

Grossmont College
Student Equity Plan

2014-2017

Grossmont College STUDENT EQUITY PLAN


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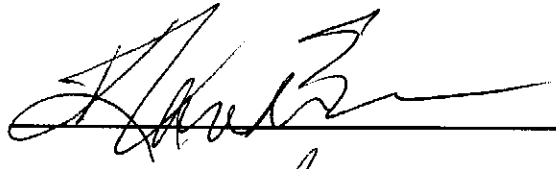
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**Grossmont College
Student Equity Plan
Signature Page**

District: _____ Date Approved by Board of Trustees: _____

College President: _____


Vice President of Student Services: _____


Vice President of Instruction: _____


Academic Senate President: _____


Student Equity Coordinator/Contact Person: _____


GROSSMONT COLLEGE STUDENT EQUITY PLAN

EXECUTIVE SUMMARY

Student equity is moving to the forefront of our collective thought process as we examine data, have collegial conversations, have difficult conversations, and agree that there is more to be done to serve our community and students well. With a strong foundation of services and programs that serve special populations as well as the broader community, Grossmont has a solid starting point from which to examine outcomes and efforts directed at increasing success for under-represented populations. We have a campus culture focused on student success, evidence-based decision making, and conversations about equity and equitable outcomes are the next logical step for the college.

Quantitative data contribute to the recognition of disproportionate impact, and an initial study conducted by the district research office shows where the college should begin to look for impacted student groups. More quantitative as well as qualitative data are needed to fully understand how students may be disproportionately affected by policies and practices, or lack thereof, at the college. We need to engage more student groups on campus as well as look at community leaders who are key to lending support and leadership to improve educational outcomes for some groups. More leaders of focus groups will be trained in order to learn about barriers from student cohorts and those who provide service to the students.

The college Strategic, SSSP, and Basic Skills plans contribute activities and strategies to mitigating disproportionate impact. Other planning initiatives on the campus include a distance education plan with a professional development plan coming in the near future, both of which will contribute to improving student success and addressing student groups that are affected by current policy and practice. The SSSP, basic skills, and student equity plans are aligned so as to maximize opportunities for student success and reduce redundancies. Efforts within the plans have moved toward greater integration with complementary strategies and activities planned so that the college can realize greater success with all its plans.

Not only will we integrate the equity plan with other plans, we plan to incorporate the Student Equity Plan into our student pathways project which aims to develop a comprehensive approach to helping students get started on the right foot when they first get to campus,

receive the necessary support and nudging along the way, and complete the goal of transfer, degree and certificate attainment, or job advancement per their individualized goals and plans. The comprehensive design for pathways includes counseling, mentors from both on and off campus, and connections to academic pursuits as well as individuals and college groups for support. The student pathways project is based on data about student success and two years of planning by college constituents.

Added to these pathways will be efforts to focus on student cohorts experiencing disproportionate impact and mitigate those adverse impacts through student pathways as well as targeted interventions. Our student pathways ask students to start strong, keep moving, and reach the goal.

START STRONG→ KEEP MOVING→ REACH THE GOAL

The college pathway project includes academies/communities designed to increase student engagement, connections with high impact practices, access to learning communities, and embedded tutoring. The design of the pathways project is a scaled up version of our newly implemented Freshman Academy and is fostering collaboration across instruction and student services.

The creation of the student equity plan included students, faculty, administrators, and community involvement. Through governance groups, standing committees, and existing efforts, new intervention strategies were identified for implementation. Existing strategies are being reviewed for scaling up or expansion so that more affected students can be served and disproportionate impact mitigated. All constituent groups had the opportunity to contribute and comment on the plan prior to submission to the board for approval.

The college is a Hispanic Serving Institution (HSI), is identified as a [Service Members Opportunity College](#), and serves a small number of foster youth. Also prominent in our community are large numbers of refugees from Iraq, Iran and Afghanistan, and we expect to

see the numbers of refugees added to our service area increase by over 30,000 by the year 2016.

Leadership for the student equity plan and its implementation is under development. A new administrative position, an Associate Dean for Student Success and Equity (SSE), has been created, and the college and district approval processes are under way. Further, a review of existing committees and governance structures has identified potential groups that can shepherd the plan, monitor progress, track expenditures, and evaluate the outcomes of the plan. Completion of committee redesign and reporting lines will be completed in early 2015.

GC STUDENT EQUITY WORK DONE TO THIS POINT:

- **Spring 2014** - a working group was convened to review initial student equity data and provide specific input regarding student equity challenges currently faced in the areas of access; course completion; ESL/Basic Skills Completion; Degree and Certificate Completion; and Transfer
- **June 2014** – a second working group attended the Student Equity Institute led by the USC Center for Urban Education (CUE) and, using the information gathered by the initial group as well as the Pathways to Success framework, developed the outline shown below.
- **August 2014** – the information in the outline below will be reviewed by a larger contingent of GC representatives in attendance at a Student Equity conference and any additional modifications to this outline will be included in the draft Student Equity Plan being developed for November submittal.
- **September, October, and November 2014** – information sessions were held on campus to review student equity data with presentations made to the major committees and councils for discussion. In addition, the college used the student equity webinar offered by IEBC and held a debriefing session immediately after as a professional development event. Input was solicited from the community through the Grossmont Union High School District and the GCCCD Foundation Board. Outreach to San Diego and Imperial County community colleges (SDICCCA) to create an exchange of trainers and experts on a variety of topics to support student equity and success.
- **November 2014 Student Pathways Retreat** – more than 80 people participated in a day long retreat to recommend a structure for integrated learning, and creating belonging and high-touch services to students. With models shared from other institutions, two designs were identified that will be voted on by the college as a whole later. Implementation on the design will begin in Spring 2015.
- **December 2014** – Board of Trustees approves student equity plan.

DISPROPORTIONATE IMPACT

Our data suggest disproportionate impact in the following areas:

ACCESS – affected cohorts are Hispanics and males.

COURSE COMPLETION – affected cohorts are African Americans and foster youth.

ESL AND BASIC SKILLS – all groups are affected in mathematics and English preparation as well as remedial progress rates, and for ESL, older students and changing demographics in east San Diego County over the last few years have caused affected ethnic groups to shift. In particular, we see a shift in ESL cohorts to our refugee population and what we believe is an error with veterans included in this group.

DEGREE AND CERTIFICATE COMPLETION

1. PERSISTENCE – affected cohorts are Filipinos, Hispanics, and Pacific Islanders
2. 30+ UNITS – affected cohort is foster youth
3. SPAR RATES – affected cohorts are African Americans, Filipinos, Hispanics, Pacific Islanders, 20+ year olds, and disabled students
4. CTE COMPLETION – affected cohorts are African Americans, Hispanics, and 40+year olds

TRANSFER – affected cohorts are the same as those in SPAR RATES (see #3 above)

ACADEMIC OR LACK OF PROGRESS PROBATION - No disproportionate impact identified

COMPREHENSIVE OVERVIEW

The plan has five primary components creating a college-wide approach to equity in order to reach as many affected students as possible. We have chosen this approach because we need to bring equity mindedness to the entire college family and not relegate mitigation of disproportionate impact to a few individuals or programs. The entire college must be unified in its commitment and efforts to improve access and success for affected student groups. To facilitate the plan, the college intends to hire an administrator for student success and equity efforts that is housed under the Senior Dean of College Planning and Institutional Effectiveness to reflect a college-wide commitment to equity and student success. Several campus committees play critical roles in ensuring our plans meet compliance requirements and are implemented. Plan implementation and progress are monitored by the Institutional Excellence Committee and outcomes are reported to Planning and Resources Council. Our data indicate a strong need for further research as well as technological support systems that are also integrated throughout the plan.

1. Human Development Regarding Equity

The college is planning to invest in educating all employees about equity, disproportionate impact, and how each person at the college has a role in mitigating negative impact. The data show that a small percentage of departments or units on campus include equity goals or activities within annual plans. Program review makes regular recommendations for programs to address achievement gaps, yet many programs and departments do not have the resources or training to be able to successfully respond to these recommendations. Therefore, the college needs to provide trainers, coaches, and point people to assist all efforts across campus with diversity and equity awareness and detailed, specific, and successful strategies to improve outcomes. This effort will be ongoing but needs funding to create momentum and compile resources and human power to change the culture toward an equity mind set. The goal is to have numerous trained individuals who can be used as divisional support people, attend committee meetings, or participate in other campus efforts where discussions about achievement gap and possible strategies can be immediately deployed. In addition, the college library has few resources on student equity in the section on professional development, and new books and materials on this topic will be added to our collection to support faculty and staff looking to learn more about equity. In addition, we need to expand our online resources

for both faculty and students regarding success and equity resources and tools. New webpages and portals will be created to improve access to this information.

The San Diego and Imperial counties region plans to create a list of leaders/trainers on select topics regarding cultural competence and other equity related topics. Grossmont College has excellent leaders in cultural competence, research on minority groups, EOPS and foster youth programs, and more that will help not only our campus but others in our area. These trainers can be hired or shared across the region for professional development needs bringing the best of all the colleges to each one. All of us share the same improved communities and economic growth when more students succeed within the area. (\$250,000)

2. Alignment and Re-packaging of Curriculum

Three opportunities exist for curriculum and program alignment and design based on existing courses. Two recent regional initiatives contribute to aligning curriculum to support student success: The East County Education Alliance, and AB 86 regional work. One additional effort can be managed internally with a re-packaging effort of courses into new programs or ladders toward certificates and degrees that also meet business and industry needs.

The East County Education Alliance is a joint effort between our community college district and our primary feeder high school district. Work on the Alliance began this Fall with task groups in English, ESL, Mathematics, Counseling and Student Engagement, and CTE formed to begin the process of improving high school courses, expectations, alignment of courses, and transitions to college. Through the Alliance we hope to see better prepared and motivated students arriving at our college.

The AB 86 efforts affect the same two institutions: our community college district and our primary feeder high school district. Through the planning grant for this year, the region has examined how best to serve adult populations who will continue to be served by the high school district. Alignment of those course and programs to credit bearing programs will be addressed in the AB 86 plan.

The college's academic programs are highly successful and produce numerous certificates and degrees for students. Most of the programs are over 35 units and reside within a single

department. The SB 1440 transfer degrees opened up conversations to how a degree can be created from courses outside a single discipline, and with that concept as a model, the college will coordinate the development of new certificate programs that are stackable and potentially also interdisciplinary. Our data show that students mostly persist for three semesters and easily obtain 30+ units but still fail to complete. By rearranging and re-packaging our curriculum to be more responsive to workforce and student needs, we can gain more productivity from existing curriculum. Through a curriculum retreat/fiesta, where financial aid and the career center offer support and guidance, the college will be able to assist all those students who seek some sort of training in 4 semesters or less. (\$100,000)

3. Faculty Academies

With an initial focus on part time faculty teaching ESL, English and mathematics, create academies for part timers within a discipline to learn of college services, reinvent course delivery and content for better engagement and success, analyze disproportionate impact, and allow full time faculty to more intentionally guide this huge segment of our teaching workforce. Incentives and remuneration will be involved to entice both full and part time faculty to participate. These academies can potentially improve course completion, consistency in grading, communication of support services to students, faculty evaluations and retention, and overall course and program completions. Faculty from the academies should have improved abilities and skills to create classroom environments conducive to learning for all students.

With the basic skills part time faculty academies as a model, full time faculty in transfer courses where part timers teach more than half the sections also want to participate in part timer academies. The basic skills leaders, working with faculty professional development, can construct curriculum where the course-content component can be plugged in from any discipline. (\$250,000)

4. Technology

In order to gather more data, improve access, and create more interventions, the college needs to increase its technological capability. Three main features surfaced that will assist with mitigating disproportionate impact: 1) a webpage dedicated to success and equity strategies for instructors, 2) expanded use of student swipe cards and gathering information from students via the services they access on campus (what services are accessed), and 3) programming to collect point of service information from students who access services (satisfaction and

functionality of services). Students currently “swipe” in to tutoring centers, but the college has not expanded those swipe efforts across campus to other facilities and activities where success and equity strategies are deployed. More information about who is using these services will help the college focus efforts and create additional interventions. The college is currently redesigning its web presence and will have the opportunity to translate critical information into Spanish and Arabic, create a portal for high school counselors, and through the professional development committees, establish an exchange of practices that increase success for all students but specifically lead to greater success of affected populations. (\$70,000)

5. Research

Initial data were collected to help identify the student cohorts to most likely experience disproportionate impact across the five areas identified in Title 5. However, we still need to examine why these particular groups are included in our initial disproportionate impact study, if we missed any groups, and spend more time hearing from students about their experiences and suggestions. Focus groups of students as well as instructors need to be conducted to learn more about cultural issues, barriers, and what support needs to exist in order to mitigate disproportionate impact. We also need research support to integrate our key performance indicators (KPIs) and the college standards and targets with our student equity plan. We have little data on veterans and foster youth, in particular, and the college has a significant number of Iraq, Iran and Afghani refugees that are difficult to identify with current tools. Future adverse impact studies may also include Dream Act students, LGBT and other groups as we become more aware of the diversity of our student body and the challenges they face. As with most data, more questions are raised from it, and the college needs additional research support and capacity to successfully identify and address disproportionate impact. Of concern is the way in which data are tracked by six-year cohorts which means that efforts to mitigate disproportionate impact may not show up in the data for several years. We need better metrics so that we can see if our interventions and strategies are achieving the results we desire for our students. (\$50,000)

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

DATA SUMMARY

The Hispanic population is an average of 8.7 percentage points higher in the service area than within the college student population. However, that average has decreased from 2008 to 2013 by 3.5 percentage points. On average, there are 6.9 percentage points fewer males in the GC student population than in the service area. This discrepancy has also improved from 2008- to 2013 (from 8.6% to 6.9%).

Our primary feeder high school district has Early Assessment Program (EAP) data that indicate a significant number of students are underprepared for college level work. Of the students taking the EAP in English Language Arts, the participation rate in taking the EAP was about 80% for the ethnicities of African American (slightly lower at 74.9%), Asian, Hispanic, and White populations. However, the percentages of students successfully ready for college are 10, 30, 12 and 24, respectively.

For mathematics, the participation rates were lower with 65% of African Americans choosing to take the test, 72% of the Asians, 66% of Hispanics, and 73% of White students. Readiness for university mathematics was quite low: 5.4 %, 15.4%, 8.5 %, and 14%, respectively.

