

San Joaquin Delta Community College Student Equity Plan

December 18, 2015

SAN JOAQUIN DELTA COLLEGE STUDENT EQUITY PLAN

Table of Contents

	Page
Signature Page	4
Executive Summary	6
Target Groups	
Goals	
Activities	
Student Equity Funding and Other Resources	
Contact Person/Student Equity Coordinator	
Planning Committee and Collaboration	16
Access	23
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Access Baseline Data and Goals	
Activities to Improve Access for Target Student Groups	
Expected Outcomes for Target Student Groups	
Course Completion	37
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Course Completion Baseline Data and Goals	
Activities to Improve Course Completion for Target Student Groups	
Expected Outcomes for Target Student Groups	
ESL and Basic Skills Completion	73
<i>Campus-Based Research</i>	
Overview	

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals

Activities to Improve ESL and Basic Skills Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Degree and Certificate Completion

99

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals

Activities to Improve Degree and Certificate Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Transfer

110

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals

Activities to Improve Transfer for Target Student Groups

Expected Outcomes for Target Student Groups

Summary Budget

124

Summary Budget spreadsheet

Summary Evaluation Plan

129

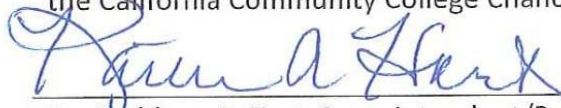
Attachments

131

***San Joaquin Delta Community College District
Student Equity Plan Signature Page***

District: San Joaquin Delta Community College Board of Trustees Approval Date: 12/15/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



Dr. Kathleen A. Hart, Superintendent/President

khart@deltacollege.edu

Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



Raquel Puentes-Griffith, Controller

rpuentes@deltacollege.edu

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Dr. Lisa Cooper, Assistant Superintendent/Vice
President of Student Services

lcooper@deltacollege.edu

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Dr. Matthew Wetstein, Assistant
Superintendent/Vice President of Instruction

mwetstein@deltacollege.edu

Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

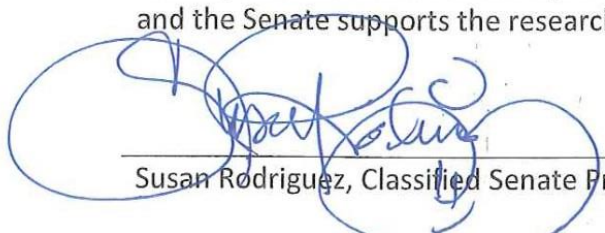


Diane Oren, Academic Senate President

academisenate@deltacollege.edu

Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



classifiedsenatepresident@deltacollege.edu

Susan Rodriguez, Classified Senate President

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.



asdcpresident@deltacollege.edu

Robert Duran, Associated Students of Delta
College President

Email



lcooper@deltacollege.edu

(209)954-5632

Dr. Lisa Cooper

Email

Phone

Student Equity Co-Coordinator/Contact



doren@deltacollege.edu

(209) 954-5289

Diane Oren

Email

Phone

Student Equity Co-Coordinator/Contact

Executive Summary

EXECUTIVE SUMMARY

Introduction

The process for devising the Student Equity Plan for the San Joaquin Delta College District (Delta College or the District) was one that afforded our District an opportunity to celebrate those programs and services that are already supporting success for a wide array of student populations as well as to identify the need to develop strategies to close existing achievement gaps in each of the five student success indicator areas: Access, ESL/Basic Skills Completion, Course Completion, Degree and Certificate Completion as well as Transfer. While our campus-based research provides data that reaffirms how effective many of our existing success efforts are at helping students achieve desired student outcomes, the evidence is equally clear that there are student achievement gaps that need to be addressed in order for a number of our most vulnerable and historically underserved student populations to enjoy comparable student success.

Additionally, there was reconfirmation through the student equity planning process that everyone in the District is responsible for student success and addressing equity. As you will note throughout our District's plan both in the discussions about our collaborative process and our guiding principles as well as in the outlining of our goals, activities and budget that we have developed a very robust plan that leverages the overall strength of the institution and support from faculty, staff, administrators and students. Delta College will continue to ensure that all constituencies represented at the College, relevant District, Chancellor's Office, state and/or national initiatives as well as the diverse administrative units of the District including Instruction, Student Services, Fiscal and Operations are engaged and incorporated into the student equity planning process. In addition, Instructional program review specifically addresses disproportionately impacted students, and each program implements at least one strategic goal that involves the improvement of student achievement. We as a District understand that it is only through this kind of all-encompassing collaboration that our students will be most successful.

With that in mind, Delta College embraced the opportunity to develop its Student Equity Plan to work together as an institution to not only better address the needs of disproportionately impacted students as identified by our campus-based research, but also to advance a model of institutional collaboration that will help us launch an integrated strategy for accelerating student success and equity. Delta College's Integrated Planning Matrix aligns District plans and initiatives, illustrating their interrelatedness through prominent strategic themes. With the themes of equity and student achievement linking every planning document, we can more easily determine where collaborative activities designed to close student achievement gaps may be developed. We can also see where funding streams related to equity may potentially be

combined. This data-driven, integrative approach will be supported by a change model with four important components:

1. Investigation: continue to not only work with our office of Planning, Research and Institutional Effectiveness to refine and disaggregate our campus-based research, but also access and utilize relevant scholarly research to inform our campus equity efforts
2. Integration: leverage existing institutional structures and resources to facilitate improvements and change
3. Innovation: identify promising and best practices that can be implemented to enhance student success and equity
4. Implementation: continue to support successful District initiatives and expand those efforts where possible as well as creating new ones where needed

The District's mission is to ***“serve the needs of students and the District community by providing excellent post-secondary education to the associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education, economic development, and the development of intellectual autonomy. To achieve this objective, the faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good.”***

Further, the District's vision includes cultivating a community of lifelong learners, passionately pursuing and achieving ever-higher educational goals, and fully appreciating the diverse and dynamic world around them with a recognition that student equity requires all students have access to the educational resources that they need to be successful. In keeping with this mission and vision, the Student Equity Committee, in collaboration with various other student success and relevant institutional strategic plans, views its charge as providing all students the tools they need to accomplish their goals. Although simply stated, this direction has been guided by a change process that is undergirded by two closely aligned frameworks, which are the seven (7) Principles of Inclusion and the six (6) success factors outlined in Student Support (Re) Defined.

Research and Inquiry

Principles of Inclusion

As outlined in the text co-authored by Dr. J. Goosby Smith titled Beyond Inclusion, these seven tenets that enhance interconnectedness, energy and resilience in organizations including:

- Connection
- Care
- Intrapersonal work
- Communication
- Mentoring and coaching
- Visibility

- Reward
- Fairness
- Trust
- External stakeholder interactions

As we learned when Dr. Goosby Smith provided consultation to our District during our May 1, 2015 Retreat, our August 13, 2015 Flex Day event as well as multiple planning conference calls, the overarching premise of these principles are based on the African communal philosophy of Ubuntu, “I am because you are.” Our District’s work with Dr. Goosby Smith is outlined in more detail below, but essentially assisted us with establishing our collective definition and understanding of equity as well as with our elevating our intentionality with regard to how we create a more welcoming and inclusive environment on our campus for all of our students, faculty and staff, who are from a variety of diverse backgrounds.

Student Support (Re) Defined

We have continued our partnership with the RP Group and its consultants to use Student Support (Re) Defined and its six factors for student success as an additional foundation for our student equity efforts:

- Directed
- Focused
- Nurtured
- Engaged
- Connected
- Valued

Dr. Darla Cooper initially presented this timely research by the RP Group at our District’s Student Success and Equity Retreat held on June 25-27, 2015. This student-focused research regarding the six-factors of success advances “a growing body of evidence indicating that strategic supports—delivered inside and outside the classroom—can increase students’ abilities to achieve completion and transfer.” We continued this conversation into our October 16, 2015 Flex Day, where all faculty, staff and some of our students, who served on a student panel had an opportunity to revisit Student Support (Re) Defined. This session, facilitated by Dr. Rogear Purnell of the RP Group, offered a powerful opportunity for us to hear directly from our students and underscored the message of how critical a role that we “ALL” play in our students’ experiences. From counselors to custodians. From the accountants to the professors teaching accounting classes. Our students don’t experience us as discretely as the positions on our institutional organizational charts would suggest. Instead, we heard them tell us that they step on to our campuses with an expectation that we should all be collectively invested in their success; thus, we as a District are striving to ensure that is the case.

Minority Male Community College Collaborative

One additional supporting research frameworks included our work with Dr. Frank Harris and Luke Wood of the Minority Male Community College Collaborative (M2C3). As you may already know, the goal of the M2C3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M2C3's research and practice agenda prioritizes men who have been traditionally underrepresented and underserved in postsecondary education. Drs. Harris and Wood not only provided our principal keynote address during our August 14, 2015 Mandatory Flex Day, but also facilitated two additional workshops for our campus community that shared research and best practices on serving students of color more effectively and helped elicit needs for improvement our District has in these areas. We look forward to continuing our partnership with them as well to assist our campus with addressing the needs; particularly for our student population that emerged as having the greatest achievement gaps across all five the equity indicators – African American Males. Already as a result of their work with our campus back in August, faculty have collaborated on a new learning community for Asian Pacific Islander students that will launch this coming Spring 2016 semester.

This is just one example of innovations we look forward to assisting our target student populations that have been outlined in the following section.

Target Populations

The San Joaquin Delta Community College Student Equity Plan provides a planned outline of activities that will focus primarily on the following student populations because of the disproportionate impact that is evident in the District's Campus-Based Research data in one or more of the five success indicator areas:

- African American
- Filipino
- Foster Youth
- Hispanic
- Low Income / Economically Disadvantaged
- Asian Pacific Islander
- Students with Disabilities
- Veterans
- Women
- Additionally, the District has identified strategies and resources that it will utilize in support of the success of students who identify as LGBTQ.

As a required part of our initial equity planning process, the Student Equity Committee and its five (5) Working Groups aligned with the five (5) Success Indicators determined the target populations by applying the Proportionality Index as outlined in the Guidelines for Measuring Disproportionate Impact in Equity Plans provided by the California Community Colleges Chancellor's Office. This 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). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort while a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate. Further, the District elected to present data in supplemental tables using Methodology 3 "Percentage Point Gap" for assessing disproportionate impact.

Through implementation of the Student Equity Plan, the District will not only continue to identify barriers that the target student population experience which impedes their ability to achieve success that is comparable to other student groups, but also operationalize goals and activities that will mitigate disproportionate impact that the target groups are experiencing across the five (5) student success indicators. The following sections outline the District's overarching Student Equity Goals followed by an overview of how the funds will be utilized.

SUMMARY OF STUDENT EQUITY GOALS**I. ACCESS**

- Goal A.1** Increase the math and English placement level for incoming students
Study the data to identify the impact of SSSP on access, specifically enrollment (core services).
- Goal A.2** Develop comprehensive outreach plans that target specific student populations
(American Indian/Native Alaskan, African American, Filipino, Latino, Pacific Islander)
- Goal A.3** Implement early intervention programs for target populations

II. COURSE COMPLETION

- Goal B.1** Increase success rates of target populations based upon the end of term enrollment data
- Goal B.2** Increase retention for target populations:
- Reduce the % of drops prior to census
 - Reduce the % of Ws post census

III. ESL AND BASIC SKILLS COMPLETION

- Goal C.1** Increase the use of instructional assistance including Supplemental Instruction in the classroom during newly developed
Basic Skills Math and English classes.
- Goal C.2** Improve study skills and habits of Basic Skills Math and English students by embedding innovative academic support strategies into the curriculum of the learning communities.
- Goal C.3** Increase the number of learning community cohorts for Basic Skills instruction

IV. DEGREE AND CERTIFICATE COMPLETION

- Goal D.1** Close the achievement gap for target student populations, including African-American, Low Income, Veterans, and Foster Youth students, by improving degree/certificate completion rates for the identified under-achieving student population.

V. TRANSFER

- Goal E.1** Improve transfer rates of Delta students to four-year universities; specifically African-American, Latino, American Indian/Native Alaskan, Veterans and Asian Pacific Islander
- Goal E.2** Improve transfer rates of Foster Youth students who attend four-year universities
- Goal E.3** Improve transfer rates of target populations who are student-athletes to attend four year universities.

PLANNING TIMELINES

To support the District's Student Equity Planning Process, we will continue to utilize the following phased approach:

Phase 1	Phase 2	Phase 3	Phase 4
Preparation	Quick Wins and Align Processes	Refine Strategies and Plan	Ongoing Implementation & Assessment
<i>Key Milestones</i>			
<ul style="list-style-type: none"> ▪ Background Research ▪ Develop aligned planning structure ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Implement aligned planning structure (teams) ▪ Conduct broad-based engagement and communication ▪ Identify any adjustments needed for the current plan ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Develop strategies ▪ Complete Student Equity Plan Update ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Ongoing implementation, evaluation and adaptation ▪ Professional Development
Spring/Summer 2015	Fall 2015	Winter/Spring 2016	Fall 2016 & Ongoing

As part of our work in Phase I, our District enlisted the support of Paul Downs Consulting, a strategic planning and facilitation consultation firm. Because of the firm's experience with assisting organizations to: Envision a clear and compelling future; engage stakeholders to build alignment; as well as execute systematically and sustain organizational change and success over time. They have supported our ability to phase out our student equity planning and implementation efforts as outlined above and we will continue to utilize their support through Phase 4. Phases II and III have allowed us to see the progress we have made not only in terms of the common actionable themes that have emerged such as creating a more inclusive campus climate and deepening our commitment to improve and change processes that better engage our students, but also we can reflect upon the quick wins we have secured ranging from implementing new strategies for the entire campus to be involved in welcoming students to our campuses at the start of each semester, making critical updates to our website so accessing the institution is easier and improving our internal and external communication methods. We continue to make progress that has allowed us to be much more intentional in our formulating the best use of our Student Equity resources that are outlined in the next section.

STUDENT EQUITY FUNDING AND OTHER RESOURCES

TARGET POPULATION	RESOURCES	BUDGET
Foster Youth	Staff Support Textbooks for Students Program Events and Supplies Professional Development and Training	\$135,239
Veterans	Veterans Resource Center Staff Support Center Events and Supplies Professional Development and Training	\$206,321
Students with Disabilities	DSPS Program Staff Adaptive Technology for Students with Disabilities	\$164,495
Low Income Students	Staff Support (in multiple programs including CalWORKs, MESA and EOPS) Outreach and promotional materials Textbooks and supplies for eligible students Computers for student use in CalWORKs	\$523,166
LGBT	Staff Support Pride Center Resource Materials Promotional Brochures Professional Development & Training	\$40,893
African American, Filipino, American Indian/Native Alaskan, Hispanic, Asian Pacific Islander (Includes Foster Youth, Veteran, Low Income and LGBT Students as well as those students with disabilities and those who are underprepared)	AFFIRM/Puente Staff Basic Skills Improvements Math Instruction and Supplemental Instruction Textbooks and Learning Resource Center Materials Outreach & Transfer initiatives Field Trips	\$390,273

Overall Student Equity Plan Support		
Student Equity Manager (100%)		\$136,126
Administrative Support (100%)		\$83,781
Dean of PRIE (10%)		\$19,427
2 Researcher Analysts (30%)		\$57,139
Professional Development, Consultation and Training		\$65,000
Student Equity Innovation Fund Proposal		\$300,000
TOTAL		<u>\$2,121,860</u>

Contact Person/Student Equity Coordinator(s):

Lisa Cooper, Interim Assistant Superintendent/Vice President of Student Services

Diane Oren, Academic Senate President/English Professor

Finally, future directions for our work will focus on continuing to bring together faculty, counselors and staff across all areas, fostering greater intentional collaboration and enhanced communication, focusing our research and inquiry on promising practices and innovations and coordinating and leveraging our shared vision regarding student success and equity.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Delta College established a Student Equity Planning (Student Equity) Committee, comprised of an array of campus constituents that will assist the District in ensuring equal access and opportunity for all students. More importantly, the Student Equity Committee will ensure that the District's Equity Plan initiatives align with, and are implemented in conjunction with, other major institutional efforts; including, but not limited to, the Educational Master Plan, the Student Success and Support Program, the Basic Skills Initiatives, and the AB86 Delta Sierra Alliance. Finally, in addition to the planned evaluation and assessment strategy, student equity will be imbedded in the District's Program Review process to expand on the opportunity to be more strategic in its approach to mitigate disproportionate impact on student populations. (Please refer to the Attachments section for a copy of the District's Integrated Planning Matrix, which has been designed by the Dean of Planning, Research and Institutional Effectiveness to support our ability to best align all of the District's major plans, initiatives and strategic goals.)

