

SAN JOAQUIN DELTA COLLEGE

Equity for All: Institutional Responsibility for Student Success

A Follow-up Report

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1. INTRODUCTION

The purpose of this report is to follow-up on the findings of the San Joaquin Delta College *Equity for All* project, originally produced in 2005. The current report begins with an outline of the goals and background of the *Equity for All* project and follows with a summary of the institutional context of San Joaquin Delta College.

The report provides a summary of recent data on the same key dimensions outlined in the 2005 report, including six-year enrollment trends by student ethnicity and measures of equity in student outcomes, such as term-to-term persistence, degree and certificate attainment, and transfer eligibility. Definitions of the key terms that provide the basis for this report are provided where appropriate.

Goals and Background of the Project

The *Equity for All Project: Institutional Responsibility for Student Success* is a partnership between the University of Southern California Center for Urban Education, the Lumina Foundation and the California Community Colleges Chancellor's Office. The overarching goal of the project is to close the equity gap in post-secondary educational outcomes for minority and low-income students. To that end, colleges were invited to participate in the project and collect and analyze student outcomes data by student ethnicity. California Community Colleges with ethnically diverse student bodies were invited to participate in the project. In order to be eligible to participate in the project, institutions needed to meet at least one of the following criteria:

- Latino student enrollment of 25% or above
- African American student enrollment that is above the 7% system-wide average
- Native American student enrollment that is above the 1% system-wide average
- 50% or more of total enrollment that is non-Caucasian

Colleges are recommended and selected by the California Community Colleges Chancellor's Office and the *Equity for All* advisory board. A total of 10 California community colleges (listed below) currently participate in the project:

- City College of San Francisco
- College of Alameda
- DeAnza College
- Hartnell College
- LA Southwest College
- Long Beach City College
- Merritt College
- Mt. San Antonio College
- Rio Hondo College
- San Joaquin Delta College

Each participating college convenes a team to review educational outcomes data broken down by race/ethnicity and gender.

The Equity Scorecard Framework

The Equity Scorecard is an assessment framework comprised of several standard measures of inequities in educational outcomes. The Scorecard includes four major student outcome measurement areas based on the following perspectives:

- Academic Pathways
- Transfer Readiness
- Retention and Persistence
- Excellence

Each of the four student outcome perspectives are outlined below and depicted graphically in Figure 1.

► **Academic Pathways Perspective** includes indicators of:

- Access to majors and programs
- Educational tracks (transfer versus vocational track)

► **Retention and Persistence Perspective** refers to continued attendance from one year to the next year and/or to completion of degrees

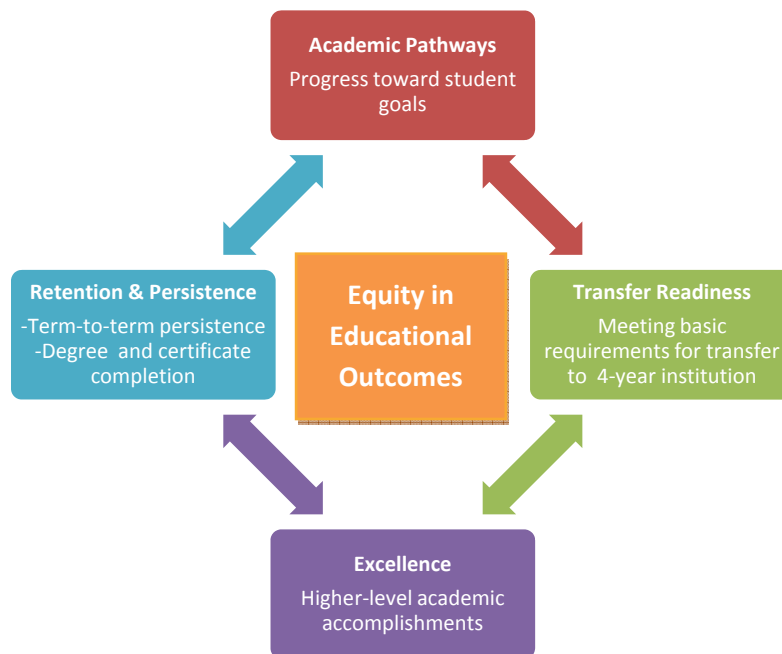
► **Transfer Readiness Perspective** consists of measures that indicate:

- Student completion of academic requirements for transfer
- Institutional structures and practices conducive to a transfer-oriented culture

► **Excellence Perspective**, in contrast to measures of retention as “academic survival,” this perspective represents:

- Higher-level academic accomplishments leading to majors in STEM fields
- Transfer to selective institutions
- Winning academic scholarships, etc.

Figure 1. Equity Scorecard Framework



Data collected under each of these perspectives allows institutions to compare student outcomes over time and provides institutional leadership with a comprehensive view of how historically underrepresented students are performing. The first Equity Scorecard report serves as the institution’s baseline, and from there forward each institution’s Scorecard should be updated and reexamined regularly. The current report is a follow-up to the 2005 report.

Delta College and the Equity for All Project

For numerous reasons the *Equity for All* project was well-suited for Delta College. Like other participating institutions, Delta College met the eligibility criteria for inclusion in the project. In addition, the project fit particularly well with Delta's emphasis on diversity, student success and equity in the College's mission statement:

The mission of San Joaquin Delta College is to provide excellent post-secondary education that serves the needs of students, the College District and the community through continuing, transfer, career and technical education, and economic development. To achieve this objective, the faculty and staff are committed to providing comprehensive instructional programs, student services and public services that are high quality.

In fulfilling its mission, San Joaquin Delta College acts upon the following principles:

- Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, a vital connection to the arts and cultures of the community, and competitive athletics.
- Student success and equity are founded on a well-coordinated and institutionally-integrated developmental education program.
- Educational resources are available to all students regardless of age, disability, gender, or ethnicity.
- Institutional renewal must include continuous improvement through new and revised curricula; the use of student learning outcomes to enhance student performance; new and effective technologies; and ongoing faculty and staff professional development.
- All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning.

In addition, the *Equity for All* project measures parallel those proposed by the California Community College System Office, which require systematic data collection, review and improvement of transfer, degree and certificate completion rates, and success rates in basic skills courses.

In fall 2005, Delta College completed a baseline report of equity in student educational outcomes. The report highlighted some key areas in which the College could improve its equity scores, particularly in the academic pathways area. The 2005 report revealed substantial equity gaps among African American and Hispanic students (relative to white students). In order to determine what changes have occurred since the original report, data were collected for each of the measures originally presented in the 2005 report. This data collection provides the means of identifying both areas in which improvements have been made as well as the areas in which additional efforts are required to promote equity in student outcomes.

Organization of Findings

The current report provides data for multiple measures in each of the four major perspectives. General information about San Joaquin Delta College and the College's service area is provided in the **Institutional Context** section. Transfer potential, degree and certificate attainment information is presented in the **Academic Pathways** section. Term-to-term persistence rates are provided in the **Retention and Persistence** section. Information on student transfer preparation is provided in the **Transfer Readiness** section, and information students involved in Science, Technology, Engineering and Mathematics (STEM) majors and courses is presented in the **Excellence** section.