Strategic Goals: 1,2, 3,4

GCCCD Key Performance Indicators:

- Increased proportion of high school graduates enrolled at GC
- Increased number of students applying for financial aid
- Student demographics representative of our service area
- Increased economic impact to community

GOAL 1 - Mitigate disproportionately low participation rates of Hispanics and males.			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Advertise the college and its activities on Hispanic media in the community.	Increased participation rate for Hispanics	SP 15	Director of College and Community Relations
Increase GC course offerings for junior and senior high school students (concurrent enrollment), including focused courses for disproportionately/adversely-impacted students identified through early assessment.	Increased participation rate for Hispanics and males.	FA 15	Associate Dean SSE
Continue curriculum alignment with local high schools, especially in English and mathematics and the Common Core; East County Education Alliance (GUHSD)	Increased level of placement in mathematics and English courses at the college (ESL may be included); improve CTE pathways	FA 15	GUHSD Alliance Workgroups
Create more opportunities for the community to comment on issues of equity; more outreach in East County: churches, middle schools, social services, etc.	Improved understanding of disproportionate impact such that all college constituents can speak about the meaning of and which students are affected by disproportionate impact.	SP 15	Associate Dean SSE and interested college personnel
Upgrade to Open CCCApply to begin gathering data on Dream Act and LGBT students.	Integrated data about Dream Act and LGBT students in order to assess disproportionate impact	FA 15	IS, RPIE

Translate key student services information and parts of the webpage into Arabic and Spanish.	Increased participation rate for Hispanics and males.	SP 15	SSC
Create a portal on the college webpage for high school counselors to increase easy access of programs of study maps and other college prep information for high school students.	Increased understanding of the college's programs, essential high school preparation, opportunities, and services for high school students.	SP 15	Counselors
Conduct outreach to local libraries about programs and support services to students	Increased participation rate for Hispanics and males.	SP 15, FA 15	Associate Dean SSE, Librarians, and CCC
Add visual and other components to the campus that reflect and promote student body diversity.	Improved campus identity as one of inclusiveness and sense of belonging	SP 15	Associate Dean SSE

COURSE COMPLETION: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.	
DATA SUMMARY <ul style="list-style-type: none"> Two groups are struggling to complete classes at the same rate as their peers: African Americans and foster youth. While most groups have a course completion rate between 63.6% and 76%, African Americans and foster youth complete courses at rates of 52.6% and 48.9%, respectively. 	<u>Strategic Goals: 1, 2, 3, 4, 5</u> <u>College Key Performance Indicators:</u> <ul style="list-style-type: none"> Percent success in all courses Percent retained in all courses Percent of students receiving financial aid

GOAL 1 - Mitigate disproportionate impact in successful course completion for African Americans and foster youth.			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Work with Umoja Program leaders to develop greater outreach and support for African American students.	Engaged more African American students in staying in college and successful completion of courses	FA 15	Associate Dean SSE and Umoja leaders
Work with Guardian Scholars leaders to develop greater outreach and support for foster youth students.	Engaged more foster youth students in staying in college and successful completion of courses	FA 15 FA 16	Associate Dean SSE and Guardian Scholars leaders
Analyze the courses taken by these populations to see what policies or what practices may be preventing success.	Increased course success for African Americans and foster youth	SP 15	IEC and Associate Dean SSE

ESL/BASIC SKILLS COMPLETION: The 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 compared to the number of those students who complete such a final ESL or basic skills course.	
<p>DATA SUMMARY</p> <ul style="list-style-type: none"> • Various cohorts of the student population find low rates of success in completing basic skills sequences, as measured in the college scorecard, in mathematics (ethnic cohorts) and English (cohorts above age 20). The college will respond to the low rates of success for all students. • ESL student populations are in transition and require more investigation 	<p><u>Strategic Goals: 1, 2, 3, 4, 5</u></p> <p><u>College Key Performance Indicators:</u></p> <ul style="list-style-type: none"> • Percent of credit students who started below transfer level and completed a college-level course in the same discipline • Percent of first time fall students who enroll in the first year in a math , English or ESL course

GOAL 1 - Increase Preparation and Remedial English and Mathematics Progress Rates			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Offer get ready for math workshops; get ready for English workshops	Improved placement and success for math and English students	FA 15	Math and English Dept.
Plan for/Implement embedded tutoring/supplemental instruction in basic skills sections; reform the way the college speaks about tutoring to focus on difficult courses rather than deficiencies in students.	Improved success in basic skills courses	FA 15	Math, English, ESL Departments
Investigate implications of “three takes” rule and how it is affecting these cohorts.	Identified and addressed barriers, options, and outcomes of affected students.	SP 15	Associate Dean SSE
Investigate test prep programs and post assessment boot camps and	Improved success for students	SP 15	Math, English, ESL Departments

similar strategies aimed at filling learning gaps			
Review SSSP data to see if follow up services are proportionately accessed	Increased services, interventions, and outreach to student cohorts	FA 15	SSC
Track implementation of both online orientation and advising efforts to ensure that students are receiving correct information about placement and options to challenge placements.	Improved placement and success for students.	SP 15	Math, English, ESL, Counseling Departments
Develop and/or enhance summer transition/bridge experiences for first-time to college students.	Improved student success, persistence rates	FA 15	Counseling, Director of Student Pathways
Continue to investigate compressed and accelerated curriculum in basic skills	On-going with potential to increase success	FA 16	Math, English, ESL Departments
Implement East County Education Alliance for improving preparation of incoming high school students.	Improved student success, persistence rates	FA 15	Director of High School/CTE Partnerships; English, ESL and mathematics depts.
Offer Summer Bridge Program	Increase success, persistence rates for students	FA 15	Pathways Coor, EOPS, mathematics and English depts.

GOAL 2 - Increase ESL Success Rate for Emerging Populations			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Modify survey given to students during ESL assessment for placement	Improved identification of Middle Eastern Populations	SP 15	RPIE, CPIE and ESL department
Investigate why veterans who are students are using ESL placement	Confirmed that correct students are accessing ESL placement	SP 15	RPIE, CPIE, and ESL department

DEGREE/CERTIFICATE COMPLETION: The 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 as documented in the student educational plan developed with a counselor/advisor.

TRANSFER: The 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.

DATA SUMMARY

- Many groups are affected in ability to persist, complete 30 units, complete a certificate, degree or meet transfer readiness criteria, and complete CTE programs. Overall, these are the segments of the population that are included in some way (for each measure in this area, the specific group(s) adversely affected will be identified): **African American** (degree)
- **Hispanic** (degree & transfer)
- **Pacific Islander and Filipino** (degree & transfer)
- **20+ year olds**
- **Disabled** (degree & transfer)
- **Foster Youth**

Strategic Goals: 1, 2, 3, 4, 5

College Key Performance Indicators:

- Number of degrees awarded
- Number of certificates awarded
- Number of students who transfer to a four-year institution
- Percent of degree and/or transfer seeking student who achieved at least 30 units
- Closure of the achievement gap
- Percent of student who completed several courses classified as CTE in a single discipline and completed a degree, certificate, or transferred
- Percent of degree and/or transfer seeking students who completed a degree, certificate, or transfer related outcomes

GOAL 1 - Mitigate disproportionate impact for Filipinos, Hispanics, and Pacific Islanders with respect to persistence.			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Investigate course taking patterns of affected groups to identify barriers	Identification of barriers and development of interventions	SP 15	RPIE and IEC
Develop clear curricular pathways (mapping of course sequences) aimed at student completion of degrees, certificates, and transfer.	Increased success rates	SP 15	CCC and CPIE
Ensure student access to pathways information through a web portal and ed planning software.	Increased success rates	FA 16	Associate Dean SSE and Pathways Coor
Obtain input from various groups throughout the campus (including those providing services and support to underrepresented students), to assist in developing best practices that will help address disproportionate impact to student populations and reduce the achievement gap.	Increased strategies and interventions for specific populations.	SP 15	Associate Dean SSE and ADSOC

GOAL 2 – Mitigate disproportionate impact for foster youth in attaining 30+ units.			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Work with Guardian Scholars leaders to develop greater outreach, support, and incentives for foster youth students.	Increase student success and foster youth attainment of 30+ units	FA 15 FA 16 FA 17	Guardian Scholars; Associate Dean SSE

GOAL 3 – Mitigate disproportionate impact with African Americans, Filipinos, Hispanics, Pacific Islanders, 20+ year olds, and disabled students in SPAR rates (includes transfer).			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Develop clear curricular pathways (mapping of course sequences) aimed at student completion of degrees, certificates, and transfer.	Completed program of study maps; increased success rates	SP 15	CCC and CPIE
Review of current semester schedules to identify roadblocks or gaps.	Increased success rates	FA 15	CCC and Enrollment Strategies
Ensure regular and broad access to, and dialogue around, key success indicators, including action plans (in annual plans or program review) based on identified equity gaps.	Increased accountability to departments through program review	SP 15	CPIE and Associate Dean SSE; Program Reviews
Hold Transfer Center Workshops addressing impacted student groups (through adult re-entry and Umoja)	Held workshops; increased success rates	Each Term	Transfer Center
Send reminder notices and transfer workshop invitations to impacted groups	Increased success rates	Each Term	Transfer Center
Continue communication from the Transfer Center and to counselors regarding up to date transfer information	Increased success rates	Each Term	Transfer Center
Design student engagement activities that promote student leadership, self-advocacy, and support of fellow students (reference the UT model)	Increased student success and persistence rates	SP 15	Student Pathways Coor; Associate Dean SSE

GOAL 4 – Mitigate disproportionate impact for African Americans, Hispanics, and 40+ year olds in completing CTE certificates and degrees.			
ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Review of current semester schedules to identify roadblocks or gaps.	Roadblocks identified; increased success rates	FA 15	CCC, Enrollment Strategies
Ensure student access to pathways information through a web portal and ed planning software.	Increased success rates	FA 16	Associate Dean SSE and Pathways Coor
Complete design of and implement student pathways project	Improved student success and persistence rates	FA 16	Student Pathways Coor; Associate Dean SSE

INFRASTRUCTURE AND COMMON NEEDS TO SUPPORT ALL EQUITY EFFORTS: Includes hiring of personnel, research needs, webpage design and launch, and activities related to student pathways project.			
Goal 1: Increase research to collect more quantitative and qualitative data			
ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Assess and delve more deeply into the data, including additional disaggregation.	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	SP 15 FA 15	RPIE, CPIE
Train focus group leaders	15 more focus group leaders trained	SP 15	RPIE, CPIE
Conduct separate focus groups of students and college personnel for qualitative data	Identification of barriers and areas to address	FA 15	CPIE and Associate Dean SSE

GOAL 2: Human Resources			
ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Hire associate dean for student success and equity	Hiring complete	SP15	CPIE
Determine reassigned time and faculty appointments for faculty leaders	Faculty assignments recommended by academic senate; assignments complete	SP 15 SP 16 SP 17	CPIE and academic senate
Coordinate efforts with the San Diego Region (SDICCCA) on creating database of trainers	Increase faculty success rates	SP 15	Associate Dean SSE
Conduct needs assessment, design and offer professional development opportunities to dialogue on cultural awareness and competence as well as strategies to increase course completion.	Completed needs assessment leads to professional development plan; increased success of faculty and staff in supporting and teaching all students but especially those affected by disproportionate impact.	SP 15 SP 16 SP 17	CWPDC
Design and provide faculty and staff with communication tools related to ed planning and how they can help students	Increased success rates	SP 16	CWPDC
Incorporate into new faculty orientation/professional development a number of items related to student equity and success (e.g., Grossmont data and implications, college student success initiatives, college resources, syllabus review process)	Increased student success and persistence rates	FA 15 FA 16 FA 17	FPDC

Create and facilitate faculty academies	Increased success, persistence rates for all students	FA 15	Associate Dean SSE; FPDC
Create and provide all faculty and staff with early alert and intervention strategies	Intervention strategies created and made available to faculty; increased success	FA 15	CWPDC and Associate Dean SSE
Purchase books and materials on equity to create a collection for professional development in the library	Collection created; increased faculty and employee success	FA 15	CWPDC; Librarians

GOAL 3: Improve Webpage and Technology			
ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Create and post webpage dedicated to diversity and inclusion (i.e. events, safe zones, clubs, courses with a diversity focus, etc.)	Webpage designed and updating responsibilities assigned	FA 15	Associate Dean SSE and Director College and Community Relations
Purchase Red Canyon software (licenses) and necessary hardware for tracking students' use of services on campus	Track student use of services and success of services in meeting student need	SP 16	Associate Dean SSE and IS
Create electronic point of service surveys to gather feedback from students about the usefulness of services used	Track student use of services and success of services in meeting student need	SP 16	Associate Dean SSE and IS

GOAL 4: Review and Re-package Curriculum and Programs			
ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Create and facilitate Curriculum Rearranging Fiesta to repackage existing courses into certificates of less than 30 units (and stackable) that meet workforce demands.	Increased number of certificates available for students	SP 15	Associate Dean SSE
Design a structure through which every student without a major has a career assessment and develops an educational plan in line with those interests.	Increased success rates	SP 16	Career Center, Counseling and Pathways Coor
Integrate AB 86 programs into credit programs	Increased success rates and job opportunities for students	SP 16	AB 86 Coor and Associate Dean SSE

BUDGET

Object Description	Object Code	Budget
Contract Noninstr, Admin	1240	92,698
Hrly Instr, Spec Projects	1315	250,000
Hrly Librarian/Counselor	1420	50,000
Cls Cont Potential Bgt Adj	2197	40,000
Benefits	3850	86,079
Supplies	4310	43,400
Meals & Refreshments	4410	20,000
Contract & Misc Services	5120	85,842
Travel & Conferences	5210	20,000
Adver/Promotion	5810	44,000
		<u>732,019</u>

EVALUATION

There are three areas of focus for evaluation of the plan and the items within it. First, implementation of the plan will be monitored and evaluated to ensure that the goals of the plan are met according to the timelines assigned. Second, the overall goal of the plan is to mitigate disproportionate impact where found, and each of the activities will be evaluated to see if the affected group's outcomes are improving. If not, the college will have to re-evaluate the activity and possibly redesign it. Thirdly, since most of the data used to identify groups experiencing disproportionate impact come from the college scorecard, data reviews in the middle of the cohort time frame will be necessary. The 6-year cohorts will be reviewed at three and six years so that effectiveness of the activities can be measured.

Grossmont College Student Equity Plan Data, 2014

*Office of Research, Planning, and Institutional Effectiveness
October 30, 2014*

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Measuring Disproportionate Impact

Using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard and DataMart, this document presents two methodologies to measure disproportional impact for disaggregated subgroups within the California Community Colleges (CCC) student population: the 80% test and the proportionality test.

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

The second-to-last column of all tables disaggregated by cohort student characteristics contains an evaluation of possible disproportionate impact for each subgroup of students using the “80% Rule” outlined in the 1978 Uniform Guidelines on Employee Selection Procedures and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)]

Subgroups that do not comprise at least two percent of the cohort are denoted by with an asterisk (*). The bold percentage located at the bottom of the disproportionate impact column provides the outcome percentage of the reference group multiplied by 80 percent (the reference group is provided in parentheses).

The last column of all tables contains the results obtained from the proportionality methodology. 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 (outcome percentage/cohort percentage). For example, 7.9 percent of the first-time, “degree/transfer-seeking” cohort is comprised of African American or black students; whereas 6.0 percent of the students who achieved a successful outcome (i.e., degree, certificate, transfer, or transfer-prepared) were African American or black students. Dividing 6.0% by 7.9% we find a proportionality index of 0.76. 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.

Proportionality Index	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.

The proportionality methodology does not specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team at the college.

Summary of Detailed Tables

The tables below summarize the indicators of possible disproportionate impact by the different population groups of students across all measures investigated in this report. The summary categories are defined as:

Classification	Description
Yes	Disproportionate impact indicated by BOTH the 80% test and the proportionality test (< 0.90)
Yes ¹	Disproportionate impact indicated by the 80% test but NOT the proportionality test (>= 0.90)
Yes ²	Disproportionate impact indicated by the proportionality test (< 0.90) but NOT the 80% test
No	Disproportionate impact NOT indicated
N/A	Sample size less than 30 students

Table 1: Summary Table by Race/Ethnicity

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
African American	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
American Indian	No	Yes ¹	No	Yes ¹	N/A	No	No	Yes	No	Yes
Asian	No	Yes	No	No	No	No	No	No	No	No
Filipino	No	Yes	No	No	Yes	No	No	No	No	No
Hispanic	No	Yes	Yes ¹	Yes ¹	Yes	No	No	Yes	No	Yes
Pacific Islander	Yes	Yes	Yes ¹	Yes ¹	N/A	No	No	Yes ¹	No	Yes
White	No	No	No	Yes ¹	Yes	No	No	No	No	No
Unknown	No	No	No	Yes ¹	Yes	No	No	No	No	No

Table 2: Summary Table by Gender

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
Female	No	No	No	No	No	No	No	No	No	No
Male	No	No	No	Yes	No	No	No	No	No	No

Table 3: Summary Table by Age

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
< 20 years	No	No	No	No	No	No	No	No	No	No
20-24 years	No	Yes ²	Yes	No	No	No	Yes ²	Yes	No	Yes
25-39 years	No	Yes	Yes	No	Yes	No	Yes ²	Yes	No	Yes
40+ years	No	Yes	Yes	No	Yes	No	Yes ²	Yes	Yes	Yes

Table 4: Summary Table by Disability Status

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
DSPS	No	Yes	Yes ²	No	Yes	No	No	Yes ²	No	Yes
Not DSPS	No	No	No	No	No	No	No	No	No	No

Table 5: Summary Table by Economically Disadvantaged Status

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
Econ Disadvantaged	No	Yes	No	No	Yes	No	No	No	No	No
Not Econ Disadvantaged	No	No	No	No	No	No	No	No	No	No

Table 6: Summary Table by Veteran Status

	Course		Remedial	Remedial	ESL	Persistence	30+ Units		CTE	
	Completion	Preparation	English	Math			Completion	Completion	Completion	Transfer
Veteran	No	Yes ²	No	No	Yes	No	No	No	No	No
Non Veteran	No	No	No	No	No	No	No	No	No	No

A. Access

Table 7: Grossmont College Service Area Population and Student Comparison by Race/Ethnicity

	2008-09		2009-10		2010-11		2011-12		2012-13		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
African-American	8.1%	4.9%	8.1%	5.5%	8.1%	6.3%	7.7%	6.2%	7.2%	6.0%	7.9%	5.7%
American Indian	1.0%	0.4%	0.7%	0.4%	0.6%	0.4%	0.5%	0.4%	0.4%	0.4%	0.6%	0.4%
Asian	11.5%	10.8%	10.7%	12.6%	10.4%	12.1%	9.7%	12.4%	9.5%	11.9%	10.4%	11.9%
Hispanic	19.6%	30.5%	22.2%	29.9%	24.6%	34.5%	27.1%	35.5%	29.5%	37.0%	24.3%	33.0%
Pacific Islander	1.4%	0.4%	1.1%	0.4%	0.9%	0.5%	0.8%	0.5%	0.6%	0.5%	1.0%	0.5%
Two or More	1.4%	3.1%	4.3%	3.3%	5.9%	3.2%	6.9%	3.2%	7.3%	3.3%	5.0%	3.2%
White	46.8%	49.6%	45.9%	47.8%	44.6%	42.8%	43.9%	41.6%	43.1%	40.7%	45.0%	45.1%
Unknown/Other	10.3%	0.2%	6.9%	0.2%	4.8%	0.2%	3.4%	0.2%	2.5%	0.2%	5.7%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SOURCE: GCCCD Research Database and SANDAG Population Estimates (retrieved on 1/29/14).