The Student Equity Committee is co-chaired by Lisa Cooper, Interim Assistant Superintendent/Vice President of Student Services and Diane Oren, Academic Senate President/English Professor. The Committee launched its charge to develop the Student Equity Plan by convening a day-long retreat for its members on July 23, 2014. It should be noted that a concerted effort continues to be made in order to ensure that committee membership broadly represents the institution so that in addition to faculty members, the following areas are represented:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Math, Engineering, Science Achievement (MESA), Puente and Middle College High School Programs
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Aja Butler	Director	Student Activities
Bill Deater	Interim Director	Information Technology & Data Center Services
Danita Scott-Taylor	Director	Student Support Services (DSPS and EOPS/CARE)
Delecia Nunnally	Dean	Counseling & Special Services and SSSP Campus Coordinator
Dian Oren	English Faculty	President, Academic Senate and <i>Co-Convener, Student Equity Committee</i>
Dianna Gonzales	Director	Human Resource
Ginger Holden	Interim Dean	Office of Planning, Research and Institutional Effectiveness (PRIE)
Jennifer Ajinga	Program Manager	Foster Youth Education and Support Program
Jessie Garza-Roderick	Associate Dean	South Campus at Mountain House
Kristina Merlino	Research Analyst	PRIE
Lisa Cooper	Interim Assistant Superintendent	Vice President of Student Services and <i>Co-Convener, Student Equity Committee</i>
Matt Wetstein	Assistant Superintendent	Vice President of Instruction and Planning
Nancy Cook	Child Development Center Director	President, Management Senate
Raquel Puentes-Griffith	Controller	Fiscal Services
Raquel Romero	Student	Board of Trustees Representative for Associated Students of Delta College
Robert Duran	Student	President, Associated Students of Delta College
Susan Rodriguez	Administrative Assistant II, Facilities	President, Classified Senate
Tiffanie Panella	Director	CalWORKs & CalWORKs Assessment
Valerie Stewart-Green	Acting Manager	Diversity and Community Engagement
Vanessa Rodriguez	Budget Analyst	Fiscal Services

Additional participants in the Student Equity Planning process as outlined below include:

- Joseph Robinson, student and participant in the Foster Youth Education and Support Program
- Silvia Soto, student and Associated Students of Delta College Treasurer
- April Taylor, student and participant in and student employee in the Veterans Resource Center
- Amy Courtright, Dean of Enrollment Services
- Becky Plaza, Lead Counselor for the Student Support and Success Programs (SSSP)
- Charles Jennings, Dean of Student Assessment and Learning
- Claudia Navarro, Office Assistant in Health Sciences
- Charlene Nunes, ASL Faculty
- Darin Brown, Math Faculty
- Elizabeth Maloney, Psychology Faculty and President of California Teachers Association
- Evan Wade, History Faculty and AFFIRM Learning Community
- Gerardo Calderon, Vice President of Operations
- Gillian Murphy, Dean of Applied Science, Business & Technology
- Helene Humphrey, Agriculture, Science, and Math Faculty
- Hong Pham, Manager of Student Success and Support Program
- Jazmin Amen, Director of
- Joel Beutel, Economics Faculty and 1st Vice President for Academic Senate
- Joann Cataldo, Speech/Communication Instructor
- Joe Gonzales, Dean of Languages, Library & Learning Resources
- Julie Kay, Dean of Nursing
- Janice Takahashi, Counselor
- Jun Wang, Librarian
- Kindra Beale, Math Faculty and 2nd Vice President of Academic Senate
- Kathy Hart, Superintendent and President
- Karen Sea, Registrar
- Laura Ochoa-Sanchez, Dean of Agriculture, Science & Mathematics
- Lilia Becerra-Quintor, ESL Faculty
- Lindsay Brown, Research Analyst, PRIE
- Michelle Castanon, Financial Aid and Outreach Specialists
- Mary Neville, Nursing Faculty
- Roy Desmangles, AFFIRM Counselor
- Robert Dipiero, Acting Director of Police Services and Public Safety Programs
- Rajanpreet Kaur, Math Faculty
- Sheli Ayers, English Faculty
- Sergio Calderon, Electronics Faculty
- Steve Graham, Dean of Humanities, Social Sciences, Education, Kinesiology & Athletics
- Sue Kidwell, SLPA Program Director and Health Sciences Faculty
- Solyn Laney, Counselor
- Sam Lo, Coordinator Fiscal Services
- Salvador Vargas, Dean of Career and Technical Education

- Tina Lent, Director of Financial Aid
- Wendy Munoz, Administrative Assistant II, Health Sciences
- Patricia Ochoa, Administrative Assistant II, Student Services

The District engaged in very thoughtful and intentional planning to both ensure broad membership as discussed above, but also to facilitate alignment with all of the institution's major plans, initiatives and strategic efforts including incorporating equity metrics into our District's Program Review process. Please refer to Attachment C to review a copy of our Integrated Planning Matrix that supports our ability to align and further facilitate meaningful collaborations and synergizing of efforts.

Additionally, we as a District came together as a community to strategize, develop ideas for interventions and implementation as it relates to Student Success and Equity throughout the 2015 calendar year. Below represents just a few of our efforts in that regard:

- May 1, 2015 – Campus Retreat with keynote address: Dr. J. Goosby Smith (Beyond Inclusion)
- June 25-27, 2015 – Monterey Retreat with
 - Dr. Darla Cooper, RP Group, Student Support (Re)Defined Keynote Address
 - Promising Practices with our colleagues from Canada College
 - Delta College Student Panel
- July 17, 2015 – Retreat Debrief and Planning for Flex Day
- August 12, 13 and 14 – Flex Day events with a focus on Equity
 - August 12 – Variable Flex Day Session for Faculty (Topic: What's happened with Equity this Summer and how can you get involved?)
 - August 13 – Working Together for Success Session with Dr. Goosby Smith
(Session focus: Aligning Student Support (Re) Defined and Beyond Inclusion and Sharing Results from our Campus Inclusion Survey)
 - August 14 – Mandatory Flex Day
 - Keynote: Dr. Goosby Smith, Beyond Inclusion
 - Keynote: Drs. Luke Wood and Frank Harris, the Minority Male Community College Collaborative, College Success Strategies for Men of Color
- January-April 2015 and September – December 2015 : Monthly Equity Meetings
- October 16, 2015: Flex Day with Dr. Rogear Purnell, RP Group, Revisiting Student Support (Re)Defined
- October – December 2015: Constituency Group Meetings
- December 7, 2015: Planning and Budget Meeting (Equity Goal Update)

We worked hard to ensure representation from all groups and the charts below are a testament to the enhanced collaboration for which we continue to strive in our equity planning efforts.

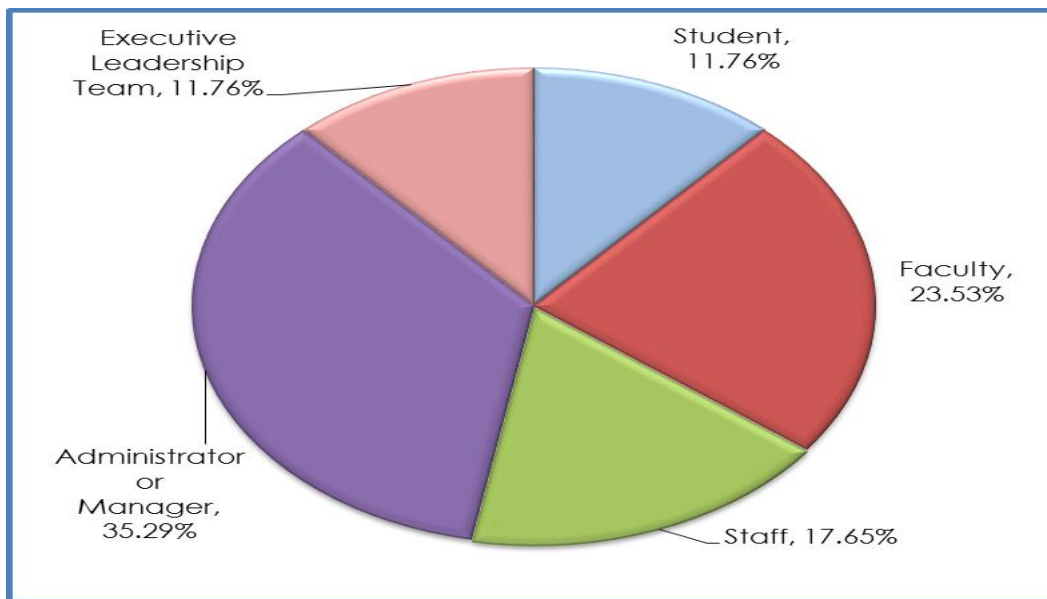


Figure 1: June 25-27: Delta College Student Equity Retreat (attendance by constituency group)

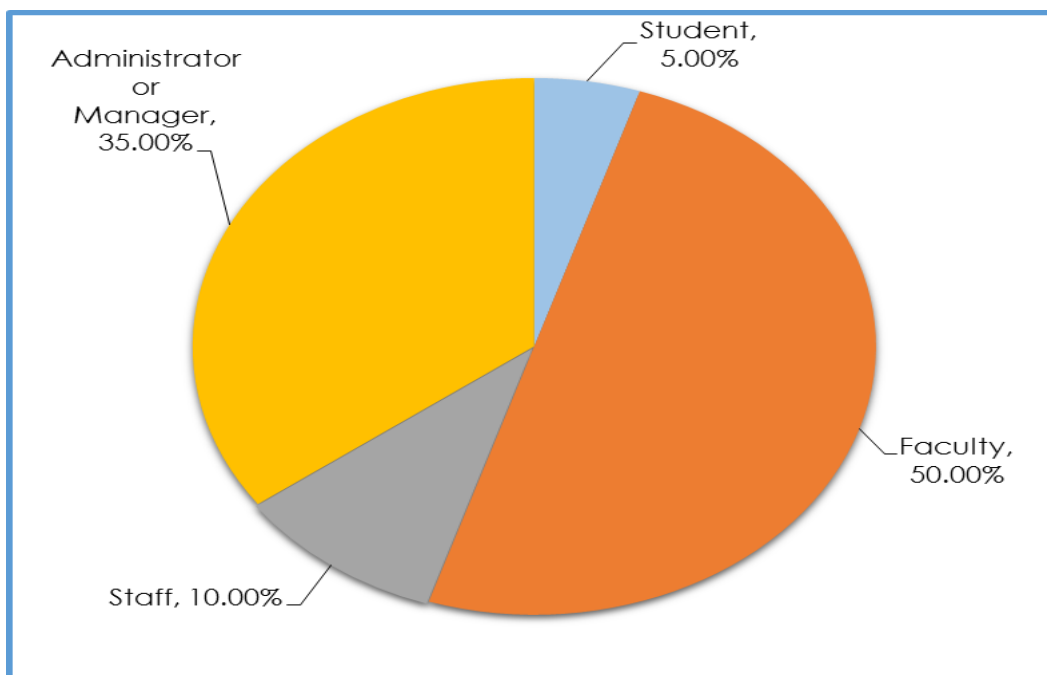


Figure 2: August 13, 2015 Flex Day Event: Working Together for Success

The co-convenor model for the Student Equity Committee that we adopted in Spring 2015, has resulted in much greater faculty participation in the equity planning process as the chart above indicates. One of our long-range collaboration goals that we hope see come to fruition as early as the Fall 2016, is a change in the District AP 2430: Shared Governance Structure that will unite the multiple committees in an effort to improve efficiencies, enhance communication, leverage resources more effectively and result in better decision making related to our overall student success and student efforts. The new committee will be deemed the Student Success and Student Equity Committee and will ideally join the following groups:

- Basic Skills
- Cultural Awareness Programs
- Enrollment Management
- Learning Assessment
- Scholarship
- Student Success and Support Program
- Student Equity

Once this restructuring occurs our Student Equity Committee will enjoy even broader campus representation and the ability to synergy the work of this group that has not to date been realized. As a result, we will be able to not only have the kinds of robust discussions necessary to scale-up our student success and equity initiatives, but have the increased capacity to both close evident achievement gaps for our disproportionately impacted student populations as well as improve student success for all of our students.



Figure 3: A Word Cloud that represents our District's collective thinking about what "Equity" means. It was developed in response to a question on the evaluation of our August 13th Flex Day event regarding "What does equity mean to you?" The larger the word the more frequently it was repeated by multiple attendees at this session.

In closing, we hope to inspire additional collaboration, innovation and implementation of promising practices by establishing a Student Equity Innovation Fund that would offer all members of our campus community an opportunity to submit proposals for special projects that both align with our equity goals and are specifically targeted to those disproportionately impacted students that have been identified via our campus research (please refer to Attachments 1, 2 and 3).

Access

A. ACCESS.

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The four largest feeder high school districts in the San Joaquin Delta Community College District are Stockton Unified, Lodi Unified, Tracy Unified, and Manteca Unified school districts. Tables 1b1 through 1e1 provides the ethnic group breakdown of high school graduates in each school district between 2007-2008 and 2011-2012, Tables 1b2 through 1e2 provide the same breakdown but for incoming students enrolled at the College between 2008-2009 and 2012-2013 who graduated from high school between 2007 and 2012. In order to identify ethnic groups who may be disproportionately enrolling at the College, an Equity Index is provided for each group and in each year for the four school districts (See Tables 1b3 through 1e3).

Table 1a. - Percentage of San Joaquin Residents by Ethnic Group

Ethnic Group	2010 Census	2013-2014 SJDC Students	Equity Index
American Indian/Native Alaskan	0.51%	0.50%	0.99
Asian/Filipino	14.23%	18.80%	1.32
Black/African American	7.01%	10.70%	1.53
Hispanic	34.06%	38.50%	1.13
Pacific Islander	0.49%	0.56%	1.14
Unknown	2.60%	1.70%	1.14
White	41.11%	25.00%	0.61
Grand Total			

Data Source: 2010 Census American Fact Finder, San Joaquin Delta Community College System 2020

Table 1b1. - Percentage of Stockton Unified School District Graduates by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
American Indian/Native Alaskan	4.9%	5.1%	4.8%	4.5%	4.8%
Asian	20.2%	17.7%	19.0%	16.2%	13.8%
Black/African American	11.1%	9.6%	12.3%	11.7%	11.9%
Filipino	9.1%	8.6%	6.7%	7.4%	6.4%
Hispanic	44.4%	51.3%	48.1%	50.8%	54.4%
Pacific Islander	1.0%	0.6%	0.9%	0.8%	0.7%
Unknown	-	0.0%	0.1%	0.1%	0.1%
White	9.3%	7.1%	8.1%	8.4%	7.7%
Grand Total	1574	1619	1723	1730	1770

Data Source: California Department of Education – DataQuest: Student Demographics – Graduates.

Table 1b2. - Incoming SJDC Students Who Graduated from Stockton Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
American Indian/Native Alaskan	0.9%	0.1%	0.2%	0.6%	0.2%
Asian	19.6%	18.4%	18.9%	17.2%	14.5%
Black/African American	12.2%	12.7%	12.3%	11.5%	9.9%
Filipino	7.2%	6.9%	5.3%	5.0%	3.8%
Hispanic	46.0%	48.9%	53.5%	53.8%	61.2%
Pacific Islander	0.6%	0.5%	0.5%	0.6%	0.4%
Unknown	4.5%	3.0%	0.2%	0.3%	0.5%
White	6.8%	5.6%	5.8%	5.8%	5.0%
Grand Total	983	1062	938	1073	848

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1b3. - Equity Index: Incoming SJDC Students Who Graduated from Stockton Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
American Indian/Native Alaskan	0.18	0.02	0.04	0.13	0.04
Asian	0.97	1.04	0.99	1.06	1.05
Black/African American	1.10	1.32	1.00	0.98	0.83
Filipino	0.79	0.80	0.79	0.68	0.59
Hispanic	1.04	0.95	1.11	1.06	1.13
Pacific Islander	0.60	0.83	0.56	0.75	0.57
Unknown	-	-	2.00	3.00	5.00
White	0.73	0.79	0.72	0.69	0.65
Grand Total	983	1062	938	1073	848

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1c1. - Percentage of Lodi Unified School District Graduates by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	-	0.1%	0.1%	0.1%	0.9%
American Indian/Native Alaskan	0.9%	0.8%	0.7%	0.3%	0.5%
Asian	20.9%	21.2%	20.9%	20.9%	20.2%
Black/African American	6.6%	6.6%	6.6%	6.2%	6.7%
Filipino	5.6%	4.5%	5.9%	5.3%	5.5%
Hispanic	27.4%	28.5%	29.5%	33.4%	33.6%
Pacific Islander	0.9%	1.0%	0.9%	0.6%	0.7%
Unknown	-	0.4%	0.4%	1.3%	1.1%
White	37.3%	36.8%	35.1%	32.0%	30.7%
Grand Total	1597	1720	1645	1889	1852

Data Source: California Department of Education – DataQuest: Student Demographics – Graduates.

Table 1c2. - Incoming SJDC Students Who Graduated from Lodi Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	2.0%	2.3%	4.0%	3.7%	5.2%
American Indian/Native Alaskan	0.6%	0.0%	0.1%	0.0%	0.4%
Asian	19.0%	23.2%	22.5%	24.5%	22.4%
Black/African American	6.0%	5.8%	4.8%	6.7%	7.3%
Filipino	6.4%	3.6%	4.3%	2.6%	5.9%
Hispanic	26.9%	31.0%	34.2%	38.7%	37.9%
Pacific Islander	1.1%	0.3%	0.5%	0.5%	0.4%
Unknown	4.0%	2.9%	0.7%	0.3%	0.6%
White	34.0%	30.8%	28.8%	22.9%	19.9%
Grand Total	1125	961	816	868	697

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1c3. - Equity Index: Incoming SJDC Students Who Graduated from Lodi Unified by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	-	23.00	40.00	37.00	5.78
American Indian/Native Alaskan	0.67	0.00	0.14	0.00	0.80
Asian	0.91	1.09	1.08	1.17	1.11
Black/African American	0.91	0.88	0.73	1.08	1.09
Filipino	1.14	0.80	0.73	0.49	1.07
Hispanic	0.98	1.09	1.16	1.16	1.13
Pacific Islander	1.22	0.30	0.56	0.83	0.57
Unknown	-	7.25	1.75	0.23	0.55
White	0.91	0.84	0.82	0.72	0.65
Grand Total	1125	961	816	868	697

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1d1. - Percentage of Tracy Unified School District Graduates by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	-	0.5%	0.6%	1.1%	1.2%
American Indian/Native Alaskan	0.2%	0.4%	0.5%	0.5%	0.5%
Asian	8.2%	8.2%	12.0%	12.6%	11.2%
Black/African American	8.6%	7.8%	7.9%	9.6%	8.8%
Filipino	8.6%	8.6%	9.2%	7.2%	8.5%
Hispanic	29.2%	32.3%	34.5%	31.4%	35.0%
Pacific Islander	0.9%	0.9%	1.1%	1.5%	1.1%
Unknown	-	2.1%	0.0%	0.1%	0.1%
White	40.7%	39.2%	34.2%	35.9%	33.5%
Grand Total	1162	1237	1330	1436	1471

Data Source: California Department of Education – DataQuest: Student Demographics – Graduates.

Table 1d2. - Incoming SJDC Students Who Graduated from Tracy Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	2.1%	5.0%	7.0%	5.3%	7.7%
American Indian/Native Alaskan	0.2%	0.0%	0.3%	0.2%	0.3%
Asian	12.6%	10.6%	10.3%	12.2%	7.4%
Black/African American	7.6%	5.0%	6.2%	8.2%	7.7%
Filipino	9.9%	4.7%	5.4%	6.0%	4.7%
Hispanic	28.8%	37.8%	41.6%	40.2%	44.3%
Pacific Islander	1.5%	0.7%	0.3%	1.1%	0.3%
Unknown	5.9%	4.5%	0.0%	0.7%	0.0%
White	31.4%	31.7%	28.9%	26.0%	27.5%
Grand Total	475	423	387	450	298

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1d3. - Equity Index: Incoming SJDC Students Who Graduated from Tracy Unified by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	-	10.00	11.67	4.82	6.42
American Indian/Native Alaskan	1.00	0.00	0.60	0.40	0.60
Asian	1.54	1.29	0.86	0.97	0.66
Black/African American	0.88	0.64	0.78	0.85	0.88
Filipino	1.15	0.55	0.59	0.83	0.55
Hispanic	0.99	1.17	1.21	1.28	1.27
Pacific Islander	1.67	0.78	0.27	0.73	0.27
Unknown	-	2.14	-	7.00	0.00
White	0.77	0.81	0.85	0.72	0.82
Grand Total	475	423	387	450	298

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1e1. - Percentage of Manteca Unified School District Graduates by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	-	0.0%	0.4%	0.2%	0.5%
American Indian/Native Alaskan	1.2%	1.3%	1.5%	1.2%	1.1%
Asian	5.4%	6.5%	5.3%	6.5%	6.0%
Black/African American	11.4%	9.0%	9.7%	9.3%	9.1%
Filipino	7.8%	7.7%	7.9%	6.9%	7.7%
Hispanic	33.4%	36.7%	40.3%	42.0%	41.9%
Pacific Islander	0.7%	1.2%	1.2%	1.1%	0.7%
Unknown	-	0.0%	0.0%	0.0%	0.0%
White	39.9%	37.6%	33.5%	32.9%	33.0%
Grand Total	1373	1506	1488	1528	1608

Data Source: California Department of Education – DataQuest: Student Demographics – Graduates.