The report focuses on current data, and comparisons between the current data and the 2005 findings are summarized in the **Conclusions** section.

2. INSTITUTIONAL CONTEXT

San Joaquin Delta College serves all of San Joaquin and Calaveras Counties as well as portions of Sacramento, Alameda and Solano Counties. The College is located in the city of Stockton, the largest city in the rapidly-growing San Joaquin County. The ethnic diversity of San Joaquin County's population parallels that of the State of California. The county's population is characterized by somewhat lower levels of educational attainment and lower-than-average income.

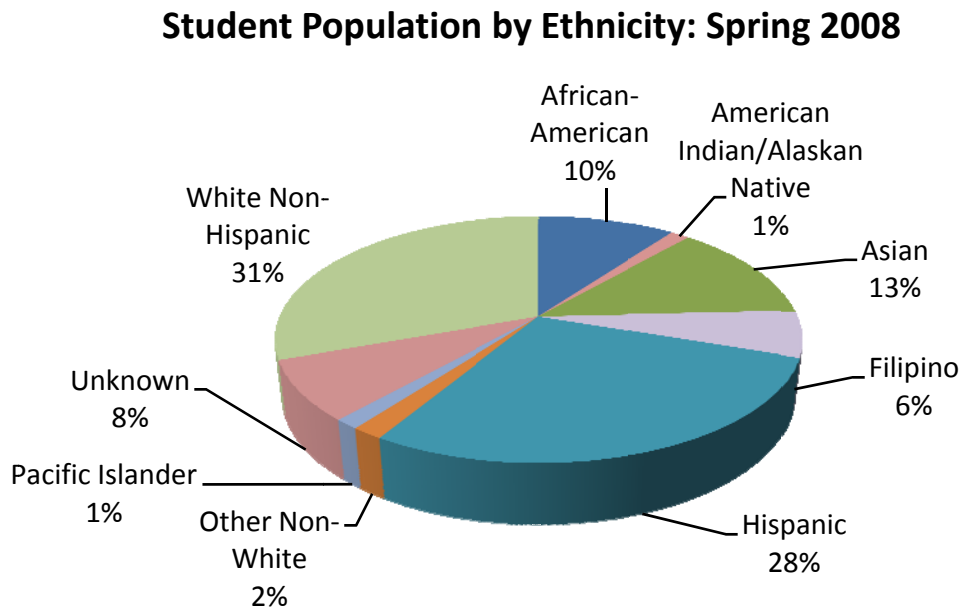
Table 1. San Joaquin County Population Demographics, 2006

	San Joaquin County	California Statewide
Household Population	658,095	35,594,342
Median Household Income	\$51,951	\$56,645
% With Bachelor's Degree or Higher	16%	29%
% Speak Language Other than English at Home	38%	43%
% Female	50%	50%
Race/Ethnic Background		
Black/African American	7%	6%
American Indian/Alaskan Native	1%	1%
Asian	14%	12%
Native Hawaiian/Other Pacific Islander	<1%	<1%
Hispanic/Latino	36%	36%
White	62%	60%
Other Race	11%	17%

Student Demographics

San Joaquin Delta College enrolls over 25,000 students each year, of which roughly 28% are Hispanic, 13% are Asian, 6% are Filipino and 10% are African American, 31% are White and 12% are other or declined to state ethnicities. Roughly 60% of the Delta College student population is female. Because its Hispanic student population averages 25% or above, Delta College is designated as a Hispanic-Serving Institution (HSI).

The number of Delta College students who come from traditionally underserved ethnic backgrounds has been increasing steadily over the past decade. Figure 2 provides a breakdown of the Delta College student population by ethnic or racial background for spring 2008 (the most recent term for which data was available).

Figure 2. Delta College Student Population by Ethnicity, Spring 2008

As the figure shows, the Delta College student population is a rather diverse one, and as recent trends in student enrollment show, is becoming an increasingly diverse one. Over the past five years, the proportion of white students enrolling at the College has consistently decreased, while the proportion of African American and Hispanic has steadily increased. For example, the proportion of students who self-identified as African American increased from 8.9% in fall 2003 to 10.5% in fall 2008, and the proportion of students who self-identified as Hispanic increased from 25.3% to 27.3% from fall 2003 to fall 2008. Table 2 provides Delta College student enrollment data for the past five fall terms (Fall 2003 to Fall 2007) broken down by gender and ethnicity.

As the table shows, the College's proportion of males and females has remained relatively stable over the past six-years, while the overall student population has increased steadily each year. The College is becoming more and more diverse, and, as the data shows, traditionally underrepresented groups have gained greater access to higher education through the College.

It should be noted that increased access to higher education is not the equivalent of increased positive educational outcomes and successful attainment of academic goals. To more fully investigate equity in student outcomes by racial or ethnic background, nine distinct ethnic categories were used. These categories included African American, American Indian/Alaskan Native, Asian (not including Cambodian, Laotian or Vietnamese), Hispanic, other non-Pacific Islander/Filipino, white, Southeast Asian (Cambodian, Laotian and Vietnamese), unknown and white. To further explore equity in educational outcomes, the following sections provide an in-depth look at each major category of equity measures broken down by student ethnicity. Each measure of equity includes an analysis of student outcomes by these nine ethnic categories.

Table 2. Annual Enrollment by Race/Ethnicity and Gender (2003/2004 to 2007/2008)

Academic Year	Gender	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Other	Pacific Islander	Unknown	White	Total	% Gender
2003-04	Female	1,743	213	2,011	905	4,504	218	166	891	6,174	16,825	59.39%
	Male	1,080	127	1,628	647	2,828	165	104	708	4,213	11,500	40.59%
	Unknown	0	0	0	0	1	0	0	6	0	7	0.02%
	<i>Total</i>	<i>2,823</i>	<i>340</i>	<i>3,639</i>	<i>1,552</i>	<i>7,333</i>	<i>383</i>	<i>270</i>	<i>1,605</i>	<i>10,387</i>	<i>28,332</i>	<i>100%</i>
	<i>% of Total</i>	<i>9.96%</i>	<i>1.20%</i>	<i>12.84%</i>	<i>5.48%</i>	<i>25.88%</i>	<i>1.35%</i>	<i>0.95%</i>	<i>5.66%</i>	<i>36.66%</i>	<i>100%</i>	
2004-05	Female	1,718	230	1,992	944	4,331	208	152	1,018	5,422	16,015	59.58%
	Male	970	138	1,506	647	2,696	165	131	755	3,640	10,648	39.61%
	Unknown	6	1	2	0	13	2	0	192	3	219	0.81%
	<i>Total</i>	<i>2,694</i>	<i>369</i>	<i>3,500</i>	<i>1,591</i>	<i>7,040</i>	<i>375</i>	<i>283</i>	<i>1,965</i>	<i>9,065</i>	<i>26,882</i>	<i>100%</i>
	<i>% of Total</i>	<i>10.02%</i>	<i>1.37%</i>	<i>13.02%</i>	<i>5.92%</i>	<i>26.19%</i>	<i>1.39%</i>	<i>1.05%</i>	<i>7.31%</i>	<i>33.72%</i>	<i>100%</i>	
2005-06	Female	1,655	206	1,931	937	4,431	241	174	1,008	5,180	15,763	58.57%
	Male	1,026	137	1,544	669	2,811	180	139	785	3,536	10,827	40.23%
	Unknown	7	4	5	1	10	0	2	282	10	321	1.19%
	<i>Total</i>	<i>2,688</i>	<i>347</i>	<i>3,480</i>	<i>1,607</i>	<i>7,252</i>	<i>421</i>	<i>315</i>	<i>2,075</i>	<i>8,726</i>	<i>26,911</i>	<i>100%</i>
	<i>% of Total</i>	<i>9.99%</i>	<i>1.29%</i>	<i>12.93%</i>	<i>5.97%</i>	<i>26.95%</i>	<i>1.56%</i>	<i>1.17%</i>	<i>7.71%</i>	<i>32.43%</i>	<i>100%</i>	

