

Minutes - Equity Committee Meeting

Tuesday, April 30, 2018
L-201
3:30 PM – 5:00 PM

Type of Meeting: AVC Student Equity Working Group Meeting (*Regular*)

Note Taker: *Darlene O’Keeffe, Clerical III*

Please Review/Bring: Agenda

Attendees:

Dr. Erin Vines- Vice President, Student Services
 Dr. Jill Zimmerman- Dean, Student Life
 Rashall Hightower-Stickel- Director, Student Equity
 Crystal Garcia- Program Specialist, Student Equity
 Tynisha Steans- Program Specialist, Student Equity
 Darlene O’Keeffe- Clerical III, Student Equity
 Dr. Morenike Adebayo-Ige- Faculty, Rhetoric & Literacy
 Joseph Baumann- Director, Institutional Research
 Snizhana Jane Bowers- Faculty, Math and Sciences
 Jamaal Brown- Technical Analyst, CalWorks
 Towana Catley- Faculty, Counseling & Matriculation, Palmdale Center
 Sandra Cooley- Director, STAR
 Dr. Svetlana Deplazes- Research Analyst, Institutional Research
 Riley Dwyer- Dean, Rhetoric and Literacy
 Dr. Meeta Goel- Dean, IERP/Library Services
 Michelle Hernandez- Director, First Year Experience
 Golden Hicks- Student Leader & Umoja Club
 Kristal Ibrahim- Adjunct, Counseling & Matriculation
 Kenya Johnson- Director, Student Activities & Community Outreach
 Jamie Jones- Research Technician, IERP/Library Services
 Gary Roggenstein- Dean, Counseling & Matriculation
 Wade Saari- Classified, Assessment
 May Sanicolas- Faculty, Counseling & Matriculation
 Dr. Les Uhazy- Dean, Math and Sciences
 Heidi Williams- Faculty, Rhetoric & Literacy, Basic Skills Faculty Co-Chair
 Nichelle Williams- Director, Financial Aid

Absent:

Jason Bowen- Faculty, Math and Sciences
 Dr. Rashitta Brown-Elize- Director, EOP&S
 Dr. De’Nea Coleman-Carew- Counselor, P.R.I.D.E
 Marisela Corona- Technician I, CalWorks
 Scott Covell- Faculty, Rhetoric and Literacy
 Rosa Fuller- Counselor, Counseling & Matriculation
 Vanessa Gibson- Specialist, Financial Aid
 Sergio Gomez- Director, Human Resources & Employee Relations
 Vejea Jennings- Faculty, Rhetoric and Literacy
 Dr. Louis Lucero- Director, Office of Students with Disabilities
 Susan Lowry- Faculty, Rhetoric and Literacy, Basic Skills Faculty Co-Chair
 Tina McDermott- Faculty, Rhetoric and Literacy
 Audrey Moore- Counselor, Counseling & Matriculation
 Brian Palagallo- Faculty, Rhetoric and Literacy
 Tamira Palmetto Despain- D.S. Specialist, Office for Students with Disabilities
 Michael Rios- Faculty, Kinesiology, Athletics, and Dance
 Yuliana Sandoval- Technical Analyst, Financial Aid
 Rich Sim- Faculty, Arts and Humanities
 LaDonna Trimble- Dean, Enrollment Services
 Dr. Sherri Zhu- Faculty, Social & Behavioral Sciences

Items	Person	Action
I. Meeting Minutes for April 9, 2019 Meeting	<i>Rashall Hightower-Sticke</i> /	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> ● The following documents were handed out and also emailed to committee members: <ul style="list-style-type: none"> ○ April 9, 2019 Meeting Minutes ○ Nova Data ○ Student Equity metric data Definitions ○ Tableau Data ● <u>Members were asked for recommended changes to April 9 Meeting Minutes- there were none.</u> <p><u>Follow Up Items:</u></p>

		<ul style="list-style-type: none"> Committee members not included in the teams listed in <i>Section III, Sub-Groups</i> of the April 9, 2019 meeting minutes are to join a group aligned with their interests and assist with that section of the report.
II. SEA Data Review	<p><i>Dr. Svetlana Deplazes</i></p> <p><i>Dr. Meeta Goel</i></p>	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> Dr. Goel discussed the over-arching goals from the chancellor’s office and how they relate to NOVA. Chancellor’s office removed most of the data for groups that had less than 10 individuals. Gender is not a separate category. Dr. Deplazes clarified how to read the Tableau dashboard numbers. Minimum equity is 80% and only appears in the NOVA data; Full equity appears on the Tableau dashboard. <i>Student Population</i> tab on Tableau dashboard shows bar charts of 4-years of historical data. <p><u>Follow Up Items:</u></p> <ul style="list-style-type: none"> In order to achieve the Chancellor’s goals, it is the Committee’s task to set AVC’s goals and activities for achieving them, for each separate group. Rashall Hightower-Stickel to send members a link to the Tableau dashboard.
III. Metric Data Definitions	<p><i>Dr. Svetlana Deplazes</i></p> <p><i>Dr. Meeta Goel</i></p>	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> Rashall clarified the <i>Student Equity Metric Definitions</i> sheet: <ul style="list-style-type: none"> o Front Side- definitions of metrics on Tableau Dashboard o Reverse Side- Student Equity Indicators as defined by the Chancellor’s office. o Baseline: Refers to 17/18 data as shown in NOVA
IV. Report Out From Sub-Committees	<p><i>Rashall Hightower-Stickel</i></p>	<p><u>Issues Discussed:</u></p> <ul style="list-style-type: none"> <u>‘Activities’</u> defined: Programs, events, activities inside and outside of the classroom. <u>Transfer:</u> Dr. Vines reported out <ul style="list-style-type: none"> o Identify students who are physically disabled and male in each category who have demonstrated academic achievement that reflect transfer-ready skills who are not on track to transfer.