NOTE: Service area is defined by the zip codes in which 90% of the enrolled students reside in each academic year.

Table 8: Grossmont College Services Area Population and Student Comparison by Gender

	2008-09		2009-10		2010-11		2011-12		2012-13		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
Female	57.7%	50.2%	56.8%	50.2%	55.8%	50.0%	54.8%	50.1%	54.9%	50.2%	56.1%	50.2%
Male	41.2%	49.8%	42.2%	49.8%	43.3%	50.0%	44.2%	49.9%	44.3%	49.8%	42.9%	49.8%
Unknown	1.1%	0.0%	1.1%	0.0%	0.9%	0.0%	1.0%	0.0%	0.8%	0.0%	1.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SOURCE: GCCCD Research Database and SANDAG Population Estimates (retrieved on 6/18/14).

NOTE: Service area is defined by the zip codes in which 90% of the enrolled students reside in each academic year.

Table 9: Grossmont College Service Area Population and Student Comparison by Age

	2008-09		2009-10		2010-11		2011-12		2012-13		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
10-17 Years	5.5%	12.4%	4.7%	11.7%	3.7%	12.0%	3.6%	12.1%	3.1%	12.0%	4.2%	12.1%
18-24 Years	60.5%	13.0%	60.0%	13.0%	60.8%	13.3%	61.2%	13.2%	62.9%	13.1%	61.0%	13.1%
25-29 Years	13.0%	8.6%	13.9%	9.2%	14.3%	10.1%	14.5%	10.0%	13.7%	9.9%	13.8%	9.5%
30-39 Years	9.9%	16.5%	10.8%	16.6%	10.9%	16.8%	10.9%	16.6%	10.5%	16.7%	10.6%	16.6%
40-64 Years	10.6%	36.4%	10.2%	36.6%	9.8%	35.4%	9.5%	35.6%	9.3%	35.3%	9.9%	35.9%
65+ Years	0.5%	13.2%	0.5%	12.8%	0.4%	12.3%	0.4%	12.5%	0.4%	13.0%	0.4%	12.8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SOURCE: GCCCD Research Database and SANDAG Population Estimates (retrieved on 1/29/14).

NOTE: Service area is defined by the zip codes in which 90% of the enrolled students reside in each academic year.

B. Course Completion

Table 10: Course Success Rates by Race/Ethnicity, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
African American	53.0% (n = 4906)	55.8% (n = 4490)	55.7% (n = 4271)	58.0% (n = 3634)	52.6% (n = 3877)	54.9% (n = 21178)	YES	0.80
American Indian	59.1% (n = 428)	64.2% (n = 332)	65.1% (n = 275)	61.7% (n = 193)	58.9% (n = 158)	61.8% (n = 1386)	NO*	0.90
Asian	77.6% (n = 4521)	76.6% (n = 4053)	75.3% (n = 3739)	77.2% (n = 3397)	76.1% (n = 3358)	76.6% (n = 19068)	NO	1.12
Filipino	67.1% (n = 2488)	70.4% (n = 2574)	71.5% (n = 2302)	73.8% (n = 2178)	71.1% (n = 2267)	70.7% (n = 11809)	NO	1.03
Hispanic	61.2% (n = 13305)	63.6% (n = 14057)	64.5% (n = 15455)	65.5% (n = 15347)	63.6% (n = 17415)	63.7% (n = 75579)	NO	0.93
Pacific Islander	58.3% (n = 773)	62.0% (n = 568)	58.2% (n = 500)	63.3% (n = 365)	66.3% (n = 276)	60.8% (n = 2482)	YES*	0.88
Two or More	58.8% (n = 3020)	64.7% (n = 3663)	65.8% (n = 4048)	68.6% (n = 3689)	67.9% (n = 4162)	65.5% (n = 18582)	NO	0.95
White	70.6% (n = 26926)	73.3% (n = 25157)	74.2% (n = 24342)	76.0% (n = 21801)	73.3% (n = 22343)	73.3% (n = 120569)	NO	1.07
Unknown	69.9% (n = 3900)	70.0% (n = 2564)	71.1% (n = 1751)	71.7% (n = 1114)	70.2% (n = 829)	70.4% (n = 10158)	NO	1.02
Total	66.6% (n = 60267)	68.8% (n = 57458)	69.2% (n = 56683)	70.8% (n = 51718)	68.3% (n = 54685)	68.7% (n = 280811)	61.3% (Asian)	

SOURCE: GCCCD Colleague Reports (retrieved on 5/28/14). Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P) / Grades (A, B, C, P, D, F, NP, I, W).

Table 11: Course Success Rates by Gender, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Female	67.7% (n = 31709)	69.8% (n = 30257)	70.4% (n = 29720)	72.6% (n = 27593)	69.5% (n = 28822)	72.1% (n = 148101)	NO	1.05
Male	65.2% (n = 28077)	67.6% (n = 26740)	67.9% (n = 26487)	68.8% (n = 23767)	66.8% (n = 25461)	64.8% (n = 130532)	NO	0.94
Unknown	67.2% (n = 482)	65.1% (n = 461)	66.5% (n = 477)	66.3% (n = 359)	68.6% (n = 404)	66.7% (n = 2183)	NO*	0.97
Total	66.6% (n = 60268)	68.8% (n = 57458)	69.2% (n = 56684)	70.8% (n = 51719)	68.3% (n = 54687)	68.7% (n = 280816)	57.7% (Female)	

SOURCE: GCCCD Colleague Reports (retrieved on 5/28/14). Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P)/ Grades (A, B, C, P, D, F, NP, I, W).

Table 12: Course Success Rates by Age, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
< 20 years	65.3% (n = 20375)	67.2% (n = 19129)	69.0% (n = 19446)	70.1% (n = 17151)	68.2% (n = 18412)	67.9% (n = 94513)	NO	0.99
20-24 years	65.1% (n = 22843)	67.5% (n = 21901)	66.9% (n = 20979)	69.0% (n = 20221)	66.1% (n = 21537)	66.9% (n = 107481)	NO	0.97
25-29 years	68.2% (n = 7310)	70.5% (n = 7001)	70.6% (n = 7123)	72.5% (n = 5986)	69.7% (n = 6335)	70.2% (n = 33755)	NO	1.02
30-49 years	71.2% (n = 7964)	73.6% (n = 7733)	73.7% (n = 7523)	75.3% (n = 6853)	72.3% (n = 6838)	73.2% (n = 36911)	NO	1.07
50+ years	72.5% (n = 1776)	75.1% (n = 1694)	76.4% (n = 1613)	77.4% (n = 1508)	76.0% (n = 1565)	75.4% (n = 8156)	NO	1.10
Total	66.6% (n = 60268)	68.8% (n = 57458)	69.2% (n = 56684)	70.8% (n = 51719)	68.3% (n = 54687)	68.7% (n = 280816)	60.3% (50+ years)	

SOURCE: GCCCD Colleague Reports (retrieved on 5/28/14). Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P)/ Grades (A, B, C, P, D, F, NP, I, W).

Table 13: Course Success Rates by Disability Status, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Yes	63.6% (n = 3980)	64.7% (n = 3548)	67.1% (n = 3465)	68.2% (n = 3998)	65.1% (n = 4060)	65.7% (n = 19051)	NO	0.96
No	66.8% (n = 56386)	68.9% (n = 53940)	69.0% (n = 53245)	70.8% (n = 47744)	68.3% (n = 50758)	68.7% (n = 262073)	NO	1.00
Total	66.6% (n = 60366)	68.6% (n = 57488)	68.9% (n = 56710)	70.6% (n = 51742)	68.0% (n = 54818)	68.5% (n = 281124)	55.0% (Non DSPS)	

SOURCE: GCCCD Research Database. Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P) / Grades (A, B, C, P, D, F, NP, I, W).

Table 14: Course Success Rates by Economically Disadvantaged, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Yes	62.9% (n = 27849)	65.8% (n = 29445)	66.3% (n = 32603)	68.9% (n = 31391)	66.1% (n = 34654)	66.1% (n = 155942)	NO	0.96
No	69.7% (n = 32517)	71.6% (n = 28043)	72.4% (n = 24107)	73.3% (n = 20351)	71.3% (n = 20164)	71.5% (n = 125182)	NO	1.04
Total	66.6% (n = 60366)	68.6% (n = 57488)	68.9% (n = 56710)	70.6% (n = 51742)	68.0% (n = 54818)	68.5% (n = 281124)	57.2% (No Econ)	

SOURCE: GCCCD Research Database. Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P) / Grades (A, B, C, P, D, F, NP, I, W). Economically Disadvantaged measured by BOG waiver recipients.

Table 15: Course Success Rates by Veteran Status, Fall 2009-2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Yes	68.5% (n = 3142)	72.7% (n = 3447)	72.2% (n = 3698)	69.1% (n = 3141)	68.9% (n = 3219)	70.4% (n = 16647)	NO	1.03
No	66.5% (n = 57224)	68.3% (n = 54041)	68.7% (n = 53012)	70.7% (n = 48601)	68.0% (n = 51599)	68.4% (n = 264477)	NO	1.00
Total	66.6% (n = 60366)	68.6% (n = 57488)	68.9% (n = 56710)	70.6% (n = 51742)	68.0% (n = 54818)	68.5% (n = 281124)	54.7% (Non Vet)	

SOURCE: GCCCD Research Database. Samples based on duplicated enrollments. Success Rate = Grades (A, B, C, P) / Grades (A, B, C, P, D, F, NP, I, W). Veteran Status measured by benefit recipients.

C. ESL and Basic Skills

Preparation Rates

Table 16: Preparation Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	16.2% (n = 148)	5.7% (n = 176)	11.8% (n = 204)	12.9% (n = 210)	12.8% (n = 242)	11.8% (n = 980)	YES	0.62
American Indian	21.4% (n = 14)	12.9% (n = 31)	21.4% (n = 28)	13.3% (n = 30)	24.1% (n = 29)	18.2% (n = 132)	YES*	0.95
Asian	14.1% (n = 170)	18.9% (n = 127)	16.2% (n = 105)	16.7% (n = 114)	14.4% (n = 104)	16.0% (n = 620)	YES	0.84
Filipino	18.3% (n = 93)	7.0% (n = 115)	11.9% (n = 118)	11.3% (n = 106)	9.3% (n = 107)	11.3% (n = 539)	YES	0.59
Hispanic	14.3% (n = 447)	13.9% (n = 460)	13.8% (n = 429)	11.7% (n = 504)	13.4% (n = 485)	13.4% (n = 2325)	YES	0.70
Pacific Islander	9.7% (n = 31)	21.2% (n = 33)	9.4% (n = 32)	14.3% (n = 49)	13.6% (n = 66)	13.7% (n = 211)	YES*	0.72
White	24.4% (n = 1358)	22.5% (n = 1286)	22.3% (n = 1197)	23.3% (n = 1265)	22.7% (n = 1240)	23.1% (n = 6346)	NO	1.21
Unknown	26.0% (n = 258)	23.3% (n = 245)	23.4% (n = 214)	16.5% (n = 237)	17.5% (n = 251)	21.3% (n = 1205)	NO	1.12
Total	21.2% (n = 2519)	18.7% (n = 2473)	18.9% (n = 2327)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12358)	18.4% (White)	

SOURCE: 2014 Student Success Scorecard.

Table 17: Preparation Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	20.9% (n = 1476)	17.9% (n = 1367)	18.7% (n = 1216)	18.5% (n = 1361)	16.5% (n = 1343)	18.5% (n = 6763)	NO	0.97
Male	21.4% (n = 1034)	19.5% (n = 1090)	19.3% (n = 1095)	18.3% (n = 1136)	20.1% (n = 1156)	19.7% (n = 5511)	NO	1.03
Total	21.2% (n = 2519)	18.7% (n = 2473)	18.9% (n = 2327)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12358)	14.8% (Male)	

SOURCE: 2014 Student Success Scorecard.

Table 18: Preparation Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	22.5% (n = 1968)	19.7% (n = 1966)	20.1% (n = 1907)	19.6% (n = 2054)	19.6% (n = 2075)	20.3% (n = 9970)	NO	1.06
20-24 years	19.1% (n = 235)	17.5% (n = 234)	16.7% (n = 204)	14.5% (n = 249)	15.7% (n = 230)	16.7% (n = 1152)	NO	0.87
25-39 years	17.4% (n = 224)	18.6% (n = 183)	13.9% (n = 158)	12.5% (n = 144)	12.8% (n = 141)	15.4% (n = 850)	YES	0.81
40+ years	7.6% (n = 92)	1.1% (n = 90)	0.0% (n = 58)	8.8% (n = 68)	1.3% (n = 78)	3.9% (n = 386)	YES	0.20
Total	21.2% (n = 2519)	18.7% (n = 2473)	18.9% (n = 2327)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12358)	16.2% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 19: Preparation Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	9.2% (n = 120)	10.8% (n = 120)	8.1% (n = 135)	11.0% (n = 136)	6.1% (n = 132)	9.0% (n = 643)	YES	0.47
No	21.8% (n = 2398)	19.1% (n = 2352)	19.6% (n = 2191)	18.8% (n = 2379)	19.0% (n = 2392)	19.7% (n = 11712)	NO	1.03
Total	21.2% (n = 2518)	18.7% (n = 2472)	18.9% (n = 2326)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12355)	15.7% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 20: Preparation Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	15.8% (n = 1237)	13.9% (n = 1373)	14.1% (n = 1251)	13.6% (n = 1438)	13.6% (n = 1424)	14.2% (n = 6723)	YES	0.74
No	26.4% (n = 1282)	24.7% (n = 1100)	24.4% (n = 1076)	24.8% (n = 1077)	24.4% (n = 1100)	25.0% (n = 5635)	NO	1.31
Total	21.2% (n = 2519)	18.7% (n = 2473)	18.9% (n = 2327)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12358)	20.0% (No-Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 21: Preparation Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	19.6% (n = 102)	15.3% (n = 118)	12.4% (n = 105)	16.3% (n = 104)	16.3% (n = 80)	15.9% (n = 509)	NO	0.83
No	21.2% (n = 2417)	18.9% (n = 2355)	19.2% (n = 2222)	18.5% (n = 2411)	18.4% (n = 2444)	19.2% (n = 11849)	NO	1.01
Total	21.2% (n = 2519)	18.7% (n = 2473)	18.9% (n = 2327)	18.4% (n = 2515)	18.3% (n = 2524)	19.1% (n = 12358)	15.4% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

Remedial English Progress Rates

Table 22: Remedial English Progress Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	30.7% (n = 205)	35.6% (n = 247)	26.9% (n = 271)	35.7% (n = 280)	32.9% (n = 334)	32.5% (n = 1337)	YES	0.75
American Indian	23.5% (n = 17)	45.5% (n = 33)	34.5% (n = 29)	42.1% (n = 38)	59.4% (n = 32)	43.0% (n = 149)	NO*	0.99
Asian	40.3% (n = 211)	51.9% (n = 156)	51.8% (n = 139)	55.6% (n = 144)	59.4% (n = 133)	50.7% (n = 783)	NO	1.17
Filipino	35.2% (n = 108)	44.1% (n = 136)	52.4% (n = 147)	54.2% (n = 142)	47.3% (n = 146)	47.3% (n = 679)	NO	1.09
Hispanic	34.6% (n = 558)	40.3% (n = 546)	43.0% (n = 553)	41.6% (n = 632)	40.7% (n = 605)	40.1% (n = 2894)	YES	0.92
Pacific Islander	32.1% (n = 28)	36.6% (n = 41)	46.7% (n = 30)	31.9% (n = 47)	45.3% (n = 64)	39.0% (n = 210)	YES*	0.90
White	33.0% (n = 1428)	48.7% (n = 1335)	48.2% (n = 1241)	46.2% (n = 1246)	48.5% (n = 1348)	44.7% (n = 6598)	NO	1.03
Unknown	42.4% (n = 229)	50.9% (n = 216)	56.6% (n = 212)	54.9% (n = 255)	52.9% (n = 274)	51.6% (n = 1186)	NO	1.19
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	40.6% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 23: Remedial English Progress Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	36.8% (n = 1588)	46.0% (n = 1510)	47.9% (n = 1404)	47.1% (n = 1468)	48.4% (n = 1555)	45.1% (n = 7525)	NO	1.04
Male	31.5% (n = 1189)	45.5% (n = 1190)	43.3% (n = 1202)	43.4% (n = 1289)	43.0% (n = 1364)	41.4% (n = 6234)	NO	0.95
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	36.1% (Female)	

SOURCE: 2014 Student Success Scorecard.