Table continues

EQUITY FOR ALL: INSTITUTIONAL RESPONSIBILITY FOR STUDENT SUCCESS (2008)

Table 2, continued

Academic Year	Gender	African American	American Indian/Alaskan Native	Asian	Filipino	Hispanic	Other	Pacific Islander	Unknown	White	Total	% Gender
2006-07	Female	1,808	218	2,009	989	4,589	248	165	1,066	5,082	16,174	58.32%
	Male	1,068	143	1,509	675	3,068	185	134	821	3,568	11,171	40.28%
	Unknown	11	5	8	3	15	1	0	335	9	387	1.40%
	<i>Total</i>	<i>2,887</i>	<i>366</i>	<i>3,526</i>	<i>1,667</i>	<i>7,672</i>	<i>434</i>	<i>299</i>	<i>2,222</i>	<i>8,659</i>	<i>27,732</i>	<i>100%</i>
	<i>% of Total</i>	<i>10.41%</i>	<i>1.32%</i>	<i>12.71%</i>	<i>6.01%</i>	<i>27.66%</i>	<i>1.56%</i>	<i>1.08%</i>	<i>8.01%</i>	<i>31.22%</i>	<i>100%</i>	
2007-08	Female	1,979	242	2,109	1,060	5,062	277	196	1,174	5,359	17,458	57.98%
	Male	1,214	165	1,606	732	3,415	220	163	887	3,840	12,242	40.65%
	Unknown	13	2	9	2	15	1	0	356	14	412	1.37%
	<i>Total</i>	<i>3,206</i>	<i>409</i>	<i>3,724</i>	<i>1,794</i>	<i>8,492</i>	<i>498</i>	<i>359</i>	<i>2,417</i>	<i>9,213</i>	<i>30,112</i>	<i>100%</i>
	<i>% of Total</i>	<i>10.65%</i>	<i>1.36%</i>	<i>12.37%</i>	<i>5.96%</i>	<i>28.20%</i>	<i>1.65%</i>	<i>1.19%</i>	<i>8.03%</i>	<i>30.60%</i>	<i>100%</i>	

The Equity Index Score

The Equity Index Score provides a measure by which equity in student outcomes may be assessed using a standard measure over time and across various institutions. The Equity Index Score is simply the proportion of students achieving the specific outcome of interest divided by the proportion of students in the target population (e.g., the selected cohort). The Equity Index Score serves as the basis for the Equity Scorecard, which includes several student outcome measures. The score allows for comparison of equity across each of these different measures to identify student support needs. Scores of 1.00 indicate no gap in the student outcome exists for the specified group. Scores above 1.00 indicate that students in the group are achieving the outcome at disproportionately high rates; scores below 1.00 indicate that students in the group are achieving the outcome at disproportionately low rates.

The Equity Index formula is provided below:

Target Group's Equity Index for the education outcome of interest	=	$\frac{\text{(Target group with the educational outcome/ Total students with the educational outcome)}}{\text{(Target group in the reference population/ Total students in the reference population)}}$
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More detailed information about the Equity Index can be found in **Appendix A**. For each of the key measures in the four student outcome perspectives, tables are provided that illustrate the ethnic breakdown of both the target population and the population achieving the specified outcome. For ease of interpretation, groups with Equity Index scores below 1.00 on a given outcome measure are highlighted. The results of the analyses are provided in the following sections.

3. ACADEMIC PATHWAYS

Academic pathways are defined as the measures that indicate students' progress toward key educational benchmarks, including transfer potential, degree and certificate attainment. Specifically, the following characteristics were used to measure equity in student academic pathways:

- Transfer potential, defined as the proportion of students in a given cohort who completed a minimum of 12 units and attempted at least one gateway transfer-level course in English or math within a specified 4-year period
- Associate degree attainment, defined as attainment of at least one Associate of Arts or an Associate of Science degree at Delta College within a specified 4-year period
- Certificate attainment, defined as attainment of at least one certificate at Delta College within a specified 4-year period
- 'Critical 4' attainment, defined as the successful completion of a set of courses within a specified 4-year period that highly predict transfer to a four-year institution
 - At Delta College, these courses include the following:
 - English 1A
 - English 1B, English 1D or Philosophy 30
 - Communication Studies 1A
 - A transfer-level math course

In order to examine student outcomes over a specified time period, a cohort of students was selected. Demographic, course completion, degree and certificate attainment data were collected for students who first enrolled at Delta College in the 2004-2005 academic year. The data provide a summary of key student outcomes within a four-year timeframe. A total of 7,181 students enrolled at Delta College for the first time between June 1, 2004 and May 31, 2005 (the start date of the summer term through the end date for the spring term). The proportion of students achieving each educational outcome is provided by student ethnic/racial background.

Transfer Potential

Table 3 illustrates the proportion of students who enrolled at Delta College in the 2004-2005 academic year compared to the proportion of students who achieved transfer potential status. As the table shows, overall about one in three students in the cohort achieved transfer potential status. Transfer potential status indicates these students are more likely to transfer to a four-year institution. African American students, American Indian/Alaskan Native students, Hispanic students and students of unknown ethnic background were underrepresented among students achieving transfer potential status. Students of all other ethnicities were overrepresented. In general, students were more likely to have taken a transfer-level English than a transfer-level math course. Among all students in the cohort, nearly one in three (30%) students attempted a gateway transfer-level English course, but only 17% attempted a gateway transfer-level math course. Among students in the transfer potential group, the vast majority (90%) had attempted a gateway English course, and about half (51%) had attempted a gateway math course.