Table 1e2. - Incoming SJDC Students Who Graduated from Manteca Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.4%	2.7%	4.8%	6.6%	4.8%
American Indian/Native Alaskan	0.7%	0.0%	0.0%	0.2%	0.0%
Asian	5.3%	10.0%	8.7%	8.0%	6.1%
Black/African American	13.2%	8.2%	7.6%	5.7%	7.2%
Filipino	10.9%	7.4%	6.5%	3.0%	5.5%
Hispanic	36.4%	40.8%	45.0%	49.9%	53.5%
Pacific Islander	1.5%	1.0%	1.1%	0.5%	0.4%
Unknown	4.4%	1.8%	0.6%	0.2%	0.2%
White	26.2%	28.1%	25.8%	25.9%	22.1%
Grand Total	585	620	462	437	456

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Table 1e3. - Equity Index: Incoming SJDC Students Who Graduated from Manteca Unified by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	-	-	12.00	33.00	9.60
American Indian/Native Alaskan	0.58	0.00	0.00	0.17	0.00
Asian	0.98	1.54	1.64	1.23	1.02
Black/African American	1.16	0.91	0.78	0.61	0.79
Filipino	1.40	0.96	0.82	0.43	0.71
Hispanic	1.09	1.11	1.12	1.19	1.28
Pacific Islander	2.14	0.83	0.92	0.45	0.57
Unknown	-	-	-	-	-
White	0.66	0.75	0.77	0.79	0.67
Grand Total	585	620	462	437	456

Data Source: San Joaquin Delta Community College System 2020 – Incoming high school graduates between 2007 and 2012.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	104	0.4%	0.4%	0.0
Asian	4,144	17.3%	14.3%	+3.0
Black or African American	2,412	10.1%	6.7%	+3.4
Hispanic or Latino	10,213	42.6%	39.7%	+2.9
Native Hawaiian or other Pacific Islander	138	0.6%	0.5%	+0.1
White	5,539	23.1%	34.9%	-11.8
Some other race	190	0.8%	0.1%	+0.7
More than one race	1,264	5.3%	3.4%	+1.9
Total of 8 cells above (Orange cells should = 100%)	24,004	100%	100%	
Males	10,328	43.0%	49.7%	-6.7
Females	13,435	56.0%	50.3%	+5.7
Unknown	241	1.0%	0%	+1.0
Total of 3 cells above (Orange cells should = 100%)	24,004	100%	100%	
Current or former foster youth	159	0.7%		
Individuals with disabilities	1,502	6.3%	10.5%	-4.2
Low-income students	18,586	77.4%	17.8%	+59.6
Veterans	913	3.8%	6.7%	-2.9

Sources: CCCC DataMart- Enrollment Headcount-2014-2015; U.S. Census Bureau American Fact Finder-2014 American Community Survey 5-year Population Estimate

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-6, 2014	No gap	2020
Males	-7, 2014	-4	2019
Individuals with disabilities	-4, 2014	-1	2019
Veterans	-3, 2014	-1	2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS**A.1**

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Males	1,104
A.1	Individuals with disabilities	703
A.1	Veterans	479

- **Activity Implementation Plan**

Study the data to identify the impact of the Student Success and Support Program (SSSP) on access, specifically enrollment (core services). The goal is to increase participation in the Student Success and Support Program requirements by students who are identified as being disproportionately impacted. The College will compare historic enrollment data to data after the implementation of the fall 2014 SSSP data. In addition to disaggregating data by student population, the College will disaggregate the data available on core services (application, assessment, orientation and counseling) to identify which student groups are less likely to complete the matriculation requirements to enroll. For services identified that need improvement, student surveys and/or focus groups will be conducted to identify the student needs in enrollment services.

Expenditure: Research Analysts, Dean of PRIE, PRIE and Equity Related Research Materials

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds** (General Fund)
A.1	Spring 2016-Spring 2019	\$91,566	\$574,816

- **Link to Goal**

The SSSP data will help the College to understand whether the disproportionately impacted students are applying to the College and whether they are completing the necessary matriculation activities to enroll. This data, along with qualitative student survey and focus group responses, will help identify what issues students are having with enrollment services and inform improvements to increase student participation. Overall, these research efforts and improvements to enrollment services will increase access to the College for disproportionately impacted students.

- **Evaluation**

Data will be collected annually to determine whether the participation of students in the matriculation services has changed, and whether those who are currently disproportionately impacted have accessed the services at a higher rate. Measures will include number of students who applied to the College, number of students who took the assessment test, number of students who attended orientation, number of students who completed a Student Education Plan, and number of students who obtained priority registration through the completion of all SSSP matriculation activities. Additionally, annual reports will show the percent change in access to the College from the baseline year.

A.2**• Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Males	1,104
A.2	Individuals with disabilities	703
A.2	Veterans	479

• Activity Implementation Plan

Develop a comprehensive outreach plan that targets disproportionately impacted student populations that will include strategies and plans to: increase staffing and resources for outreach activities; conduct focus groups and surveys with High Schools and Career/Transfer Technical Schools regarding perceptions of the College; build better relationships with feeder high schools, local community organizations and services; and increase awareness of available programs and services.

Expenditures: Research Analysts, Dean of PRIE, Outreach Support Specialists, Veterans Resource Center Staff

ID	Timeline(s)	Student Equity Funds	Other Funds** (General Fund)
A.2	Begins January 2016 and ongoing	\$527,232	\$675,168

• Link to Goal

By gathering data on the perceptions of Community College and Delta College specifically, the outreach efforts can be targeted to inform the community of what the College has to offer. This information will aid in the development of a comprehensive outreach plan. Adding capacity to the marketing department will increase the influence of the outreach efforts and help the college to better inform the community and target disproportionately impacted

populations. When more high school students and members of the community know about Delta College and its academic and support programs, individuals who may have perceived barriers to accessing the College will be more likely to enroll, decreasing the gap in access for the disproportionately impacted groups.

- **Evaluation**

Data collected includes qualitative and quantitative responses from surveys and focus groups, as well as measuring the disproportionate impact annually after implementation of outreach and marketing activities.

A.3

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Males	1,104
A.3	Individuals with disabilities	703
A.3	Veterans	479

- **Activity Implementation Plan**

Determine what proportion of the disproportionately impacted groups are at-risk populations. For instance, what proportion of male students is low-income? With the results, implement early intervention programs targeting the at-risk student populations (e.g., basic skills, probation, underrepresented groups, low income, foster youth, first generation) which includes increasing use/access of early alert notification system by staff/faculty, and increasing campus knowledge and awareness of programs and services in order to refer students to appropriate services.

Expenditures: Research Analyst, Dean of PRIE, Professional Development

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016-Spring 2019	\$141,655	\$220,249

- ***Link to Goal***

Many of the barriers to access for the disproportionately impacted groups identified may be due to being considered an “at-risk” population. These students may be facing additional challenges for which early interventions can help, and students will be more likely to enroll (and remain enrolled). Additionally, when faculty and staff are equipped with the knowledge of the programs and services available for these students, more students will take advantage of the services and be more likely to remain enrolled at the College.

- ***Evaluation***

Data collected will include faculty and staff participation in professional development with workshop evaluations administered following each professional development event. Results will be compiled annually. Additionally, data will include utilization reports for the early alert notification system and overall student access to the College will be measured annually.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION.

The following course completion tables display student enrollment at the course level, the number of students who successfully complete their course(s), and the Equity Index, using proportionality over the last six academic years (2007-08 to 2012-13). Course level enrollment tables begin with the overall student enrollment in credit courses over the six-year period, which means the data may contain duplicate counts per student depending on the number of courses each student enrolled in an academic year. The next table displays the percentage of students who successfully completed their course(s). Since the data is disaggregated by the students' ethnic group, gender, age range, and socio-economic status (BOG status and Pell Grant Status), Veterans status, and DSPS status, an Equity Index table is provided for each demographic. The same format is presented to display students' course retention by student subpopulation and the corresponding equity indices for this outcome. Tables 2a-29e display course enrollment, course completion, course retention, and equity indices based on the course credit status (transferrable, vocational, and basic skills).

Academic outcomes for probation and dismissal are displayed for the fall term from 2007 to 2012. The outcome for probation status includes students who were on probation for not meeting minimum progress or students who were on academic probation; the outcome for dismissal status includes both minimum progress and academic dismissal as well. For example, if a student was on probation for minimum progress, but academic dismissal in the same term, then the student was flagged for academic dismissal. The academic probation and dismissal data is disaggregated by student demographics, with corresponding equity indices. See Tables 30a-36e.

Table 2a - Percentage of course level enrollment by Ethnic Group: 2007-08 to 2012-13

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.6%	2.3%	3.2%	3.7%	4.3%
American Indian/Native Alaskan	1.2%	0.9%	0.7%	0.6%	0.5%
Asian	13.7%	14.3%	14.9%	14.9%	14.6%
Black/African American	11.3%	11.3%	11.4%	11.9%	10.3%
Filipino	5.9%	5.6%	5.1%	4.7%	4.4%
Hispanic	30.0%	31.5%	33.7%	35.5%	38.8%
Pacific Islander	1.1%	0.9%	0.8%	0.6%	0.6%
Unknown	6.5%	5.2%	3.7%	2.5%	1.6%
White	28.7%	28.1%	26.6%	25.6%	24.9%
Grand Total	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 2b - Percentage of successful course completion by Ethnic Group: 2007-08 to 2012-13

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.4%	2.1%	2.9%	3.4%	3.8%
American Indian/Native Alaskan	1.1%	0.8%	0.7%	0.5%	0.5%
Asian	14.6%	15.3%	15.8%	15.8%	15.7%
Black/African American	9.1%	9.0%	9.0%	9.4%	8.3%
Filipino	6.3%	6.0%	5.4%	5.2%	4.8%
Hispanic	29.2%	30.7%	33.0%	34.8%	37.9%
Pacific Islander	1.0%	0.9%	0.7%	0.6%	0.6%
Unknown	6.7%	5.5%	4.1%	2.6%	1.7%
White	30.5%	29.8%	28.5%	27.6%	26.6%
Grand Total	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 2c - Equity Index: 2007-08 to 2012-13 Course Completion by Ethnic Group

Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	0.87	0.89	0.77	0.92	0.90
American Indian/Native Alaskan	0.89	0.99	0.97	0.91	0.92
Asian	1.07	1.07	1.21	1.06	1.08
Black/African American	0.80	0.80	0.58	0.79	0.81
Filipino	1.08	1.06	1.20	1.09	1.08
Hispanic	0.97	0.97	0.94	0.98	0.98
Pacific Islander	0.97	0.97	0.67	0.98	0.98
Unknown	1.04	1.05	1.30	1.07	1.07
White	1.06	1.06	1.24	1.08	1.07

Table 2d - Percentage of retained students in courses by Ethnic Group: 2007-08 to 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.6%	1.5%	2.2%	3.0%	3.6%	4.1%
American Indian/Native Alaskan	1.0%	1.1%	0.9%	0.8%	0.6%	0.5%
Asian	13.9%	14.0%	14.7%	15.2%	15.2%	14.8%
Black/African American	9.8%	10.2%	10.1%	10.2%	10.9%	9.9%
Filipino	6.1%	6.1%	5.8%	5.2%	4.9%	4.6%
Hispanic	29.4%	29.9%	31.3%	33.6%	35.6%	38.7%
Pacific Islander	1.0%	1.1%	0.9%	0.7%	0.6%	0.6%
Unknown	6.7%	6.6%	5.4%	3.9%	2.5%	1.6%
White	30.5%	29.5%	28.8%	27.3%	26.2%	25.2%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 2e - Equity Index: 2007-08 to 2012-13 Course Retention by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
2 or more Races	0.93	0.93	0.94	0.95	0.98
American Indian/Native Alaskan	0.95	0.95	0.99	1.03	0.96
Asian	1.01	1.02	1.03	1.02	1.02
Black/African American	0.90	0.90	0.90	0.90	0.91
Filipino	1.04	1.04	1.03	1.03	1.04
Hispanic	1.00	0.99	1.00	1.00	1.00
Pacific Islander	0.97	0.99	1.00	0.93	0.99
Unknown	1.02	1.02	1.03	1.04	1.01
White	1.02	1.03	1.03	1.03	1.02

Table 3a - Percentage of course level enrollment by Gender: 2007-08 to 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.1%	57.2%	56.2%	55.5%	56.4%	56.0%
Male	40.3%	41.2%	42.3%	43.2%	42.5%	42.9%
Other	1.6%	1.5%	1.5%	1.3%	1.1%	1.1%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 3b - Percentage of successful course completion by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.6%	57.5%	56.8%	56.3%	56.9%	56.6%
Male	39.8%	40.9%	41.8%	42.4%	42.0%	42.3%
Other	1.6%	1.6%	1.5%	1.3%	1.1%	1.1%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 3c - Equity Index: 2007-08 to 2012-13 Course Completion by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	1.01	1.01	1.01	1.01	1.01	1.01
Male	0.99	0.99	0.99	0.98	0.99	0.99
Other	1.02	1.02	1.01	1.01	0.97	0.98

Table 3d - Percentage of retained students in courses by Gender: 2007-08 to 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.2%	57.2%	56.4%	55.9%	56.5%	56.1%
Male	40.2%	41.2%	42.2%	42.9%	42.4%	42.9%
Other	1.6%	1.5%	1.4%	1.3%	1.1%	1.1%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 3e - Equity Index: 2007-08 to 2012-13 Course Retention by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	1.00	1.00	1.00	1.01	1.00	1.00
Male	1.00	1.00	1.00	0.99	1.00	1.00
Other	1.01	1.00	0.98	0.98	1.00	0.99

Table 4a - Percentage of course level enrollment by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	39.3%	40.8%	40.1%	37.9%	36.3%	37.1%
20 - 24	30.3%	30.1%	31.1%	32.5%	34.0%	34.2%
25 - 29	10.5%	10.0%	10.1%	10.6%	10.8%	10.7%
30 - 34	6.1%	5.9%	5.9%	6.0%	6.1%	5.9%
35 - 39	4.7%	4.6%	4.2%	4.3%	4.0%	3.6%
40 - 49	6.4%	6.2%	5.9%	5.7%	5.8%	5.4%
50 OR OLDER	2.7%	2.5%	2.8%	3.1%	3.0%	3.0%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 4b - Percentage of successful course completion by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	38.9%	40.4%	40.5%	38.4%	37.0%	37.8%
20 - 24	29.3%	29.3%	30.0%	31.2%	32.8%	33.3%
25 - 29	10.5%	10.0%	10.3%	10.6%	10.9%	10.6%
30 - 34	6.4%	6.1%	5.9%	6.2%	6.2%	6.1%
35 - 39	4.9%	4.8%	4.3%	4.5%	4.2%	3.7%
40 - 49	7.0%	6.7%	6.1%	5.9%	5.8%	5.5%
50 OR OLDER	2.9%	2.7%	2.9%	3.2%	3.0%	3.0%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 4c - Equity Index: 2007-08 to 2012-13 Course Completion by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	0.99	0.99	1.01	1.01	1.02	1.02
20 - 24	0.97	0.97	0.97	0.96	0.96	0.97
25 - 29	1.01	1.00	1.02	1.00	1.01	0.99
30 - 34	1.05	1.03	1.01	1.03	1.02	1.03
35 - 39	1.05	1.04	1.01	1.06	1.04	1.02
40 - 49	1.09	1.09	1.04	1.04	1.01	1.02
50 OR OLDER	1.09	1.10	1.06	1.05	1.01	0.99

Table 4d - Percentage of retained students in courses by Age Range: 2007-08 to 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	40.0%	41.5%	41.2%	39.0%	37.6%	38.0%
20 - 24	29.5%	29.4%	30.3%	31.7%	33.3%	33.8%
25 - 29	10.4%	9.8%	9.9%	10.4%	10.6%	10.5%
30 - 34	6.1%	5.9%	5.8%	6.0%	6.0%	5.8%
35 - 39	4.7%	4.6%	4.2%	4.3%	4.0%	3.6%
40 - 49	6.5%	6.3%	5.8%	5.6%	5.6%	5.3%
50 OR OLDER	2.7%	2.6%	2.8%	3.1%	2.9%	2.9%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 4e - Equity Index: 2007-08 to 2012-13 Course Retention by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	1.02	1.02	1.03	1.03	1.04	1.03
20 - 24	0.97	0.98	0.98	0.97	0.98	0.99
25 - 29	0.99	0.98	0.99	0.99	0.98	0.98
30 - 34	1.00	1.00	0.98	0.99	0.97	0.98
35 - 39	1.01	1.00	0.99	1.01	1.00	0.98
40 - 49	1.02	1.02	0.99	0.99	0.97	0.99
50 OR OLDER	1.03	1.03	1.01	1.00	0.96	0.98

Table 5a - Percentage of course level enrollment by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	40.2%	42.5%	47.4%	53.8%	57.9%	58.5%
No BOG	59.8%	57.5%	52.6%	46.2%	42.1%	41.5%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 5b - Percentage of successful course completion by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	37.2%	39.4%	44.1%	49.7%	53.7%	55.2%
No BOG	62.8%	60.6%	55.9%	50.3%	46.3%	44.8%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 5c - Equity Index: 2007-08 to 2012-13 Course Completion by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.93	0.93	0.93	0.92	0.93	0.94
No BOG	1.05	1.05	1.06	1.09	1.10	1.08

Table 5d - Percentage of retained students in courses by BOG Status: 2007-08 to 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	38.6%	40.8%	45.4%	51.5%	56.0%	57.6%
No BOG	61.4%	59.2%	54.6%	48.5%	44.0%	42.4%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 5e - Equity Index: 2007-08 to 2012-13 Course Retention by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.96	0.96	0.96	0.96	0.97	0.98
No BOG	1.03	1.03	1.04	1.05	1.05	1.02