NOTE: "Unknown" category not included in the table.

Table 24: Remedial English Progress Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	41.3% (n = 1633)	53.4% (n = 1699)	51.2% (n = 1658)	50.1% (n = 1774)	51.0% (n = 1873)	49.5% (n = 8637)	NO	1.14
20-24 years	29.0% (n = 607)	38.5% (n = 546)	41.6% (n = 541)	39.8% (n = 563)	40.7% (n = 600)	37.8% (n = 2857)	YES	0.87
25-39 years	22.3% (n = 408)	29.2% (n = 322)	33.3% (n = 321)	37.0% (n = 338)	33.4% (n = 329)	30.7% (n = 1718)	YES	0.71
40+ years	14.0% (n = 136)	19.6% (n = 143)	20.6% (n = 102)	27.5% (n = 109)	30.6% (n = 134)	22.3% (n = 624)	YES	0.51
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	39.6% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 25: Remedial English Progress Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	36.4% (n = 198)	34.5% (n = 165)	35.5% (n = 169)	46.8% (n = 171)	38.0% (n = 213)	38.2% (n = 916)	NO	0.88
No	34.3% (n = 2586)	46.4% (n = 2545)	46.6% (n = 2453)	45.4% (n = 2613)	46.6% (n = 2723)	43.9% (n = 12920)	NO	1.01
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	35.1% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 26: Remedial English Progress Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	34.5% (n = 1218)	43.4% (n = 1289)	44.2% (n = 1236)	44.8% (n = 1371)	45.4% (n = 1400)	42.6% (n = 6514)	NO	0.98
No	34.5% (n = 1566)	47.9% (n = 1421)	47.3% (n = 1386)	46.2% (n = 1413)	46.6% (n = 1536)	44.3% (n = 7322)	NO	1.02
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	35.5% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 27: Remedial English Progress Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	26.3% (n = 133)	42.3% (n = 142)	41.1% (n = 158)	43.5% (n = 131)	46.1% (n = 115)	39.8% (n = 679)	NO	0.91
No	34.9% (n = 2651)	45.9% (n = 2568)	46.1% (n = 2464)	45.6% (n = 2653)	46.0% (n = 2821)	43.7% (n = 13157)	NO	1.00
Total	34.5% (n = 2784)	45.7% (n = 2710)	45.8% (n = 2622)	45.5% (n = 2784)	46.0% (n = 2936)	43.5% (n = 13836)	35.0% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

Remedial Math Progress Rates

Table 28: Remedial Math Progress Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	26.0% (n = 177)	21.7% (n = 180)	22.4% (n = 183)	22.4% (n = 183)	22.9% (n = 236)	23.0% (n = 959)	YES	0.65
American Indian	28.6% (n = 14)	37.5% (n = 24)	31.6% (n = 19)	31.6% (n = 19)	37.5% (n = 16)	33.7% (n = 92)	YES*	0.95
Asian	45.5% (n = 44)	47.8% (n = 46)	47.4% (n = 38)	49.0% (n = 51)	59.1% (n = 44)	49.8% (n = 223)	NO	1.40
Filipino	36.2% (n = 47)	48.8% (n = 41)	48.5% (n = 66)	37.8% (n = 37)	35.2% (n = 54)	41.6% (n = 245)	NO	1.17
Hispanic	30.3% (n = 314)	29.7% (n = 317)	30.0% (n = 300)	34.4% (n = 302)	35.2% (n = 304)	31.9% (n = 1537)	YES	0.90
Pacific Islander	45.0% (n = 20)	38.5% (n = 26)	25.0% (n = 12)	32.1% (n = 28)	38.7% (n = 31)	36.8% (n = 117)	YES*	1.03
White	39.5% (n = 712)	41.5% (n = 636)	39.1% (n = 565)	37.3% (n = 579)	37.8% (n = 545)	39.1% (n = 3037)	YES	1.10
Unknown	37.6% (n = 117)	40.2% (n = 132)	40.9% (n = 115)	38.2% (n = 131)	38.1% (n = 126)	39.0% (n = 621)	YES	1.10
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	39.8% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 29: Remedial Math Progress Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	38.9% (n = 884)	39.7% (n = 851)	37.5% (n = 761)	39.6% (n = 770)	38.4% (n = 802)	38.8% (n = 4068)	NO	1.09
Male	30.6% (n = 558)	31.1% (n = 541)	32.0% (n = 528)	28.2% (n = 549)	30.7% (n = 547)	30.5% (n = 2723)	YES	0.86
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	31.1% (Female)	

SOURCE: 2014 Student Success Scorecard.

NOTE: "Unknown" category not included in the table.

Table 30: Remedial Math Progress Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	36.5% (n = 512)	36.3% (n = 532)	35.3% (n = 546)	36.9% (n = 537)	34.9% (n = 565)	36.0% (n = 2692)	NO	0.99
20-24 years	33.3% (n = 402)	38.1% (n = 431)	34.8% (n = 374)	32.1% (n = 399)	33.3% (n = 408)	34.4% (n = 2014)	NO	0.95
25-39 years	36.4% (n = 387)	37.6% (n = 287)	37.1% (n = 267)	31.7% (n = 287)	38.1% (n = 268)	36.2% (n = 1496)	NO	1.08
40+ years	37.5% (n = 144)	30.3% (n = 152)	32.4% (n = 111)	44.9% (n = 107)	37.4% (n = 115)	36.1% (n = 629)	NO	1.06
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	28.9% (25-39 years)	

SOURCE: 2014 Student Success Scorecard.

Table 31: Remedial Math Progress Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	34.9% (n = 166)	42.6% (n = 141)	30.6% (n = 134)	40.0% (n = 135)	38.4% (n = 138)	37.3% (n = 714)	NO	1.05
No	35.8% (n = 1279)	35.8% (n = 1261)	35.8% (n = 1164)	34.4% (n = 1195)	34.9% (n = 1218)	35.3% (n = 6117)	NO	0.99
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	28.3% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 32: Remedial Math Progress Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	38.4% (n = 700)	36.8% (n = 756)	37.2% (n = 704)	34.7% (n = 778)	33.9% (n = 746)	36.2% (n = 3684)	NO	1.02
No	33.2% (n = 745)	36.1% (n = 646)	33.0% (n = 594)	35.3% (n = 552)	36.9% (n = 610)	34.8% (n = 3147)	NO	0.98
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	27.9% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 33: Remedial Math Progress Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	42.2% (n = 116)	41.5% (n = 118)	42.9% (n = 91)	40.0% (n = 95)	45.9% (n = 85)	42.4% (n = 505)	NO	1.19
No	35.1% (n = 1329)	36.0% (n = 1284)	34.7% (n = 1207)	34.6% (n = 1235)	34.5% (n = 1271)	35.0% (n = 6326)	NO	0.98
Total	35.7% (n = 1445)	36.4% (n = 1402)	35.3% (n = 1298)	35.0% (n = 1330)	35.3% (n = 1356)	35.5% (n = 6831)	28.0% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

ESL Progress Rates

Because CB21 Codes (i.e., levels below transfer) were incorrect, data in Student Success Scorecard or Basic Skills Tracker were not accurate representations of ESL progress rates. Therefore, the Office of Research, Planning, and Institutional Effectiveness created cohorts of students based on similar logic used in the Student Success Scorecard, but using GCCCD data. The initial cohort is defined as the year the student attempts a credit course at “levels below transfer” in ESL at Grossmont College. These students are then tracked for six years to see if they successfully completed a transfer-level English course (e.g., ENGL-120).

Table 34: ESL Progress Rate Five-Year Trends by Race/Ethnicity

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
African American/ Black	8.3% (n = 24)	20.0% (n = 15)	10.0% (n = 20)	23.1% (n = 26)	36.0% (n = 25)	20.0% (n = 110)	YES	0.67
American Indian	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	N/A	N/A
Asian	35.8% (n = 215)	39.1% (n = 230)	37.3% (n = 236)	37.7% (n = 273)	48.1% (n = 314)	40.1% (n = 1268)	NO	1.35
Filipino	0.0% (n = 1)	0.0% (n = 4)	0.0% (n = 5)	15.4% (n = 13)	20.0% (n = 10)	12.1% (n = 33)	YES*	0.41
Hispanic/Latino	12.4% (n = 105)	11.4% (n = 88)	14.9% (n = 114)	21.9% (n = 155)	17.5% (n = 97)	16.3% (n = 559)	YES	0.55
Pacific Islander	0.0% (n = 1)	0.0% (n = 1)	0.0% (n = 1)	100.0% (n = 1)	0.0% (n = 0)	25.0% (n = 4)	N/A	N/A
White	20.2% (n = 84)	22.2% (n = 90)	24.3% (n = 103)	26.9% (n = 108)	35.8% (n = 106)	26.3% (n = 491)	YES	0.88
Two or more	0.0% (n = 8)	0.0% (n = 2)	14.3% (n = 7)	0.0% (n = 10)	16.7% (n = 6)	6.1% (n = 33)	YES*	0.20
Unknown	22.7% (n = 44)	15.6% (n = 45)	37.8% (n = 45)	19.7% (n = 71)	26.9% (n = 67)	24.3% (n = 272)	YES	0.82
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	32.1% (Asian)	

SOURCE: GCCCD Research Database.

Table 35: ESL Progress Rate Five-Year Trends by Gender

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
Female	22.6% (n = 279)	24.3% (n = 243)	26.8% (n = 302)	27.0% (n = 374)	35.1% (n = 342)	27.5% (n = 1540)	NO	0.91
Male	27.6% (n = 203)	30.6% (n = 232)	30.1% (n = 229)	31.3% (n = 281)	41.5% (n = 277)	32.7% (n = 1222)	NO	1.12
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	26.2% (Male)	

SOURCE: GCCCD Research Database.

Table 36: ESL Progress Rate Five-Year Trends by Age

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
<20 years	43.6% (n = 94)	45.5% (n = 88)	44.3% (n = 115)	40.8% (n = 174)	54.0% (n = 137)	45.6% (n = 608)	NO	1.53
20-24 years	27.9% (n = 165)	33.7% (n = 169)	35.7% (n = 182)	35.7% (n = 221)	50.9% (n = 222)	37.5% (n = 959)	NO	1.26
25-39 years	17.3% (n = 168)	16.3% (n = 172)	17.6% (n = 182)	18.8% (n = 191)	23.1% (n = 186)	18.7% (n = 899)	YES	0.63
40+ years	5.5% (n = 55)	10.9% (n = 46)	3.8% (n = 52)	4.2% (n = 71)	7.5% (n = 80)	6.2% (n = 304)	YES	0.21
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	36.5% (<20 years)	

SOURCE: GCCCD Research Database.

Table 37: ESL Progress Rate Five-Year Trends by Disability Status

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
Yes	18.8% (n = 16)	25.0% (n = 12)	31.2% (n = 16)	0.0% (n = 16)	20.0% (n = 10)	18.6% (n = 70)	YES	0.62
No	24.9% (n = 466)	27.4% (n = 463)	28.2% (n = 515)	29.5% (n = 641)	38.0% (n = 615)	30.0% (n = 2700)	NO	1.01
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	24.0% (Not DSPS)	

SOURCE: GCCCD Research Database.

Table 38: ESL Progress Rate Five-Year Trends by Economically Disadvantaged

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
Yes	16.7% (n = 114)	15.3% (n = 111)	20.8% (n = 125)	25.6% (n = 133)	28.4% (n = 134)	21.7% (n = 617)	YES	0.73
No	27.2% (n = 368)	31.0% (n = 364)	30.5% (n = 406)	29.6% (n = 524)	40.3% (n = 491)	32.0% (n = 2153)	NO	1.08
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	25.6% (Not BOG)	

SOURCE: GCCCD Research Database. Economically disadvantaged category includes those students who received a BOG waiver.

Table 39: ESL Progress Rate Five-Year Trends by Veteran Status

	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Five-Year Average	80% Test	Proportionality
Yes	21.4% (n = 14)	25.0% (n = 8)	0.0% (n = 2)	12.5% (n = 8)	0.0% (n = 2)	17.6% (n = 34)	YES*	0.59
No	24.8% (n = 468)	27.4% (n = 467)	28.4% (n = 529)	29.0% (n = 649)	37.9% (n = 623)	29.9% (n = 2736)	NO	1.01
Total	24.7% (n = 482)	27.4% (n = 475)	28.2% (n = 531)	28.8% (n = 657)	37.8% (n = 625)	29.7% (n = 2770)	23.9% (Non Vet)	

SOURCE: GCCCD Research Database.

D. Degree and Certificate Completion

Persistence Rates

Table 40: Persistence Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	64.2% (n = 148)	71.0% (n = 176)	67.2% (n = 204)	68.1% (n = 210)	71.9% (n = 242)	68.8% (n = 980)	NO	0.95
American Indian	64.3% (n = 14)	80.6% (n = 31)	71.4% (n = 28)	70.0% (n = 30)	75.9% (n = 29)	73.5% (n = 132)	NO*	1.02
Asian	78.2% (n = 170)	77.2% (n = 127)	70.5% (n = 105)	83.3% (n = 114)	89.4% (n = 104)	79.5% (n = 620)	NO	1.10
Filipino	72.0% (n = 93)	73.9% (n = 115)	75.4% (n = 118)	74.5% (n = 106)	63.6% (n = 107)	72.0% (n = 539)	NO	0.99
Hispanic	72.7% (n = 447)	69.3% (n = 460)	71.3% (n = 429)	69.6% (n = 504)	71.1% (n = 485)	70.8% (n = 2325)	NO	0.98
Pacific Islander	67.7% (n = 31)	75.8% (n = 33)	71.9% (n = 32)	71.4% (n = 49)	66.7% (n = 66)	70.1% (n = 211)	NO*	0.97
White	70.3% (n = 1358)	72.8% (n = 1286)	71.2% (n = 1197)	74.2% (n = 1265)	75.7% (n = 1240)	72.8% (n = 6346)	NO	1.01
Unknown	68.2% (n = 258)	73.9% (n = 245)	73.8% (n = 214)	72.6% (n = 237)	74.9% (n = 251)	72.6% (n = 1205)	NO	1.00
Total	70.7% (n = 2519)	72.5% (n = 2473)	71.3% (n = 2327)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12358)	63.6% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 41: Persistence Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	71.3% (n = 1476)	72.7% (n = 1367)	71.5% (n = 1216)	73.4% (n = 1361)	75.9% (n = 1343)	73.0% (n = 6763)	NO	1.01
Male	69.9% (n = 1034)	72.4% (n = 1090)	70.8% (n = 1095)	72.8% (n = 1136)	72.1% (n = 1156)	71.6% (n = 5511)	NO	0.99
Total	70.7% (n = 2519)	72.5% (n = 2473)	71.3% (n = 2327)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12358)	58.4% (Female)	

SOURCE: 2014 Student Success Scorecard.