Table 3. 2004-2005 First-time Student Transfer Potential Rates by Ethnicity

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.5% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
Transfer Potential	6.9% (164)	1.0% (23)	8.0% (191)	24.3% (577)	1.9% (45)	10.3% (244)	5.8% (138)	8.4% (199)	33.4% (794)	100.0% (2,375)
<i>Equity Index</i>	.61	.71	1.18	.95	1.06	1.37	1.06	.99	1.06	

Overall Transfer Potential Rate: 33.1%

Associate Degree Attainment

Table 4 illustrates associate degree attainment rates for the 2004-2005 entering cohort. Overall, about one in eight students received an associate degree. Again, African American, American Indian/Alaskan Native and Hispanic students were underrepresented among students who received associate degrees. Southeast Asian students were also underrepresented. Asian, Pacific Islander/Filipino and white students, as well as students from other non-white backgrounds, were overrepresented.

Table 4. First-time Student Associate Degree Attainment Rates by Ethnicity

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.4% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
Associate Degree Attainment	7.3% (68)	.3% (3)	8.4% (78)	20.2% (187)	2.2% (20)	11.8% (109)	4.9% (45)	8.5% (79)	36.4% (337)	100% (926)
<i>Equity Index</i>	.65	.21	1.24	.79	1.22	1.57	.89	1.00	1.16	

Overall Associate Degree Attainment Rate: 12.9%

Certificate Attainment

Table 5 illustrates certificate degree attainment rates for the 2004-2005 entering cohort. Only 4% of students in the cohort obtained a certificate in a four-year period. There were considerable gaps between students of different ethnic groups in certificate attainment. Among the students who obtained a certificate, Southeast Asian, African American, American Indian/Alaskan Native and other non-white students were significantly underrepresented. White and Hispanic students were overrepresented, and Pacific Islander/Filipino students were particularly overrepresented. It should be noted that the high certificate attainment rates for Pacific Islander/Filipino students may be due in part to the high proportion of students in the cohort who enrolled in and completed the College's Registered Nursing program (17% of the students in this program are Pacific Islander/Filipino in comparison to just 6% of the overall student cohort).

Table 5. First-time Student Certificate Attainment Rates by Ethnicity

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.4% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
Certificate Attainment	8.9% (27)	1.0% (3)	6.6% (20)	26.6% (81)	1.3% (4)	10.5% (32)	3.3% (10)	7.2% (22)	34.5% (105)	100% (304)
<i>Equity Index</i>	.79	.71	.97	1.04	.72	1.40	.60	.85	1.10	

Overall Certificate Attainment Rate: 4.2%

Critical 4 Attainment

Only 5% of students in the cohort had completed the 'Critical 4' courses successfully in four years. There were substantial gaps in 'Critical 4' attainment between students from different ethnic groups. African American and American Indian/Alaskan Native students were severely underrepresented in the 'Critical 4' group. Only 12 of 814 African American students and 1 of 104 American Indian/Alaskan Native students had completed the Critical 4 classes within four years. Hispanic students were also underrepresented. White, Asian, Pacific Islander/Filipino and Southeast Asian students were overrepresented.

Table 6. First-time Student 'Critical 4' Attainment Rates by Ethnicity

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.4% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
'Critical 4' Attainment	3.2% (12)	.3% (1)	10.3% (39)	22.8% (86)	1.9% (7)	9.5% (36)	9.3% (35)	8.2% (31)	34.5% (130)	100% (377)
<i>Equity Index</i>	.28	.21	1.52	.89	1.06	1.27	1.69	.97	1.10	

Overall Critical 4 Attainment Rate: 5.2%

Summary of Academic Pathways Measures

Overall, about one in three students in the cohort had achieved transfer potential status, and one in eight students had attained an associate degree in the four-year period. Only 4% of students attained a certificate, and 5% completed the 'Critical 4' courses that predict successful transfer to a four-year institution. There were significant equity gaps in each outcome measured, particularly among African American and American Indian/Alaskan Native students. African American and American Indian/Alaskan Native students were consistently underrepresented, perhaps most notably in 'Critical 4' attainment. Hispanic students were also underrepresented in associate degree and Critical 4 attainment. Southeast Asian students were underrepresented in associate degree and certificate attainment.

Table 9. CSU Transfer Eligibility by Ethnicity

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.4% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
Eligible to Transfer to CSU	3.8% (20)	.2% (1)	8.4% (44)	23.5% (123)	1.5% (8)	15.1% (79)	8.0% (42)	7.3% (38)	32.1% (168)	100% (523)
<i>Equity Index</i>	.34	.14	1.24	.91	.83	2.01	1.46	.86	1.02	

Overall CSU Transfer Eligibility Rate: 7.3%

UC Transfer Eligibility

UC transfer eligibility rates were substantially lower than CSU transfer eligibility rates. Only 4% of students in the cohort were eligible to transfer to the UC. Again African American students were significantly underrepresented, as were American Indian/Alaskan Native students and Hispanic students. Pacific Islander/Filipino, Southeast Asian and Asian students were overrepresented in the UC transfer-eligible group.

Table 10. UC Transfer Eligibility by Ethnicity

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2004-2005 First-Time Students	11.3% (814)	1.4% (104)	6.8% (489)	25.7% (1,846)	1.8% (131)	7.5% (535)	5.5% (394)	8.5% (610)	31.4% (2,258)	100.0% (7,181)
Eligible to Transfer to UC	4.3% (12)	.4% (1)	11.0% (31)	20.6% (58)	1.8% (5)	12.8% (36)	10.0% (28)	8.2% (23)	31.0% (87)	100% (281)
<i>Equity Index</i>	.38	.29	1.62	.80	1.00	1.71	1.82	.97	.99	

Overall UC Transfer Eligibility Rate: 3.9%

Summary of Transfer Readiness Measures

Forty percent of the students in the cohort had GPAs of 2.0 or above in transfer courses. Across all three measures of transfer readiness, African American, American Indian/Alaskan Native and Hispanic students were underrepresented, and Asian and Pacific Islander/Filipino students were overrepresented.

6. EXCELLENCE

The excellence perspective goes beyond academic survival, emphasizing academic accomplishments that lead to Science, Technology, Engineering and Math (STEM) careers, transfer to selective four-year institutions, and receipt of academic awards and scholarships. For the present study, declaration of a STEM major and enrollment in a key STEM course were used to measure equity in student excellence.

STEM Majors

To determine if students from different ethnic backgrounds were declaring STEM majors at proportional rates, data was obtained for the most recent entering cohort. Students who first enrolled at Delta College in the 2007-2008 academic year were included in the cohort. Because students may have changed their declared major in the past year, the most recently declared major was used. For the current study, the following overarching categories were defined as STEM-related majors:

- Computer and information sciences
- Engineering
- Engineering technology
- Biology
- Math
- Physical sciences (chemistry, physics)

Delta College majors were coded as STEM if they were listed by the National Center for Education Statistics under a STEM Classification of Instructional Programs (CIP) code. Table 11 presents data for declared STEM-related majors for the 2007-2008 entering cohort. Nine percent of all students in the cohort declared a STEM-related major. Among those who declared a STEM major, African American and Hispanic students were underrepresented, as were white students. Students from other, non-white backgrounds were represented proportionally, and students from all other ethnic groups were overrepresented.