Table 6a - Percentage of course level enrollment by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	32.4%	35.0%	40.6%	46.3%	47.6%	47.0%
No PELL	67.6%	65.0%	59.4%	53.7%	52.4%	53.0%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 6b - Percentage of successful course completion by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	32.4%	34.7%	40.6%	46.2%	47.5%	47.1%
No PELL	67.6%	65.3%	59.4%	53.8%	52.5%	52.9%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 6c - Equity Index: 2007-08 to 2012-13 Course Completion by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	1.00	0.99	1.00	1.00	1.00	1.00
No PELL	1.00	1.00	1.00	1.00	1.00	1.00

Table 6d - Percentage of retained students in courses by Pell Grant Status: 2007-08 to 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	32.4%	35.0%	40.5%	46.4%	47.9%	47.7%
No PELL	67.6%	65.0%	59.5%	53.6%	52.1%	52.3%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 6e - Equity Index: 2007-08 to 2012-13 Course Retention by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	1.00	1.00	1.00	1.00	1.01	1.01
No PELL	1.00	1.00	1.00	1.00	0.99	0.99

Table 7a - Percentage of course level enrollment by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.5%	1.6%	1.7%	1.7%	1.7%	2.1%
Not a Veteran	98.5%	98.4%	98.3%	98.3%	98.3%	97.9%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 7b - Percentage of successful course completion by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.6%	1.7%	1.8%	1.7%	1.7%	2.0%
Not a Veteran	98.4%	98.3%	98.2%	98.3%	98.3%	98.0%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 7c - Equity Index: 2007-08 to 2012-13 Course Completion by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.09	1.08	1.06	1.03	1.00	0.98
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 7d - Percentage of retained students in courses by Veterans Status: 2007-08 to 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.5%	1.6%	1.7%	1.7%	1.6%	2.0%
Not a Veteran	98.5%	98.4%	98.3%	98.3%	98.4%	98.0%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 7e - Equity Index: 2007-08 to 2012-13 Course Retention by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.02	1.03	1.02	1.00	0.98	0.99
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 8a - Percentage of course level enrollment by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	4.4%	4.7%	2.7%	4.4%	4.2%	4.5%
Not DSPS	95.6%	95.3%	97.3%	95.6%	95.8%	95.5%
Grand Total	131,482	138,321	133,866	128,026	130,984	117,533

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 8b - Percentage of successful course completion by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	4.3%	4.5%	2.6%	4.3%	3.9%	4.4%
Not DSPS	95.7%	95.5%	97.4%	95.7%	96.1%	95.6%
Grand Total	86,065	91,095	88,121	83,313	85,389	80,243

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 8c - Equity Index: 2007-08 to 2012-13 Course Completion by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	0.98	0.95	0.97	0.96	0.91	0.96
Not DSPS	1.00	1.00	1.00	1.00	1.00	1.00

Table 8d - Percentage of retained students in courses by DSPS Status: 2007-08 to 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	4.4%	4.7%	2.7%	4.3%	4.0%	4.5%
Not DSPS	95.6%	95.3%	97.3%	95.7%	96.0%	95.5%
Grand Total	106,168	112,295	108,218	102,731	110,084	105,702

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 8e - Equity Index: 2007-08 to 2012-13 Course Retention by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	1.00	0.99	0.98	0.98	0.95	0.99
Not DSPS	1.00	1.00	1.00	1.00	1.00	1.00

Transferable Course Completion

Table 9a - Percentage of transferable course level enrollment by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.7%	1.7%	2.4%	3.3%	3.8%	4.4%
American Indian/Native Alaskan	1.0%	1.1%	0.8%	0.8%	0.6%	0.5%
Asian	13.7%	13.6%	14.2%	14.8%	15.0%	14.6%
Black/African American	10.4%	10.8%	10.8%	11.1%	11.6%	10.1%
Filipino	6.2%	6.2%	5.9%	5.3%	5.0%	4.6%
Hispanic	28.3%	29.3%	30.9%	33.4%	35.3%	38.3%
Pacific Islander	1.1%	1.1%	0.9%	0.8%	0.6%	0.6%
Unknown	6.7%	6.5%	5.3%	3.8%	2.5%	1.6%
White	30.8%	29.5%	28.9%	26.8%	25.6%	25.3%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 9b - Percentage of successful transferable course completion by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.5%	1.5%	2.2%	3.0%	3.5%	3.9%
American Indian/Native Alaskan	0.9%	1.0%	0.8%	0.8%	0.5%	0.5%
Asian	14.3%	14.5%	15.1%	15.7%	15.8%	15.7%
Black/African American	8.4%	8.7%	8.7%	8.9%	9.3%	8.2%
Filipino	6.7%	6.7%	6.3%	5.6%	5.5%	5.0%
Hispanic	27.6%	28.5%	30.0%	32.6%	34.5%	37.4%
Pacific Islander	1.0%	1.1%	0.9%	0.6%	0.6%	0.6%
Unknown	7.0%	6.8%	5.5%	4.1%	2.7%	1.8%
White	32.5%	31.2%	30.5%	28.6%	27.6%	26.9%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 9c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	0.88	0.87	0.91	0.91	0.92	0.90
American Indian/Native Alaskan	0.91	0.90	0.99	1.03	0.91	0.92
Asian	1.05	1.06	1.06	1.06	1.06	1.08
Black/African American	0.81	0.81	0.81	0.80	0.80	0.82
Filipino	1.08	1.08	1.06	1.06	1.09	1.08
Hispanic	0.97	0.97	0.97	0.98	0.98	0.98
Pacific Islander	0.91	0.98	0.96	0.85	0.96	0.98
Unknown	1.04	1.03	1.05	1.09	1.07	1.08
White	1.05	1.06	1.06	1.07	1.08	1.07

Table 9d - Percentage of students retained in transferable courses by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.6%	1.6%	2.2%	3.1%	3.7%	4.2%
American Indian/Native Alaskan	1.0%	1.1%	0.8%	0.8%	0.5%	0.5%
Asian	13.9%	13.9%	14.5%	15.1%	15.2%	14.8%
Black/African American	9.4%	9.8%	9.8%	10.0%	10.6%	9.7%
Filipino	6.4%	6.5%	6.1%	5.5%	5.2%	4.8%
Hispanic	28.2%	29.1%	30.7%	33.3%	35.3%	38.2%
Pacific Islander	1.1%	1.1%	0.9%	0.7%	0.6%	0.6%
Unknown	6.9%	6.7%	5.4%	4.0%	2.6%	1.6%
White	31.5%	30.3%	29.6%	27.5%	26.2%	25.6%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 9e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	0.92	0.93	0.94	0.95	0.98	0.97
American Indian/Native Alaskan	0.96	0.96	1.00	1.05	0.95	0.97
Asian	1.01	1.02	1.02	1.02	1.02	1.01
Black/African American	0.91	0.91	0.91	0.90	0.91	0.96
Filipino	1.04	1.04	1.02	1.03	1.04	1.03
Hispanic	1.00	0.99	0.99	1.00	1.00	1.00
Pacific Islander	0.97	0.99	0.99	0.93	0.97	1.01
Unknown	1.02	1.02	1.03	1.04	1.01	1.00
White	1.02	1.03	1.03	1.03	1.02	1.01

Table 10a - Percentage of transferable course level enrollment by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.2%	57.1%	56.2%	55.5%	57.0%	56.6%
Male	40.2%	41.4%	42.3%	43.2%	41.9%	42.4%
Other	1.6%	1.6%	1.5%	1.3%	1.1%	1.1%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 10b - Percentage of successful transferable course completion by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.9%	57.5%	56.9%	56.7%	58.2%	57.4%
Male	39.4%	40.9%	41.6%	42.0%	40.7%	41.5%
Other	1.7%	1.6%	1.5%	1.3%	1.1%	1.1%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 10c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	1.01	1.01	1.01	1.02	1.02	1.01
Male	0.98	0.99	0.98	0.97	0.97	0.98
Other	1.02	1.04	1.01	1.02	0.99	0.99

Table 10d - Percentage of students retained in transferable courses by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	58.4%	57.2%	56.5%	56.1%	57.4%	56.7%
Male	39.9%	41.2%	42.1%	42.7%	41.5%	42.2%
Other	1.7%	1.6%	1.5%	1.3%	1.1%	1.1%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 10e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	1.00	1.00	1.00	1.01	1.01	1.00
Male	0.99	1.00	1.00	0.99	0.99	1.00
Other	1.01	1.01	0.99	0.99	1.01	0.98

Table 11a - Percentage of transferable course level enrollment by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	41.1%	42.4%	41.4%	39.1%	37.9%	37.5%
20 - 24	31.1%	30.6%	31.6%	32.8%	34.2%	34.9%
25 - 29	9.9%	9.6%	9.7%	10.2%	10.2%	10.5%
30 - 34	5.7%	5.5%	5.6%	5.7%	5.7%	5.7%
35 - 39	4.2%	4.2%	4.0%	4.0%	3.7%	3.5%
40 - 49	5.7%	5.6%	5.3%	5.4%	5.4%	5.0%
50 OR OLDER	2.3%	2.2%	2.5%	2.9%	2.8%	2.8%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 11b - Percentage of successful transferable course completion by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	41.1%	42.3%	42.0%	39.9%	38.9%	38.5%
20 - 24	30.0%	29.6%	30.4%	31.3%	33.0%	33.8%
25 - 29	9.9%	9.6%	9.8%	10.1%	10.2%	10.3%
30 - 34	5.9%	5.7%	5.6%	5.8%	5.7%	5.9%
35 - 39	4.4%	4.4%	4.0%	4.3%	3.9%	3.5%
40 - 49	6.3%	6.1%	5.5%	5.6%	5.4%	5.2%
50 OR OLDER	2.5%	2.5%	2.7%	3.1%	2.9%	2.8%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 11c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	1.00	1.00	1.01	1.02	1.03	1.02
20 - 24	0.96	0.97	0.96	0.96	0.96	0.97
25 - 29	1.00	1.00	1.01	0.99	1.00	0.98
30 - 34	1.04	1.03	1.01	1.02	1.00	1.03
35 - 39	1.05	1.05	1.01	1.06	1.04	1.01
40 - 49	1.10	1.09	1.05	1.04	1.01	1.02
50 OR OLDER	1.08	1.11	1.06	1.07	1.03	1.00

Table 11d - Percentage of students retained in transferable courses by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	42.0%	43.3%	42.6%	40.4%	39.3%	38.5%
20 - 24	30.2%	29.8%	30.8%	31.9%	33.5%	34.4%
25 - 29	9.8%	9.4%	9.5%	9.9%	10.0%	10.3%
30 - 34	5.6%	5.5%	5.4%	5.5%	5.5%	5.6%
35 - 39	4.2%	4.2%	3.9%	4.1%	3.7%	3.4%
40 - 49	5.9%	5.6%	5.2%	5.3%	5.2%	5.0%
50 OR OLDER	2.3%	2.3%	2.5%	2.9%	2.7%	2.7%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 11e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	1.02	1.02	1.03	1.03	1.04	1.03
20 - 24	0.97	0.97	0.97	0.97	0.98	0.99
25 - 29	0.99	0.98	0.98	0.98	0.97	0.97
30 - 34	0.99	1.00	0.98	0.98	0.97	0.98
35 - 39	1.01	1.00	0.99	1.01	1.00	0.97
40 - 49	1.02	1.01	0.99	0.99	0.97	0.99
50 OR OLDER	1.02	1.02	1.01	1.01	0.98	0.97

Table 12a - Percentage of transferable course level enrollment by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	39.0%	41.1%	46.2%	52.9%	56.9%	57.6%
No BOG	61.0%	58.9%	53.8%	47.1%	43.1%	42.4%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 12b - Percentage of successful transferable course completion by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	36.2%	38.4%	43.2%	48.9%	52.9%	54.2%
No BOG	63.8%	61.6%	56.8%	51.1%	47.1%	45.8%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 12c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.93	0.93	0.93	0.92	0.93	0.94
No BOG	1.05	1.05	1.06	1.08	1.09	1.08

Table 12d - Percentage of students retained in transferable courses by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	37.4%	39.5%	44.4%	50.6%	55.0%	56.7%
No BOG	62.6%	60.5%	55.6%	49.4%	45.0%	43.3%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 12e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.96	0.96	0.96	0.96	0.97	0.98
No BOG	1.03	1.03	1.03	1.05	1.04	1.02

Table 13a - Percentage of transferable course level enrollment by Pell Grant Status: 2007-08 and 2012-13

Pell Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	31.6%	34.0%	39.7%	45.6%	46.7%	46.0%
No PELL	68.4%	66.0%	60.3%	54.4%	53.3%	54.0%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 13b - Percentage of successful transferable course completion by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	31.8%	33.9%	39.8%	45.6%	46.7%	46.0%
No PELL	68.2%	66.1%	60.2%	54.4%	53.3%	54.0%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 13c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	1.01	1.00	1.00	1.00	1.00	1.00
No PELL	1.00	1.00	1.00	1.00	1.00	1.00

Table 13d - Percentage of students retained in transferable courses by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	31.7%	34.1%	39.8%	45.8%	47.1%	46.6%
No PELL	68.3%	65.9%	60.2%	54.2%	52.9%	53.4%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 13e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	1.00	1.00	1.00	1.00	1.01	1.01
No PELL	1.00	1.00	1.00	1.00	0.99	0.99

Table 14a - Percentage of transferable course level enrollment by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.5%	1.6%	1.7%	1.7%	1.6%	2.0%
Not a Veteran	98.5%	98.4%	98.3%	98.3%	98.4%	98.0%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 14b - Percentage of successful transferable course completion by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.6%	1.7%	1.7%	1.7%	1.6%	1.9%
Not a Veteran	98.4%	98.3%	98.3%	98.3%	98.4%	98.1%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 14c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.05	1.07	1.05	1.03	0.99	0.96
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 14d - Percentage of students retained in transferable courses by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.5%	1.6%	1.7%	1.7%	1.5%	2.0%
Not a Veteran	98.5%	98.4%	98.3%	98.3%	98.5%	98.0%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 14e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.01	1.02	1.01	1.01	0.97	0.98
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 15a - Percentage of transferable course level enrollment by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.5%	3.8%	2.4%	4.1%	3.8%	4.1%
Not DSPS	96.5%	96.2%	97.6%	95.9%	96.2%	95.9%
Grand Total	104,954	112,110	111,541	108,518	109,966	98,609

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 15b - Percentage of successful transferable course completion by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.4%	3.7%	2.3%	4.1%	3.6%	4.1%
Not DSPS	96.6%	96.3%	97.7%	95.9%	96.4%	95.9%
Grand Total	69,558	74,876	74,419	71,489	72,423	67,795

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 15c - Equity Index: 2007-08 to 2012-13 Transferable Course Completion by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	0.97	0.98	0.99	1.00	0.93	0.99
Not DSPS	1.00	1.00	1.00	1.00	1.00	1.00

Table 15d - Percentage of students retained in transferable courses by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.5%	3.8%	2.4%	4.1%	3.7%	4.1%
Not DSPS	96.5%	96.2%	97.6%	95.9%	96.3%	95.9%
Grand Total	84,821	91,274	90,755	87,194	92,535	88,463

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 15e - Equity Index: 2007-08 to 2012-13 Transferable Course Retention by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	0.99	0.99	1.00	1.00	0.96	0.99
Not DSPS	1.00	1.00	1.00	1.00	1.00	1.00

Vocational Course Completion

Table 16a - Percentage of vocational course level enrollment by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.4%	1.3%	2.1%	2.7%	3.0%	3.2%
American Indian/Native Alaskan	1.3%	1.4%	1.1%	1.0%	0.9%	1.0%
Asian	10.8%	10.7%	11.6%	12.1%	12.8%	12.9%
Black/African American	10.8%	11.2%	11.7%	12.5%	11.2%	9.6%
Filipino	5.1%	4.8%	4.7%	4.1%	3.9%	4.0%
Hispanic	28.1%	28.5%	28.7%	30.3%	32.0%	34.5%
Pacific Islander	0.7%	0.8%	0.8%	0.7%	0.6%	0.6%
Unknown	7.1%	7.0%	6.1%	4.5%	3.1%	2.4%
White	34.7%	34.3%	33.2%	32.0%	32.4%	31.8%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 16b - Percentage of successful vocational course completion by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.1%	1.1%	1.9%	2.3%	2.7%	2.8%
American Indian/Native Alaskan	1.2%	1.3%	1.0%	0.9%	0.9%	0.9%
Asian	10.9%	11.2%	12.2%	12.9%	13.2%	13.5%
Black/African American	8.3%	8.1%	8.7%	9.3%	8.1%	7.4%
Filipino	5.8%	5.3%	5.2%	4.3%	4.3%	4.2%
Hispanic	27.7%	27.6%	27.9%	29.7%	30.9%	33.6%
Pacific Islander	0.6%	0.8%	0.8%	0.6%	0.5%	0.6%
Unknown	7.4%	7.4%	6.7%	5.0%	3.5%	2.7%
White	36.9%	37.3%	35.5%	35.0%	35.9%	34.2%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 16c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	0.80	0.82	0.91	0.83	0.88	0.89
American Indian/Native Alaskan	0.90	0.89	0.92	0.95	0.99	0.92
Asian	1.01	1.05	1.06	1.06	1.03	1.05
Black/African American	0.77	0.73	0.75	0.74	0.72	0.77
Filipino	1.13	1.10	1.10	1.05	1.11	1.07
Hispanic	0.99	0.97	0.97	0.98	0.96	0.97
Pacific Islander	0.88	0.89	1.05	0.86	0.88	0.93
Unknown	1.05	1.06	1.09	1.13	1.12	1.10
White	1.06	1.09	1.07	1.09	1.11	1.08

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 16d - Percentage of students retained in vocational course by Ethnic Group: 2007-08 and 2012-13

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	1.3%	1.2%	2.0%	2.6%	3.0%	3.1%
American Indian/Native Alaskan	1.3%	1.4%	1.1%	1.0%	0.9%	1.0%
Asian	10.6%	10.9%	11.8%	12.5%	12.9%	12.9%
Black/African American	9.5%	9.5%	10.1%	10.7%	9.6%	9.2%
Filipino	5.4%	5.1%	4.9%	4.2%	4.1%	4.1%
Hispanic	28.2%	28.1%	28.5%	30.2%	31.8%	34.3%
Pacific Islander	0.6%	0.8%	0.8%	0.7%	0.6%	0.6%
Unknown	7.3%	7.2%	6.4%	4.7%	3.3%	2.5%
White	35.7%	35.8%	34.3%	33.3%	33.9%	32.2%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 16e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by Ethnic Group

Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2 or more Races	0.90	0.88	0.97	0.96	0.98	0.98
American Indian/Native Alaskan	0.95	0.99	0.93	1.06	0.98	0.97
Asian	0.98	1.02	1.02	1.03	1.01	1.01
Black/African American	0.88	0.85	0.87	0.86	0.86	0.96
Filipino	1.06	1.05	1.04	1.02	1.05	1.04
Hispanic	1.00	0.99	0.99	1.00	0.99	0.99
Pacific Islander	0.93	0.96	1.03	0.98	0.98	1.00
Unknown	1.04	1.04	1.04	1.06	1.06	1.03
White	1.03	1.05	1.03	1.04	1.05	1.01

Table 17a - Percentage of vocational course level enrollment by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	52.0%	51.9%	49.9%	49.7%	50.0%	51.4%
Male	46.4%	46.5%	48.3%	48.8%	48.6%	47.7%
Other	1.6%	1.6%	1.8%	1.5%	1.4%	1.0%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 17b - Percentage of successful vocational course completion by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	51.4%	51.2%	49.7%	49.4%	49.1%	51.5%
Male	47.0%	47.1%	48.5%	49.1%	49.5%	47.6%
Other	1.6%	1.7%	1.8%	1.5%	1.4%	0.9%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 17c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	0.99	0.99	1.00	0.99	0.98	1.00
Male	1.01	1.01	1.00	1.01	1.02	1.00
Other	0.97	1.04	1.01	1.01	1.01	0.92

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 17d - Percentage of students retained in vocational courses by Gender: 2007-08 and 2012-13

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	51.6%	51.3%	49.8%	49.4%	49.5%	51.2%
Male	46.8%	47.1%	48.4%	49.0%	49.1%	47.9%
Other	1.6%	1.6%	1.7%	1.5%	1.4%	0.9%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 17e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by Gender

Gender	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	0.99	0.99	1.00	0.99	0.99	1.00
Male	1.01	1.01	1.00	1.00	1.01	1.00
Other	0.99	0.99	0.99	1.02	1.04	0.94

Table 18a - Percentage of vocational course level enrollment - Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	20.1%	21.0%	21.0%	18.6%	17.1%	14.8%
20 - 24	32.1%	32.7%	32.5%	33.6%	33.9%	37.0%
25 - 29	15.2%	15.2%	14.9%	15.9%	17.5%	17.5%
30 - 34	9.7%	9.2%	9.3%	10.4%	10.1%	9.6%
35 - 39	7.9%	7.3%	7.4%	7.4%	6.8%	6.7%
40 - 49	10.4%	10.6%	10.1%	9.5%	9.8%	9.5%
50 OR OLDER	4.6%	4.0%	4.8%	4.6%	4.7%	4.9%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 18b - Percentage of successful vocational course completion by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	18.1%	19.2%	19.3%	16.3%	14.6%	13.4%
20 - 24	31.7%	32.5%	32.7%	33.2%	33.6%	36.4%
25 - 29	15.6%	15.4%	15.4%	16.9%	19.0%	18.2%
30 - 34	10.5%	9.6%	9.6%	11.0%	11.2%	10.2%
35 - 39	8.3%	7.5%	7.4%	7.9%	7.3%	7.1%
40 - 49	11.1%	11.6%	10.5%	9.8%	9.9%	9.7%
50 OR OLDER	4.7%	4.3%	5.1%	4.9%	4.6%	4.9%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 18c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	0.90	0.91	0.92	0.87	0.85	0.91
20 - 24	0.99	0.99	1.01	0.99	0.99	0.98
25 - 29	1.03	1.02	1.03	1.06	1.08	1.04
30 - 34	1.07	1.05	1.03	1.06	1.11	1.06
35 - 39	1.05	1.04	1.00	1.07	1.07	1.07
40 - 49	1.07	1.09	1.03	1.04	1.01	1.03
50 OR OLDER	1.03	1.06	1.05	1.06	0.97	0.99

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 18d - Percentage of students retained in vocational courses by Age Range: 2007-08 and 2012-13

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	19.6%	20.6%	20.5%	17.9%	16.5%	14.6%
20 - 24	31.8%	32.3%	32.6%	33.6%	33.8%	37.0%
25 - 29	15.5%	15.4%	15.2%	16.3%	18.0%	17.6%
30 - 34	10.0%	9.4%	9.3%	10.6%	10.4%	9.6%
35 - 39	8.0%	7.3%	7.3%	7.6%	7.0%	6.7%
40 - 49	10.6%	10.9%	10.2%	9.4%	9.8%	9.6%
50 OR OLDER	4.5%	4.1%	5.0%	4.7%	4.5%	4.9%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 18e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by Age Range

Age Range	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
19 OR YOUNGER	0.97	0.98	0.98	0.96	0.96	0.99
20 - 24	0.99	0.99	1.00	1.00	1.00	1.00
25 - 29	1.02	1.01	1.02	1.02	1.03	1.01
30 - 34	1.03	1.03	1.01	1.02	1.04	1.00
35 - 39	1.01	1.00	1.00	1.03	1.03	1.01
40 - 49	1.02	1.03	1.01	0.99	1.00	1.01
50 OR OLDER	0.99	1.01	1.02	1.01	0.95	0.99

Table 19a - Percentage of vocational course level enrollment by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	38.3%	41.4%	49.0%	56.1%	58.1%	61.0%
No BOG	61.7%	58.6%	51.0%	43.9%	41.9%	39.0%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 19b - Percentage of successful vocational course completion by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	34.0%	36.9%	44.2%	51.3%	52.8%	57.5%
No BOG	66.0%	63.1%	55.8%	48.7%	47.2%	42.5%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 19c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.89	0.89	0.90	0.91	0.91	0.94
No BOG	1.07	1.08	1.10	1.11	1.13	1.09

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 19d - Percentage of students retained in vocational courses by BOG Status: 2007-08 and 2012-13

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	35.9%	39.0%	46.4%	53.5%	55.6%	60.1%
No BOG	64.1%	61.0%	53.6%	46.5%	44.4%	39.9%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 19e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by BOG Status

BOG Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
BOG	0.94	0.94	0.95	0.95	0.96	0.99
No BOG	1.04	1.04	1.05	1.06	1.06	1.02

Table 20a - Percentage of vocational course level enrollment by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	29.7%	33.4%	40.8%	45.4%	45.9%	45.4%
No PELL	70.3%	66.6%	59.2%	54.6%	54.1%	54.6%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 20b - Percentage of successful vocational course completion by Pell Grant Status: 2007-08 & 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	27.8%	31.5%	38.9%	44.4%	43.7%	44.0%
No PELL	72.2%	68.5%	61.1%	55.6%	56.3%	56.0%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 20c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	0.94	0.94	0.95	0.98	0.95	0.97
No PELL	1.03	1.03	1.03	1.02	1.04	1.03

Table 20d - Percentage of students retained in vocational courses by Pell Grant Status: 2007-08 and 2012-13

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	28.6%	32.7%	40.0%	45.2%	45.2%	45.6%
No PELL	71.4%	67.3%	60.0%	54.8%	54.8%	54.4%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 20e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by Pell Grant Status

PELL Grant Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PELL	0.96	0.98	0.98	0.99	0.99	1.01
No PELL	1.02	1.01	1.01	1.01	1.01	1.00

Table 21a - Percentage of vocational course level enrollment by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	2.0%	2.2%	2.3%	2.2%	2.1%	2.5%
Not a Veteran	98.0%	97.8%	97.7%	97.8%	97.9%	97.5%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 21b - Percentage of successful vocational course completion by Veterans Status: 2007-08 & 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	2.2%	2.4%	2.6%	2.3%	2.1%	2.4%
Not a Veteran	97.8%	97.6%	97.4%	97.7%	97.9%	97.6%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 21c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.09	1.11	1.12	1.08	0.99	0.94
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 21d - Percentage of students retained in vocational courses by Veterans Status: 2007-08 and 2012-13

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	2.1%	2.3%	2.5%	2.2%	2.0%	2.5%
Not a Veteran	97.9%	97.7%	97.5%	97.8%	98.0%	97.5%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 21e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by Veterans Status

Veterans Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Veteran	1.04	1.05	1.06	1.02	0.97	1.00
Not a Veteran	1.00	1.00	1.00	1.00	1.00	1.00

Table 22a - Percentage of vocational course level enrollment by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.7%	4.2%	2.8%	4.9%	3.6%	4.0%
Not DSPS	96.3%	95.8%	97.2%	95.1%	96.4%	96.0%
Grand Total	18,445	18,766	17,400	16,554	16,935	14,926

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 22b - Percentage of successful vocational course completion by DSPS Status: 2007-08 & 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.2%	3.8%	2.7%	4.8%	3.1%	3.6%
Not DSPS	96.8%	96.2%	97.3%	95.2%	96.9%	96.4%
Grand Total	13,580	13,564	12,612	11,973	12,618	11,593

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 22c - Equity Index: 2007-08 to 2012-13 Vocational Course Completion by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	0.86	0.90	0.95	0.97	0.85	0.90
Not DSPS	1.01	1.00	1.00	1.00	1.01	1.00

Table 22d - Percentage of students retained in vocational courses by DSPS Status: 2007-08 and 2012-13

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	3.5%	4.0%	2.8%	4.8%	3.4%	3.9%
Not DSPS	96.5%	96.0%	97.2%	95.2%	96.6%	96.1%
Grand Total	15,738	15,797	14,725	13,922	14,787	13,809

Data Source. Source of data from San Joaquin Delta Community College, System 2020

Table 22e - Equity Index: 2007-08 to 2012-13 Vocational Course Retention by DSPS Status

DSPS Status	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
DSPS	0.94	0.96	0.97	0.96	0.94	0.97
Not DSPS	1.00	1.00	1.00	1.00	1.00	1.00

The optional table below presents “Percentage Point Gap”

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	499	307	61.5%	66.4%	-4.9%
Asian	21,037	15,273	72.6%	66.4%	6.2%
Black or African American	12,819	6,763	52.8%	66.4%	-13.6%
Hispanic or Latino	54,520	34,930	64.1%	66.4%	-2.3%
Native Hawaiian or other Pacific Islander	665	431	64.8%	66.4%	-1.6%
White	28,464	20,765	73.0%	66.4%	6.6%
Some other race	753	514	68.3%	66.4%	1.9%
More than one race	6,898	4,418	64.0%	66.4%	-2.4%
All Students	125,655	83,401	66.4%		
Males	53,642	35,291	65.8%	66.4%	-0.6%
Females	70,894	47,401	66.9%	66.4%	0.5%
Unknown	1,119	7,09	63.4%	66.4%	-3.0%
Current or former foster youth	483	183	37.9%	66.4%	-28.5%
Individuals with disabilities	4,490	2,854	63.6%	66.4%	-2.8%
Low-income students	100,744	65,237	64.8%	66.4%	-1.6%
Veterans	2,421	1,677	69.3%	66.4%	2.9%

Source: CCCCO DataMart-Success and Retention-2014-15

Note: Data not available for populations with dark-grey rows.

District: **San Joaquin Delta Community College District**

College: **San Joaquin Delta College**

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year = Number of Students "Lost"
Largest Gap	Current or former foster youth	29%	<u>.29</u>	x	483 = 140
Second Largest	Black or African American	14%	.14	x	6763 = 943
Third Largest	American Indian/ Alaska Native	5%	<u>.49</u>	x	307 = 150

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Current or former foster youth	-29, 2014-15	-26	2019
Black or African American	-14, 2014-15	-11	2019
American Indian/ Alaska Native	-5, 2014-15	-2	2019
Individuals with disabilities	-3, 2014-15	No Gap	2019
LGBTQ	n/a	n/a	n/a

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

Individuals with disabilities were added because although the percentage point gap is smaller, the number of students impacted is larger than some of the other disproportionately impacted groups.

Further, students who identify as LGBTQ were added as the institution has engaged in collaborative thinking with the PRIDE Center and interested faculty, staff and administrators regarding how to improve the campus experience for this student population. Data regarding those students who identify as LGBTQ has just begun to be collected with the implementation of the new Open CCCApply and will be available for the next iteration of this report.

ACTIVITIES: B. COURSE COMPLETION

B.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Current or former foster youth	14
B.1	Black or African American	390
B.1	American Indian/ Alaska Native	14
B.1	Individuals with disabilities	127
B.1	LBGTQ	n/a

• **Activity Implementation Plan**

Develop CTE and College Readiness Summer Academies/Student Boot Camps and accelerated math instruction that will assist students in the disproportionately impacted groups. Affirm, MESA, and PUENTE Learning Communities will be involved to ensure target populations are well informed about the summer boot camps, with additional outreach to the targeted groups. The proposed timeline is as follows:

- Year 1: 2015-16-Research and develop two (2) boot camps; one focused on CTE and one on College Readiness.
- Year 2: Summer 2016-offer two (2) boot camps and conduct an evaluation following the camps and following the fall 2016 term.
- Year 3: Update boot camps as appropriate per evaluation outcomes and offer two (2) boot camps in summer 2017.

Strengthen support programs for students including the AFFIRM/Puente, Athletics and MESA learning communities, the Foster Youth Education and Support Program, LBGTQ initiatives, as well as services for students with disabilities.

Expenditures: Resource Specialists, AFFIRM/PUENTE staff, DSPS staff, Math instructor for summer boot camps/accelerated course development, Math instructor faculty release, SI leaders for new math initiatives.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds** (General Fund/SSSP/Foster Youth/MESA)
B.1	Spring 2016-Spring 2018	\$707,138	\$28,500 \$35,469/\$53,730/\$45,195= \$162,839

- ***Link to Goal***

Students participating in summer academies/boot camps will have a better understanding of the various programs and the academic skills necessary to be successful. Students will have tools to help them do better on the Assessment Test and/or increase their scores by re-taking the test. Students will be better prepared for their classes as a result of the skills infused in the summer academies/boot camps. By preparing students for college prior to enrolling in a full semester, students will be more likely to successfully complete their college courses as they continue their education.

- ***Evaluation***

Evaluation of the summer boot camps will involve student surveys and course completion and retention rates for students in the boot camp(s) compared to similar students who did not participate in the boot camps. Evaluations of course success will be conducted for the summer 2016 and fall 2016 terms.

B.2• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Women/Identify as Female	150

• **Activity Implementation Plan**

Develop and implement a day-long program to attract high school females to explore CTE and STEM college programs:

“Non-Traditional Employment Opportunities for Women”. The implementation timeline is as follows:

- Year 1 (2015-16): Research and develop the program. Target one to two high schools to participate in a Spring 2016 event.
- Year 2 (Fall 2016/ Spring 2017): Evaluate the program, make changes as appropriate and increase the number of high schools participating.
- Year 3 (Fall 2017 / Spring 2018): Continue program evaluation, make changes as appropriate and increase the number of high schools participating.

Expenditures: Women in CTE & STEM Day

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016-Spring 2018	\$17,000	n/a

• **Link to Goal**

Female high school students will be more aware of the opportunities available to them in CTE and STEM fields, increasing the likelihood that they will want to continue in a CTE or STEM pathway.

- **Evaluation**

Event surveys will be administered to gain an understanding of the impact the program has had on the high school female students. Questions will include asking whether they are likely to continue studying in a CTE or STEM pathway after they graduate from High School, and whether they intend to enroll at Delta to begin their higher education. Enrollment in a CTE or STEM field at Delta will be measured for the students who completed the program in prior years.

B.3

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.3	Current or former foster youth	14
B.3	Black or African American	390
B.3	American Indian/ Alaska Native	14
B.3	Individuals with disabilities	127

Activity Implementation Plan

Develop and implement a Faculty Professional Development Academy focused on retention tools for online and traditional classrooms, and a Counselor Professional Development Academy focused on CTE programs. Faculty development will include workshops on improving syllabus content, first day/week of class strategies, teaching strategies, and other ongoing retention strategies. Faculty and Counselors will also participate in workshops on cultural competence, poverty and class issues, emotional intelligence, institutional racism, and other topics as appropriate. Counselors in the Academy will also take a minimum of two tours of CTE programs per semester. The timeline for implementation is as follows:

- Year 1 (2015-16): Research and develop the Academies
- Year 2 (2016-2017): Implement and evaluate the Academies
- Year 3 (2017-2018): Update Academy as appropriate and continue to offer the Academies

Expenditures: Consultation Services and Student Equity Innovation/Special Project Funds

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016-Spring 2018	\$25,000*	n/a

*This amount of funding has not yet been determined because there is an application process required.

- **Link to Goal**

Through professional development, faculty and counselors will be better able to serve students in a more inclusive manner, being aware of their needs. Students who feel more nurtured, directed, and cared for will be more likely to succeed and be retained in their courses. When Counselors have a better understanding of the CTE programs at the College, they will be better able to direct students in their academic and career paths as well as refer them to support services suitable for their needs. Students who have this kind of attention and support are more likely to succeed in their courses.

- **Evaluation**

Participation of faculty and counselors in the academies will be recorded and workshop evaluations will be administered. In addition, student course completion rates will be assessed for those courses with faculty who participated in the workshops compared to the same courses for faculty who did not participate in the academies. Comparisons of student course completion before and after academy implementation will also be assessed. In addition to the quantitative analyses, faculty and counselors will be surveyed a year after the academy participation regarding their utilization of skills learned in the workshops and their perceived impact on student success.

Success Indicator:
ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION.

As defined by the California Community Colleges Chancellor's Office Scorecard for Remedial Progress, the data represents credit students who attempted a "below level transfer level" course in math, English, and/or ESL. The cohort in which the student belongs to is determined by which academic year the student enrolled in the below transfer level course and the outcome is the student successfully completes the transfer level course corresponding with the remedial course they began in.

Tables 37a – 42c display the demographic representation of student cohorts who started in remedial English (one to four levels below transfer), the representation of the students in each cohort who completed a transfer level English course within 6 years and the equity index for this outcome.