Table 42: Persistence Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	72.8% (n = 1968)	73.8% (n = 1966)	72.6% (n = 1907)	75.1% (n = 2054)	75.0% (n = 2075)	73.9% (n = 9970)	NO	1.02
20-24 years	60.9% (n = 235)	62.4% (n = 234)	62.3% (n = 204)	65.5% (n = 249)	73.0% (n = 230)	64.8% (n = 1152)	NO	0.90
25-39 years	62.9% (n = 224)	72.7% (n = 183)	68.4% (n = 158)	58.3% (n = 144)	64.5% (n = 141)	65.5% (n = 850)	NO	0.91
40+ years	69.6% (n = 92)	71.1% (n = 90)	69.0% (n = 58)	67.6% (n = 68)	74.4% (n = 78)	70.5% (n = 386)	NO	0.97
Total	70.7% (n = 2519)	72.5% (n = 2473)	71.3% (n = 2327)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12358)	59.1% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 43: Persistence Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	75.8% (n = 120)	76.7% (n = 120)	79.3% (n = 135)	75.7% (n = 136)	77.3% (n = 132)	77.0% (n = 643)	NO	1.06
No	70.5% (n = 2398)	72.3% (n = 2352)	70.8% (n = 2191)	72.8% (n = 2379)	74.0% (n = 2392)	72.1% (n = 11712)	NO	1.00
Total	70.7% (n = 2518)	72.5% (n = 2472)	71.3% (n = 2326)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12355)	57.7% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 44: Persistence Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	73.3% (n = 1237)	73.2% (n = 1373)	72.4% (n = 1251)	72.8% (n = 1438)	75.6% (n = 1424)	73.5% (n = 6723)	NO	1.02
No	68.2% (n = 1282)	71.7% (n = 1100)	70.0% (n = 1076)	73.2% (n = 1077)	72.4% (n = 1100)	71.0% (n = 5635)	NO	0.98
Total	70.7% (n = 2519)	72.5% (n = 2473)	71.3% (n = 2327)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12358)	56.8% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 45: Persistence Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	60.8% (n = 102)	66.9% (n = 118)	68.6% (n = 105)	69.2% (n = 104)	71.3% (n = 80)	67.2% (n = 509)	NO	0.93
No	71.1% (n = 2417)	72.8% (n = 2355)	71.4% (n = 2222)	73.1% (n = 2411)	74.3% (n = 2444)	72.6% (n = 11849)	NO	1.00
Total	70.7% (n = 2519)	72.5% (n = 2473)	71.3% (n = 2327)	73.0% (n = 2515)	74.2% (n = 2524)	72.4% (n = 12358)	58.1% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

30+ Unit Completion Rates

Table 46: 30+ Unit Completion Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	58.8% (n = 148)	68.2% (n = 176)	54.9% (n = 204)	58.1% (n = 210)	61.6% (n = 242)	60.2% (n = 980)	YES	0.89
American Indian	35.7% (n = 14)	71.0% (n = 31)	60.7% (n = 28)	73.3% (n = 30)	72.4% (n = 29)	65.9% (n = 132)	NO*	0.97
Asian	82.9% (n = 170)	81.9% (n = 127)	72.4% (n = 105)	77.2% (n = 114)	76.9% (n = 104)	78.9% (n = 620)	NO	1.16
Filipino	63.4% (n = 93)	67.8% (n = 115)	72.9% (n = 118)	67.9% (n = 106)	64.5% (n = 107)	67.5% (n = 539)	NO	1.00
Hispanic	63.1% (n = 447)	62.6% (n = 460)	66.0% (n = 429)	62.5% (n = 504)	64.7% (n = 485)	63.7% (n = 2325)	NO	0.94
Pacific Islander	74.2% (n = 31)	63.6% (n = 33)	65.6% (n = 32)	63.3% (n = 49)	63.6% (n = 66)	65.4% (n = 211)	NO*	0.96
White	67.7% (n = 1358)	67.9% (n = 1286)	69.2% (n = 1197)	68.3% (n = 1265)	71.1% (n = 1240)	68.8% (n = 6346)	NO	1.01
Unknown	69.0% (n = 258)	71.4% (n = 245)	74.3% (n = 214)	73.0% (n = 237)	70.9% (n = 251)	71.6% (n = 1205)	NO	1.06
Total	67.2% (n = 2519)	68.0% (n = 2473)	68.0% (n = 2327)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12358)	63.1% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 47: 30+ Unit Completion Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	67.1% (n = 1476)	67.2% (n = 1367)	69.5% (n = 1216)	67.7% (n = 1361)	71.0% (n = 1343)	68.4% (n = 6763)	NO	1.01
Male	67.5% (n = 1034)	69.1% (n = 1090)	66.3% (n = 1095)	66.4% (n = 1136)	66.2% (n = 1156)	67.1% (n = 5511)	NO	0.99
Total	67.2% (n = 2519)	68.0% (n = 2473)	68.0% (n = 2327)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12358)	54.8% (Female)	

SOURCE: 2014 Student Success Scorecard.

Table 48: 30+ Unit Completion Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	69.4% (n = 1968)	69.7% (n = 1966)	69.8% (n = 1907)	69.5% (n = 2054)	70.8% (n = 2075)	69.8% (n = 9970)	NO	1.03
20-24 years	57.9% (n = 235)	62.8% (n = 234)	60.8% (n = 204)	58.2% (n = 249)	60.0% (n = 230)	59.9% (n = 1152)	NO	0.88
25-39 years	60.7% (n = 224)	61.7% (n = 183)	60.8% (n = 158)	54.9% (n = 144)	58.9% (n = 141)	59.6% (n = 850)	NO	0.88
40+ years	60.9% (n = 92)	56.7% (n = 90)	51.7% (n = 58)	52.9% (n = 68)	57.7% (n = 78)	56.5% (n = 386)	NO	0.83
Total	67.2% (n = 2519)	68.0% (n = 2473)	68.0% (n = 2327)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12358)	55.9% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 49: 30+ Unit Completion Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	67.5% (n = 120)	75.0% (n = 120)	72.6% (n = 135)	72.8% (n = 136)	65.9% (n = 132)	70.8% (n = 643)	NO	1.04
No	67.3% (n = 2398)	67.6% (n = 2352)	67.7% (n = 2191)	66.8% (n = 2379)	68.9% (n = 2392)	67.7% (n = 11712)	NO	1.00
Total	67.2% (n = 2518)	68.0% (n = 2472)	68.0% (n = 2326)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12355)	54.1% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 50: 30+ Unit Completion Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	72.4% (n = 1237)	72.4% (n = 1373)	72.0% (n = 1251)	70.1% (n = 1438)	72.0% (n = 1424)	71.8% (n = 6723)	NO	1.06
No	62.2% (n = 1282)	62.5% (n = 1100)	63.3% (n = 1076)	63.0% (n = 1077)	64.5% (n = 1100)	63.1% (n = 5635)	NO	0.93
Total	67.2% (n = 2519)	68.0% (n = 2473)	68.0% (n = 2327)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12358)	50.5% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 51: 30+ Unit Completion Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	62.7% (n = 102)	69.5% (n = 118)	72.4% (n = 105)	63.5% (n = 104)	73.8% (n = 80)	68.2% (n = 509)	NO	1.01
No	67.4% (n = 2417)	67.9% (n = 2355)	67.8% (n = 2222)	67.2% (n = 2411)	68.6% (n = 2444)	67.8% (n = 11849)	NO	1.00
Total	67.2% (n = 2519)	68.0% (n = 2473)	68.0% (n = 2327)	67.1% (n = 2515)	68.7% (n = 2524)	67.8% (n = 12358)	54.2% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

Completion (SPAR) Rates

Table 52: Completion Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	36.5% (n = 148)	43.8% (n = 176)	34.3% (n = 204)	40.0% (n = 210)	39.3% (n = 242)	38.8% (n = 980)	YES	0.76
American Indian	28.6% (n = 14)	45.2% (n = 31)	39.3% (n = 28)	43.3% (n = 30)	55.2% (n = 29)	43.9% (n = 132)	YES*	0.86
Asian	64.7% (n = 170)	62.2% (n = 127)	62.9% (n = 105)	63.2% (n = 114)	67.3% (n = 104)	64.0% (n = 620)	NO	1.26
Filipino	55.9% (n = 93)	50.4% (n = 115)	57.6% (n = 118)	56.6% (n = 106)	46.7% (n = 107)	53.4% (n = 539)	NO	1.05
Hispanic	43.2% (n = 447)	44.8% (n = 460)	45.0% (n = 429)	45.2% (n = 504)	43.5% (n = 485)	44.3% (n = 2325)	YES	0.87
Pacific Islander	48.4% (n = 31)	51.5% (n = 33)	46.9% (n = 32)	44.9% (n = 49)	42.4% (n = 66)	46.0% (n = 211)	YES*	0.90
White	52.1% (n = 1358)	55.0% (n = 1286)	53.4% (n = 1197)	52.3% (n = 1265)	53.9% (n = 1240)	53.3% (n = 6346)	NO	1.05
Unknown	53.5% (n = 258)	56.7% (n = 245)	59.3% (n = 214)	54.0% (n = 237)	53.8% (n = 251)	55.4% (n = 1205)	NO	1.09
Total	50.5% (n = 2519)	52.4% (n = 2473)	51.1% (n = 2327)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12358)	51.2% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 53: Completion Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	50.7% (n = 1476)	53.9% (n = 1367)	53.4% (n = 1216)	51.7% (n = 1361)	52.9% (n = 1343)	52.5% (n = 6763)	NO	1.03
Male	50.2% (n = 1034)	51.0% (n = 1090)	48.4% (n = 1095)	49.1% (n = 1136)	47.4% (n = 1156)	49.2% (n = 5511)	NO	0.96
Total	50.5% (n = 2519)	52.4% (n = 2473)	51.1% (n = 2327)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12358)	42.0% (Female)	

SOURCE: 2014 Student Success Scorecard.

NOTE: "Unknown" category not included in the table.

Table 54: Completion Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	53.5% (n = 1968)	54.6% (n = 1966)	53.9% (n = 1907)	53.6% (n = 2054)	53.4% (n = 2075)	53.8% (n = 9970)	NO	1.05
20-24 years	44.7% (n = 235)	46.6% (n = 234)	44.1% (n = 204)	37.8% (n = 249)	37.4% (n = 230)	42.0% (n = 1152)	YES	0.82
25-39 years	38.4% (n = 224)	44.3% (n = 183)	34.2% (n = 158)	36.8% (n = 144)	36.2% (n = 141)	38.2% (n = 850)	YES	0.75
40+ years	32.6% (n = 92)	36.7% (n = 90)	31.0% (n = 58)	30.9% (n = 68)	34.6% (n = 78)	33.4% (n = 386)	YES	0.66
Total	50.5% (n = 2519)	52.4% (n = 2473)	51.1% (n = 2327)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12358)	43.0% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 55: Completion Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	35.8% (n = 120)	51.7% (n = 120)	40.7% (n = 135)	41.2% (n = 136)	40.2% (n = 132)	41.8% (n = 643)	NO	0.82
No	51.3% (n = 2398)	52.5% (n = 2352)	51.8% (n = 2191)	50.9% (n = 2379)	51.0% (n = 2392)	51.5% (n = 11712)	NO	1.01
Total	50.5% (n = 2518)	52.4% (n = 2472)	51.1% (n = 2326)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12355)	41.2% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 56: Completion Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	49.5% (n = 1237)	51.2% (n = 1373)	50.4% (n = 1251)	48.5% (n = 1438)	48.9% (n = 1424)	49.7% (n = 6723)	NO	0.97
No	51.6% (n = 1282)	54.0% (n = 1100)	52.0% (n = 1076)	52.9% (n = 1077)	52.4% (n = 1100)	52.5% (n = 5635)	NO	1.03
Total	50.5% (n = 2519)	52.4% (n = 2473)	51.1% (n = 2327)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12358)	42.0% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 57: Completion Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	47.1% (n = 102)	56.8% (n = 118)	57.1% (n = 105)	53.8% (n = 104)	57.5% (n = 80)	54.4% (n = 509)	NO	1.07
No	50.7% (n = 2417)	52.2% (n = 2355)	50.8% (n = 2222)	50.3% (n = 2411)	50.2% (n = 2444)	50.8% (n = 11849)	NO	1.00
Total	50.5% (n = 2519)	52.4% (n = 2473)	51.1% (n = 2327)	50.4% (n = 2515)	50.4% (n = 2524)	51.0% (n = 12358)	40.7% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

CTE Completion Rates

Table 58: CTE Completion Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	43.3% (n = 104)	44.4% (n = 126)	47.4% (n = 97)	38.9% (n = 113)	45.8% (n = 118)	43.9% (n = 558)	YES	0.73
American Indian	50.0% (n = 10)	83.3% (n = 12)	63.6% (n = 11)	55.6% (n = 9)	77.8% (n = 18)	68.3% (n = 60)	NO*	1.13
Asian	68.3% (n = 101)	66.7% (n = 63)	64.7% (n = 68)	65.1% (n = 63)	73.4% (n = 79)	67.9% (n = 374)	NO	1.13
Filipino	62.2% (n = 82)	60.6% (n = 99)	73.7% (n = 76)	72.5% (n = 69)	65.4% (n = 104)	66.3% (n = 430)	NO	1.10
Hispanic	58.4% (n = 243)	60.9% (n = 266)	57.0% (n = 251)	56.8% (n = 259)	52.1% (n = 315)	56.8% (n = 1334)	NO	0.94
Pacific Islander	78.9% (n = 19)	72.7% (n = 11)	61.5% (n = 13)	76.9% (n = 13)	73.7% (n = 19)	73.3% (n = 75)	NO*	1.22
White	59.6% (n = 800)	59.7% (n = 703)	64.1% (n = 557)	62.6% (n = 607)	64.1% (n = 686)	61.9% (n = 3353)	NO	1.03
Unknown	37.6% (n = 106)	40.2% (n = 125)	40.9% (n = 106)	38.2% (n = 122)	38.1% (n = 111)	62.6% (n = 570)	NO	1.04
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	54.3% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 59: CTE Completion Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	58.4% (n = 885)	59.9% (n = 828)	61.5% (n = 691)	59.4% (n = 731)	62.7% (n = 871)	60.4% (n = 4006)	NO	1.00
Male	61.0% (n = 575)	59.4% (n = 564)	62.6% (n = 476)	61.4% (n = 511)	57.7% (n = 570)	60.3% (n = 2696)	NO	1.00
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	48.3% (Female)	

SOURCE: 2014 Student Success Scorecard.

NOTE: "Unknown" category not included in the table.