Table 11. Declared STEM-Related Majors by Student Ethnicity

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2007-2008 First-Time Students	12.9% (1,226)	1.3% (120)	7.1% (670)	27.9% (2,646)	1.8% (172)	6.8% (647)	4.4% (418)	7.8% (740)	29.9% (2,834)	100% (9,473)
Declared STEM Major	10.6% (94)	1.8% (16)	12.0% (107)	22.0% (196)	1.8% (16)	8.0% (71)	8.3% (74)	9.0% (80)	26.4% (235)	100% (889)
<i>Equity Index</i>	.82	1.39	1.69	.79	1.00	1.18	1.89	1.15	.88	

Overall STEM Major Rate: 9.4%

Success in Key STEM Courses

To determine if students from different ethnic groups were enrolling in and successfully completing key STEM-related courses, data was again obtained for students in the 2007-2008 entering cohort. Enrollment and success data was compiled for key STEM courses taken in the 2007-2008 year. Key STEM courses included the following transfer-level math and science courses:

- Biology 1 (Core Biology)
- Biology 2 (General Zoology)
- Chemistry 1A (General Chemistry)
- Math 38A (College Algebra)
- Math 38B (Trigonometry)
- Math 39 (Pre-calculus)
- Physics 2A (General Physics)

Table 12 presents data on enrollment and GPA in key STEM courses for the 2007-2008 entering cohort. As the table shows, only 251 (2%) of the 9,473 students in the cohort attempted a key STEM course. While these numbers may seem low, it is important to keep in mind that many first-time students will not have completed the necessary prerequisites to enroll in these courses. Of the 251, the majority (79%) had GPAs of 2.0 or above in key STEM courses. Among students with GPAs of 2.0 or above in key STEM courses, African American and Hispanic students were underrepresented, as were students from unknown ethnic backgrounds.

Table 12. GPA of 2.0 or Above in Key STEM Courses by Ethnicity

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
Enrolled in Key STEM Courses	2.8% (7)	2.4% (6)	15.9% (40)	21.5% (54)	1.6% (4)	11.2% (28)	10.0% (25)	8.8% (22)	25.9% (65)	100% (251)
Successful in Key STEM Course	1.5% (3)	2.5% (5)	17.3% (34)	19.8% (39)	2.0% (4)	12.7% (25)	9.6% (19)	8.1% (16)	26.4% (52)	100% (197)
<i>Equity Index</i>	.54	1.04	1.09	.92	1.25	1.13	.96	.92	1.02	

Overall Percentage with a GPA of 2.0 or Above in Key STEM Courses: 78.5%

Summary of Excellence Outcomes

Overall, 9% of students in the cohort selected a STEM major. Of the students in the cohort who enrolled in at least one key STEM courses ($n=251$), about three in four had GPA's above 2.0 in key STEM courses. Among students with a GPA of 2.0 or above in key STEM courses, African American, Hispanic and Southeast Asian students and students from unknown ethnic backgrounds were underrepresented. African American and Hispanic students were underrepresented in both STEM measures. American Indian/Alaskan Native, Asian, Pacific Islander/Filipino and Southeast Asian students were overrepresented in both STEM outcomes.

7. SUMMARY AND CONCLUSIONS

2008 Data Summary

This report presents measures of academic pathways, persistence and retention and transfer readiness. Each of these sets of outcomes were broken down by student ethnicity so that gaps in student equity could be identified. Student outcomes were relatively equitable in terms of term-to-term persistence. However, in terms of degree attainment, completion of classes that predict successful transfer, transfer readiness and excellence, large gaps in equity exist. African American students were dramatically underrepresented in nearly every area, and particularly in transfer readiness. American Indian/Alaskan Native students were underrepresented in academic pathway and transfer readiness measures. Hispanic students were underrepresented in a number of key outcomes, most notably in associate degree attainment. Asian, Pacific Islander/Filipino, Southeast Asian and white students were generally proportionally represented or overrepresented in student outcomes. Equity gaps varied by specific outcome measure for students from other ethnic groups.

Follow-Up on 2005 Report

A similar report was produced in 2005 with similar overall findings (see **Appendix B** for 2005 data tables and **Appendix C** for comparison of 2005 and 2008 data). The diversity of Delta College has increased steadily over the past five years, and more and more students from non-white backgrounds are entering the College. These trends show that access to the College has increased for traditionally underserved students, but further analysis of the data shows that access is not necessarily indicative of student success. The 2005 report illustrated many substantial equity gaps in key student outcomes, particularly among African American and Hispanic students.

Overall, students appear to be achieving positive outcomes at significantly higher rates in 2008 than in 2005. A substantially higher percentage of students (33% versus 21%) achieved transfer potential status in the current data collection period, and nearly double the percentage (13% versus 7%) of students received associate degrees. In comparison to the 2005 data, certificate attainment rates overall are slightly higher for students in the current report, while 'Critical 4' attainment rates are slightly lower. Spring-to-fall persistence rates were similar across both cohorts, but fall-to spring persistence rates were significantly higher (74% versus 52%) for the current cohort. Overall transfer rates to both the CSU and UC systems were slightly higher for the current cohort, and the proportion of students averaging a grade of C or better in transfer-level courses nearly doubled from 2005 to 2008. STEM majors and success in key STEM courses was not examined in 2005, so no comparisons can be made on those measures.

Although the overall trend in student outcomes shows some improvement in key areas, this trend does not hold for students from all ethnic groups. In terms of equity in student outcomes, there are many areas in which the College may improve. Many of the findings in the current report mirror those in the previous report, particularly for African American and American Indian/Alaskan Native students.

African American Student Outcomes

Based on the most recent data, African American students are considerably underrepresented in a number of key student outcomes. In comparison to the 2005 report, African American students appear to have gained some ground in associate degree attainment and persistence. However, African American students appear to have lost ground in other key areas, particularly in terms of

transfer potential and transfer readiness. African American students also had substantially lower equity scores in certificate attainment and successful completion of courses that predict transfer to a four-year institution. African American students were underrepresented in both the CSU and UC transfer-eligible groups.

African American students were severely underrepresented among students who declare STEM majors and students who enroll and successfully complete key STEM courses. In sum, equity gaps continue to exist for African American students, and little progress has been made in key student outcomes since the 2005 report. In some instances, the equity gap has even widened. It should be noted that these equity gaps may persist in part because of factors present at the college and in the surrounding community. For example, a large proportion of the college's African American students come from poor-performing schools in the community, in which overall student performance and school API scores are consistently lower than those of other schools in the area. Even so, the data suggest that the college should put in place a comprehensive plan to address these inequities at the college level, and efforts should be made to ensure progress is made in each of these areas.