Table 37a Remedial English Cohorts by Ethnic Group: 2003-04 to 2007-08

Ethnic Group	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
American Indian/Native					
Alaskan	1.5%	1.7%	1.5%	1.2%	1.6%
Asian	16.7%	16.0%	17.5%	18.3%	15.9%
Black/African American	12.8%	11.5%	10.7%	11.5%	12.5%
Filipino	6.1%	7.3%	6.7%	7.5%	6.1%
Hispanic	28.5%	28.9%	28.5%	29.9%	32.1%
Pacific Islander	1.2%	1.5%	1.5%	1.5%	1.2%
Unknown	4.6%	7.4%	7.3%	6.6%	8.3%
White	28.6%	25.7%	26.3%	23.5%	22.5%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 37b Remedial English Cohort Completed Transfer Level English by Ethnic Group

Ethnic Group	2003-04 to 2009- 10	2004-05 to 2010- 11	2005-06 to 2011- 12	2006-07 to 2012- 13	2007-08 to 2013- 14
American Indian/Native					
Alaskan	1.3%	1.8%	1.2%	.9%	1.4%
Asian	20.4%	17.5%	19.1%	20.5%	17.0%
Black/African American	8.5%	9.2%	7.5%	8.6%	8.4%
Filipino	7.4%	9.4%	7.5%	8.1%	7.3%
Hispanic	27.1%	26.9%	27.7%	28.2%	31.1%
Pacific Islander	1.1%	1.5%	1.5%	1.8%	1.1%
Unknown	5.0%	7.4%	7.7%	6.6%	8.9%
White	29.2%	26.4%	27.7%	25.3%	24.7%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 37c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 years by Ethnic Group

Ethnic Group	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
American Indian/Native					
Alaskan	0.85	1.06	0.82	0.75	0.87
Asian	1.22	1.09	1.09	1.12	1.07
Black/African American	0.66	0.80	0.70	0.75	0.68
Filipino	1.21	1.27	1.13	1.08	1.21
Hispanic	0.95	0.93	0.97	0.94	0.97
Pacific Islander	0.90	1.02	0.96	1.21	0.92
Unknown	1.09	1.00	1.05	1.00	1.08
White	1.02	1.03	1.06	1.08	1.10

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard.

Table 38a Remedial English Cohorts by Gender: 2003-04 to 2007-08

	Cohort				
Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Female	57.8%	59.2%	57.1%	58.1%	58.0%
Male	42.2%	40.1%	41.8%	41.0%	40.6%
Other	0.0%	0.7%	1.1%	0.9%	1.4%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 38b Remedial English Cohort Completed Transfer Level English within 6 Years by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	61.7%	60.2%	58.7%	60.1%	58.7%
Male	38.3%	38.9%	40.3%	39.1%	39.8%
Other	0.0%	.9%	1.0%	.8%	1.5%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 38c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 years
by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	1.07	1.02	1.03	1.04	1.01
Male	0.91	0.97	0.96	0.95	0.98
Other	-	1.26	0.90	0.87	1.06

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 39a Remedial English Cohorts by Age Range: 2003-04 to 2007-08

	Cohort				
Age Range	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
19 OR YOUNGER	57.6%	61.0%	63.1%	62.0%	57.0%
20 - 24	19.6%	19.4%	18.9%	19.0%	20.6%
25 - 29	7.2%	6.4%	6.4%	6.8%	7.8%
30 - 34	4.8%	4.0%	3.3%	3.9%	3.9%
35 - 39	4.4%	3.5%	3.2%	3.0%	3.6%
40 - 49	4.3%	4.4%	3.9%	4.2%	5.0%
50 OR OLDER	2.2%	1.3%	1.1%	1.1%	2.1%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 39b Remedial English Cohort Completed Transfer Level English within 6 Years by Ethnic Group

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
19 OR YOUNGER	66.8%	71.3%	71.8%	69.6%	66.4%
20 - 24	15.7%	14.5%	14.9%	15.5%	17.7%
25 - 29	5.8%	4.4%	4.6%	5.8%	6.2%
30 - 34	4.4%	3.4%	2.3%	3.2%	3.0%
35 - 39	2.7%	3.1%	3.1%	2.5%	2.8%
40 - 49	2.9%	2.4%	2.8%	2.8%	2.9%
50 OR OLDER	1.7%	.9%	.6%	.5%	1.1%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 39c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 years by Age Range

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
19 OR YOUNGER	1.16	1.17	1.14	1.12	1.16
20 - 24	0.80	0.75	0.79	0.82	0.86
25 - 29	0.81	0.68	0.71	0.85	0.79
30 - 34	0.92	0.85	0.71	0.83	0.76
35 - 39	0.61	0.89	0.97	0.84	0.78
40 - 49	0.68	0.55	0.70	0.68	0.58
50 OR OLDER	0.79	0.68	0.51	0.47	0.52

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard.

Table 40a Remedial English Cohorts by Economically Disadvantaged Status: 2003-04 to 2007-08

	Cohort				
Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	59.2%	63.0%	57.6%	60.0%	62.2%
No	40.8%	37.0%	42.4%	40.0%	37.8%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 40b Remedial English Cohort Completed Transfer Level English within 6 Years by Economically Disadvantaged Status

	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Economically Disadvantaged					
Yes	60.7%	60.6%	55.0%	60.2%	60.9%
No	39.3%	39.4%	45.0%	39.8%	39.1%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 40c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 years by Economically Disadvantaged Status

Economically Disadvantaged	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	1.03	0.96	0.95	1.00	0.98
No	0.96	1.07	1.06	0.99	1.03

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 41a Remedial English Cohorts by DSPS Status: 2003-04 to 2007-08

	Cohort				
DSPS	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	10.8%	9.9%	9.0%	7.8%	7.9%
No	89.2%	90.1%	91.0%	92.2%	92.1%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 41b Remedial English Cohort Complete Transfer Level English within 6 Years by DSPS status

DSPS	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	10.3%	9.5%	8.6%	6.3%	6.0%
No	89.7%	90.5%	91.4%	93.7%	94.0%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 41c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 Years by DSPS Status

DSPS	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	0.95	0.96	0.95	0.80	0.76
No	1.01	1.00	1.00	1.02	1.02

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 42a Remedial English Cohorts by Veteran Status: 2003-04 to 2007-08

Veteran	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes		0.6%			1.1%
No		99.4%			98.9%
Grand Total	2,583	2,722	2,710	2,613	2,786

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year. Please note, cohort years not reported, if the number of Veteran students was less than 10.

Table 42b Remedial English Cohort Complete Transfer Level English within 6 Years by Veteran Status

Veteran	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes		0.7%			1.2%
No		99.3%			98.8%
Grand Total	1,166	1,368	1,406	1,302	1,375

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years. Please note, cohort years not reported, if the number of Veteran students was less than 10.

Table 42c Equity Index: Remedial English Cohort Complete Transfer Level English within 6 Years by Veteran Status

Veteran	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes		1.24			1.01
No		1.00			1.00

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Please note, cohort years not reported, if the number of Veteran students was less than 10.

Remedial Math

Tables 43a–48c display the demographic representation of student cohorts who started in remedial Math (two to four levels below transfer), the representation of the students in each cohort who completed a transfer level Math course within 6 years and the equity index for this outcome. Due to the cohort criteria, the number of students tracked in remedial math courses is relatively small, which makes the changes in representation by ethnic groups more pronounced within each cohort.

Table 43a Remedial Math Cohorts by Ethnic Group: 2003-04 to 2007-08

Ethnic Group	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
American Indian/Native Alaskan	1.4%	1.8%	1.8%	1.1%	1.5%
Asian	10.3%	11.0%	13.3%	12.1%	12.7%
Black/African American	8.3%	9.3%	7.3%	9.0%	9.4%
Filipino	4.7%	4.9%	7.3%	6.2%	5.0%
Hispanic	25.2%	24.8%	22.9%	27.3%	30.1%
Pacific Islander	1.0%	1.6%	1.5%	1.3%	1.4%
Unknown	6.9%	8.2%	8.9%	9.3%	8.8%
White	42.2%	38.3%	36.9%	33.7%	31.0%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level Math by academic year.

Table 43b Remedial Math Cohort Completed Transfer Level Math within 6 Years by Ethnic Group

Ethnic Group	2003-04 to	2004-05 to	2005-06 to	2006-07 to	2007-08 to
	2009-10	2010-11	2011-12	2012-13	2013-14
American Indian/Native Alaskan	1.5%	1.3%	.4%	1.1%	1.6%
Asian	13.4%	14.5%	15.7%	13.2%	15.5%
Black/African American	4.8%	7.4%	5.8%	6.9%	6.5%
Filipino	4.5%	5.5%	7.1%	7.3%	5.4%
Hispanic	28.3%	24.1%	23.9%	29.2%	30.5%
Pacific Islander	.9%	1.7%	1.8%	1.1%	1.6%
Unknown	7.3%	7.2%	10.1%	8.8%	7.8%
White	39.3%	38.3%	35.3%	32.3%	31.1%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level Math within 6 years.

Table 43c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 years by Ethnic Group

Ethnic Group	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
American Indian/Native Alaskan	1.11	0.70	0.20	1.02	1.05
Asian	1.30	1.32	1.18	1.09	1.22
Black/African American	0.58	0.79	0.79	0.76	0.69
Filipino	0.96	1.13	0.96	1.18	1.08
Hispanic	1.12	0.97	1.04	1.07	1.01
Pacific Islander	0.83	1.03	1.17	0.90	1.12
Unknown	1.07	0.88	1.13	0.94	0.88
White	0.93	1.00	0.96	0.96	1.00

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 44a Remedial Math Cohorts by Gender: 2003-04 to 2007-08

Gender	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Female	64.5%	64.1%	57.5%	58.9%	58.2%
Male	35.3%	35.3%	41.7%	40.3%	40.8%
Other	0.2%	0.7%	0.8%	0.8%	1.0%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level Math by academic year.

Table 44b Remedial Math Cohort Completed Transfer Level Math within 6 Years by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	67.2%	65.4%	59.9%	59.5%	59.4%
Male	32.4%	34.1%	39.4%	39.8%	39.4%
Other	.4%	.6%	.7%	.7%	1.1%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level Math within 6 years.

Table 44c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 years by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	1.04	1.02	1.04	1.01	1.02
Male	0.92	0.97	0.94	0.99	0.97
Other	1.80	0.84	0.94	0.78	1.20

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 45a Remedial Math Cohorts by Age Range: 2003-04 to 2007-08

	Cohort				
Age Range	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
19 OR YOUNGER	38.9%	40.9%	43.1%	39.6%	46.5%
20 - 24	26.9%	26.9%	28.3%	26.9%	26.1%
25 - 29	10.5%	10.4%	8.6%	12.3%	9.8%
30 - 34	7.6%	6.7%	6.9%	6.7%	6.2%
35 - 39	6.9%	6.8%	6.1%	5.8%	3.7%
40 - 49	7.5%	6.4%	5.5%	6.9%	5.8%
50 OR OLDER	1.7%	1.9%	1.5%	1.8%	2.0%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level Math by academic year.

Table 45b Remedial Math Cohort Completed Transfer Level Math within 6 Years by Age Range

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012- 13	2007-08 to 2013-14
19 OR YOUNGER	41.5%	47.9%	48.5%	42.1%	44.1%
20 - 24	25.7%	27.3%	28.0%	27.6%	28.7%
25 - 29	10.2%	7.0%	8.0%	10.3%	9.1%
30 - 34	6.9%	5.5%	5.6%	6.9%	6.3%
35 - 39	6.3%	5.3%	4.0%	5.1%	3.9%
40 - 49	8.0%	5.9%	5.4%	7.0%	5.6%
50 OR OLDER	1.5%	1.1%	.5%	1.1%	2.3%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level Math within 6 years.

Table 45c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 years
by Age Range

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
19 OR YOUNGER	1.06	1.17	1.12	1.06	0.95
20 - 24	0.95	1.01	0.99	1.03	1.10
25 - 29	0.97	0.67	0.92	0.83	0.93
30 - 34	0.91	0.83	0.82	1.02	1.01
35 - 39	0.91	0.79	0.65	0.87	1.06
40 - 49	1.07	0.92	0.98	1.02	0.97
50 OR OLDER	0.90	0.58	0.35	0.65	1.14

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 46a Remedial Math Cohorts by Economically Disadvantaged Status: 2003-04 to 2007-08

	Cohort				
Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	52.9%	59.0%	53.5%	55.0%	57.3%
No	47.1%	41.0%	46.5%	45.0%	42.7%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level Math by academic year.

Table 46b Remedial Math Cohort Completed Transfer Level Math within 6 Years by Economically Disadvantaged Status

Economically Disadvantaged	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	54.4%	58.9%	53.3%	57.6%	58.1%
No	45.6%	41.1%	46.7%	42.4%	41.9%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level Math within 6 years.

Table 46c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 years
by Economically Disadvantaged Status

Economically Disadvantaged	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	1.03	1.00	1.00	1.05	1.01
No	0.97	1.00	1.00	0.94	0.98

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 47a Remedial Math Cohorts by DSPS Status: 2003-04 to 2007-08

	Cohort				
DSPS	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	9.8%	10.0%	7.2%	8.6%	5.4%
No	90.2%	90.0%	92.8%	91.4%	94.6%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 47b Remedial Math Cohort Complete Transfer Level Math within 6 Years by DSPS Status

DSPS	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	9.3%	10.3%	7.6%	10.0%	5.6%
No	90.7%	89.7%	92.4%	90.0%	94.4%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 47c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 Years by
DSPS Status

DSPS	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	0.95	1.03	1.06	1.15	1.04
No	1.01	1.00	1.00	0.99	1.00

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 48a Remedial Math Cohorts by Veteran Status: 2003-04 to 2007-08

Veteran	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	1.9%	1.0%			1.6%
No	98.1%	99.0%			98.4%
Grand Total	1,248	1,367	1,299	1,426	2,103

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year. Please note, cohort years not reported, if the number of Veteran students was less than 10.

Table 48b Remedial Math Cohort Complete Transfer Level Math within 6 Years by Veteran Status

Veteran	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes					1.6%
No					98.4%
Grand Total	463	543	553	613	875

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years. Please note, cohort years not reported, if the number of Veteran students was less than 10.

Table 48c Equity Index: Remedial Math Cohort Complete Transfer Level Math within 6 Years by Veteran Status

Veteran	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes					1.02
No					1.00

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Please note, cohort years not reported, if the number of Veteran students was less than 10.

ESL (English as Second Language)

Tables 49a – 53c display the demographic representation of student cohorts who started in an ESL course (any level below transfer), the representation of the students in each cohort who completed a transfer level English or ESL course within 6 years and the equity index for this outcome. As with the Basic Skills Math cohorts, the number of students tracked in ESL courses is relatively small, which makes the changes in representation by ethnic groups more pronounced within each cohort.

Table 49a ESL Cohorts by Ethnic Group: 2003-04 to 2007-08

Ethnic Group	Cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
American Indian/Native Alaskan	1.2%	0.6%	1.0%	0.9%	0.8%
Asian	20.5%	23.0%	18.9%	24.7%	22.0%
Black/African American	12.2%	14.3%	17.0%	17.5%	17.9%
Filipino	1.9%	2.8%	3.8%	2.8%	4.7%
Hispanic	48.7%	44.2%	42.6%	38.0%	36.2%
Pacific Islander	0.2%	0.4%	0.9%	1.1%	0.8%
Unknown	3.9%	5.9%	5.8%	6.0%	7.2%
White	11.3%	8.9%	10.0%	9.1%	10.4%
Grand Total	565	539	582	571	741

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started in English-as Second-Language (ESL) courses by academic year.

Table 49b ESL Completed Transfer Level English within 6 Years by Ethnic Group

Ethnic Group	2003-04 to	2004-05 to	2005-06 to	2006-07 to	2007-08 to
	2009-10	2010-11	2011-12	2012-13	2013-14
American Indian/Native Alaskan	.6%	.6%	1.1%	1.3%	.8%
Asian	24.7%	26.0%	23.0%	32.1%	22.2%
Black/African American	15.4%	21.4%	17.5%	16.4%	15.7%
Filipino	3.1%	3.2%	5.5%	3.8%	6.1%
Hispanic	32.7%	31.8%	28.4%	27.0%	30.7%
Pacific Islander	.6%	1.3%	.5%	.0%	1.5%
Unknown	4.9%	3.2%	6.6%	8.8%	10.3%
White	17.9%	12.3%	17.5%	10.7%	12.6%
Grand Total	162	154	183	159	261

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each ESL cohort who completed transfer level English within 6 years.

Table 49c Equity Index: ESL Cohort Complete Transfer Level English within 6 years by Ethnic Group

Ethnic Group	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
American Indian/Native Alaskan	0.50	1.17	1.06	1.44	0.95
Asian	1.20	1.13	1.21	1.30	1.01
Black/African American	1.26	1.50	1.03	0.93	0.88
Filipino	1.59	1.17	1.45	1.35	1.30
Hispanic	0.67	0.72	0.67	0.71	0.85
Pacific Islander	3.49	3.50	0.64	0.00	1.89
Unknown	1.27	0.55	1.12	1.48	1.45
White	1.58	1.39	1.75	1.17	1.22

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 50a ESL Cohorts by Gender: 2003-04 to 2007-08

	Cohort				
Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Female	63.2%	62.7%	62.2%	66.4%	63.8%
Male	36.8%	35.4%	36.6%	32.4%	35.4%
Other	0.0%	1.9%	1.2%	1.2%	0.8%
Grand Total	565	539	582	571	741

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started in English-as Second-Language (ESL) courses by academic year.

Table 50b ESL Completed Transfer Level English within 6 Years by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	63.0%	68.2%	59.6%	62.9%	67.8%
Male	37.0%	31.2%	40.4%	33.3%	31.8%
Other	.0%	.6%	.0%	3.8%	.4%
Grand Total	162	154	183	159	261

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each ESL cohort who completed transfer level English within 6 years.

Table 50c Equity Index: ESL Cohort Complete Transfer Level English within 6 years by Gender

Gender	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Female	1.00	1.09	0.96	0.95	1.06
Male	1.01	0.88	1.10	1.03	0.90
Other	0.00	0.35	0.00	3.08	0.47

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 51a ESL Cohorts by Age Range: 2003-04 to 2007-08

	Cohort				
Age Range	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
19 OR YOUNGER	23.9%	28.4%	26.6%	23.6%	25.2%
20 - 24	21.4%	22.3%	27.0%	22.9%	22.4%
25 - 29	14.0%	11.3%	11.5%	14.0%	12.8%
30 - 34	11.0%	11.7%	10.8%	11.2%	9.9%
35 - 39	13.1%	9.6%	10.0%	10.3%	10.9%
40 - 49	11.9%	11.7%	10.3%	13.3%	12.8%
50 OR OLDER	4.8%	5.0%	3.8%	4.6%	5.9%
Grand Total	565	539	582	571	741

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started in English-as Second-Language (ESL) courses by academic year.

Table 51b ESL Completed Transfer Level English within 6 Years by Age Range

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
19 OR YOUNGER	35.2%	41.6%	37.7%	42.1%	36.8%
20 - 24	19.8%	17.5%	27.3%	22.6%	26.8%
25 - 29	11.7%	9.7%	7.1%	9.4%	8.4%
30 - 34	7.4%	10.4%	8.2%	8.2%	3.8%
35 - 39	12.3%	9.1%	8.7%	6.9%	7.7%
40 - 49	9.3%	7.8%	8.7%	8.2%	12.3%
50 OR OLDER	4.3%	3.9%	2.2%	2.5%	4.2%
Grand Total	162	154	183	159	261

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each ESL cohort who completed transfer level English within 6 years.

