

# Student Equity Summarized

**Degree** Earned Associate In Arts or Associate in Science degree in programs approved by the Chancellor's Office.

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Females 18.5%	Males 11.7%	Males below equity	0.77	Disproportionate Impact	Variations from 0.77 to 0.91
Ethnicity	White  20.7%	Asian  10.1%	African Americans below equity	0.75	Disproportionate Impact	Variations from 0.69 to 1.12
			Latino/a almost at equity	0.99	Disproportionate Impact	Moving towards equity
			Asian below equity	0.67	Disproportionate Impact	Variations from 0.67 to 1.25
			American Indian/Alaska Native groups less than 30 in cohort			
Age	40 to 49  24.6%	25 to 29  11.6%	Under 20 above equity	1.02	Disproportionate Impact	All years at equity
			20 to 24 below equity	0.79	Disproportionate Impact	Variations from .69 to .93
			25 to 29 below equity	0.77	Disproportionate Impact	Variations from .55 to .77
			30 to 34 above equity	1.21	Disproportionate Impact	Variations from 0.39 to 1.21
			35 to 39 almost at equity	0.97	Disproportionate Impact	Variations from .78 to 1.30
			50+ less than 30 in cohort			
Disability	No 15.2%	Yes 13.2%	Yes almost at Equity	0.88	No Disproportionate Impact	Variations from .78 to 1.07
Economic Disadvantaged	Yes 16.1%	No 13.2%	No almost at equity	0.87	No Disproportionate Impact	Variations > 0.83

## Things to Note

- \* Females earn more degrees than males.
- \* Whites earn more degrees than other ethnicity groups.
- \* The number of Asians earning degrees has dropped from one of the highest to one of the lowest.
- \* Latino/a students have steadily increased to nearly equitable levels for degrees earned.
- \* Older students are less likely to get degrees and this decline begins with the 20-25 year olds.
- \* The economically disadvantaged student is less likely to complete a degree than one who is not economically disadvantaged.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

# Student Equity Summarized

**Transfer** *Transfer to four-year institution, public or private, within six years after enrolling at a CCC*

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Females 33.7%	Males 32.5%	Males almost at equity	0.98	No Disproportionate Impact	At equity all but 1 year
Ethnicity	Asian  55.7%	Latino/a  23.7%	African American almost at equity	0.85	Disproportionate Impact	Variations from 0.85 to 1.09
			Filipino above equity	1.01	Disproportionate Impact	Variations >0.74
			White above equity	1.11	Disproportionate Impact	At equity all but 1 year
			Latino/a below equity	0.72	Disproportionate Impact	Variations from 0.69 to 0.73
			<i>American Indian/Alaskan Native &amp; Pacific Islanders less than 30 in cohort</i>			
Age	Under 20  35.4%	35 to 39  14.5%	20 to 24 below equity	0.74	Disproportionate Impact	Variations from .74 to .89
			25 to 29 below equity	0.57	Disproportionate Impact	Variations from .34 to .57
			30 to 34 below equity	0.49	No Disproportionate Impact	Variations from 0.28 to 0.56
			35 to 39 below equity	0.44	Disproportionate Impact	Variations from .29 to .47
			40 to 49 below equity	0.57	Disproportionate Impact	Variations from .23 to .57
			<i>50+ less than 30 in cohort</i>			
Disability	No 33.8%	Yes 18.6%	Yes below equity	0.56	Disproportionate Impact	Variations from .53 to .71
Economic Disadvantaged	No 37.4%	Yes 30.7%	Yes almost at equity	0.93	No Disproportionate Impact	Variations > 0.92

## Things to Note

- \* Asian students have the highest transfer rates of any of the ethnic groups.
- \* African Americans are almost at equity when it comes to transfer.
- \* Non-traditional aged students are less likely to transfer than students who start before age 20.
- \* Students with a disability are less likely to transfer than students without a disability.
- \* The students that are not economically disadvantaged are more likely to transfer than those that are not.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

# Student Equity Summarized

**Course Success** *The ratio of enrollments with passing grades to total enrollments(grades of A, B, C, D, F, P, NP, W)*

			Disproportionate Impact (2012-2013)			
Demographic Group	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Unknown 74.1%	Males 70.6%	Males almost at Equity	0.99	No Disproportionate Impact	Males trending closer to equity
Ethnicity	Asian 78.70%	African Americans 64.1%	African Americans almost at equity	0.90	No Disproportionate Impact	Variation from 0.88 to 0.90
Age	50+ 77%	20-24 70.2%	20 to 24 almost at equity	0.98	No Disproportionate Impact	Trending closer to equity
Disability	No 71.70%	Yes 67.50%	Yes almost at Equity	0.95	No Disproportionate Impact	Trending closer to equity
Economic Disadvantaged	Data Not Available	Data Not Available	Data Not Available		Data Not Available	Data Not Available