American Indian/Alaskan Native Student Outcomes

The current report shows that American Indian/Alaskan Native students are underrepresented in nearly every Academic Pathway and Transfer Readiness measure. In the 2005 report, a number of equity gaps were identified for American Indian/Alaskan Native students. Among the outcomes with the most substantial gaps in 2005 were certificate attainment, Critical 4 attainment and transfer readiness. These gaps continue to exist in the current report and, in some cases, have increased.

Although American Indian/Alaskan Native students make up only a small percentage of the Delta College student population, there is still room for improvement in some areas. Concerted efforts should be made to reduce these equity gaps.

Hispanic Student Outcomes

Based on the current data, the equity gap has narrowed substantially for Hispanic students in a number of areas, including certificate attainment and transfer potential. Even so, equity gaps have widened in Critical 4 and associate degree attainment. Hispanic students also continue to be underrepresented on key measures of transfer readiness, particularly in terms of UC transfer eligibility and success in transfer-level courses.

Furthermore, Hispanic students are substantially less likely to declare a STEM major than students from other ethnic groups. Progress has been made in some key student outcomes, but a continuation of efforts is required to further narrow the equity gaps and improve outcomes for Hispanic students.

Southeast Asian Student Outcomes

Southeast Asian students were generally overrepresented or proportionally represented in the 2005 report; however, the current data show some areas in which equity gaps now exist. Southeast Asian students were significantly underrepresented in certificate attainment, and, to a lesser degree, in associate degree attainment. Efforts should be made to improve award attainment rates for Southeast Asian students at the College.

Outcomes for Students from Other Ethnic Backgrounds

In 2005, white, Asian, Pacific Islander/Filipino students were overrepresented in nearly every student outcome measure; and trend generally holds in the current report. Pacific Islander/Filipino students were overrepresented in every outcome, and perhaps most of all in CSU transfer eligibility. Asian students were overrepresented in nearly every outcome and were marginally underrepresented in certificate attainment. White students were also overrepresented in a number of areas in the current report; however, white students were less likely to persist to the following semester and were less likely to declare a STEM major than students from other ethnic groups.

From 2005 to the current report, students from unknown ethnic groups improved substantially on every outcome measure and nearly closed the equity gap in all areas. Students from other, non-white ethnic backgrounds lost ground on many key measures but gained ground in other areas.

Conclusions

The findings presented in this report show that gaps in equity continue to exist at Delta College. While some equity gaps have narrowed somewhat for Hispanic students, there is still much room for improvement. The same equity gaps identified for African American students in 2005 continue to exist today, and some equity gaps have increased. American Indian/Alaskan Native students continue to be underrepresented in nearly every major student outcome, and Southeast Asian students are underrepresented in degree and certificate attainment. As the data shows additional College efforts are required to improve outcomes for African American students, particularly in the areas of degree attainment and transfer readiness. A structured plan to narrow each of the equity gaps identified in this report should be documented and carried out.

APPENDIX A: THE EQUITY INDEX

The Equity Index is a measure of proportionality based on the population for each racial and ethnic group under analysis. The Equity Index is a ratio of two shares or percentages as expressed by the formula below.

$$\text{Target Group's Equity Index for the education outcome of interest} = \frac{\text{(Target group with the educational outcome/ Total students with the educational outcome)}}{\text{(Target group in the reference population/ Total students in the reference population)}}$$

The Equity Index numerator is the proportion of students from the target group (e.g., Latino students) among all students with a given academic feature; the denominator is the proportion of the total reference population that makes up the target group. In essence, students who obtain post-secondary degrees should be representative of the college's student body; and students who successfully transfer from two-year community colleges to four-year universities should be representative of the students in community colleges.

To illustrate how the Equity Index is used, a fictional college's transfer figures are provided below. The graduating class of this college consists of 1,000 students and 400 (or 40%) are Latino students. From this graduating cohort, a total of 450 students transfer to a four-year institution, of whom 45 (10%) are Latinos. These data yield the following Equity Index result:

$$\text{Latino's Equity Index for transfer to UC and CSU} = \frac{\text{(45 Latino students transfer/ 450 total transfer student cohort)}}{\text{(Target group in the reference population/ Total students in the reference population)}} = \frac{10\%}{40\%} = .25$$

Interpreting the Academic Equity Index Score

Equity Index scores are relatively easy to interpret. A score of 1.0 represents equity, a score below 1.0 indicates the institution is below its target equity level (underrepresentation), and a score above 1.0 indicates the institution is above its target equity level (overrepresentation). Equity Index scores above or below 1.0 show an equity gap on the specific indicator of interest. In the example above, the Equity Index for Latinos transferring to four-year institutions is .25, which reveals a major equity gap in transfer rates for Latinos.

APPENDIX B: 2005 EQUITY FOR ALL DATA SUMMARY TABLES*Table B1. Annual Enrollment 2000/2001 to 2004/2005 by Race/Ethnicity and Gender*

Academic Year	Gender	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Other	Pacific Islander	Unknown	White	Total	% Gender
2000-01	Female	1,602	243	1,849	832	4,385	242	106	970	7,278	1,7507	59.24%
	Male	980	135	1,560	594	2,797	203	81	765	4,928	1,2043	40.75%
	Unknown	0	0	0	0	1	0	0	1	1	3	0.01%
	<i>Total</i>	<i>2,582</i>	<i>378</i>	<i>3,409</i>	<i>1,426</i>	<i>7,183</i>	<i>445</i>	<i>187</i>	<i>1,736</i>	<i>12,207</i>	<i>29,553</i>	<i>100%</i>
	<i>% of Total</i>	<i>8.74%</i>	<i>1.28%</i>	<i>11.54%</i>	<i>4.83%</i>	<i>24.31%</i>	<i>1.51%</i>	<i>0.63%</i>	<i>5.87%</i>	<i>41.31%</i>	<i>100%</i>	
2001-02	Female	1,792	267	1,976	875	4,806	239	127	952	7,313	18,347	58.77%
	Male	1,160	171	1,749	654	3,080	216	105	765	4,967	12,867	41.22%
	Unknown	1	0	0	0	0	0	0	2	1	4	0.01%
	<i>Total</i>	<i>2,953</i>	<i>438</i>	<i>3,725</i>	<i>1,529</i>	<i>7,886</i>	<i>455</i>	<i>232</i>	<i>1,719</i>	<i>1,2281</i>	<i>31,218</i>	<i>100%</i>
	<i>% of Total</i>	<i>9.46%</i>	<i>1.40%</i>	<i>11.93%</i>	<i>4.90%</i>	<i>25.26%</i>	<i>1.46%</i>	<i>0.74%</i>	<i>5.51%</i>	<i>39.34%</i>	<i>100%</i>	
2002-03	Female	1,770	265	2,046	899	4,857	235	153	919	7,010	18,154	59.21%
	Male	1,187	153	1,672	637	3,063	196	108	742	4,741	12,499	40.77%
	Unknown	1	0	0	0	2	0	0	3	1	7	0.02%
	<i>Total</i>	<i>2,958</i>	<i>418</i>	<i>3,718</i>	<i>1,536</i>	<i>7,922</i>	<i>431</i>	<i>261</i>	<i>1,664</i>	<i>11,752</i>	<i>30,660</i>	<i>100%</i>
	<i>% of Total</i>	<i>9.65%</i>	<i>1.36%</i>	<i>12.13%</i>	<i>5.01%</i>	<i>25.84%</i>	<i>1.41%</i>	<i>0.85%</i>	<i>5.43%</i>	<i>38.33%</i>	<i>100%</i>	