Table 60: CTE Completion Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	64.0% (n = 356)	63.6% (n = 349)	65.0% (n = 331)	65.5% (n = 328)	66.8% (n = 361)	65.0% (n = 1725)	NO	1.08
20-24 years	67.2% (n = 430)	61.6% (n = 404)	64.3% (n = 347)	64.8% (n = 401)	63.6% (n = 448)	64.3% (n = 2030)	NO	1.07
25-39 years	56.3% (n = 403)	58.8% (n = 432)	58.1% (n = 344)	54.2% (n = 367)	56.3% (n = 439)	56.8% (n = 1985)	NO	0.94
40+ years	44.9% (n = 276)	50.9% (n = 220)	57.3% (n = 157)	52.8% (n = 159)	52.0% (n = 202)	50.8% (n = 1014)	YES	0.84
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	52.0% (<20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 61: CTE Completion Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	47.4% (n = 78)	65.2% (n = 69)	57.7% (n = 78)	59.7% (n = 77)	65.4% (n = 78)	58.9% (n = 380)	NO	0.98
No	59.9% (n = 1387)	59.3% (n = 1336)	62.0% (n = 1101)	60.4% (n = 1178)	60.3% (n = 1372)	60.3% (n = 6374)	NO	1.00
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	48.3% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 62: CTE Completion Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	63.8% (n = 777)	63.0% (n = 792)	63.3% (n = 682)	64.8% (n = 761)	65.0% (n = 881)	64.0% (n = 3893)	NO	1.06
No	54.1% (n = 688)	55.1% (n = 613)	59.6% (n = 497)	53.6% (n = 494)	53.6% (n = 569)	55.1% (n = 2861)	NO	0.91
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	44.1% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 63: CTE Completion Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	61.8% (n = 123)	51.9% (n = 135)	60.6% (n = 94)	52.6% (n = 95)	60.4% (n = 106)	57.3% (n = 553)	NO	0.95
No	59.0% (n = 1342)	60.4% (n = 1270)	61.8% (n = 1085)	61.0% (n = 1160)	60.6% (n = 1344)	60.5% (n = 6201)	NO	1.00
Total	59.2% (n = 1465)	59.6% (n = 1405)	61.7% (n = 1179)	60.4% (n = 1255)	60.6% (n = 1450)	60.2% (n = 6754)	48.4% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

E. Transfer

Table 64: Transfer Rate Five-Year Trends by Race/Ethnicity

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
African American	29.1% (n = 148)	34.1% (n = 176)	28.4% (n = 204)	31.0% (n = 210)	31.0% (n = 242)	30.7% (n = 980)	YES	0.81
American Indian	28.6% (n = 14)	22.6% (n = 31)	21.4% (n = 28)	30.0% (n = 30)	34.5% (n = 29)	27.3% (n = 132)	YES*	0.72
Asian	50.0% (n = 170)	41.7% (n = 127)	49.5% (n = 105)	47.4% (n = 114)	49.0% (n = 104)	47.6% (n = 620)	NO	1.26
Filipino	40.9% (n = 93)	37.4% (n = 115)	40.7% (n = 118)	42.5% (n = 106)	35.5% (n = 107)	39.3% (n = 539)	NO	1.04
Hispanic	28.9% (n = 447)	32.2% (n = 460)	33.6% (n = 429)	32.5% (n = 504)	29.3% (n = 485)	31.3% (n = 2325)	YES	0.83
Pacific Islander	35.5% (n = 31)	39.4% (n = 33)	34.4% (n = 32)	28.6% (n = 49)	27.3% (n = 66)	31.8% (n = 211)	YES*	0.84
White	40.2% (n = 1358)	41.4% (n = 1286)	39.2% (n = 1197)	38.2% (n = 1265)	39.7% (n = 1240)	39.7% (n = 6346)	NO	1.05
Unknown	44.6% (n = 258)	43.3% (n = 245)	44.4% (n = 214)	40.5% (n = 237)	37.8% (n = 251)	42.1% (n = 1205)	NO	1.11
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	38.1% (Asian)	

SOURCE: 2014 Student Success Scorecard.

Table 65: Transfer Rate Five-Year Trends by Gender

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Female	39.2% (n = 1476)	39.5% (n = 1367)	39.4% (n = 1216)	37.5% (n = 1361)	37.7% (n = 1343)	38.6% (n = 6763)	NO	1.02
Male	37.7% (n = 1034)	38.3% (n = 1090)	36.3% (n = 1095)	36.4% (n = 1136)	34.8% (n = 1156)	36.7% (n = 5511)	NO	0.97
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	30.9% (Females)	

SOURCE: 2014 Student Success Scorecard.

Table 66: Transfer Rate Five-Year Trends by Age

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
<20 years	42.5% (n = 1968)	42.0% (n = 1966)	40.7% (n = 1907)	40.1% (n = 2054)	38.9% (n = 2075)	40.8% (n = 9970)	NO	1.08
20-24 years	30.2% (n = 235)	36.3% (n = 234)	30.4% (n = 204)	26.1% (n = 249)	28.3% (n = 230)	30.2% (n = 1152)	YES	0.80
25-39 years	23.7% (n = 224)	21.3% (n = 183)	22.8% (n = 158)	22.9% (n = 144)	26.2% (n = 141)	23.3% (n = 850)	YES	0.62
40+ years	10.9% (n = 92)	14.4% (n = 90)	13.8% (n = 58)	13.2% (n = 68)	14.1% (n = 78)	13.2% (n = 386)	YES	0.35
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	32.7% (< 20 years)	

SOURCE: 2014 Student Success Scorecard.

Table 67: Transfer Rate Five-Year Trends by Disability Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	21.7% (n = 120)	28.3% (n = 120)	24.4% (n = 135)	21.3% (n = 136)	20.5% (n = 132)	23.2% (n = 643)	YES	0.61
No	39.4% (n = 2399)	39.4% (n = 2353)	38.8% (n = 2192)	37.9% (n = 2379)	37.4% (n = 2392)	38.6% (n = 11715)	NO	1.02
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	30.9% (Not DSPS)	

SOURCE: 2014 Student Success Scorecard.

Table 68: Transfer Rate Five-Year Trends by Economically Disadvantaged

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	36.1% (n = 1237)	35.6% (n = 1373)	36.1% (n = 1251)	33.7% (n = 1438)	33.5% (n = 1424)	34.9% (n = 6723)	NO	0.92
No	41.0% (n = 1282)	43.0% (n = 1100)	40.1% (n = 1076)	41.4% (n = 1077)	40.4% (n = 1100)	41.2% (n = 5635)	NO	1.09
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	32.9% (No Econ)	

SOURCE: 2014 Student Success Scorecard.

Table 69: Transfer Rate Five-Year Trends by Veteran Status

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Five-Year Average	80% Test	Proportionality
Yes	29.4% (n = 102)	39.0% (n = 118)	47.6% (n = 105)	34.6% (n = 104)	37.5% (n = 80)	37.7% (n = 509)	NO	1.00
No	38.9% (n = 2417)	38.9% (n = 2355)	37.5% (n = 2222)	37.1% (n = 2411)	36.5% (n = 2444)	37.8% (n = 11849)	NO	1.00
Total	38.5% (n = 2519)	38.9% (n = 2473)	37.9% (n = 2327)	37.0% (n = 2515)	36.5% (n = 2524)	37.8% (n = 12358)	30.2% (Non Vet)	

SOURCE: 2014 Student Success Scorecard.

Foster Youth Data

The following data metrics were pulled from the “Foster Youth Dashboard” produced by Cal-PASSPlus. All data reported here are based on CCCCO MIS data submissions from AY 2012-13. The Foster Youth data element indicates whether the student has ever been or currently is in a **court-ordered** out-of-home placement—to be designated as “Foster Youth” the student must provide verification from the San Diego County Department of Social Services/Child Protective Services. The submission of this data element became mandatory in summer 2012; therefore, data are only available in recent academic terms.

Table 70: Unduplicated Headcount by Attempted Enrollments in Math, English, or ESL

	Foster Youth	Non-Foster Youth	Total
Attempted Math, English, or ESL	86.1% (n = 105)	87.1% (n = 14393)	87.1% (n = 14498)
Attempted Math	68.0% (n = 83)	77.8% (n = 12860)	77.7% (n = 12943)
Attempted English	79.5% (n = 97)	75.3% (n = 12441)	75.3% (n = 12538)
Total	100.0% (n = 122)	100.0% (n = 16525)	100.0% (n = 16647)

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 71: 1st Attempted Math Course at Transfer Level

	2012-13	80% Test	Proportionality
Yes	31.3% (n = 83)	YES	0.67
No	46.9% (n = 12860)	NO	1.00
Total	46.8% (n = 12943)	37.5% (Non FY)	

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 72: 1st Attempted English Course at Transfer Level

	2012-13	80% Test	Proportionality
Yes	7.2% (n = 97)	YES	0.26
No	27.4% (n = 12441)	NO	1.01
Total	27.3% (n = 12538)	21.9% (Non FY)	

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 73: 30+ Unit Completion Rate

	2012-13	80% Test	Proportionality
Yes	40.2% (n = 122)	YES	0.70
No	57.7% (n = 16525)	NO	1.00
Total	57.6% (n = 16647)	46.2% (Non FY)	

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 74: Achieving Satisfactory Progress (Not on Academic/Lack of Progress Probation)

	2012-13	80% Test	Proportionality
Yes	42.6% (n = 122)	YES	0.74
No	57.4% (n = 16525)	NO	1.00
Total	57.3% (n = 16647)	45.9% (Non FY)	

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 75: Term and Cumulative GPA 3.00 and above

	2012-13	80% Test	Proportionality
Yes	7.4% (n = 122)	YES	0.23
No	32.5% (n = 16525)	NO	1.01
Total	32.3% (n = 16647)	26.0% (Non FY)	

SOURCE: Foster Youth Dashboard from Cal-PASSPlus (data retrieved on 8/13/2014).

Table 76: Course Success Rates

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	80% Test	Proportionality
Yes	48.5% (n = 295)	46.7% (n = 255)	50.8% (n = 240)	48.9% (n = 190)	YES	0.71
No	68.6% (n = 50247)	68.7% (n = 51693)	68.6% (n = 53208)	69.0% (n = 52302)	NO	1.00
Total	68.5% (n = 50542)	68.6% (n = 51948)	68.5% (n = 53448)	68.9% (n = 51948)	54.9% (Non FY)	

SOURCE: CCCCO Data Mart (data retrieved on 8/13/2014).

Grossmont College

Academic and Lack of Progress Probation Five-Year Trends (Fall Semesters)

Type of Probation	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average
On Academic Probation	9.9% (n = 2058)	9.0% (n = 1808)	9.2% (n = 1848)	9.6% (n = 1736)	10.2% (n = 1932)	9.6% (n = 9382)
On LOP Probation	6.2% (n = 1289)	4.9% (n = 974)	4.9% (n = 980)	4.1% (n = 742)	4.4% (n = 838)	4.9% (n = 4823)
On Both AC and LOP Probation	1.2% (n = 248)	0.8% (n = 169)	0.7% (n = 147)	0.8% (n = 141)	0.8% (n = 156)	0.9% (n = 861)
Not on probation	82.7% (n = 17227)	85.3% (n = 17104)	85.2% (n = 17091)	85.5% (n = 15485)	84.6% (n = 16030)	84.6% (n = 82937)
Total	100.0% (n = 20822)	100.0% (n = 20055)	100.0% (n = 20066)	100.0% (n = 18104)	100.0% (n = 18956)	100.0% (n = 98003)

Academic and Lack of Progress Probation Five-Year Trends (Spring Semesters)

Type of Probation	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average
On Academic Probation	10.6% (n = 2241)	10.1% (n = 2039)	10.3% (n = 1944)	10.7% (n = 1970)	10.9% (n = 2043)	10.5% (n = 10237)
On LOP Probation	6.0% (n = 1267)	5.5% (n = 1119)	4.7% (n = 891)	4.5% (n = 828)	4.8% (n = 896)	100.0% (n = 5001)
On Both Academic and LOP Probation	1.1% (n = 243)	1.0% (n = 200)	0.9% (n = 168)	1.0% (n = 180)	0.8% (n = 154)	0.0% (n = 945)
Not on probation	82.3% (n = 17403)	83.4% (n = 16913)	84.1% (n = 15880)	83.8% (n = 15441)	83.5% (n = 15649)	0.0% (n = 81286)
Total	100.0% (n = 21154)	100.0% (n = 20271)	100.0% (n = 18883)	100.0% (n = 18419)	100.0% (n = 18742)	100.0% (n = 97469)

Academic Probation Five-Year Trends (Fall Semesters)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average
On Academic Probation	11.1% (n = 2306)	9.9% (n = 1977)	9.9% (n = 1995)	10.4% (n = 1877)	11.0% (n = 2088)	10.5% (n = 10243)
Not on Probation	88.9% (n = 18516)	90.1% (n = 18078)	90.1% (n = 18071)	89.6% (n = 16227)	89.0% (n = 16868)	89.5% (n = 87760)
Total	100.0% (n = 20822)	100.0% (n = 20055)	100.0% (n = 20066)	100.0% (n = 18104)	100.0% (n = 18956)	100.0% (n = 98003)

Academic Probation Five-Year Trends (Spring Semesters)

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average
On Academic Probation	11.7% 2484	11.0% 2239	11.2% 2112	11.7% 2150	11.7% 2197	11.5% (n = 11182)
Not on Probation	88.3% (n = 18670)	89.0% (n = 18032)	88.8% (n = 16771)	88.3% (n = 16269)	88.3% (n = 16545)	88.5% (n = 86287)
Total	100.0% (n = 21154)	100.0% (n = 20271)	100.0% (n = 18883)	100.0% (n = 18419)	100.0% (n = 18742)	100.0% (n = 97469)

Lack of Progress Probation Five-Year Trends (Fall Semesters)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average
On LOP Probation	7.4%	5.7%	5.6%	4.9%	5.2%	5.8%
	(n = 1537)	(n = 1143)	(n = 1127)	(n = 883)	(n = 994)	(n = 5684)
Not on Probation	92.6%	94.3%	94.4%	95.1%	94.8%	94.2%
	(n = 19285)	(n = 18912)	(n = 18939)	(n = 17221)	(n = 17962)	(n = 92319)
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(n = 20822)	(n = 20055)	(n = 20066)	(n = 18104)	(n = 18956)	(n = 98003)

Lack of Progress Probation Five-Year Trends (Spring Semesters)

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average
On LOP Probation	7.1%	6.5%	5.6%	5.5%	5.6%	6.1%
	1510	1319	1059	1008	1050	(n = 5946)
Not on Probation	92.9%	93.5%	94.4%	94.5%	94.4%	93.9%
	(n = 19644)	(n = 18952)	(n = 17824)	(n = 17411)	(n = 17692)	(n = 91523)
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(n = 21154)	(n = 20271)	(n = 18883)	(n = 18419)	(n = 18742)	(n = 97469)

Academic Probation Five-Year Trends by Gender (Fall Semesters)

Gender		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Females	On Academic Probation	9.4% (n = 1106)	8.4% (n = 941)	9.1% (n = 1007)	9.1% (n = 905)	9.7% (n = 1016)	9.2% (n = 4975)	No	1.01
	Not on Academic Probation	90.6% (n = 10631)	91.6% (n = 10201)	90.9% (n = 10047)	90.9% (n = 9046)	90.3% (n = 9451)	90.8% (n = 49376)		
Males	On Academic Probation	13.4% (n = 1187)	11.7% (n = 1020)	11.0% (n = 970)	11.9% (n = 954)	12.7% (n = 1058)	12.1% (n = 5189)	No	0.98
	Not on Academic Probation	86.6% (n = 7676)	88.3% (n = 7709)	89.0% (n = 7836)	88.1% (n = 7055)	87.3% (n = 7284)	87.9% (n = 37560)		
Not Reported	On Academic Probation	5.9% (n = 13)	8.7% (n = 16)	8.7% (n = 18)	12.5% (n = 18)	9.5% (n = 14)	8.7% (n = 79)	No	1.02
	Not on Academic Probation	94.1% (n = 209)	91.3% (n = 168)	91.3% (n = 188)	87.5% (n = 126)	90.5% (n = 133)	91.3% (n = 824)		
Total	On Academic Probation	11.1% (n = 2306)	9.9% (n = 1977)	9.9% (n = 1995)	10.4% (n = 928)	11.0% (n = 2088)	10.5% (n = 10243)	Not on Probation 73.0% (Not Reported)	
	Not on Academic Probation	88.9% (n = 18516)	90.1% (n = 18078)	90.1% (n = 18071)	89.6% (n = 16227)	89.0% (n = 16868)	89.5% (n = 87760)		

Academic Probation Five-Year Trends by Gender (Spring Semesters)

