



**Access Definition**: Compares the percentage of each group that is enrolled (2015-2016) to the percentage of each group in the adult population within the community.

**Access: Three Greatest Disproportionately Impacted Groups**

Whites -9%

Males -9%

Vets -2%



**Assessment Definition**: Assessment compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, 3) educational plan. *Percentages are also shown for students receiving all services.*

**Assessment: Three Greatest Disproportionately Impacted Groups**

American Indian/Native Alaskan -37%

Native or Hawaiian or other Pacific Islander -17%

Asian -9%



**Orientation Definition**: Orientation compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, 3) educational plan. *Percentages are also shown for students receiving all services.*

**Orientation: Three Greatest Disproportionately Impacted Groups**

Unknown gender -23%

Native or Hawaiian or other Pacific Islander -15%

Undeclared/Some other race -15%

Foster Youth -11%

American Indian/Alaskan Native -10%

Asian -8%

Males -1%

More than one race -5%



**Educational Plan Definition**: Educational Plan compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, 3) educational plan. *Percentages are also shown for students receiving all services.*

**Educational Plan: Three Greatest Disproportionately Impacted Groups**

American Indian/Native Alaskan -8%

Unknown gender -2%

Asian -2%



**Probation Progress Definition**: The percentage of students who achieved good academic standing (clear of probation) with 3 primary terms after academic probation, Fall 2016 to Spring 2017.

**Educational Plan: Three Greatest Disproportionately Impacted Groups**

Asian -19%

Filipino -7%

More than one race -4%

Foster Youth -2%



**ESL Definition**: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in ESL and completed a college-level course in the same discipline, 2010-11 to 2015-16.

**ESL: Three Greatest Disproportionately Impacted Groups**

Filipino -11%

Native or Hawaiian/Pacific Islander -11 %

Undeclared/Some other race -11%

Unknown Gender -11%

Black or African American -7%

Males -4%

Hispanic/Latino -3%



**Remedial Progress English Definition**: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in English and completed a college-level course in the same discipline, 2010-11 to 2015-16.

**ESL: Greatest Disproportionately Impacted Groups**

Black or African American -15%

Current/Former Foster Youth -11%

Females -7%

Individuals with disabilities -4%

Low-income students -2%

Native or Hawaiian/Pacific Islander -1 %

Undeclared/Some other race -1%



**Remedial Progress Math** **Definition**: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in mathematics, and/or ESL and completed a college-level course in the same discipline, 2010-11 to 2015-16

**Remedial Progress Math: Greatest Disproportionately Impacted Groups**

Foster Youth -10%

Native or Hawaiian or other Pacific Islander -8 %

Black or African American -8%

Individuals with disabilities -5%



**Transfer Level Math Achievement** **Definition**: Compares the percentage of first-time students completion-oriented in each group who attempt Math their first-year and complete transfer-level Math in the first or second year, 2014-15 to 2015-16

**Transfer Level Math Achievement: Three Greatest Disproportionately Impacted Groups**

Current or former Foster Youth -10%

Pacific Islander -8%

Black or African American -8%



**Course Completion** **Definition**: Shows the percentage of successful credit course completions to all credit course enrollments at census.

**Course** **Completion: Greatest Disproportionately Impacted Groups**

Foster Youth -18%

Black or African American -10%

American Indian / Alaskan Native -6%



**CTE Completion Definition**: Compares the percentage of students completing more than eight CTE units in 2010-11 who completed a degree, certificate, apprenticeship or transfer-related outcomes within 6 years (2015-16).

**CTE Completion: Greatest Disproportionately Impacted Groups**

American Indian / Alaskan Native -46%

Black or African American -10%

Individuals with disabilities -4%

White -4%



**Completion: Degree, Certificate and Transfer** **Definition**: Compares the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years, 2011-2016.

**Completion: Degree, Certificate and Transfer: Greatest Disproportionately Impacted Groups**

American Indian / Alaskan Native -47%

Unknown gender -16%

Foster youth -15%