Table continues

Table B1, continued

Academic Year	Gender	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Other	Pacific Islander	Unknown	White	Total	% Gender
2003-04	Female	1,743	213	2,011	905	4,504	218	166	891	6,174	16,825	59.39%
	Male	1,080	127	1,628	647	2,828	165	104	708	4,213	11,500	40.59%
	Unknown	0	0	0	0	1	0	0	6	0	7	0.02%
	<i>Total</i>	<i>2,823</i>	<i>340</i>	<i>3,639</i>	<i>1,552</i>	<i>7,333</i>	<i>383</i>	<i>270</i>	<i>1,605</i>	<i>10,387</i>	<i>28,332</i>	<i>100%</i>
	<i>% of Total</i>	<i>9.96%</i>	<i>1.20%</i>	<i>12.84%</i>	<i>5.48%</i>	<i>25.88%</i>	<i>1.35%</i>	<i>0.95%</i>	<i>5.66%</i>	<i>36.66%</i>	<i>100%</i>	
2004-05	Female	1,718	230	1,992	944	4,331	208	152	1,018	5,422	16,015	59.58%
	Male	970	138	1,506	647	2,696	165	131	755	3,640	10,648	39.61%
	Unknown	6	1	2	0	13	2	0	192	3	219	0.81%
	<i>Total</i>	<i>2,694</i>	<i>369</i>	<i>3,500</i>	<i>1,591</i>	<i>7,040</i>	<i>375</i>	<i>283</i>	<i>1,965</i>	<i>9,065</i>	<i>26,882</i>	<i>100%</i>
	<i>% of Total</i>	<i>10.02%</i>	<i>1.37%</i>	<i>13.02%</i>	<i>5.92%</i>	<i>26.19%</i>	<i>1.39%</i>	<i>1.05%</i>	<i>7.31%</i>	<i>33.72%</i>	<i>100%</i>	

Note: Data presented in the table is derived from California Community Colleges Chancellor's Office MIS data and differs somewhat from the original table produced in the 2005 report

Table B2. First-time Students by Race/Ethnicity Compared to Transfer Potential

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Transfer Potential	6.8% (181)	1.0% (27)	7.9% (212)	22.3% (596)	1.4% (37)	5.5% (148)	7.7% (207)	6.7% (179)	40.7% (1,087)	100.0% (2,674)
<i>Equity Index</i>	.72	.71	1.34	.92	1.08	1.15	1.43	.64	1.10	

Overall Transfer Potential Rate: 20.6%

Table B3. First-time Students by Race/Ethnicity Compared to A.A./A.S. Degree Attainment

	African American	American Indian/Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Associate Degree	4.3% (36)	1.5% (13)	11.1% (93)	21.6% (182)	1.7% (14)	5.8% (49)	8.6% (72)	3.8% (32)	41.7% (351)	100.0% (842)
<i>Equity Index</i>	.46	1.07	1.88	.89	1.31	1.21	1.59	.36	1.12	

Overall Associate Degree Attainment Rate: 6.5%

Table B4. First-time Students by Race/Ethnicity Compared to Certificate Attainment

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non- white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Certificate	7.9% (29)	.8% (3)	5.5% (20)	20.2% (74)	1.9% (7)	7.9% (29)	4.4% (16)	2.5% (9)	48.9% (179)	100.0% (366)
<i>Equity Index</i>	.84	.57	.93	.84	1.46	1.65	.82	.24	1.32	

Overall Certificate Attainment Rate: 2.8%

Table B5. First-time Students by Race/Ethnicity Compared to 'Critical 4' Attainment

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non- white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Critical 4	3.4% (27)	.9% (7)	10.7% (86)	22.7% (183)	.9% (7)	6.7% (54)	10.4% (84)	3.6% (29)	40.8% (328)	100.0% (805)
<i>Equity Index</i>	.36	.64	1.81	.94	.69	1.40	1.93	.34	1.10	

Overall 'Critical 4' Attainment Rate: 6.2%

Table B6. First-time Students by Race/Ethnicity Compared to Those Who Persisted to Fall 2003

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non- white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
Spring 2003 First- Time Students	10.0% (337)	1.3% (42)	5.5% (186)	28.3% (951)	1.3% (43)	4.5% (151)	2.9% (96)	12.0% (402)	34.3% (1,151)	100.0% (3,359)
Persisted to Fall 2003	9.2% (91)	1.5% (15)	7.0% (69)	30.0% (297)	2.2% (22)	4.7% (46)	3.3% (33)	7.4% (73)	34.8% (344)	100.0% (990)
<i>Equity Index</i>	.92	1.15	1.27	1.06	1.69	1.04	1.14	.62	1.02	

Overall Persistence Rate: 29.5%

Table B7. First-time Students by Race/Ethnicity Compared to Those Who Persisted to Spring 2005

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non- white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
Fall 2004 First-Time Students	9.6% (322)	1.3% (45)	5.9% (199)	26.1% (873)	1.7% (57)	5.6% (186)	3.6% (122)	16.8% (564)	29.3% (983)	100.0% (3,351)
Persisted to Spring 2004	9.6% (168)	1.4% (25)	6.4% (112)	27.7% (485)	2.0% (35)	6.5% (114)	4.9% (86)	8.9% (155)	32.6% (571)	100.0% (1,751)
<i>Equity Index</i>	1.00	1.08	1.09	1.06	1.18	1.16	1.36	.52	1.11	

Overall Persistence Rate: 52.3%

Table B8. First-time Students Who Achieved a Grade of C or Better in Transfer-Level Courses

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Grade of C in Transfer Courses	6.7% (180)	1.0% (26)	8.0% (213)	22.3% (596)	1.4% (37)	5.5% (148)	7.8% (207)	6.6% (176)	40.7% (1,088)	100% (2,671)
<i>Equity Index</i>	.71	.71	1.36	.92	1.08	1.15	1.44	.63	1.10	

Overall Transfer Course Success Rate: 20.5%

Table B9. First-time Students Who Achieved CSU Upper-Division Transfer Eligibility

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non-white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
CSU Upper-Division Transfer Eligible	4.6% (29)	1.0% (6)	13.4% (84)	22.1% (139)	1.3% (8)	6.9% (43)	10.8% (68)	5.3% (33)	34.7% (218)	100% (628)
<i>Equity Index</i>	.49	.71	2.27	.91	1.00	1.44	2.00	.51	.94	