Gender		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionality
Females	On Academic Probation	10.1% (n = 1197)	9.8% (n = 1100)	10.3% (n = 1065)	10.7% (n = 1083)	10.2% (n = 1062)	10.2% (n = 5507)	No	1.01
	Not on Academic Probation	89.9% (n = 10683)	90.2% (n = 10154)	89.7% (n = 9325)	89.3% (n = 9083)	89.8% (n = 9326)	89.8% (n = 48571)		
Males	On Academic Probation	14.0% (n = 1269)	12.7% (n = 1123)	12.3% (n = 1021)	12.9% (n = 1050)	13.6% (n = 1118)	13.1% (n = 5581)	No	0.98
	Not on Academic Probation	86.0% (n = 7798)	87.3% (n = 7704)	87.7% (n = 7289)	87.1% (n = 7064)	86.4% (n = 7085)	86.9% (n = 36940)		
Not Reported	On Academic Probation	8.7% (n = 18)	8.4% (n = 16)	14.2% (n = 26)	12.2% (n = 17)	11.3% (n = 17)	10.8% (n = 94)	No	1.01
	Not on Academic Probation	91.3% (n = 189)	91.6% (n = 174)	85.8% (n = 157)	87.8% (n = 122)	88.7% (n = 134)	89.2% (n = 776)		
Total	On Academic Probation	11.7% (n = 2484)	11.0% (n = 2239)	11.2% (n = 2112)	11.7% (n = 1105)	11.7% (n = 2197)	11.5% (n = 11182)	Not on Probation 71.8% (Females)	
	Not on Academic Probation	88.3% (n = 18670)	89.0% (n = 18032)	88.8% (n = 16771)	88.3% (n = 16269)	88.3% (n = 16545)	88.5% (n = 86287)		

Academic Probation Five-Year Trends by Ethnicity (Fall Semesters)

Ethnicity		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Asian	On Academic Probation	7.8% (n = 108)	5.1% (n = 67)	8.2% (n = 101)	8.4% (n = 91)	8.2% (n = 88)	7.5% (n = 455)	No	1.05
	Not on Academic Probation	92.2% (n = 1278)	94.9% (n = 1238)	91.8% (n = 1138)	91.6% (n = 991)	91.8% (n = 979)	92.5% (n = 5624)		
African-American/Non-Hispanic	On Academic Probation	17.0% (n = 278)	16.2% (n = 251)	16.5% (n = 244)	14.1% (n = 170)	18.2% (n = 235)	16.5% (n = 1178)	No	0.94
	Not on Academic Probation	83.0% (n = 1362)	83.8% (n = 1297)	83.5% (n = 1231)	85.9% (n = 1033)	81.8% (n = 1055)	83.5% (n = 5978)		
Filipino	On Academic Probation	13.4% (n = 118)	10.3% (n = 92)	11.0% (n = 87)	9.4% (n = 69)	13.5% (n = 99)	11.5% (n = 465)	No	1.00
	Not on Academic Probation	86.6% (n = 765)	89.7% (n = 804)	89.0% (n = 702)	90.6% (n = 666)	86.5% (n = 633)	88.5% (n = 3570)		
Hispanic	On Academic Probation	12.8% (n = 571)	12.7% (n = 613)	13.1% (n = 701)	14.3% (n = 757)	13.8% (n = 821)	13.4% (n = 3463)	No	0.98
	Not on Academic Probation	87.2% (n = 3880)	87.3% (n = 4195)	86.9% (n = 4652)	85.7% (n = 4547)	86.2% (n = 5122)	86.6% (n = 22396)		
American Indian/Alaskan Native	On Academic Probation	15.3% (n = 25)	12.7% (n = 16)	13.5% (n = 14)	12.9% (n = 9)	8.6% (n = 5)	13.2% (n = 69)	No	0.98
	Not on Academic Probation	84.7% (n = 138)	87.3% (n = 110)	86.5% (n = 90)	87.1% (n = 61)	91.4% (n = 53)	86.8% (n = 452)		
Pacific Islander	On Academic Probation	14.6% (n = 39)	10.4% (n = 20)	9.3% (n = 16)	13.0% (n = 16)	8.6% (n = 8)	11.7% (n = 99)	No	1.00
	Not on Academic Probation	85.4% (n = 228)	89.6% (n = 173)	90.7% (n = 156)	87.0% (n = 107)	91.4% (n = 85)	88.3% (n = 749)		
Two or More	On Academic Probation	13.0% (n = 92)	14.2% (n = 156)	12.3% (n = 165)	12.8% (n = 164)	10.8% (n = 158)	12.5% (n = 735)	No	0.99
	Not on Academic Probation	87.0% (n = 616)	85.8% (n = 941)	87.7% (n = 1177)	87.2% (n = 1113)	89.2% (n = 1302)	87.5% (n = 5149)		
White	On Academic Probation	9.1% (n = 880)	7.6% (n = 684)	6.8% (n = 605)	7.2% (n = 566)	8.1% (n = 645)	7.8% (n = 3380)	No	1.04
	Not on Academic Probation	90.9% (n = 8830)	92.4% (n = 8374)	93.2% (n = 8288)	92.8% (n = 7283)	91.9% (n = 7343)	92.2% (n = 40118)		
Unknown/Non-respondent	On Academic Probation	12.1% (n = 195)	7.6% (n = 78)	8.9% (n = 62)	7.6% (n = 35)	8.9% (n = 29)	9.7% (n = 399)	No	1.02
	Not on Academic Probation	87.9% (n = 1419)	92.4% (n = 946)	91.1% (n = 637)	92.4% (n = 426)	91.1% (n = 296)	90.3% (n = 3724)		
Total	On Academic Probation	11.1% (n = 2306)	9.9% (n = 1977)	9.9% (n = 1995)	10.4% (n = 1877)	11.0% (n = 2088)	10.5% (n = 10243)	Not on Probation 74.0% (Asian)	
	Not on Academic Probation	88.9% (n = 18516)	90.1% (n = 18078)	90.1% (n = 18071)	89.6% (n = 16227)	89.0% (n = 16868)	89.5% (n = 87760)		

Academic Probation Five-Year Trends by Ethnicity (Spring Semesters)

Ethnicity		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionality
Asian	On Academic Probation	7.2% (n = 104)	6.3% (n = 82)	8.4% (n = 96)	7.5% (n = 83)	8.4% (n = 92)	7.5% (n = 457)	No	1.04
	Not on Academic Probation	92.8% (n = 1334)	93.7% (n = 1228)	91.6% (n = 1046)	92.5% (n = 1023)	91.6% (n = 1000)	92.5% (n = 5631)		
African-American/Non-Hispanic	On Academic Probation	20.9% (n = 359)	18.2% (n = 281)	18.8% (n = 252)	20.5% (n = 259)	18.3% (n = 232)	19.4% (n = 1383)	No	0.91
	Not on Academic Probation	79.1% (n = 1360)	81.8% (n = 1267)	81.2% (n = 1086)	79.5% (n = 1007)	81.7% (n = 1037)	80.6% (n = 5757)		
Filipino	On Academic Probation	12.7% (n = 112)	13.6% (n = 111)	10.8% (n = 78)	12.3% (n = 86)	11.5% (n = 81)	12.2% (n = 468)	No	0.99
	Not on Academic Probation	87.3% (n = 770)	86.4% (n = 704)	89.2% (n = 642)	87.7% (n = 614)	88.5% (n = 623)	87.8% (n = 3353)		
Hispanic	On Academic Probation	14.4% (n = 682)	14.5% (n = 732)	15.2% (n = 785)	15.7% (n = 844)	15.0% (n = 875)	15.0% (n = 3918)	No	0.96
	Not on Academic Probation	85.6% (n = 4039)	85.5% (n = 4306)	84.8% (n = 4367)	84.3% (n = 4546)	85.0% (n = 4973)	85.0% (n = 22231)		
American Indian/Alaskan Native	On Academic Probation	10.4% (n = 17)	9.0% (n = 10)	10.7% (n = 8)	11.1% (n = 7)	15.3% (n = 9)	10.8% (n = 51)	No	1.01
	Not on Academic Probation	89.6% (n = 146)	91.0% (n = 101)	89.3% (n = 67)	88.9% (n = 56)	84.7% (n = 50)	89.2% (n = 420)		
Pacific Islander	On Academic Probation	18.2% (n = 43)	8.5% (n = 15)	10.1% (n = 13)	14.0% (n = 15)	16.8% (n = 16)	13.7% (n = 102)	No	0.97
	Not on Academic Probation	81.8% (n = 193)	91.5% (n = 162)	89.9% (n = 116)	86.0% (n = 92)	83.2% (n = 79)	86.3% (n = 642)		
Two or More	On Academic Probation	13.0% (n = 116)	13.0% (n = 156)	13.1% (n = 170)	11.7% (n = 159)	12.4% (n = 178)	12.6% (n = 779)	No	0.99
	Not on Academic Probation	87.0% (n = 773)	87.0% (n = 1045)	86.9% (n = 1125)	88.3% (n = 1195)	87.6% (n = 1261)	87.4% (n = 5399)		
White	On Academic Probation	9.2% (n = 893)	8.5% (n = 777)	7.9% (n = 661)	8.2% (n = 659)	8.7% (n = 687)	8.5% (n = 3677)	No	1.03
	Not on Academic Probation	90.8% (n = 8785)	91.5% (n = 8357)	92.1% (n = 7732)	91.8% (n = 7335)	91.3% (n = 7240)	91.5% (n = 39449)		
Unknown/Non-respondent	On Academic Probation	11.1% (n = 158)	8.0% (n = 75)	7.7% (n = 49)	8.7% (n = 38)	8.7% (n = 27)	9.2% (n = 347)	No	1.03
	Not on Academic Probation	88.9% (n = 1270)	92.0% (n = 862)	92.3% (n = 590)	91.3% (n = 401)	91.3% (n = 282)	90.8% (n = 3405)		
Total	On Academic Probation	11.7% (n = 2484)	11.0% (n = 2239)	11.2% (n = 2112)	11.7% (n = 2150)	11.7% (n = 2197)	11.5% (n = 11182)	Not on Probation 74.0% (Asian)	
	Not on Academic Probation	88.3% (n = 18670)	89.0% (n = 18032)	88.8% (n = 16771)	88.3% (n = 16269)	88.3% (n = 16545)	88.5% (n = 86287)		

Academic Probation Five-Year Trends by Age Group (Fall Semesters)

Age Group		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Less than 20	On Academic Probation	15.5% (n = 915)	12.8% (n = 737)	12.8% (n = 759)	13.0% (n = 678)	13.4% (n = 731)	13.5% (n = 3820)	No	0.97
	Not on Academic Probation	84.5% (n = 4980)	87.2% (n = 5015)	87.2% (n = 5187)	87.0% (n = 4531)	86.6% (n = 4725)	86.5% (n = 24438)		
20 to 24	On Academic Probation	12.5% (n = 959)	11.5% (n = 862)	11.8% (n = 860)	12.2% (n = 857)	12.8% (n = 950)	12.1% (n = 4488)	No	0.98
	Not on Academic Probation	87.5% (n = 6729)	88.5% (n = 6660)	88.2% (n = 6446)	87.8% (n = 6193)	87.2% (n = 6458)	87.9% (n = 32486)		
25 to 29	On Academic Probation	8.1% (n = 231)	7.3% (n = 202)	7.3% (n = 205)	7.4% (n = 173)	8.6% (n = 211)	7.7% (n = 1022)	No	1.03
	Not on Academic Probation	91.9% (n = 2625)	92.7% (n = 2564)	92.7% (n = 2603)	92.6% (n = 2174)	91.4% (n = 2230)	92.3% (n = 12196)		
30 to 49	On Academic Probation	5.4% (n = 186)	5.0% (n = 159)	4.8% (n = 154)	5.5% (n = 153)	6.0% (n = 172)	5.3% (n = 824)	No	1.06
	Not on Academic Probation	94.6% (n = 3239)	95.0% (n = 3025)	95.2% (n = 3024)	94.5% (n = 2636)	94.0% (n = 2702)	94.7% (n = 14626)		
50 or more	On Academic Probation	1.6% (n = 15)	2.0% (n = 17)	2.1% (n = 17)	2.3% (n = 16)	3.1% (n = 24)	2.2% (n = 89)	No	1.09
	Not on Academic Probation	98.4% (n = 943)	98.0% (n = 814)	97.9% (n = 811)	97.7% (n = 693)	96.9% (n = 753)	97.8% (n = 4014)		
Total	On Academic Probation	11.1% (n = 2306)	9.9% (n = 1977)	9.9% (n = 1995)	10.4% (n = 1877)	11.0% (n = 2088)	10.5% (n = 10243)	Not on Probation 78.2% (50 or more)	
	Not on Academic Probation	88.9% (n = 18516)	90.1% (n = 18078)	90.1% (n = 18071)	89.6% (n = 16227)	89.0% (n = 16868)	89.5% (n = 87760)		

Academic Probation Five-Year Trends by Age Group (Spring Semesters)

Age Group		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionality
Less than 20	On Academic Probation	18.8% (n = 999)	17.0% (n = 887)	16.1% (n = 821)	16.6% (n = 785)	17.2% (n = 819)	17.2% (n = 4311)	No	0.94
	Not on Academic Probation	81.2% (n = 4311)	83.0% (n = 4320)	83.9% (n = 4271)	83.4% (n = 3941)	82.8% (n = 3951)	82.8% (n = 20794)		
20 to 24	On Academic Probation	12.5% (n = 1043)	11.7% (n = 910)	12.4% (n = 907)	12.8% (n = 964)	12.4% (n = 958)	12.3% (n = 4782)	No	0.99
	Not on Academic Probation	87.5% (n = 7304)	88.3% (n = 6861)	87.6% (n = 6424)	87.2% (n = 6592)	87.6% (n = 6763)	87.7% (n = 33944)		
25 to 29	On Academic Probation	6.9% (n = 204)	7.7% (n = 227)	7.6% (n = 195)	8.8% (n = 220)	9.2% (n = 234)	8.0% (n = 1080)	No	1.04
	Not on Academic Probation	93.1% (n = 2762)	92.3% (n = 2710)	92.4% (n = 2373)	91.2% (n = 2266)	90.8% (n = 2307)	92.0% (n = 12418)		
30 to 49	On Academic Probation	5.9% (n = 212)	5.7% (n = 199)	5.6% (n = 176)	5.7% (n = 165)	5.8% (n = 171)	5.7% (n = 923)	No	1.06
	Not on Academic Probation	94.1% (n = 3403)	94.3% (n = 3303)	94.4% (n = 2962)	94.3% (n = 2740)	94.2% (n = 2755)	94.3% (n = 15163)		
50 or more	On Academic Probation	2.8% (n = 26)	1.9% (n = 16)	1.7% (n = 13)	2.1% (n = 16)	1.9% (n = 15)	2.1% (n = 86)	No	1.11
	Not on Academic Probation	97.2% (n = 890)	98.1% (n = 838)	98.3% (n = 741)	97.9% (n = 730)	98.1% (n = 769)	97.9% (n = 3968)		
Total	On Academic Probation	11.7% (n = 2484)	11.0% (n = 2239)	11.2% (n = 2112)	11.7% (n = 2150)	11.7% (n = 2197)	11.5% (n = 11182)	Not on Probation 78.3% (50 or more)	
	Not on Academic Probation	88.3% (n = 18670)	89.0% (n = 18032)	88.8% (n = 16771)	88.3% (n = 16269)	88.3% (n = 16545)	88.5% (n = 86287)		

Lack of Progress Probation Five-Year Trends by Gender (Fall Semesters)

Gender		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Females	On LOP Propation	7.2% (n = 850)	5.7% (n = 634)	5.4% (n = 601)	4.6% (n = 461)	4.9% (n = 517)	5.6% (n = 3063)	No	1.00
	Not on LOP Probation	92.8% (n = 10887)	94.3% (n = 10508)	94.6% (n = 10453)	95.4% (n = 9490)	95.1% (n = 9950)	94.4% (n = 51288)		
Males	On LOP Propation	7.5% (n = 669)	5.8% (n = 502)	5.9% (n = 518)	5.2% (n = 415)	5.6% (n = 468)	6.0% (n = 2572)	No	1.00
	Not on LOP Probation	92.5% (n = 8194)	94.2% (n = 8227)	94.1% (n = 8288)	94.8% (n = 7594)	94.4% (n = 7874)	94.0% (n = 40177)		
Not Reported	On LOP Propation	8.1% (n = 18)	3.8% (n = 7)	3.9% (n = 8)	4.9% (n = 7)	6.1% (n = 9)	5.4% (n = 49)	No	1.06
	Not on LOP Probation	91.9% (n = 204)	96.2% (n = 177)	96.1% (n = 198)	95.1% (n = 137)	93.9% (n = 138)	94.6% (n = 854)		
Total	On LOP Propation	7.4% (n = 1537)	5.7% (n = 1143)	5.6% (n = 1127)	4.9% (n = 473)	5.2% (n = 994)	5.8% (n = 5684)	Not on Probation 75.7% (Not Reported)	
	Not on LOP Probation	92.6% (n = 19285)	94.3% (n = 18912)	94.4% (n = 18939)	95.1% (n = 17221)	94.8% (n = 17962)	94.2% (n = 92319)		