		<ul style="list-style-type: none"> o Target group will be analyzed and each student will be guided by the counselor or target area, EOPS, wherever they are connected on campus, to assist with that effort ensuring the students are aware of the Learning Center support. o Create hourly coaches to case manage to focus on disabled males transfer to universities, enhancing what the counselors are already doing. o Push alert messaging to target groups to provide the information we want them to have. o Visit the disciplines and ask what they can do in the classroom and find out some of the things they're doing. ● Access: Kenya Johnson reported out <ul style="list-style-type: none"> o Start by reflecting on Access data and develop research questions to guide inquiry into the Access for under-represented populations. o Appoint an inquiry team that meets the characteristics of a high-learning team, with 10 key individuals on campus involved in that team to meet throughout the year and conduct the inquiry. o Map out Outreach related services, structures and activities campus-wide, including with faculty and different areas on campus such as Student Services and friends of Outreach efforts. o Look at training for the inquiry team. o Using one of the models from the CUE conference. ● Retention: Jamaal Brown reported out <ul style="list-style-type: none"> o I-Foster Student Workers to help support foster youth as peer mentors. o Create a directory of resources that are available to students through faculty, Student Services, web pages, emails, after registration, and canvas, including grades. o Create a Parent University- videos for parents with information that includes a growth mind set, expectations for students, resources available to their student(s) to guide parents in understanding what a successful student looks like.
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	<p><i>Rashall Hightower-Sticke</i> </p> <p><i>Dr. Adebayo-Ige</i></p> <p><i>Michelle Hernandez</i></p> <p><i>Rashall Hightower-Sticke</i> </p> <p><i>Dr. Jill Zimmerman</i></p> <p><i>Heidi Williams</i></p> <p><i>Dr. Jill Zimmerman</i></p> <p><i>Dr. Erin Vines</i></p>	<ul style="list-style-type: none"> o Communication to students using Apps, push notifications, early alerts, imbedded tutors, coordinated peer mentor program, emergency funds for students. o Expanded opportunity for community partners, i.e. legal assistance. o More support in the classroom with BooksH.E.L.P, student and faculty classroom supplies and increased coordination of technology. o Spoke about making a more coordinated effort within all of Student Services, i.e. how to help students deal with 'syllabus shock'- maybe have them sit through a session- and making sure that students have all this information when they first get to AVC. o Advocacy fatigue was discussed- knowing what it is and how to identify it when it occurs, as well as providing faculty and staff support and training on how to recognize a student in crisis. o Dr. Adebayo-Ige wrote a paper on AVID strategy and the importance of mentoring. University of Texas at Austin had increased their retention rate using this strategy. Have students who excel in a class mentor students that need help. It provides encouragement and motivation for the student to keep going. o Sharon Wilson is successfully using that AVID strategy in her business class, where she has a peer mentor from a previous class go in and peer mentor her students in the next class. o There was discussion about also using push notifications, short 90 second videos, to educate and guide students to be on track- quick, fun, and engaging. o Looking at all communications through an equity lens- how do we communicate to the student that they will be made accountable but also finding out what happened during the semester what contributed to the student being unresponsive or not fulfilling their responsibilities? Have more of a check-in approach rather than a punitive approach- helps develop rapport. o The needs of our personal and AVC community are very different than where some of our faculty live. How do
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*Michelle
Hernandez
Heidi Williams*

*Dr. Jill
Zimmerman*

we prepare ourselves and our campus to know our students and have approaches that work for where the students are, in and out of the classroom?

- o A mind-shift is needed to see our students differently because we haven't had an accurate view of what an entry-level English/Math class looked like before. Concerned that equity gaps are going to widen before they get better because instructors aren't going to know how to teach those students and may judge them.
- o The AVID Retreat training was suggested to prepare faculty for these students.
- Some colleges are reporting favorable results. What kind of training do they provide their faculty?
- General discussion of the possibility of tracking students' grades through Banner and Canvas to see discrepancies and the effects of the transition on the students.
 - o Possible strategy looking at each classrooms' grade distribution per assignments, dis-aggregated with the equity groups. Having that historical data as part of the conversation will enable each instructor to look at their own data and determine patterns and identify what they're doing in their classroom that they can attribute to either closing the equity gap or widening it. CUE can come to AVC to help disaggregate that data.
- The pros/cons of different types of early alert and mid-semester check-in systems were discussed.
- Basic Skills committee is currently working on a home-grown early alert system and enable an early alert before 8 weeks. There will be presentations on Fall opening day about the resources that will be available to them, such as the early alert and embedded tutoring, to help instructors see how to change the culture of their classroom
- Faculty will need to be more involved and take more ownership in order to change the culture. Every faculty member is a student success coach. It's about what instructors are collaboratively doing, not just what the student does that contributes to success or the lack thereof.
- We often look at Equity as a space in an office rather than a culture of Equity throughout the campus and in the

		classrooms. It needs to be discussed in Division and Board meetings, in the Campus Update newsletter, at hiring tables- in everything we do and everywhere we go.
V. Student Equity Google Form and Data Collection from Campus	Rashall Hightower-Sticke I	<p>Issues Discussed:</p> <ul style="list-style-type: none"> ● It was noticed that data entered into the NOVA system has been changed and moved. Asking that one person from each sub-committee be assigned to enter the data. ● An overview of a Google form created by RHS was provided. To be used campus-wide so anyone can write to the report. ● Ensure that clubs have an opportunity to contribute. <p>Follow Up Items:</p> <ul style="list-style-type: none"> ● RHS to create electronic version of the QuickWrite. ● Get the QuickWrite out to staff and faculty. Ask faculty to give it to their students. ● RHS to email the link to the Google form. ● Committee members: Provide feedback for changes and suggestions to improve the Google form ● Student Equity: <ul style="list-style-type: none"> ○ Conduct a Student Equity Tour across campus to explain Equity.
VI. Goals and Benchmarks	Rashall Hightower-Sticke I	<p>Issues Discussed:</p> <ul style="list-style-type: none"> ● The Committee reviewed and discussed the <i>AVC Local Goals Related to CCCCCO Vision for Success Goals & College Indicators of Success, May 2019</i> document. ● Members were asked for suggestions for goals for the committee. <ul style="list-style-type: none"> ○ For 18/19: Complete Equity Plan ○ To spread Equity across the campus in 18/19 and continue it for 19/20. ○ Request to send more committee members to the CUE and bring CUE to AVC. ● It was suggested to align AVC's goals with the Chancellor's goals and set targets for the next 5 years. <p>Follow Up Items:</p>



		<ul style="list-style-type: none">• Members to email recommendations for a couple of goals for the committee to RHS.
NEXT MEETING DATE:		Date: May 14, 2019 Time: 3:30pm to 5:00pm Location: L-201

Metric: Attained the Vision Goal Completion Definition

Defintion: The Attained Goal metric is an unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year (Student Success Metric 619SW).

