process needs to ensure how to address compliance issues, and mitigate disproportionate impact where found.

Saddleback College's goal is for our Student Equity Plan (SEP) to be embedded or strongly aligned with major planning efforts on campus (i.e. Strategic Planning, Student Success, Technology Planning, Program Reviews, etc.). The evaluation of the Student Equity Plan will be monitored and coordinated by the Student Equity Plan Work Group, in direct partnership with major college leadership councils: Consultation Council, Student Success Coordinating Committee, and Budget Planning and Assessment Committee (BPARC). Consultation Council is the highest ranking leadership council on campus with representatives from all major constituency groups who make recommendations directly to our college president.

Saddleback College's program review process requires each program/department to conduct regular self-evaluations that lead to resource requests and budget allocation. As Student Equity Plan activities are assigned and completed, responsible individuals can incorporate the progress made in their Program Review, allowing them to request resources and/or funds to support their efforts to mitigate the disproportionate impact on indicated groups.

On an annual basis, individuals responsible for the activities outlined for each Student Equity Plan goal, as indicated in the 2014-15 Student Equity Plan, will submit a report to the Student Equity Plan Work Group, led by the Vice President for Student Services, a faculty chair, five faculty subgroup leaders, staff and student representatives. The SEP Work Group will review and present to the Student Success Coordinating Committee then to Consultation Council for input and discussion regarding progress made, and to address any barriers presented in the report. The President will give the final approval and forward a summary report to the Board of Trustees.