Overall CSU Transfer Eligibility Rate: 4.8%

Table B10. First-time Students Who Achieved UC Upper-Division Transfer Eligibility

	African American	American Indian/ Alaskan Native	Asian	Hispanic	Other non- white	Pacific Islander/ Filipino	Southeast Asian	Unknown	White	Total
2000-2001 First-Time Students	9.4% (1,226)	1.4% (180)	5.9% (773)	24.2% (3,151)	1.3% (165)	4.8% (628)	5.4% (703)	10.5% (1,363)	37.1% (4,820)	100.0% (13,009)
Transfer Potential	2.8% (10)	0.0% (0)	15.3% (54)	20.7% (73)	1.4% (5)	6.5% (23)	13.1% (46)	6.0% (21)	34.1% (120)	100.0% (352)
<i>Equity Index</i>	.30	0.00	2.59	.86	1.08	1.35	2.43	.57	.92	

Overall UC Transfer Eligibility Rate: 2.7%

APPENDIX C: COMPARISON OF EQUITY INDEX SCORES BY STUDENT ETHNIC GROUP

Table C1. Comparison of Equity Index Scores for African American Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	.72	.61
Associate Degree Attainment	.46	.65
Certificate Attainment	.84	.79
Critical 4 Attainment	.36	.28
Retention and Persistence		
Spring-to-Fall Persistence	.92	1.22
Fall-to-Spring Persistence	1.00	.97
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	.71	.74
CSU Transfer Eligibility	.49	.34
UC Transfer Eligibility	.30	.38
Excellence		
Declared STEM-Related Majors	N/A	.82
GPA or 2.0 or Above in Key STEM Courses	N/A	.54

Table C2. Comparison of Equity Index Scores for American Indian/Alaskan Native Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	.71	.71
Associate Degree Attainment	1.07	.21
Certificate Attainment	.57	.71
Critical 4 Attainment	.64	.21
Retention and Persistence		
Spring-to-Fall Persistence	1.15	.55
Fall-to-Spring Persistence	1.08	1.21
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	.71	.71
CSU Transfer Eligibility	.71	.14
UC Transfer Eligibility	.00	.29
Excellence		
Declared STEM-Related Majors	N/A	1.39
GPA or 2.0 or Above in Key STEM Courses	N/A	1.04

Note. Data for this ethnic group are based on a small population of students

Table C3. Comparison of Equity Index Scores for Asian Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	1.34	1.18
Associate Degree Attainment	1.88	1.24
Certificate Attainment	.93	.97
Critical 4 Attainment	1.81	1.52
Retention and Persistence		
Spring-to-Fall Persistence	1.27	1.17
Fall-to-Spring Persistence	1.09	1.10
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	1.36	1.12
CSU Transfer Eligibility	2.27	1.24
UC Transfer Eligibility	2.59	1.62
Excellence		
Declared STEM-Related Majors	N/A	1.69
GPA or 2.0 or Above in Key STEM Courses	N/A	1.09

Table C4. Comparison of Equity Index Scores for Hispanic Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	.92	.95
Associate Degree Attainment	.89	.79
Certificate Attainment	.84	1.04
Critical 4 Attainment	.94	.89
Retention and Persistence		
Spring-to-Fall Persistence	1.06	.97
Fall-to-Spring Persistence	1.06	1.00
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	.92	.83
CSU Transfer Eligibility	.91	.91
UC Transfer Eligibility	.86	.80
Excellence		
Declared STEM-Related Majors	N/A	.79
GPA or 2.0 or Above in Key STEM Courses	N/A	.92

Table C5. Comparison of Equity Index Scores for Other, Non-White Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	1.08	1.06
Associate Degree Attainment	1.31	1.22
Certificate Attainment	1.46	.72
Critical 4 Attainment	.69	1.06
Retention and Persistence		
Spring-to-Fall Persistence	1.69	.88
Fall-to-Spring Persistence	1.18	.94
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	1.08	1.06
CSU Transfer Eligibility	1.00	.83
UC Transfer Eligibility	1.08	1.00
Excellence		
Declared STEM-Related Majors	N/A	1.00
GPA or 2.0 or Above in Key STEM Courses	N/A	1.25

Table C6. Comparison of Equity Index Scores for Pacific Islander/Filipino Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	1.15	1.37
Associate Degree Attainment	1.21	1.57
Certificate Attainment	1.65	1.40
Critical 4 Attainment	1.40	1.27
Retention and Persistence		
Spring-to-Fall Persistence	1.04	1.07
Fall-to-Spring Persistence	1.16	1.05
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	1.15	1.25
CSU Transfer Eligibility	1.44	2.01
UC Transfer Eligibility	1.35	1.71
Excellence		
Declared STEM-Related Majors	N/A	1.18
GPA or 2.0 or Above in Key STEM Courses	N/A	1.13

Table C7. Comparison of Equity Index Scores for Southeast Asian Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	1.43	1.06
Associate Degree Attainment	1.59	.89
Certificate Attainment	.82	.60
Critical 4 Attainment	1.93	1.69
Retention and Persistence		
Spring-to-Fall Persistence	1.14	1.32
Fall-to-Spring Persistence	1.36	1.07
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	1.44	.91
CSU Transfer Eligibility	2.00	1.46
UC Transfer Eligibility	2.43	1.82
Excellence		
Declared STEM-Related Majors	N/A	1.89
GPA or 2.0 or Above in Key STEM Courses	N/A	.96

Table C8. Comparison of Equity Index Scores for Unknown Ethnicity Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	.64	.99
Associate Degree Attainment	.36	1.00
Certificate Attainment	.24	.78
Critical 4 Attainment	.34	.97
Retention and Persistence		
Spring-to-Fall Persistence	.62	1.11
Fall-to-Spring Persistence	.52	1.03
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	.63	1.14
CSU Transfer Eligibility	.51	.86
UC Transfer Eligibility	.57	.97
Excellence		
Declared STEM-Related Majors	N/A	1.15
GPA or 2.0 or Above in Key STEM Courses	N/A	.92

Table C9. Comparison of Equity Index Scores for White Students

	2005 Equity Index	2008 Equity Index
Academic Pathways		
Transfer Potential	1.10	1.06
Associate Degree Attainment	1.12	1.16
Certificate Attainment	1.32	1.10
Critical 4 Attainment	1.10	1.10
Retention and Persistence		
Spring-to-Fall Persistence	1.02	.80
Fall-to-Spring Persistence	1.11	.97
Transfer Readiness		
GPA of 2.0 or Above in Transfer-level Courses	1.10	1.14
CSU Transfer Eligibility	.94	1.02
UC Transfer Eligibility	.92	.99
Excellence		
Declared STEM-Related Majors	N/A	.88
GPA or 2.0 or Above in Key STEM Courses	N/A	1.02