Metric Desc	Academic Y..	Subgroup	Disagg	Gender	Numerator	PI (< 1.00..	% within g..	% Subgro..	PPG (% -..
Attained the Vision Goal Completion Definition	2014-2015	Ethnicity	American Indian or Alas..	Female	2	0.72	3.3%	4.6%	
			Black or African American	Female	116	0.69	3.2%	4.6%	
				Male	56	0.48	2.2%	4.6%	
			Native Hawaiian or other..	Male	0	0.00	0.0%	4.6%	
		Foster Youth	Foster Youth	Female	23	0.58	2.7%	4.6%	
				Male	14	0.58	2.7%	4.6%	
		LGBT	LGBT	Male	1	0.19	0.9%	4.6%	
	2015-2016	Ethnicity	American Indian or Alas..	Male	2	0.78	3.9%	5.0%	
			Black or African American	Female	114	0.66	3.3%	5.0%	
				Male	49	0.44	2.2%	5.0%	
			Native Hawaiian or other..	Female	0	0.00	0.0%	5.0%	
		Foster Youth	Foster Youth	Female	33	0.66	3.3%	5.0%	
			Male	14	0.46	2.3%	5.0%		
	LGBT	LGBT	Male	4	0.66	3.3%	5.0%		
2016-2017	Ethnicity	Black or African American	Female	106	0.65	3.4%	5.3%		
			Male	63	0.64	3.4%	5.3%		
		Native Hawaiian or other Pacific Islander	Female	0	0.00	0.0%	5.3%		
		Male	0	0.00	0.0%	5.3%			
	Foster Youth	Foster Youth	Female	32	0.60	3.2%	5.3%		
	LGBT	LGBT	Female	11	0.56	2.9%	5.3%		
		Male	4	0.43	2.2%	5.3%			
2017-2018	Ethnicity	American Indian or Alaska Native	Female	2	0.74	3.9%	5.3%		
			Male	0	0.00	0.0%	5.3%		
		Asian	Male	9	0.77	4.1%	5.3%		
	Black or African American	Female	120	0.77	4.1%	5.3%			
		Male	67	0.71	3.8%	5.3%			
	Native Hawaiian or other..	Female	1	0.59	3.1%	5.3%			
Foster Youth	Foster Youth	Female	42	0.78	4.1%	5.3%			
		Male	17	0.56	3.0%	5.3%			
	LGBT	LGBT	Female	5	0.66	4.1%	5.3%		

DI Y/N

- N
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DI Y/N

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Metric

- Attained the Vision Goal Completion D..
 Completed Both Transfer-Level Math..
 Enrolled in the Same Community Coll..
 Retained from Fall to Spring at the Sa..
 Transferred to a Four-Year Institution

Academic Year

- 2014-2015
 2015-2016
 2016-2017
 2017-2018

Gender

- All
 Female
 Male

Subgroup

All

PI or PPG

- PI
 PPG

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Disagg

Multiple values

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" - CCCCO 2015 Equity Guidelines (If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" - CCCCO 2015 Equity Guidelines

Metric: Completed Both Transfer-Level Math and English within the District

Defintion: The Transfer Level Math and English is defined as the proportion of students who completed both transfer-level math and English in their first academic year of credit enrollment at AVC (Student Success Metric 501SW).

Metric Desc	Academic Year	Subgroup	Disagg	Gender	Numerator	PI (< 1.00 then DJ)	% within group	% Subgroup	PPG (% - %Subgroup)
Completed Both Transfer-Level Math and English within the District	2014-2015	Disabled	Disabled	Female	0		0.0%	3.5%	-3.5%
				Male	0		0.0%	3.5%	-3.6%
		Economically D.	Economically Disadvant.	Female	32		2.0%	3.5%	-2.6%
		Ethnicity	Black or African American	Female	1		0.3%	3.5%	-3.5%
				Male	5		1.4%	3.5%	-2.3%
	Foster Youth	Foster Youth	Female	1		0.8%	3.5%	-2.7%	
	2015-2016	Disabled	Disabled	Male	1		1.0%	5.1%	-4.2%
				Ethnicity	Black or African American	Female	8		2.7%
		Male	9			3.1%	5.1%	-2.2%	
			More than one race	Male	1		1.4%	5.1%	-3.8%
	Foster Youth	Foster Youth	Female	0		0.0%	5.1%	-5.3%	
	Veteran	Veteran	Male	0		0.0%	5.1%	-5.1%	
	2016-2017	Disabled	Disabled	Female	1		1.1%	6.6%	-5.6%
				Male	1		1.6%	6.6%	-5.1%
		Ethnicity	Black or African American	Female	6		2.3%	6.6%	-4.7%
Male				1		0.4%	6.6%	-6.7%	
Some other race				Female	0		0.0%	6.6%	-6.6%
Foster Youth		Foster Youth	Female	1		0.7%	6.6%	-6.1%	
LGBT		LGBT	Female	1		1.5%	6.6%	-5.2%	
	Male		0		0.0%	6.6%	-6.6%		
2017-2018	Disabled	Disabled	Female	1		1.1%	5.4%	-4.5%	
			Ethnicity	Black or African American	Female	2		0.6%	5.4%
	Male	6			2.3%	5.4%	-3.4%		
	Foster Youth	Foster Youth	Female	2		1.3%	5.4%	-4.3%	
			Male	0		0.0%	5.4%	-5.6%	
LGBT	LGBT	Male	0		0.0%	5.4%	-5.5%		

DI Y/N

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DI Y/N

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Metric

- Attained the Vision Goal Completion D..
- Completed Both Transfer-Level Math ..
- Enrolled in the Same Community Coll..
- Retained from Fall to Spring at the Sa..
- Transferred to a Four-Year Institution

Academic Year

- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018

Gender

- All
- Female
- Male

Subgroup

All

PI or PPG

- PI
- PPG

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Disagg

Multiple values

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" - CCCC 2015 Equity Guidelines (If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" - CCCC 2015 Equity Guidelines

Metric: Enrolled in the Same Community College

Defintion: The Access metric computes the number of students who applied to AVC , indicated a degree/transfer goal and who enrolled at AVC during the selected year (Student Success Metric 300SW).