Table 51c Equity Index: ESL Cohort Complete Transfer Level English within 6 years by Age Range

Age Range	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
19 OR YOUNGER	1.47	1.46	1.42	1.78	1.46
20 - 24	0.92	0.79	1.01	0.99	1.20
25 - 29	0.84	0.86	0.62	0.67	0.66
30 - 34	0.68	0.89	0.76	0.73	0.39
35 - 39	0.94	0.94	0.88	0.67	0.70
40 - 49	0.78	0.67	0.85	0.61	0.96
50 OR OLDER	0.90	0.78	0.58	0.55	0.71

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 52a ESL Cohorts by Economically Disadvantaged Status: 2003-04 to 2007-08

	Cohort				
Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	63.9%	69.8%	71.0%	74.1%	70.3%
No	36.1%	30.2%	29.0%	25.9%	29.7%
Grand Total	565	539	582	571	741

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started in English-as Second-Language (ESL) courses by academic year.

Table 52b ESL Completed Transfer Level English within 6 Years by Economically Disadvantaged Status

Economically Disadvantaged	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Yes	75.3%	81.2%	78.7%	81.8%	77.4%
No	24.7%	18.8%	21.3%	18.2%	22.6%
Grand Total	162	154	183	159	261

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each ESL cohort who completed transfer level English within 6 years.

Table 52c Equity Index: ESL Cohort Complete Transfer Level English within 6 years by Economically Disadvantaged Status

	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
Economically Disadvantaged					
Yes	1.18	1.16	1.11	1.10	1.10
No	0.68	0.62	0.73	0.70	0.76

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Table 53a ESL Cohorts by DSPS Status: 2003-04 to 2007-08

	Cohort				
DSPS	2003-2004	2004-2005	2005-2006	2006-2007	2007-08
Yes	15.6%	21.0%	19.6%	18.0%	15.8%
No	84.4%	79.0%	80.4%	82.0%	84.2%
Grand Total	565	539	582	571	741

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Cohorts are comprised of first-time students who started below transfer level English by academic year.

Table 53b ESL Cohort Complete Transfer Level English within 6 Years by DSPS Status

	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
DSPS					
Yes	19.1%	29.2%	25.1%	18.9%	14.2%
No	80.9%	70.8%	74.9%	81.1%	85.8%
Grand Total	162	154	183	159	261

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard. Students in each cohort who completed transfer level English within 6 years.

Table 53c Equity Index: ESL Cohort Complete Transfer Level English within 6 Years by DSPS Status

	2003-04 to 2009-10	2004-05 to 2010-11	2005-06 to 2011-12	2006-07 to 2012-13	2007-08 to 2013-14
DSPS					
Yes	1.23	1.39	1.28	1.05	0.90
No	0.96	0.90	0.93	0.99	1.02

Data Source. Source of data from 2014 California Community Colleges Chancellor's Office, Scorecard

Please note data by Veteran status was not reported for ESL cohort due to the small number of students reflected in each cohort year (less than 10).

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. Calculate progress rates through basic skills by dividing. The table below presents “Percentage Point Gap”

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of β (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	84	20	23.8%	45.2%	-21.4%
Asian	1,159	642	55.4%	45.2%	+10.2%
Black or African American	743	267	35.9%	45.2%	-9.3%
Hispanic or Latino	1,741	773	44.4%	45.2%	-0.8%
Native Hawaiian or other Pacific Islander	77	35	45.5%	45.2%	+0.3%
White	1,391	6,37	45.8%	45.2%	+0.6%
Some other race	494	199	40.3%	45.2%	-4.9%
More than one race					
All Students	5,689	2,573	45.2%		
Males	2,223	960	43.2%	45.2%	-2.0%
Females	3,403	1,584	46.5%	45.2%	+1.3%
Unknown	63	29	46.0%	45.2%	+0.8%
Current or former foster youth	*	*	*	*	*
Individuals with disabilities	435	162	37.2%	45.2%	-8.0%
Low-income students	3,759	1,726	45.9%	45.2%	+0.7%
Veterans					

Source: CCCC Data on Demand-ESL, English, and Math-2008-2009 cohort

Note: Data not available for populations with dark-grey rows.

*Data suppressed for populations with fewer than 10 students.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"
Largest Gap	American Indian/ Alaska Native	21%	<u>.21</u>	x	84 = 17
Second Largest	Black or African American	9%	.09	x	743 = 66
Third Largest	Individuals with disabilities	8%	<u>.08</u>	x	435 = 34

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-7, 2014	No gap	2020
American Indian/ Alaska Native	-21, 2013-14	No Gap	2019
Black or African American	-9, 2013-14	-6	2019
Individuals with disabilities	-8, 2013-14	-5	2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	American Indian/ Alaska Native	17
C.1	Black or African American	22
C.1	Individuals with disabilities	12

• **Activity Implementation Plan**

Implement Supplemental Instruction (SI) leaders in the classroom during basic skills Math and English classes such as Math 76, 78, and 90; English 78A, 78B, 83, 84, 85; and Reading 98, Reading 91. The timeline for implementation is as follows:

- Year 1: 2015/16 – Pilot SI in one Math, one English, and one Reading course, evaluate effectiveness and adjust plans for full implementation.
- Year 2: 2016/17 – Implementation of SI in all Basic Skills Math, English, and Reading courses, evaluate and improve
- Year 3: 2017/18 – Continue SI in all Basic Skills Math, English, and Reading courses, evaluate outcomes

Expenditures: Supplemental Instruction

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016-Spring 2018	54,000	

• **Link to Goal**

Students will greatly benefit from having SI embedded in their basic skills and ESL courses. It is likely that student completion of basic skills courses will increase due to the additional academic support. As a result, the number of students in the disproportionately impacted groups who move from basic skills to college-level courses will increase.

• **Evaluation**

Data will be collected annually to examine student success in basic skills courses with embedded SI compared to similar students in basic skills courses without embedded SI. Analyses will also be conducted to compare baseline data with the student basic skills progress.

C.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	American Indian/ Alaska Native	17
C.2	Black or African American	22
C.2	Individuals with disabilities	12

• Activity Implementation Plan

Embed basic study skills strategies into the curriculum of the learning communities that involve basic skills courses such as Math 76, 78, and 80; English 78A, 78B, 83, 84, and 85; and Reading 98 and 91. The timeline for implementation is as follows:

- Year 1: 2015/16 – Pilot embedded study skills in one Math, one English, and one Reading Learning Community course, evaluate effectiveness and adjust plans for full implementation.
- Year 2: 2016/17 – Implementation of embedded study skills in all Learning Community Basic Skills Math, English, and Reading courses, evaluate and improve
- Year 3: 2017/18 – Continue embedded study skills strategies in all Learning Community Basic Skills Math, English, and Reading courses, evaluate outcomes

Expenditures: Supplemental Instruction

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Spring 2018	\$54,000	n/a

• Link to Goal

By embedding study skills strategies into the curriculum, student will improve their study skills and habits and be more likely to succeed in their basic skills courses and move to college-level Math and English.

• Evaluation

The pilot evaluation will involve a comparison of student success in Learning Community basic skills courses with embedded study skills strategies compared to similar students in basic skills courses without embedded study skills strategies. Analyses will also be conducted to compare baseline data with the student basic skills progress for all Learning Communities.

C.3• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	American Indian/ Alaska Native	17
C.2	Black or African American	22
C.2	Individuals with disabilities	12

• **Activity Implementation Plan**

Increase the number of learning community cohorts for basic skills instruction to include a combination of ESL and/or English 78A, English 33A, Reading 98, Math 76, 78, and 90. The timeline for implementation is as follows:

- Year 1: 2015/16 – Develop the new Learning Communities and curriculum for the Learning Community courses
- Year 2: 2016/17 – Pilot the new Learning Communities, evaluate, and modify as necessary
- Year 3: 2017/18 – Implement the new Learning Communities and evaluate outcomes

Expenditures: Supplemental Instruction

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Spring 2018	\$54,000	n/a

• **Link to Goal**

Learning Communities provide additional support for students and help contextualize through paired courses. With this framework including additional English and Reading courses, as well as ESL courses, more students will be successful in basic skills and more likely to move to college-level.

• **Evaluation**

District: San Joaquin Delta Community College District

College: San Joaquin Delta College

The annual evaluations will involve a comparison of student success in the new Learning Communities courses compared to student success in the same courses that are not in a Learning Community, and also compared to courses that are not in the Learning Community but taught by the same instructors. Additionally, there will be a comparison of basic skills progress to the baseline rate.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

- D. 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/advisor¹.***

Table 54a provides the demographic breakdown of each SPAR cohort between 2003-2004 and 2007-2008. The cohort percentages in Table 4a are what are used to compare the degree and certificate outcomes for each group to identify groups that are disproportionately represented in Tables 54b1 through 54e2.

¹ College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

Table 54a. Student Progress and Achievement Rate Cohort Demographics

	03-04	04-05	05-06	06-07	07-08
Ethnic Group					
American Indian/Native Alaskan	1.2%	1.2%	1.2%	1.3%	1.5%
Asian	17.0%	15.3%	18.0%	16.1%	15.7%
Black/African American	7.4%	8.0%	7.2%	7.4%	8.1%
Filipino	6.8%	8.1%	5.6%	6.8%	7.2%
Hispanic	24.9%	26.6%	25.8%	27.0%	28.8%
Pacific Islander	1.0%	1.4%	1.2%	1.0%	1.5%
Unknown	5.4%	8.4%	9.0%	8.1%	8.6%
White	36.3%	31.0%	32.0%	32.3%	28.6%
Age Range					
19 OR YOUNGER	80.6%	81.7%	84.4%	82.8%	83.2%
20 - 24	7.9%	7.8%	7.2%	7.2%	6.6%
25 - 29	2.9%	2.8%	2.4%	3.0%	2.7%
30 - 34	2.2%	2.0%	1.5%	1.8%	1.7%
35 - 39	2.4%	2.3%	1.5%	1.9%	1.8%
40 - 49	2.9%	2.5%	2.2%	2.1%	3.1%
50 OR OLDER	1.1%	0.9%	0.8%	1.2%	0.8%
Gender					
Female	57.7%	57.4%	54.2%	55.4%	54.5%
Male	42.3%	42.0%	44.5%	43.6%	44.6%
Other	0.0%	0.7%	1.3%	1.0%	0.9%
Economically Disadvantaged					
No	38.2%	37.1%	36.7%	34.0%	31.1%
Yes	61.8%	62.9%	63.3%	66.0%	68.9%
DSPS					
No	93.2%	92.1%	92.5%	94.8%	96.0%
Yes	6.8%	7.9%	7.5%	5.2%	4.0%
Veteran					
No	0.8%				0.9%
Yes	99.2%				99.1%
Grand Total	2,718	2,216	2,342	2,803	3,229

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate.
Please note, cohort years not reported, if the number of Veteran students was less than 10.

Tables 54b1 through 54f2 provide degree and certificate completions within six years from a cohort of students identified as first-time with the intent to complete as defined by the California Community College Chancellor's Office Student Progress and Attainment Rate (SPAR). Data are reported for students who meet the following criteria:

- Enrolled in at least one credit course for the first time
- Earned at least six units at the College
- Attempted a college-level Math or English in the first three years

Table 54b1. Six-Year Certificate and Degree Completions by Cohort Year and Ethnic Group

Award Type	03-04	04-05	05-06	06-07	07-08
CERTIFICATE	118	122	104	136	172
American Indian/Native Alaskan	0.8%	0.8%	1.0%	0.7%	1.2%
Asian	12.7%	13.9%	19.2%	22.1%	15.7%
Black/African American	5.1%	7.4%	4.8%	3.7%	4.1%
Filipino	9.3%	10.7%	11.5%	6.6%	5.2%
Hispanic	24.6%	29.5%	22.1%	25.7%	30.8%
Pacific Islander	0.8%	1.6%	1.0%	0.0%	1.2%
Unknown	7.6%	9.0%	9.6%	4.4%	8.1%
White	39.0%	27.0%	30.8%	36.8%	33.7%
DEGREE	654	528	512	634	741
American Indian/Native Alaskan	0.9%	0.6%	0.6%	1.3%	1.5%
Asian	19.3%	14.6%	18.8%	20.5%	17.4%
Black/African American	4.0%	4.2%	7.4%	4.4%	5.0%
Filipino	8.3%	9.7%	7.4%	6.5%	8.2%
Hispanic	21.1%	26.3%	21.7%	26.5%	30.9%
Pacific Islander	0.5%	0.8%	0.8%	1.1%	1.2%
Unknown	4.6%	10.0%	8.8%	7.3%	8.0%
White	41.4%	33.9%	34.6%	32.5%	27.8%

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54b2. Equity Index: Six-Year Certificate and Degree Completions by Cohort Year and Ethnic Group

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
CERTIFICATE					
American Indian/Native Alaskan	0.72	0.67	0.78	0.56	0.80
Asian	0.75	0.91	1.07	1.37	1.00
Black/African American	0.68	0.92	0.67	0.50	0.50
Filipino	1.37	1.32	2.06	0.97	0.73
Hispanic	0.99	1.11	0.86	0.95	1.07
Pacific Islander	0.85	1.21	0.80	0.00	0.78
Unknown	1.40	1.07	1.07	0.54	0.95
White	1.07	0.87	0.96	1.14	1.18
DEGREE					
American Indian/Native Alaskan	0.78	0.47	0.47	0.96	1.02
Asian	1.14	0.95	1.04	1.28	1.11
Black/African American	0.53	0.52	1.03	0.60	0.62
Filipino	1.21	1.20	1.33	0.95	1.14
Hispanic	0.85	0.99	0.84	0.98	1.07
Pacific Islander	0.46	0.56	0.65	1.11	0.82
Unknown	0.84	1.19	0.98	0.90	0.92
White	1.14	1.10	1.08	1.01	0.97

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54c1. Awards Conferred Between 2007-08 and 2012-13: Award Type by Gender Percentages

Award Type	03-04	04-05	05-06	06-07	07-08
CERTIFICATE	118	122	104	136	172
Female	55.1%	68.9%	58.7%	57.4%	58.7%
Male	44.9%	31.1%	39.4%	41.9%	40.1%
Other	0.0%	0.0%	1.9%	0.7%	1.2%
DEGREE	654	528	512	634	741
Female	58.6%	63.6%	60.5%	59.6%	58.7%
Male	41.4%	35.8%	38.3%	39.4%	40.5%
Other	0.0%	0.6%	1.2%	0.9%	0.8%

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54c2. Equity Index: Awards Conferred Between 2007-08 and 2012-13: Award Type by Gender Totals

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
CERTIFICATE					
Female	0.96	1.20	1.08	1.03	1.08
Male	1.06	0.74	0.89	0.96	0.90
Other	-	0.00	1.45	0.76	1.29
DEGREE					
Female	1.02	1.11	1.12	1.08	1.08
Male	0.98	0.85	0.86	0.90	0.91
Other	-	0.84	0.89	0.98	0.90

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54d1. Awards Conferred Between 2007-08 and 2012-13: Award Type by Age Range
Percentages

Award Type	03-04	04-05	05-06	06-07	07-08
CERTIFICATE	118	122	104	136	172
19 OR YOUNGER	61.9%	68.9%	78.8%	77.9%	73.3%
20 - 24	11.0%	7.4%	7.7%	2.9%	6.4%
25 - 29	2.5%	6.6%	1.0%	4.4%	5.8%
30 - 34	5.1%	5.7%	2.9%	4.4%	3.5%
35 - 39	9.3%	5.7%	3.8%	4.4%	3.5%
40 - 49	5.9%	4.1%	5.8%	5.1%	7.0%
50 OR OLDER	4.2%	1.6%	0.0%	0.7%	0.6%
DEGREE	654	528	512	634	741
19 OR YOUNGER	88.8%	87.7%	89.1%	89.4%	87.6%
20 - 24	4.6%	4.9%	3.9%	4.1%	4.6%
25 - 29	1.8%	2.1%	1.8%	1.9%	2.3%
30 - 34	0.9%	0.9%	1.0%	1.6%	0.7%
35 - 39	1.4%	2.7%	1.2%	1.1%	1.9%
40 - 49	1.5%	1.3%	2.3%	1.1%	2.7%
50 OR OLDER	0.9%	0.4%	0.8%	0.8%	0.3%

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54d2. Equity Index: Awards Conferred Between 2007-08 and 2012-13: Award Type by Age Range Totals

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
CERTIFICATE					
19 OR YOUNGER	0.77	0.84	0.93	0.94	0.88
20 - 24	1.40	0.94	1.07	0.41	0.96
25 - 29	0.86	2.38	0.40	1.47	2.16
30 - 34	2.30	2.89	1.88	2.47	2.09
35 - 39	3.90	2.45	2.57	2.29	1.91
40 - 49	2.04	1.65	2.60	2.45	2.23
50 OR OLDER	3.84	1.73	0.00	0.62	0.70
DEGREE					
19 OR YOUNGER	1.10	1.07	1.06	1.08	1.05
20 - 24	0.58	0.63	0.54	0.57	0.69
25 - 29	0.62	0.76	0.74	0.63	0.85
30 - 34	0.42	0.48	0.64	0.88	0.40
35 - 39	0.58	1.13	0.78	0.57	1.03
40 - 49	0.53	0.53	1.06	0.52	0.86
50 OR OLDER	0.83	0.40	1.02	0.67	0.32

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54e1. Awards Conferred Between 2007-08 and 2012-13: Award Type by Economically Disadvantaged Status Totals

Award Type	03-04	04-05	05-06	06-07	07-08
CERTIFICATE	118	122	104	136	172
No	25.4%	31.1%	27.9%	27.9%	22.1%
Yes	74.6%	68.9%	72.1%	72.1%	77.9%
DEGREE	654	528	512	634	741
No	38.5%	41.1%	34.6%	31.1%	27.1%
Yes	61.5%	58.9%	65.4%	68.9%	72.9%

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54e2. Equity Index: Awards Conferred Between 2007-08 and 2012-13: Award Type by Economically Disadvantaged Status

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
CERTIFICATE					
No	0.67	0.84	0.76	0.82	0.71
Yes	1.21	1.09	1.14	1.09	1.13
DEGREE					
No	1.01	1.11	0.94	0.91	0.87
Yes	0.99	0.94	1.03	1.04	1.06

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54f1. Awards Conferred Between 2007-08 and 2012-13: Award Type by DSPS Status Totals

Award Type	03-04	04-05	05-06	06-07	07-08
CERTIFICATE	118	122	104	136	172
No	89.0%	89.3%	94.2%	95.6%	98.8%
Yes	11.0%	10.7%	5.8%	4.4%	1.2%
DEGREE	654	528	512	634	741
No	94.0%	93.6%	93.2%	95.9%	96.9%
Yes	6.0%	6.4%	6.8%	4.1%	3.1%

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 54f2. Equity Index: Awards Conferred Between 2007-08 and 2012-13: Award Type by DSPS Status

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
CERTIFICATE					
No	0.95	0.97	1.02	1.01	1.03
Yes	1.63	1.36	0.77	0.85	0.29
DEGREE					
No	1.01	1.02	1.01	1.01	1.01
Yes	0.88	0.82	0.91	0.79	0.78

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Please note award data by Veteran status not reported due the small number of Veteran students reflected in each cohort year (less than 10)

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. Calculate degree and certificate completion rates by dividing. The table below presents data using “Percentage Point Gap”

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of β (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	81	16	19.8%	24.3%	-4.5%
Asian	1479	397	26.8%	24.3%	2.5%
Black or African American	556	91	16.4%	24.3%	-7.9%
Hispanic or Latino	1876	480	25.6%	24.3%	1.3%
Native Hawaiian or other Pacific Islander	91	20	22.0%	24.3%	-2.3%
White	1892	459	24.3%	24.3%	0.0%
Some other race	540	117	21.7%	24.3%	-2.6%
More than one race					
All Students	6515	1580	24.3%		
Males	2922	646	22.1%	24.3%	-2.2%
Females	3521	915	26.0%	24.3%	1.7%
Unknown	72	19	26.4%	24.3%	2.1%
Current or former foster youth	*	*	*	*	*
Individuals with disabilities	274	43	15.7%	24.3%	-8.6%
Low-income students	4627	1195	25.8%	24.3%	1.5%
Veterans	152	19	12.5%	24.3%	-11.8%

Source: CCCCCO Data on Demand- Completion- 2007-2008 and 2008-2009 cohorts

Note: Data not available for populations with dark-grey rows.