## Things to Note

- \* The course success rate of males is near equity.
- \* African Americans are nearing equity.
- \* Students 20-24 are nearing equity.
- \* Students with a disability are nearing equity with those that do not have a disability.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8



# Student Equity Summarized

**Basic Skills Improvement English** *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt.SAC's AMLA) within 6 years.*

			Disproportionate Impact (2007-2008)			Proportionality Index 5 Years of Cohorts Overall Trends
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	
Gender	Females 51.1%	Males 49.4%	Males almost at Equity	0.98	No Disproportionate Impact	Trending closer to equity
Ethnicity	Asian  67.5%	Pacific Islanders  31.0%	African Americans below equity	0.69	Disproportionate Impact	Variation from 0.61 to 0.84
			American Indians/Native Americans below Equity	0.66	Disproportionate Impact	Variations from .28 to 1.20 Small cohort sizes <20
			Pacific Islanders below equity	0.62	Disproportionate Impact	Variations from .62 to 1.08 Small cohort sizes <35
			Latino/a almost at equity	0.94	Disproportionate Impact	Trending closer to equity
Age	Under 20  53.5%	50+  27.8%	20 to 24 almost at equity	0.88	No Disproportionate Impact	Trending closer to equity
			25 to 29 almost at equity	0.82	Disproportionate Impact	Variations from 0.73 to 0.93
			30 to 34 almost at equity	0.91	No Disproportionate Impact	Variations from 0.79 to 0.91
			35 to 34 almost at equity	0.85	Disproportionate Impact	Variations from 0.78 to 0.91 Small cohort sizes <95
			40 to 49 below equity	0.64	Disproportionate Impact	Variations from 0.60 to 0.88
			50+ below equity	0.55	Disproportionate Impact	Variations from 0.55 to 1.06 Small cohort sizes <45
Disability	No 50.8%	Yes 42.9%	Yes almost at Equity	0.85	No Disproportionate Impact	Trending closer to equity
Economic Disadvantaged	Yes 51.2%	No 49.4%	No almost at equity	0.98	No Disproportionate Impact	At Equity

## Things to Note

- \* Asians who take basic skills English progress out better than average.
- \* Latino/a students progressing out of basic skills English slightly below other ethnic groups.
- \* Whites are just a bit above parity.
- \* Under age 20 students who take Basic Skills English progress better than average.
- \* All other age groups progresse out of basic skills English less than the average with little change after age 20.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

# Student Equity Summarized

**Basic Skills Improvement AMLA** *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA) within 6 years.*

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Males 47.6%	Females 47.5%	Males and Females above Equity	1.00	No Disproportionate Impact	Variations over 5 years for Males & Females >0.93
Ethnicity	Asian	African Americans	African Americans below equity	0.70	Disproportionate Impact	Variation from 0.34 to 0.86 Small cohort size <38
			White below equity	0.73	Disproportionate Impact	Variation from 0.64 to 1.07
			Filipino almost at equity	0.89	Disproportionate Impact	Variations from 0.67 to 1.12
	55.20%	33.3%	Latino/a below equity	0.73	Disproportionate Impact	Variations from .71 to .82
			<i>American Indian/Alaskan Native &amp; Pacific Islanders less than 30 in cohort</i>			
Age	Under 20	50+	20 to 24 above equity	1.06	No Disproportionate Impact	Improving
			25 to 29 below equity	0.77	Disproportionate Impact	Variations from 0.68 to 1.00
			30 to 34 below equity	0.77	Disproportionate Impact	Moving away from equity
	60.1%	25.8%	35 to 34 below equity	0.56	Disproportionate Impact	Moving away from equity
			40 to 49 below equity	0.57	Disproportionate Impact	Moving away from equity
			50+ below equity	0.54	Disproportionate Impact	Variations from 0.32 to 0.81 Small cohort sizes <32
Disability	No 47.50%	Yes 45.70%	Yes almost at Equity	0.96	No Disproportionate Impact	Variations from .78 to 1.09 Small cohort sizes <49
Economic Disadvantaged	Yes 50.80%	No 43.80%	No almost at equity	0.92	No Disproportionate Impact	Variations from .87 to .93