Metric Desc	Academic Y..	Subgroup	Disagg	Gender	Numerator	PI (< 1.00..	% within g..	% Subgro..	PPG (% -..
Enrolled in the Same Community College	2014-2015	Ethnicity	Black or African American	Female	1,185		42.8%	45.4%	-3.1%
				Male	814		42.1%	45.4%	-3.7%
			Some other race	Female	36		26.7%	45.4%	-18.9%
				Male	24		30.4%	45.4%	-15.1%
			White	Female	788		40.3%	45.4%	-5.7%
				Male	788		40.3%	45.4%	-5.7%
	2015-2016	Ethnicity	Black or African American	Female	2,125		41.9%	46.0%	-4.9%
				Male	1,428		41.7%	46.0%	-4.8%
			Some other race	Female	67		34.5%	46.0%	-11.5%
				Male	41		35.0%	46.0%	-11.0%
			White	Female	1,547		42.0%	46.0%	-4.6%
				Male	1,547		42.0%	46.0%	-4.6%
	Foster Youth	Foster Youth	Male	250		41.3%	46.0%	-4.8%	
		Foster Youth	Female	491		41.7%	46.5%	-5.0%	
	2016-2017	Disabled	Disabled	Female	491		41.7%	46.5%	-5.0%
				Male	491		41.7%	46.5%	-5.0%
		Ethnicity	Black or African American	Female	2,080		41.3%	46.5%	-6.1%
				Male	1,313		41.0%	46.5%	-6.1%
			Native Hawaiian or other..	Female	28		34.1%	46.5%	-12.4%
				Male	28		34.1%	46.5%	-12.4%
		White	Female	1,552		41.4%	46.5%	-5.7%	
			Male	1,552		41.4%	46.5%	-5.7%	
		Foster Youth	Foster Youth	Female	456		41.4%	46.5%	-5.3%
				Male	250		41.3%	46.5%	-5.3%
LGBT		LGBT	Female	312		42.3%	46.5%	-4.3%	
Veteran		Veteran	Male	151		41.3%	46.5%	-5.3%	
2017-2018	Ethnicity	American Indian or Alas..	Male	44		28.2%	42.9%	-14.7%	
			Female	280		37.6%	42.9%	-5.3%	
		Asian	Male	222		29.1%	42.9%	-14.1%	
			Female	222		29.1%	42.9%	-14.1%	
		Black or African American	Female	2,135		40.4%	42.9%	-2.9%	
			Male	1,339		39.2%	42.9%	-4.0%	
		Native Hawaiian or other Pacific Islander	Female	31		32.3%	42.9%	-10.6%	
			Male	21		17.5%	42.9%	-25.4%	
		Some other race	Female	54		24.4%	42.9%	-18.5%	
			Male	32		11.0%	42.9%	-32.1%	
White	Female	1,536		38.7%	42.9%	-4.7%			

DI Y/N

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 Y

DI Y/N

- Y

Metric

- Attained the Vision Goal Completion D..
 Completed Both Transfer-Level Math..
 Enrolled in the Same Community Coll..
 Retained from Fall to Spring at the Sa..
 Transferred to a Four-Year Institution

Academic Year

- 2014-2015
 2015-2016
 2016-2017
 2017-2018

Gender

- All
 Female
 Male

Subgroup

All

PI or PPG

- PI
 PPG

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Disagg

Multiple values

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" – CCCC 2015 Equity Guidelines (If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" – CCCC 2015 Equity Guidelines

Metric: Retained from Fall to Spring at the Same College

Defintion: Retention is defined as the the proportion of students retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution (Student Success Metric 406SW).

DI Y/N

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 Y

DI Y/N

- Y

Metric Desc	Academic Year	Subgroup	Disagg	Gender	Numerator	PI (< 1.00 then DI)	% within group	% Subgroup	PPG (% - %Subgroup)
Retained from Fall to Spring at the Same College	2014-2015	Economically D..	Economically Disadvant..	Male	3,432		71.6%	73.1%	-2.2%
				Female	1,179		67.5%	73.1%	-6.4%
		Ethnicity	Black or African American	Male	659		60.6%	73.1%	-13.6%
				Female	169		65.8%	73.1%	-7.5%
			More than one race	Male	56		56.6%	73.1%	-16.6%
				Female	38		51.4%	73.1%	-21.8%
		Foster Youth	Foster Youth	Female	323		68.4%	73.1%	-4.8%
				Male	186		64.1%	73.1%	-9.1%
		Veteran	Veteran	Male	181		64.6%	73.1%	-8.6%
		2015-2016	Ethnicity	Black or African American	Female	1,048		66.8%	72.6%
	Male				597		63.2%	72.6%	-10.1%
	Foster Youth		Foster Youth	Female	309		63.4%	72.6%	-9.5%
				Male	193		66.1%	72.6%	-6.6%
	2016-2017	Ethnicity	Black or African American	Female	924		65.2%	71.8%	-7.5%
Male				547		66.5%	71.8%	-5.7%	
Foster Youth		Foster Youth	Female	306		65.1%	71.8%	-7.0%	
			Male	163		63.4%	71.8%	-8.6%	
LGBT	LGBT	Female	107		61.8%	71.8%	-10.1%		
Veteran	Veteran	Male	153		64.6%	71.8%	-7.4%		
2017-2018	Ethnicity	Black or African American	Female	945		66.0%	71.3%	-5.9%	
			Male	497		59.3%	71.3%	-12.8%	
	Some other race	Male	25		53.2%	71.3%	-18.2%		
		Female	172		58.9%	71.3%	-12.7%		
Veteran	Veteran	Male	153		62.4%	71.3%	-9.1%		

Metric

- Attained the Vision Goal Completion D..
 Completed Both Transfer-Level Math..
 Enrolled in the Same Community Coll..
 Retained from Fall to Spring at the Sa..
 Transferred to a Four-Year Institution

Academic Year

- 2014-2015
 2015-2016
 2016-2017
 2017-2018

Gender

- All
 Female
 Male

Subgroup

- All

PI or PPG

- PI
 PPG

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Disagg

Multiple values

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" - CCCC 2015 Equity Guidelines (If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" - CCCC 2015 Equity Guidelines

Metric: Transferred to a Four-Year Institution

Definition: The Transfer metric is the number of students who transferred from AVC to a postsecondary institution (Student Success Metric 620SW).