*Data suppressed for populations with fewer than 10 students.

District: San Joaquin Community College District College: San Joaquin Delta College

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal = Number of Students "Lost"
Largest Gap	Veterans	12%	<u>.12</u>	x	152 = 18
Second Largest	Individuals with disabilities	9%	<u>.09</u>	x	274 = 24
Third Largest	Black or African American	8%	.08	x	556 = 44

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Veterans	-12, 2014	No Gap	2022
Individuals with disabilities	-9, 2013-15	No Gap	2022
Black or African American	-8, 2013-15	No Gap	2022

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- **Activity Type(s)** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	Individuals with disabilities	24
D.1	Black or African American	44

• **Activity Implementation Plan**

Conduct program orientations specifically for AFFIRM and Foster Youth. These orientations will take place at the beginning of every semester and provide students with the information necessary to navigate their schedules, the campus, and the support services available to them. Students will also learn about what the programs do for them and how they are sure to take advantage of what the program has to offer. For example, students with disabilities will learn about the adaptive technologies available in their classrooms and how to sign up for a note-taker.

Expenditures: *Foster Youth Education and Support Program Staff and Orientation Materials*

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Fall 2017 –Spring 2022	\$123,749	n/a

• **Link to Goal**

Students will feel more connected to the programs and utilize the support services available at the College that are specific to their needs. Students will therefore succeed in their courses and complete their educational goals or degree and/or certificate achievement.

• **Evaluation**

Data collected will include student participation in the orientation as well as utilization of the programs’ services throughout their attendance at the College. Additionally, the graduation rates for African-American students and students with disabilities will be assessed for those who participated in the orientations and services compared to similar students who did not participate, as well as compared to the baseline completion rate. This data will be collected for a cohort of students 6 years after the initial orientation to the programs.

D.2

- **Activity Type(s)** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Individuals with disabilities	24
D.2	Black or African American	44
D.2	American Indian/ Alaska Native	4

- **Activity Implementation Plan**

Implement a Book Advance Program in which the College advances those students who are eligible for financial aid the funds to purchase textbooks and study materials each semester.

Expenditures: Books, Study Materials/ Academic Support

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2022	\$90,000	n/a

- **Link to Goal**

Students will have access to textbooks at the start of their academic classes that they may not have been able to purchase due to economic disadvantage or having to wait until they received their financial aid disbursement. Thus, students will likely succeed in their courses which will lead them to achieving their education goal of a degree and/or certificate.

• ***Evaluation***

Student participation in the Book Loan Program will be recorded. Degree and certificate completion for students who participated in the program will be compared to similar students who did not. Outcomes will be analyzed and reported 6-years after program implementation. The report will also include an evaluation of the degrees and certificates conferred compared to the baseline rate.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

- E. **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. Calculate transfer rates by dividing:

The cohort percentages in Table 49a are what are used to compare the transfer outcomes for each group to identify groups that are disproportionately represented in Tables 50a1 through 50d2. Data are provided for students who transfer within six years from a cohort of students identified as first-time with the intent to complete as defined by the California Community College Chancellor's Office Student Progress and Attainment Rate (SPAR). Data are reported for students who meet the following criteria:

- Enrolled in at least one credit course for the first time
- Earned at least six units at the College
- Attempted a college-level Math or English in the first three years.

Table 55a1. Six-Year Transfers to Four-Year Institutions by Cohort Year and Ethnic Group

Award Type	03-04	04-05	05-06	06-07	07-08
American Indian/Native Alaskan	0.8%	0.7%	0.6%	1.2%	1.1%
Asian	21.9%	19.1%	21.1%	20.2%	18.5%
Black/African American	6.0%	5.9%	7.0%	6.0%	5.5%
Filipino	6.5%	7.8%	6.4%	7.0%	9.3%
Hispanic	18.3%	22.3%	19.5%	22.7%	25.9%
Pacific Islander	0.9%	0.4%	0.7%	0.7%	1.5%
Unknown	5.7%	10.3%	10.5%	7.6%	9.6%
White	39.8%	33.5%	34.3%	34.5%	28.5%
Grand Total	981	717	817	976	1,037

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55a2. Equity Index: Six-Year Transfers to Four-Year Institutions by Cohort Year and Ethnic Group

Award Type	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
American Indian/Native Alaskan	0.69	0.57	0.49	0.93	0.73
Asian	1.29	1.25	1.17	1.26	1.18
Black/African American	0.81	0.73	0.97	0.81	0.68
Filipino	0.96	0.97	1.14	1.02	1.28
Hispanic	0.74	0.84	0.75	0.84	0.90
Pacific Islander	0.92	0.31	0.61	0.72	1.04
Unknown	1.05	1.22	1.17	0.94	1.12
White	1.09	1.08	1.07	1.07	1.00
Grand Total					

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55b1. Six-Year Transfers to Four-Year Institutions by Cohort Year and Gender

Award Type	03-04	04-05	05-06	06-07	07-08
Female	57.8%	57.0%	55.7%	55.9%	55.1%
Male	42.2%	42.3%	43.7%	43.4%	44.0%
Other	0.0%	0.7%	0.6%	0.6%	1.0%
Grand Total	981	717	817	976	1,037

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55b2. Equity Index: Six-Year Transfers to Four-Year Institutions by Cohort Year and Gender

	03-04	04-05	05-06	06-07	07-08
	to	to	to	to	to
Award Type	08-09	09-10	10-11	11-12	12-13
Female	1.00	0.99	1.03	1.01	1.01
Male	1.00	1.01	0.98	1.00	0.99
Other	-	1.03	0.46	0.64	1.07
Grand Total					

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55c1. Six-Year Transfers to Four-Year Institutions by Cohort Year and Age Range

	03-04	04-05	05-06	06-07	07-08
19 OR YOUNGER	91.6%	93.3%	93.3%	91.7%	93.1%
20 - 24	4.8%	4.2%	3.8%	4.1%	2.6%
25 - 29	0.9%	1.3%	1.2%	1.9%	1.6%
30 - 34	0.6%	0.6%	0.4%	1.0%	0.6%
35 - 39	0.9%	0.4%	0.5%	0.3%	1.0%
40 - 49	0.7%	0.3%	0.9%	0.5%	1.2%
50 OR OLDER	0.4%	0.0%	0.0%	0.4%	0.0%
Grand Total	981	717	817	976	1,037

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55c2. Equity Index: Six-Year Transfers to Four-Year Institutions by Cohort Year and Age Range

	03-04	04-05	05-06	06-07	07-08
	to	to	to	to	to
	08-09	09-10	10-11	11-12	12-13
19 OR YOUNGER	1.14	1.14	1.10	1.11	1.12
20 - 24	0.61	0.54	0.53	0.57	0.39
25 - 29	0.31	0.46	0.51	0.65	0.61
30 - 34	0.28	0.28	0.24	0.57	0.35
35 - 39	0.38	0.18	0.33	0.16	0.53
40 - 49	0.25	0.11	0.39	0.24	0.37
50 OR OLDER	0.37	0.00	0.00	0.35	0.00
Grand Total					

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55d1. Six-Year Transfers to Four-Year Institutions by Cohort Year and Economically Disadvantaged Status

	03-04	04-05	05-06	06-07	07-08
No	42.6%	46.9%	42.5%	39.7%	37.8%
Yes	57.4%	53.1%	57.5%	60.3%	62.2%
Grand Total	981	717	817	976	1,037

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55d2. Equity Index: Six-Year Transfers to Four-Year Institutions by Cohort Year and Economically Disadvantaged Status

	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
No	1.12	1.26	1.16	1.17	1.22
Yes	0.93	0.84	0.91	0.91	0.90
Grand Total					

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55e1. Six-Year Transfers to Four-Year Institutions by Cohort Year and DSPS Status

	03-04	04-05	05-06	06-07	07-08
No	95.9%	94.4%	95.2%	97.3%	98.4%
Yes	4.1%	5.6%	4.8%	2.7%	1.6%
Grand Total	981	717	817	976	1,037

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Table 55e2. Equity Index: Six-Year Transfers to Four-Year Institutions by Cohort Year and DSPS Status

	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13
No	1.03	1.02	1.03	1.03	1.02
Yes	0.60	0.71	0.64	0.51	0.41
Grand Total					

Data Source. 2014 California Community Colleges Chancellor's Office Score Card – SPAR Rate

Please note transfer data by Veteran status not reported due the small number of Veteran students reflected in each cohort year (less than 10).

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. Calculate transfer rates by dividing. The table below presents “Percentage Point Gap.”

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ß (the denominator) who actually transfer after six years.	The transfer rate	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian/ Alaska Native*					
Asian	568	211	37.1%	36.80%	0.3%
Black or African American	179	66	36.9%	36.80%	0.1%
Hispanic or Latino	718	250	34.8%	36.80%	-2.0%
Native Hawaiian or other Pacific Islander*					
White	775	306	39.5%	36.80%	2.7%
Some other race	198	64	32.3%	36.80%	-4.5%
More than one race					
All Students	2438	897	36.8%		
Males	1095	395	36.1%	36.80%	-0.7%
Females	1364	505	37.0%	36.80%	0.2%
Unknown	33	10	30.3%	36.80%	-6.5%
Current or former foster youth	*	*	*	*	*
Individuals with disabilities	-831	-2259	36.8%	36.80%	0.0%
Low-income students	1742	566	32.5%	36.80%	-4.3%
Veterans					

Source: CCCCCO DataMart-Transfer Velocity 2008-2009 cohort

Note: Data not available for populations with dark-grey rows.

*Data suppressed for populations with fewer than 10 students.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal. = Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947 = 77
Largest Gap	Low-income students	4%	<u>.04</u>	x	1742 = 69
Second Largest				x	=
Third Largest				x	=

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Low-income students	-4, 2013-14	No Gap	2022

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected**:

ID	Target Group(s)	# of Students Affected
E.1	Low-income students	69

• *Activity Implementation Plan*

Promote awareness and transfer preparation for Delta students by:

1. Providing campus visits to a CSU, UC and Private institutions, with priority given to the disproportionately impacted groups.

2. Sponsoring a historically black college and university (HBCU) college fair on campus for students and the community
 3. Conducting a motivational and informational career/transfer presentation for English 79 students
 4. Renewing the Transfer Opportunity Program with UC Davis
 5. Implementing the Pathway to Law School Initiative
- (Two year timeline, with presentations and tours throughout)

Expenditure: Career and Transfer initiatives, MESA, EOPS, CalWORKS Programs

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016-Spring 2018	\$56,043	n/a

• ***Link to Goal***

Underrepresented students will have the opportunity to experience university life and increase their awareness of transfer opportunities, resources and services. African American students will be exposed to HBCUs and scholarship opportunities while increasing their awareness of transfer opportunities outside of CA. Delta students will have access to a UC Top advisor on a bi-monthly basis. Students will also have the opportunity to participate in Discover UC Davis with a campus visit. Enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been underrepresented. Students who participate in these activities will be more aware of transfer opportunities, and will be more likely to apply for transfer to a four-year institution.

• ***Evaluation***

Records of student participation in Transfer Awareness activities will be compiled. Transfer data will be pulled from the National Student Clearinghouse Student Tracker (six years after implementation) to compare the transfer rates of student participants with similar students who did not participate in the activities. The number of Transfer Agreement Guarantees will also be recorded and analyzed to compare student intent to transfer. An analysis of transfer rates at baseline compared to six years after the start of the program will be completed.

E.2• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Foster Youth	N/A

• **Activity Implementation Plan**

Assign a lead Counselor to serve Foster Youth students.

Expenditures: Career and Transfer initiatives, MESA, EOPS, CalWORKS Programs

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016-Spring 2018	345,000	n/a

• **Link to Goal**

Foster Youth students will have the opportunity to develop a relationship with the assigned Counselor and the Counselor (with training) will better address the needs and challenges of Foster Youth, including improving transfer rates.

• **Evaluation**

The evaluation will include and analysis of Foster Youth transfer rates before the Counselor is dedicated to Foster Youth to six years after the Counselor is dedicated to Foster Youth

E.3• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3	African American and Latino	180

• **Activity Implementation Plan**

According to our college's analysis of achievement gaps, Black/African American and Hispanic/Latino's are underrepresented in degree completion and transfer. A significant population of students (350) competes in intercollegiate athletes every year. The attached spreadsheet compares first time student athletes to their peers. Approximately 15% of these student athletes are Black/African American and 40% Hispanic/Latino. These student athletes enter Delta more underprepared than the general student population, but graduate and transfer at higher rates. This can be attributed to a higher level of motivation to continue playing their sport at the next level, requirements to compete, and support services.

- Develop a Student Athlete Success Program with common transfer pathways that include but are not limited to:
 - An introduction to college and educational planning for student athletes (Guidance 14),
 - study skills (English 33A),
 - career self-assessment (Guidance 30),
 - career exploration (Guidance 32), and
 - job-seeking skills courses (Guidance 33)

Expenditures: Resource Specialist

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016 – ongoing	\$94,073	n/a

• Link to Goal

Improve transfer rates of student-athletes to 4 year universities.

- A. A large percentage of student athletes are Hispanic and African American. Student athletes will know the requirements to transfer, be able to select a major that is right for them, develop a transfer plan, and have the skills necessary to successfully complete the plan. This will increase the number of student athletes who are transferring to 4 year universities

• Evaluation

- Data that will be collected:
 - Quantitative data that will be collected includes documenting the number of students who transfer to 4-year schools each Fall and Spring
 - Qualitative data that will be collected includes self-reports from satisfaction surveys and the narrative elements of the pertinent guidance course(s) in which student athletes will describe what and whether they have learned about the transfer process
- Data collection and review will occur annual and be reflected in annual report

Summary Budget

(please see attached 4 page Budget PDF)

District: San Joaquin Delta Community College

College: San Joaquin Delta College

District: San Joaquin Delta Community College

College: San Joaquin Delta College

District: San Joaquin Delta Community College

College: San Joaquin Delta College

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

End-of-year Report	Fiscal Year Ends	Report Completed
Year 1	December 31, 2015	March 4, 2016
Year 2	December 31, 2016	March 3, 2017
Year 3	June 30, 2016	September 8, 2017
Year 4	June 30, 2017	September 7, 2018
Year 5	June 30, 2018	September 6, 2019

The Office of Planning, Research, and Institutional Effectiveness (PRIE) will work with the Director of Student Equity to evaluate the progress of the Student Equity Plan (SEP). The evaluation will utilize quantitative (e.g., analysis of course success/retention rates, basic skills cohort tracking, units attempted, program completion) and qualitative research methods (e.g. surveys, focus groups) to measure academic outcomes and student achievement. Specifically, these methods will be used to measure student success for the targeted populations identified in the plan. The effectiveness of programs and activities implemented through Student Equity funding will be measured by comparing students before and after activity participation, as well as comparing those students who participated in programs or activities implemented through Student Equity to similar students who did not.

Champions of each Student Equity activity will provide the Research Analysts in PRIE and the Director of Student Equity with brief reports of the actions that have taken place to support each goal, as well as records of students who have participated in the programs or activities. Reports of the results from the fiscal year will be compiled by PRIE annually (see timeline in Summary Evaluation Schedule and Process) and shared with the Director of Student Equity and the Champions of Student Equity. Reports of progress will be presented to the Student Equity and Success Committee and the Board of Trustees, as well as posted publically to the Student Equity Website. After review of the outcomes, the Director of Student Equity will meet to make any necessary changes to the programs or activities to improve outcomes for the target populations and reach the goals of the plan.

The College's Student Equity Plan is closely aligned with other institutional initiatives and plans. The examination of disproportionate impact has been implemented into the Program Review process, Institutional Effectiveness goal setting, the College's strategic goals, the Student Success and Support Program goals, and the Basic Skills Initiative. As discussed in the Executive Summary and the Program Committee and Collaboration sections of this plan, the District will utilize its Integrated Planning Matrix as an additional mechanism to ensure more cohesion amongst the various plans, initiatives and goals of the institution. Thus, the evaluation of the Student Equity Plan outcomes will be closely aligned with planning and evaluation processes for these other institutional initiatives.

Attachments

Attachment A
Student Equity Innovation Fund Proposal Form

District: San Joaquin Delta Community College

College: San Joaquin Delta College

(please see attached 4 page Proposal PDF)

District: San Joaquin Delta Community College

College: San Joaquin Delta College

Attachment B
Student Equity Innovation Fund Proposal Rubric

District: San Joaquin Delta Community College

College: San Joaquin Delta College

(please see attached 4 page Rubric PDF)

District: San Joaquin Delta Community College

College: San Joaquin Delta College

Attachment C
Integrated Planning Matrix

District: San Joaquin Delta Community College

College: San Joaquin Delta College

(please see attached 10 page Matrix PDF)