## Things to Note

- \* Both genders progress out of AMLA at equal rates.
- \* Asians progress out of AMLA at the highest rates of all ethnic groups.
- \* Latino/a progress out of AMLA at low rates.
- \* Too few Whites or African Americans take AmLa to give reliable data.
- \* Students under 20 progress out of AMLA at the highest rate of all age groups.
- \* Progression out of AmLa decreases steadily with age.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

# Student Equity Summarized

**Basic Skills Improvement Math** *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA) within 6 years.*

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Females 38.4%	Females 34.7%	Males almost at Equity	1.00	No Disproportionate Impact	Trending towards equity
Ethnicity	Asian	African Americans	African Americans below equity	0.63	Disproportionate Impact	Variations from 0.60 to 0.71
	47.0%	23.1%	Latino/a almost at equity	0.97	Disproportionate Impact	Variations > 0.90
	<i>American Indian/Alaskan Native &amp; Pacific Islanders less than 30 in cohort</i>					
Age	Under 20	35 to 39	20 to 24 almost at equity	0.97	No Disproportionate Impact	Trending towards equity
			25 to 29 almost at equity	0.93	No Disproportionate Impact	Variations > 0.90
			30 to 34 almost at equity	0.87	No Disproportionate Impact	Variations >.86
	38.0%	31.5%	35 to 39 almost at equity	0.86	No Disproportionate Impact	Variations >.85
			50+ almost at equity	0.99	No Disproportionate Impact	Moving towards equity
Disability	No 36.8%	Yes 35.2%	Yes almost at Equity	0.96	No Disproportionate Impact	Variations from .64 to 1.09
Economic Disadvantaged	Yes 37.3%	No 36.1%	No almost at equity	0.98	No Disproportionate Impact	Variations > 0.97

## Things to Note

- \* Females progress out of basic skills math at higher rates than males, but the difference is lessening as the rate for females declines.
- \* Asian students progress out of basic skills math at higher rates than the other ethnic groups.
- \* African Americans progress out of basic skills math below the average rate.
- \* Latino/a students are almost at equity in progressing out of basic skills math.
- \* The rate at which white students are progressing out of basic skills math has been declining.
- \* There is very little difference among the age groups in terms of progressing out of basic skills math.
- \* Overall, the rate at which all students are progressing out of basic skills math is low.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8



# Student Equity Summarized

**Certificates** *Earned credit certificates in programs approved by the Chancellor's Office.*

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Males 2.8%	Females 2.5%	Females almost at Equity	0.93	No Disproportionate Impact	Variations > 0.91
Ethnicity	White	African Americans	African Americans below equity	0.63	Disproportionate Impact	Variations from 0.48 to 1.21
			Asian almost at equity	0.96	Disproportionate Impact	Variations from 0.67 to 1.04
	5.0%	1.7%	Filipino below equity	0.72	Disproportionate Impact	Variations from 0.69 to 1.28
			Latino/a almost at equity	0.87	Disproportionate Impact	Variations from 0.87 to 0.99
			<i>American Indian/Alaskan Native &amp; Pacific Islanders less than 30 in cohort</i>			
Age	40 to 49	25 to 29	Under 20 almost at equity	0.89	Disproportionate Impact	Steadily improving
			20 to 24 above equity	1.08	Disproportionate Impact	Variations > 0.89
			25 to 29 below equity	0.79	Disproportionate Impact	Variations from 0.79 to 1.92
	10.1%	2.1%	30 to 34 above equity	2.04	Disproportionate Impact	Above equity
			35 to 39 above equity	1.36	Disproportionate Impact	Above equity
			<i>50+ less than 30 in cohort</i>			
Disability	Yes 3.9%	No 2.6%	No almost at Equity	0.97	Disproportionate Impact	Variations > 0.91
Economic Disadvantaged	Yes 2.7%	No 2.6%	No almost at equity	0.98	No Disproportionate Impact	Variations from 0.78 to 0.98

## Things to Note

- \* Students with a disability are more likely to earn a certificate than those that do not have a disability.
- \* Economically disadvantaged students are more likely to earn a certificate than those that are not.
- \* Males and females earn certificates at nearly the same rate, although there may be differences in the certificates they earn.
- \* White students earn certificates more than any other ethnic group.
- \* The certificate completion rate for African Americans has fluctuated over the span of time examined.
- \* The under 20 age group has a low certificate earning rate.
- \* Students over 30 earned the most certificates of all the age groups.

## Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8