DI Y/N

- N
 Y

DI Y/N

- Y

Metric Desc	Academic Year	Subgroup	Disagg	Gender	Numerator	PI (< 1.00 then DI)	% within group	% Subgroup	PPG (% - %Subgroup)	
Transferred to a Four-Year Institution	2014-2015	Disabled	Disabled	Male	31	0.75	5.8%	7.7%		
			Ethnicity	American Indian or Alas..	Female	2	0.78	6.1%	7.7%	
		Foster Youth	Foster Youth	Hispanic or Latino	Male	147	0.75	5.8%	7.7%	
				Native Hawaiian or other..	Male	0	0.00	0.0%	7.7%	
		LGBT	LGBT	Foster Youth	Female	23	0.68	5.2%	7.7%	
					Male	11	0.60	4.7%	7.7%	
	2015-2016	Disabled	Disabled	Female	7	0.76	5.8%	7.7%		
				Male	2	0.41	3.2%	7.7%		
		Ethnicity	Black or African American	Male	25	0.66	5.1%	7.7%		
				Female	48	0.73	5.6%	7.7%		
		Foster Youth	Foster Youth	Native Hawaiian or other Pacific Islander	Female	0	0.00	0.0%	7.7%	
				Male	0	0.00	0.0%	7.7%		
		LGBT	LGBT	Foster Youth	Female	27	0.78	6.1%	7.7%	
					Male	5	0.29	2.3%	7.7%	
2016-2017		Disabled	Disabled	Female	6	0.57	4.4%	7.7%		
				Male	18	0.57	3.9%	6.9%		
	Ethnicity	American Indian or Alas..	Female	1	0.52	3.6%	6.9%			
			Male	39	0.72	5.0%	6.9%			
			Female	6	0.62	4.3%	6.9%			
			Male	149	0.76	5.2%	6.9%			
	First Generation	First Generation	Native Hawaiian or other..	Male	0	0.00	0.0%	6.9%		
			Male	195	0.79	5.5%	6.9%			
LGBT	LGBT	Male	1	0.15	1.1%	6.9%				

Metric

- Attained the Vision Goal Completion D..
 Completed Both Transfer-Level Math..
 Enrolled in the Same Community Coll..
 Retained from Fall to Spring at the Sa..
 Transferred to a Four-Year Institution

Academic Year

- 2014-2015
 2015-2016
 2016-2017
 2017-2018

Gender

- All
 Female
 Male

Subgroup

All

PI or PPG

- PI
 PPG

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Disagg

Multiple values

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" - CCCC 2015 Equity Guidelines (If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" - CCCC 2015 Equity Guidelines

Metric: Attained the Vision Goal Completion Definition

Defintion: The Attained Goal metric is an unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year (Student Success Metric 619SW).

Metric Desc	Academic Year	Subg..	Disagg	Gender	Numera..	% within group	% Subgr oup	PI (< 1.00 then DI)	Full Equity	# of Students "Lost"	PPG (% - %Subg roup)
Attained the Vision Goal Completion Definition	2014-2015	Econ..	Not Economicall..	Male	46	3.0%	4.6%	0.66	70	24	
				Female	2	3.3%	4.6%	0.72	3	1	
		Ethni..	American Indian ..	Female	116	3.2%	4.6%	0.69	169	53	
				Male	56	2.2%	4.6%	0.48	117	61	
				Native Hawaiian ..	Male	0	0.0%	4.6%	0.00	1	1
		First Gen..	Not First Generation	Female	265	3.3%	4.6%	0.72	367	102	
				Male	195	3.1%	4.6%	0.67	291	96	
	Foster Youth	Foster Youth	Female	23	2.7%	4.6%	0.58	39	16		
			Male	14	2.7%	4.6%	0.58	24	10		
	LGBT	LGBT	Male	1	0.9%	4.6%	0.19	5	4		
	2015-2016	Ethni..	American Indian ..	Male	2	3.9%	5.0%	0.78	3	1	
				Female	114	3.3%	5.0%	0.66	173	59	
				Male	49	2.2%	5.0%	0.44	112	63	
		Foster Youth	Foster Youth	Female	33	3.3%	5.0%	0.66	50	17	
Male				14	2.3%	5.0%	0.46	30	16		
LGBT		LGBT	Male	4	3.3%	5.0%	0.66	6	2		
2016-2017		Ethni..	Black or African American	Female	106	3.4%	5.3%	0.65	163	57	
	Male			63	3.4%	5.3%	0.64	99	36		
	Native Hawaiian or other Pacific I..		Female	0	0.0%	5.3%	0.00	2	2		
			Male	0	0.0%	5.3%	0.00	1	1		
	Fost..	Foster Youth	Female	32	3.2%	5.3%	0.60	53	21		
	LGBT	LGBT	Female	11	2.9%	5.3%	0.56	20	9		
			Male	4	2.2%	5.3%	0.43	9	5		
2017-2018	Ethni..	American Indian or Alaska Native	Female	2	3.9%	5.3%	0.74	3	1		
			Male	0	0.0%	5.3%	0.00	2	2		
		Asian	Male	9	4.1%	5.3%	0.77	12	3		
		Black or African American	Female	120	4.1%	5.3%	0.77	156	36		
			Male	67	3.8%	5.3%	0.71	94	27		
	Native Hawaiian ..	Female	1	3.1%	5.3%	0.59	2	1			
	Foster Youth	Foster Youth	Female	42	4.1%	5.3%	0.78	54	12		
			Male	17	3.0%	5.3%	0.56	30	13		
	LGBT	LGBT	Female	5	1.1%	5.3%	0.20	25	20		
			Male	7	3.1%	5.3%	0.58	12	5		

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" – CCCCO 2015 Equity Guidelines

(If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" – CCCCO 2015 Equity Guidelines

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Metric: Completed Both Transfer-Level Math and English within the District

Defintion: The Transfer Level Math and English is defined as the proportion of students who completed both transfer-level math and English in their first academic year of credit enrollment at AVC (Student Success Metric 501SW).