Lack of Progress Probation Five-Year Trends by Gender (Spring Semesters)

Gender		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionality
Females	On LOP Propation	7.0% (n = 826)	6.5% (n = 737)	5.4% (n = 565)	5.0% (n = 510)	5.3% (n = 550)	5.9% (n = 3188)	No	1.00
	Not on LOP Probation	93.0% (n = 11054)	93.5% (n = 10517)	94.6% (n = 9825)	95.0% (n = 9656)	94.7% (n = 9838)	94.1% (n = 50890)		
Males	On LOP Propation	7.4% (n = 673)	6.5% (n = 572)	5.9% (n = 488)	6.1% (n = 495)	6.0% (n = 493)	6.4% (n = 2721)	No	1.00
	Not on LOP Probation	92.6% (n = 8394)	93.5% (n = 8255)	94.1% (n = 7822)	93.9% (n = 7619)	94.0% (n = 7710)	93.6% (n = 39800)		
Not Reported	On LOP Propation	5.3% (n = 11)	5.3% (n = 10)	3.3% (n = 6)	2.2% (n = 3)	4.6% (n = 7)	4.3% (n = 37)	No	1.06
	Not on LOP Probation	94.7% (n = 196)	94.7% (n = 180)	96.7% (n = 177)	97.8% (n = 136)	95.4% (n = 144)	95.7% (n = 833)		
Total	On LOP Propation	7.1% (n = 1510)	6.5% (n = 1319)	5.6% (n = 1059)	5.5% (n = 518)	5.6% (n = 1050)	6.1% (n = 5946)	Not on Probation 76.6% (Not Reported)	
	Not on LOP Probation	92.9% (n = 19644)	93.5% (n = 18952)	94.4% (n = 17824)	94.5% (n = 17411)	94.4% (n = 17692)	93.9% (n = 91523)		

Lack of Progress Probation Five-Year Trends by Ethnicity (Fall Semesters)

Ethnicity		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionality
Asian	On LOP Propation	4.7% (n = 65)	3.3% (n = 43)	3.9% (n = 48)	3.8% (n = 41)	3.7% (n = 40)	3.9% (n = 237)	No	1.02
	Not on LOP Probation	95.3% (n = 1321)	96.7% (n = 1262)	96.1% (n = 1191)	96.2% (n = 1041)	96.3% (n = 1027)	96.1% (n = 5842)		
African-American/Non-Hispanic	On LOP Propation	13.6% (n = 223)	9.7% (n = 150)	8.5% (n = 125)	8.6% (n = 103)	9.2% (n = 119)	10.1% (n = 720)	No	0.95
	Not on LOP Probation	86.4% (n = 1417)	90.3% (n = 1398)	91.5% (n = 1350)	91.4% (n = 1100)	90.8% (n = 1171)	89.9% (n = 6436)		
Filipino	On LOP Propation	8.6% (n = 76)	6.2% (n = 56)	5.4% (n = 43)	5.2% (n = 38)	4.9% (n = 36)	6.2% (n = 249)	No	1.00
	Not on LOP Probation	91.4% (n = 807)	93.8% (n = 840)	94.6% (n = 746)	94.8% (n = 697)	95.1% (n = 696)	93.8% (n = 3786)		
Hispanic	On LOP Propation	8.7% (n = 389)	6.8% (n = 328)	6.7% (n = 359)	5.7% (n = 304)	5.8% (n = 342)	6.7% (n = 1722)	No	0.99
	Not on LOP Probation	91.3% (n = 4062)	93.2% (n = 4480)	93.3% (n = 4994)	94.3% (n = 5000)	94.2% (n = 5601)	93.3% (n = 24137)		
American Indian/Alaskan Native	On LOP Propation	9.2% (n = 15)	7.9% (n = 10)	1.9% (n = 2)	1.4% (n = 1)	6.9% (n = 4)	6.1% (n = 32)	No	1.00
	Not on LOP Probation	90.8% (n = 148)	92.1% (n = 116)	98.1% (n = 102)	98.6% (n = 69)	93.1% (n = 54)	93.9% (n = 489)		
Pacific Islander	On LOP Propation	6.7% (n = 18)	7.8% (n = 15)	7.0% (n = 12)	7.3% (n = 9)	6.5% (n = 6)	7.1% (n = 60)	No	0.99
	Not on LOP Probation	93.3% (n = 249)	92.2% (n = 178)	93.0% (n = 160)	92.7% (n = 114)	93.5% (n = 87)	92.9% (n = 788)		
Two or More	On LOP Propation	10.6% (n = 75)	7.9% (n = 87)	7.5% (n = 101)	6.0% (n = 77)	6.4% (n = 94)	7.4% (n = 434)	No	0.98
	Not on LOP Probation	89.4% (n = 633)	92.1% (n = 1010)	92.5% (n = 1241)	94.0% (n = 1200)	93.6% (n = 1366)	92.6% (n = 5450)		
White	On LOP Propation	5.8% (n = 562)	4.5% (n = 412)	4.6% (n = 413)	3.8% (n = 299)	4.3% (n = 346)	4.7% (n = 2032)	No	1.01
	Not on LOP Probation	94.2% (n = 9148)	95.5% (n = 8646)	95.4% (n = 8480)	96.2% (n = 7550)	95.7% (n = 7642)	95.3% (n = 41466)		
Unknown/Non-respondent	On LOP Propation	7.1% (n = 114)	4.1% (n = 42)	3.4% (n = 24)	2.4% (n = 11)	2.2% (n = 7)	4.8% (n = 198)	No	1.01
	Not on LOP Probation	92.9% (n = 1500)	95.9% (n = 982)	96.6% (n = 675)	97.6% (n = 450)	97.8% (n = 318)	95.2% (n = 3925)		
Total	On LOP Propation	7.4% (n = 1537)	5.7% (n = 1143)	5.6% (n = 1127)	4.9% (n = 883)	5.2% (n = 994)	5.8% (n = 5684)	Not on Probation	76.9% (Asian)
	Not on LOP Probation	92.6% (n = 19285)	94.3% (n = 18912)	94.4% (n = 18939)	95.1% (n = 17221)	94.8% (n = 17962)	94.2% (n = 92319)		

Lack of Progress Probation Five-Year Trends by Ethnicity (Spring Semesters)

Ethnicity		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionality
Asian	On LOP Propation	4.1% (n = 59)	4.0% (n = 53)	3.9% (n = 45)	4.1% (n = 45)	3.4% (n = 37)	3.9% (n = 239)	No	1.02
	Not on LOP Probation	95.9% (n = 1379)	96.0% (n = 1257)	96.1% (n = 1097)	95.9% (n = 1061)	96.6% (n = 1055)	96.1% (n = 5849)		
African-American/Non-Hispanic	On LOP Propation	12.3% (n = 212)	11.4% (n = 177)	8.9% (n = 119)	9.8% (n = 124)	10.3% (n = 131)	10.7% (n = 763)	No	0.95
	Not on LOP Probation	87.7% (n = 1507)	88.6% (n = 1371)	91.1% (n = 1219)	90.2% (n = 1142)	89.7% (n = 1138)	89.3% (n = 6377)		
Filipino	On LOP Propation	7.7% (n = 68)	6.7% (n = 55)	6.0% (n = 43)	4.1% (n = 29)	5.0% (n = 35)	6.0% (n = 230)	No	1.00
	Not on LOP Probation	92.3% (n = 814)	93.3% (n = 760)	94.0% (n = 677)	95.9% (n = 671)	95.0% (n = 669)	94.0% (n = 3591)		
Hispanic	On LOP Propation	8.5% (n = 402)	7.7% (n = 387)	7.1% (n = 365)	5.9% (n = 319)	6.4% (n = 376)	7.1% (n = 1849)	No	0.99
	Not on LOP Probation	91.5% (n = 4319)	92.3% (n = 4651)	92.9% (n = 4787)	94.1% (n = 5071)	93.6% (n = 5472)	92.9% (n = 24300)		
American Indian/Alaskan Native	On LOP Propation	6.1% (n = 10)	9.9% (n = 11)	2.7% (n = 2)	6.3% (n = 4)	8.5% (n = 5)	6.8% (n = 32)	No	0.99
	Not on LOP Probation	93.9% (n = 153)	90.1% (n = 100)	97.3% (n = 73)	93.7% (n = 59)	91.5% (n = 54)	93.2% (n = 439)		
Pacific Islander	On LOP Propation	8.9% (n = 21)	6.2% (n = 11)	5.4% (n = 7)	4.7% (n = 5)	5.3% (n = 5)	6.6% (n = 49)	No	0.99
	Not on LOP Probation	91.1% (n = 215)	93.8% (n = 166)	94.6% (n = 122)	95.3% (n = 102)	94.7% (n = 90)	93.4% (n = 695)		
Two or More	On LOP Propation	12.6% (n = 112)	9.2% (n = 111)	7.2% (n = 93)	8.4% (n = 114)	6.6% (n = 95)	8.5% (n = 525)	No	0.97
	Not on LOP Probation	87.4% (n = 777)	90.8% (n = 1090)	92.8% (n = 1202)	91.6% (n = 1240)	93.4% (n = 1344)	91.5% (n = 5653)		
White	On LOP Propation	5.5% (n = 536)	5.1% (n = 470)	4.3% (n = 364)	4.4% (n = 352)	4.4% (n = 349)	4.8% (n = 2071)	No	1.01
	Not on LOP Probation	94.5% (n = 9142)	94.9% (n = 8664)	95.7% (n = 8029)	95.6% (n = 7642)	95.6% (n = 7578)	95.2% (n = 41055)		
Unknown/Non-respondent	On LOP Propation	6.3% (n = 90)	4.7% (n = 44)	3.3% (n = 21)	3.6% (n = 16)	5.5% (n = 17)	5.0% (n = 188)	No	1.01
	Not on LOP Probation	93.7% (n = 1338)	95.3% (n = 893)	96.7% (n = 618)	96.4% (n = 423)	94.5% (n = 292)	95.0% (n = 3564)		
Total	On LOP Propation	7.1% (n = 1510)	6.5% (n = 1319)	5.6% (n = 1059)	5.5% (n = 1008)	5.6% (n = 1050)	6.1% (n = 5946)	Not on Probation	76.9% (Asian)
	Not on LOP Probation	92.9% (n = 19644)	93.5% (n = 18952)	94.4% (n = 17824)	94.5% (n = 17411)	94.4% (n = 17692)	93.9% (n = 91523)		

Lack of Progress Probation Five-Year Trends by Age Group (Fall Semesters)

Age Group		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Five-Year Average	80% Test	Proportionalit
Less than 20	On LOP Propation	7.3% (n = 429)	5.1% (n = 291)	4.9% (n = 293)	3.8% (n = 198)	4.6% (n = 251)	5.2% (n = 1462)	No	1.01
	Not on LOP Probation	92.7% (n = 5466)	94.9% (n = 5461)	95.1% (n = 5653)	96.2% (n = 5011)	95.4% (n = 5205)	94.8% (n = 26796)		
20 to 24	On LOP Propation	7.8% (n = 597)	6.2% (n = 463)	6.2% (n = 451)	5.1% (n = 363)	5.3% (n = 393)	6.1% (n = 2267)	No	1.00
	Not on LOP Probation	92.2% (n = 7091)	93.8% (n = 7059)	93.8% (n = 6855)	94.9% (n = 6687)	94.7% (n = 7015)	93.9% (n = 34707)		
25 to 29	On LOP Propation	7.3% (n = 209)	5.7% (n = 159)	6.1% (n = 171)	5.9% (n = 139)	6.2% (n = 152)	6.3% (n = 830)	No	1.00
	Not on LOP Probation	92.7% (n = 2647)	94.3% (n = 2607)	93.9% (n = 2637)	94.1% (n = 2208)	93.8% (n = 2289)	93.7% (n = 12388)		
30 to 49	On LOP Propation	7.3% (n = 249)	5.9% (n = 189)	5.5% (n = 176)	5.3% (n = 149)	6.0% (n = 173)	6.1% (n = 936)	No	1.00
	Not on LOP Probation	92.7% (n = 3176)	94.1% (n = 2995)	94.5% (n = 3002)	94.7% (n = 2640)	94.0% (n = 2701)	93.9% (n = 14514)		
50 or more	On LOP Propation	5.5% (n = 53)	4.9% (n = 41)	4.3% (n = 36)	4.8% (n = 34)	3.2% (n = 25)	4.6% (n = 189)	No	1.02
	Not on LOP Probation	94.5% (n = 905)	95.1% (n = 790)	95.7% (n = 792)	95.2% (n = 675)	96.8% (n = 752)	95.4% (n = 3914)		
Total	On LOP Propation	7.4% (n = 1537)	5.7% (n = 1143)	5.6% (n = 1127)	4.9% (n = 883)	5.2% (n = 994)	5.8% (n = 5684)	Not on Probation 76.3% (50 or more)	
	Not on LOP Probation	92.6% (n = 19285)	94.3% (n = 18912)	94.4% (n = 18939)	95.1% (n = 17221)	94.8% (n = 17962)	94.2% (n = 92319)		

Lack of Progress Probation Five-Year Trends by Age Group (Spring Semesters)

Age Group		Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Five-Year Average	80% Test	Proportionalit
Less than 20	On LOP Propation	7.2% (n = 384)	6.4% (n = 335)	5.6% (n = 283)	5.4% (n = 253)	5.5% (n = 260)	6.0% (n = 1515)	No	1.00
	Not on LOP Probation	92.8% (n = 4926)	93.6% (n = 4872)	94.4% (n = 4809)	94.6% (n = 4473)	94.5% (n = 4510)	94.0% (n = 23590)		
20 to 24	On LOP Propation	7.7% (n = 639)	6.8% (n = 527)	5.8% (n = 423)	5.5% (n = 412)	5.3% (n = 411)	6.2% (n = 2412)	No	1.00
	Not on LOP Probation	92.3% (n = 7708)	93.2% (n = 7244)	94.2% (n = 6908)	94.5% (n = 7144)	94.7% (n = 7310)	93.8% (n = 36314)		
25 to 29	On LOP Propation	6.8% (n = 203)	6.4% (n = 189)	5.5% (n = 142)	6.0% (n = 149)	6.8% (n = 172)	6.3% (n = 855)	No	1.00
	Not on LOP Probation	93.2% (n = 2763)	93.6% (n = 2748)	94.5% (n = 2426)	94.0% (n = 2337)	93.2% (n = 2369)	93.7% (n = 12643)		
30 to 49	On LOP Propation	6.5% (n = 236)	6.4% (n = 225)	5.4% (n = 171)	5.6% (n = 163)	5.9% (n = 174)	6.0% (n = 969)	No	1.00
	Not on LOP Probation	93.5% (n = 3379)	93.6% (n = 3277)	94.6% (n = 2967)	94.4% (n = 2742)	94.1% (n = 2752)	94.0% (n = 15117)		
50 or more	On LOP Propation	5.2% (n = 48)	5.0% (n = 43)	5.3% (n = 40)	4.2% (n = 31)	4.2% (n = 33)	4.8% (n = 195)	No	1.01
	Not on LOP Probation	94.8% (n = 868)	95.0% (n = 811)	94.7% (n = 714)	95.8% (n = 715)	95.8% (n = 751)	95.2% (n = 3859)		
Total	On LOP Propation	7.1% (n = 1510)	6.5% (n = 1319)	5.6% (n = 1059)	5.5% (n = 1008)	5.6% (n = 1050)	6.1% (n = 5946)	Not on Probation 76.2% (50 or more)	
	Not on LOP Probation	92.9% (n = 19644)	93.5% (n = 18952)	94.4% (n = 17824)	94.5% (n = 17411)	94.4% (n = 17692)	93.9% (n = 91523)		