Metric Desc	Academic Year	Subg..	Disagg	Gender	Numera..	% within group	% Subgr oup	PI (< 1.00 then DI)	Full Equity	# of Students "Lost"	PPG (% - %Subg roup)
Completed Both Transfer-Level Math and English within the District	2014-2015	Disa..	Disabled	Female	0	0.0%	3.5%		3	3	-3.5%
				Male	0	0.0%	3.5%		3	3	-3.6%
		Econ..	Economically Dis..	Female	32	2.0%	3.5%		54	22	-2.6%
		Ethni..	Black or African American	Female	1	0.3%	3.5%		13	12	-3.5%
				Male	5	1.4%	3.5%		12	7	-2.3%
		Fost..	Foster Youth	Female	1	0.8%	3.5%		4	3	-2.7%
	2015-2016	Disa..	Disabled	Male	1	1.0%	5.1%		5	4	-4.2%
				Female	8	2.7%	5.1%		15	7	-2.6%
		Ethni..	Black or African American	Male	9	3.1%	5.1%		15	6	-2.2%
				More than one ra..	Male	1	1.4%	5.1%		4	3
		Fost..	Foster Youth	Female	0	0.0%	5.1%		6	6	-5.3%
		Veter..	Veteran	Male	0	0.0%	5.1%		1	1	-5.1%
	2016-2017	Disa..	Disabled	Female	1	1.1%	6.6%		6	5	-5.6%
				Male	1	1.6%	6.6%		4	3	-5.1%
Ethni..		Black or African American	Female	6	2.3%	6.6%		17	11	-4.7%	
			Male	1	0.4%	6.6%		16	15	-6.7%	
		Some other race	Female	0	0.0%	6.6%		1	1	-6.6%	
Fost..		Foster Youth	Female	1	0.7%	6.6%		9	8	-6.1%	
LGBT		LGBT	Female	1	1.5%	6.6%		4	3	-5.2%	
			Male	0	0.0%	6.6%		3	3	-6.6%	
2017-2018	Disa..	Disabled	Female	1	1.1%	5.4%		5	4	-4.5%	
			Female	2	0.6%	5.4%		17	15	-5.3%	
	Ethni..	Black or African American	Male	6	2.3%	5.4%		14	8	-3.4%	
			Female	2	1.3%	5.4%		8	6	-4.3%	
	Foster Youth	Foster Youth	Male	0	0.0%	5.4%		5	5	-5.6%	
			Male	0	0.0%	5.4%		2	2	-5.5%	

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" – CCCCCO 2015 Equity Guidelines

(If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" – CCCCCO 2015 Equity Guidelines

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Metric: Enrolled in the Same Community College

Defintion: The Access metric computes the number of students who applied to AVC , indicated a degree/transfer goal and who enrolled at AVC during the selected year (Student Success Metric 300SW).

Metric Desc	Academic Year	Subg..	Disagg	Gender	Numer..	% within group	% Subgroup	PI (< 1.00 then DI)	Full Equity	# of Students "Lost"	PPG (%Subgroup)
Enrolled in the Same Community College	2014-2015	Disa..	Not Disabled	Female	3,760	44.3%	45.4%		3,853	93	-2.4%
				Male	814	42.1%	45.4%		877	63	-3.7%
		Ethni..	Black or African American	Female	1,185	42.8%	45.4%		1,255	70	-3.1%
				Male	36	26.7%	45.4%		61	25	-18.9%
				Female	24	30.4%	45.4%		36	12	-15.1%
		White	Female	788	40.3%	45.4%		886	98	-5.7%	
			Male	24	30.4%	45.4%		36	12	-15.1%	
	Fost..	Not Foster Youth	Female	3,746	44.4%	45.4%		3,826	80	-2.1%	
	LGBT	Not LGBT	Female	3,905	44.1%	45.4%		4,015	110	-2.9%	
	Veter..	Not Veteran	Female	3,988	44.4%	45.4%		4,075	87	-2.3%	
	2015-2016	Ethni..	Black or African American	Female	2,125	41.9%	46.0%		2,330	205	-4.9%
				Male	1,428	41.7%	46.0%		1,575	147	-4.8%
		Some other race	Female	67	34.5%	46.0%		89	22	-11.5%	
			Male	41	35.0%	46.0%		54	13	-11.0%	
White		Female	1,547	42.0%	46.0%		1,694	147	-4.6%		
Fost..		Foster Youth	Male	250	41.3%	46.0%		279	29	-4.8%	
LGBT		Not LGBT	Female	7,690	44.9%	46.0%		7,881	191	-2.6%	
Veter..	Not Veteran	Female	7,876	45.0%	46.0%		8,050	174	-2.4%		
2016-2017	Disa..	Disabled	Female	491	41.7%	46.5%		547	56	-5.0%	
			Male	8,052	45.4%	46.5%		8,248	196	-2.5%	
	Ethni..	Black or African American	Female	2,080	41.3%	46.5%		2,340	260	-6.1%	
			Male	1,313	41.0%	46.5%		1,490	177	-6.1%	
	Native Hawaiian ..	Female	28	34.1%	46.5%		38	10	-12.4%		
		Female	1,552	41.4%	46.5%		1,741	189	-5.7%		
	Foster Youth	Foster Youth	Female	456	41.4%	46.5%		512	56	-5.3%	
			Male	250	41.3%	46.5%		281	31	-5.3%	
	LGBT	LGBT	Female	8,087	45.4%	46.5%		8,283	196	-2.5%	
			Female	312	42.3%	46.5%		343	31	-4.3%	
Not LGBT	Female	8,231	45.3%	46.5%		8,452	221	-2.8%			

2017-2018	Veter..	Not Veteran	Female	8,500	45.2%	46.5%		8,754	254	-3.3%
			Male	151	41.3%	46.5%		170	19	-5.3%
2017-2018	Ethni..	American Indian ..	Male	44	28.2%	42.9%		67	23	-14.7%
			Female	280	37.6%	42.9%		319	39	-5.3%
	Asian	Male	222	29.1%	42.9%		327	105	-14.1%	
		Female	2,135	40.4%	42.9%		2,267	132	-2.9%	
	Black or African American	Male	1,339	39.2%	42.9%		1,464	125	-4.0%	
		Female	31	32.3%	42.9%		41	10	-10.6%	
	Native Hawaiian or other Pacific I..	Male	21	17.5%	42.9%		51	30	-25.4%	
		Female	54	24.4%	42.9%		95	41	-18.5%	
	Some other race	Male	32	11.0%	42.9%		124	92	-32.1%	
		Female	1,536	38.7%	42.9%		1,702	166	-4.7%	
	White	Male	1,395	40.4%	42.9%		1,478	83	-2.7%	
		Female	495	39.3%	42.9%		539	44	-3.6%	
Fost..	Foster Youth	Female	415	37.6%	42.9%		474	59	-5.5%	
		Male	200	32.4%	42.9%		264	64	-10.6%	
LGBT	LGBT	Female	253	37.1%	42.9%		292	39	-5.9%	
		Male	253	37.1%	42.9%		292	39	-5.9%	
Veter..	Veteran	Male	253	37.1%	42.9%		292	39	-5.9%	
		Female	253	37.1%	42.9%		292	39	-5.9%	

Metric: Retained from Fall to Spring at the Same College

Defintion: Retention is defined as the the proportion of students retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution (Student Success Metric 406SW).

Metric Desc	Academic Year	Subg..	Disagg	Gender	Numer..	% within group	% Subgr oup	PI (< 1.00 then DI)	Full Equity	# of Students "Lost"	PPG (% - %Subg roup)	
Retained from Fall to Spring at the Same College	2014-2015	Disa..	Not Disabled	Male	3,515	71.6%	73.1%		3,588	73	-2.3%	
				Econ..	Economically Dis..	Male	3,432	71.6%	73.1%		3,500	68
		Ethni..	Black or African American	Female	1,179	67.5%	73.1%		1,277	98	-6.4%	
				Male	659	60.6%	73.1%		794	135	-13.6%	
				More than one ra..	Male	169	65.8%	73.1%		188	19	-7.5%
				Some other race	Female	56	56.6%	73.1%		72	16	-16.6%
					Male	38	51.4%	73.1%		54	16	-21.8%
				First Gen..	Not First Generation	Female	1,907	69.3%	73.1%		2,011	104
		Male	1,441			66.5%	73.1%		1,583	142	-7.8%	
		Foster Youth	Foster Youth	Female	323	68.4%	73.1%		345	22	-4.8%	
				Male	186	64.1%	73.1%		212	26	-9.1%	
		LGBT	Not LGBT	Male	3,874	71.6%	73.1%		3,951	77	-2.4%	
		Veter..	Veteran	Male	181	64.6%	73.1%		205	24	-8.6%	
		2015-2016	Econ..	Not Economicall..	Male	520	66.8%	72.6%		566	46	-6.2%
Ethni..	Black or African American				Female	1,048	66.8%	72.6%		1,140	92	-6.6%
First Gen..	Not First Generation		Male	597	63.2%	72.6%		685	88	-10.1%		
			Female	1,699	69.6%	72.6%		1,771	72	-3.6%		
Foster Youth	Foster Youth		Male	1,328	69.3%	72.6%		1,391	63	-3.8%		
			Female	309	63.4%	72.6%		354	45	-9.5%		
2016-2017	Ethni..	Black or African American	Male	193	66.1%	72.6%		212	19	-6.6%		
			Female	924	65.2%	71.8%		1,019	95	-7.5%		
	First ..	Not First Genera..	Male	547	66.5%	71.8%		591	44	-5.7%		
			Female	1,550	69.1%	71.8%		1,611	61	-3.3%		
	Foster Youth	Foster Youth	Female	306	65.1%	71.8%		338	32	-7.0%		
			Male	163	63.4%	71.8%		185	22	-8.6%		
	LGBT	LGBT	Female	107	61.8%	71.8%		124	17	-10.1%		
	Veter..	Veteran	Male	153	64.6%	71.8%		170	17	-7.4%		
	2017-2018	Disa..	Not Disabled	Male	3,621	69.5%	71.3%		3,717	96	-3.0%	
				Econ..	Not Economicall..	Male	585	67.3%	71.3%		620	35
		Ethni..	Black or African American	Female	945	66.0%	71.3%		1,021	76	-5.9%	
				Male	497	59.3%	71.3%		598	101	-12.8%	
				Some other race	Male	25	53.2%	71.3%		34	9	-18.2%
		First ..	Not First Genera..	Male	1,325	67.8%	71.3%		1,394	69	-4.1%	
Fost..		Foster Youth	Male	172	58.9%	71.3%		208	36	-12.7%		
LGBT		Not LGBT	Male	3,854	69.8%	71.3%		3,940	86	-2.6%		
Veter..		Not Veteran	Male	3,780	70.1%	71.3%		3,850	70	-2.1%		
			Veteran	Male	153	62.4%	71.3%		175	22	-9.1%	

Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" - CCCCCO 2015 Equity Guidelines

(If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" - CCCCCO 2015 Equity Guidelines

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)

Metric: Transferred to a Four-Year Institution

Defintion: The Transfer metric is the number of students who transferred from AVC to a postsecondary institution (Student Success Metric 620SW).

Metric Desc	Academic Year	Subg..	Disagg	Gender	Numer..	% within group	% Subgoup	PI (< 1.00 then DI)	Full Equity	# of Students "Lost"	PPG (% - %Subgroup)
Transferred to a Four-Year Institution	2014-2015	Disa..	Disabled	Male	31	5.8%	7.7%	0.75	41	10	
			Ethni..	American Indian ..	Female	2	6.1%	7.7%	0.78	3	1
			Hispanic or Latino	Male	147	5.8%	7.7%	0.75	195	48	
			Native Hawaiian ..	Male	0	0.0%	7.7%	0.00	1	1	
		Foster Youth	Foster Youth	Female	23	5.2%	7.7%	0.68	34	11	
				Male	11	4.7%	7.7%	0.60	18	7	
		LGBT	LGBT	Female	7	5.8%	7.7%	0.76	9	2	
			Male	2	3.2%	7.7%	0.41	5	3		
	2015-2016	Disa..	Disabled	Male	25	5.1%	7.7%	0.66	38	13	
			Ethni..	Black or African ..	Male	48	5.6%	7.7%	0.73	66	18
			Native Hawaiian or other Pacific I..	Female	0	0.0%	7.7%	0.00	1	1	
				Male	0	0.0%	7.7%	0.00	1	1	
		Foster Youth	Foster Youth	Female	27	6.1%	7.7%	0.78	34	7	
				Male	5	2.3%	7.7%	0.29	17	12	
LGBT		LGBT	Female	6	4.4%	7.7%	0.57	11	5		
2016-2017	Disa..	Disabled	Male	18	3.9%	6.9%	0.57	32	14		
		Ethni..	American Indian ..	Female	1	3.6%	6.9%	0.52	2	1	
		Black or African ..	Male	39	5.0%	6.9%	0.72	54	15		
		Filipino	Female	6	4.3%	6.9%	0.62	10	4		
		Hispanic or Latino	Male	149	5.2%	6.9%	0.76	196	47		
		Native Hawaiian ..	Male	0	0.0%	6.9%	0.00	1	1		
	First ..	First Generation	Male	195	5.5%	6.9%	0.79	246	51		
	LGBT	LGBT	Male	1	1.1%	6.9%	0.15	6	5		

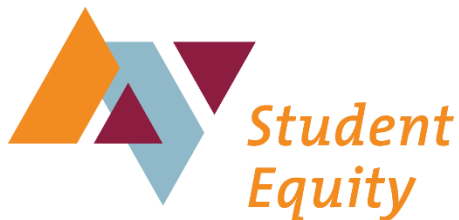
Definitions

Proportionality Index (PI) - "Compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" – CCCCCO 2015 Equity Guidelines

(If PI < 1,0 the Subgroup is less prevalent in the Outcome group than in cohort group)

Percentage Point Gap (PPG) - "Compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome" – CCCCCO 2015 Equity Guidelines

Note: Transfer data are not available for 2017-2018 base-line year (choose prior years)



Student Equity

Metric Data Definitions

Attained the Vision Goal Completion

The **Attained Goal** metric is an unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year (Student Success Metric 619SW).

Completed Both Transfer-Level Math and English within the District

The **Transfer Level Math and English** is defined as the proportion of students who completed both transfer-level math and English in their first academic year of credit enrollment at AVC (Student Success Metric 501SW).

Enrolled in the Same Community College

The **Access** metric computes the number of students who applied to AVC, indicated a degree/transfer goal and who enrolled at AVC during the selected year (Student Success Metric 300SW).

Retained from Fall to Spring at the Same College

Retention is defined as the proportion of students retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution (Student Success Metric 406SW).

Transferred to a Four-Year Institution

Self-Explanatory

Student Equity Indicators

ACCESS

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

COURSE COMPLETION (RETENTION)

Ratio of the number of credit courses that students — by population group — actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. *Note:* Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

“Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

ESL AND BASIC SKILLS COMPLETION

Ratio of the number of students — by population group — who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who completed such a final course.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.

DEGREE AND CERTIFICATE COMPLETION

Ratio of the number of students — by population group — who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

TRANSFER RATE

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 in that group who actually transfer after one or more (up to six) years.

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal	Action
LGBT	Female	Attained the Vision Goal Completion Definition	5	20	25	-	-
Foster Youth	Male	Attained the Vision Goal Completion Definition	17	25	30	-	-
Foster Youth	Female	Attained the Vision Goal Completion Definition	42	44	54	-	-
Asian	Male	Attained the Vision Goal Completion Definition	9	9	12	-	-
Black or African American	Male	Attained the Vision Goal Completion Definition	67	76	94	-	-
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	1	1	2	-	-
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	2	2	3	-	-
Black or African American	Female	Attained the Vision Goal Completion Definition	120	126	156	-	-
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	6	9	-	-
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	10	15	-	-
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	13	19	-	-
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	5	-	-
Veteran	Male	Retained from Fall to Spring at the Same College	153	170	175	-	-

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal	Action
Foster Youth	Male	Retained from Fall to Spring at the Same College	172	203	209	-	-
Some other race	Male	Retained from Fall to Spring at the Same College	25	33	34	-	-
Black or African American	Male	Retained from Fall to Spring at the Same College	497	588	604	-	-
Black or African American	Female	Retained from Fall to Spring at the Same College	945	1001	1030	-	-
Veteran	Male	Enrolled in the Same Community College	253	279	293	-	-
LGBT	Male	Enrolled in the Same Community College	200	253	266	-	-
LGBT	Female	Enrolled in the Same Community College	415	453	475	-	-
Foster Youth	Female	Enrolled in the Same Community College	495	516	541	-	-
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	21	49	52	-	-
American Indian or Alaska Native	Male	Enrolled in the Same Community College	44	64	67	-	-
Some other race	Male	Enrolled in the Same Community College	32	119	125	-	-
Asian	Male	Enrolled in the Same Community College	222	314	329	-	-
Black or African American	Male	Enrolled in the Same Community College	1339	1409	1477	-	-
White	Male	Enrolled in the Same Community College	1395	1418	1487	-	-

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal	Action
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	31	39	41	-	-
Some other race	Female	Enrolled in the Same Community College	54	91	95	-	-
Asian	Female	Enrolled in the Same Community College	280	305	320	-	-
White	Female	Enrolled in the Same Community College	1536	1643	1722	-	-
Black or African American	Female	Enrolled in the Same Community College	2135	2183	2289	-	-
LGBT	Male	Transferred to a Four-Year Institution	1	5	6	-	-
Black or African American	Male	Transferred to a Four-Year Institution	39	44	54	-	-
Hispanic or Latino	Male	Transferred to a Four-Year Institution	149	159	196	-	-
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	1	2	2	-	-
Filipino	Female	Transferred to a Four-Year Institution	6	8	10	-	-
Disabled	Male	Transferred to a Four-Year Institution	18	26	32	1	-
LGBT	Male	Attained the Vision Goal Completion Definition	7	10	12	-1	-

Add Student Population Groups

Demographic

Select Demographic ▼

----- Forwarded message -----

From: **Lezon, Barbara** <blezon@cccco.edu>

Date: Wed, May 1, 2019 at 1:42 PM

Subject: [External Sender] Upcoming changes to small DI groups in NOVA Student Equity Plan

To: <SEA-PROGRAM@listserv.cccnext.net>

Thanks to feedback from several colleges, it was determined that the logic put in place to suppress the “small” DI groups (groups with less than 10 students in the denominator) was not working as planned. The vendor is making changes to the logic and will apply the change on Friday afternoon, after testing and data verification occurs.

Your college will likely see changes in the DI groups listed on the Metrics screen. You will see “small” DI groups removed (unless you set goals for these), AND you may see larger DI groups (with 10 or more students in the denominator) re-appear.

If you have already set goals for all of your DI groups, please log back into NOVA on Monday to see if any new groups have been added and therefore need goals set.

Again, we thank you for your patience as we continue to improve the Student Equity Plan template. And a huge thank you to the colleges who have been digging into the data, reporting anomalies and asking questions – your partnership is incredibly valued!

Please don't hesitate to contact me if you have any questions or concerns.

Barbara Lezon

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