



Student Equity & Achievement Plan: Annual Report 2019-20

ACES

January 26, 202

With clarifications per ACES members' input

Prepared by:

Office of Planning, Research & Institutional

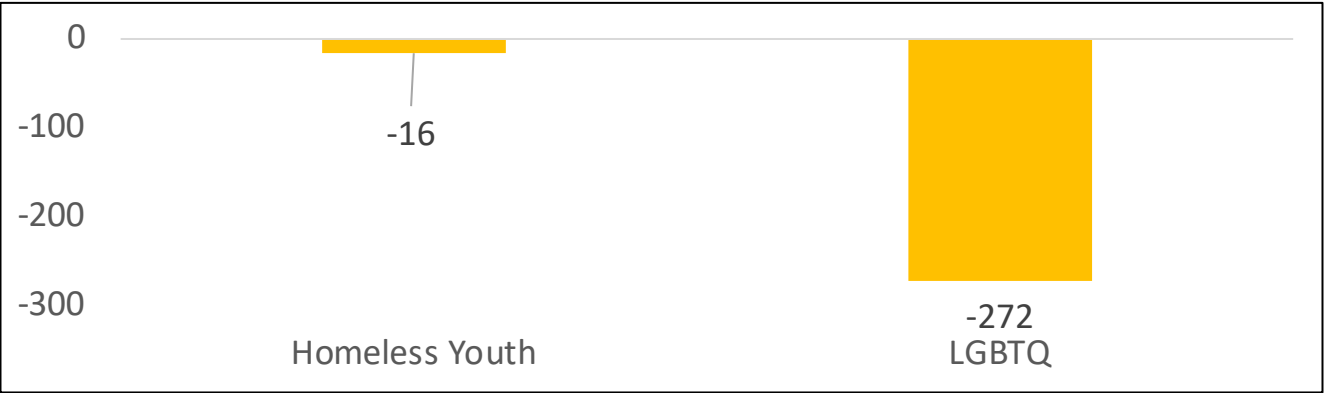
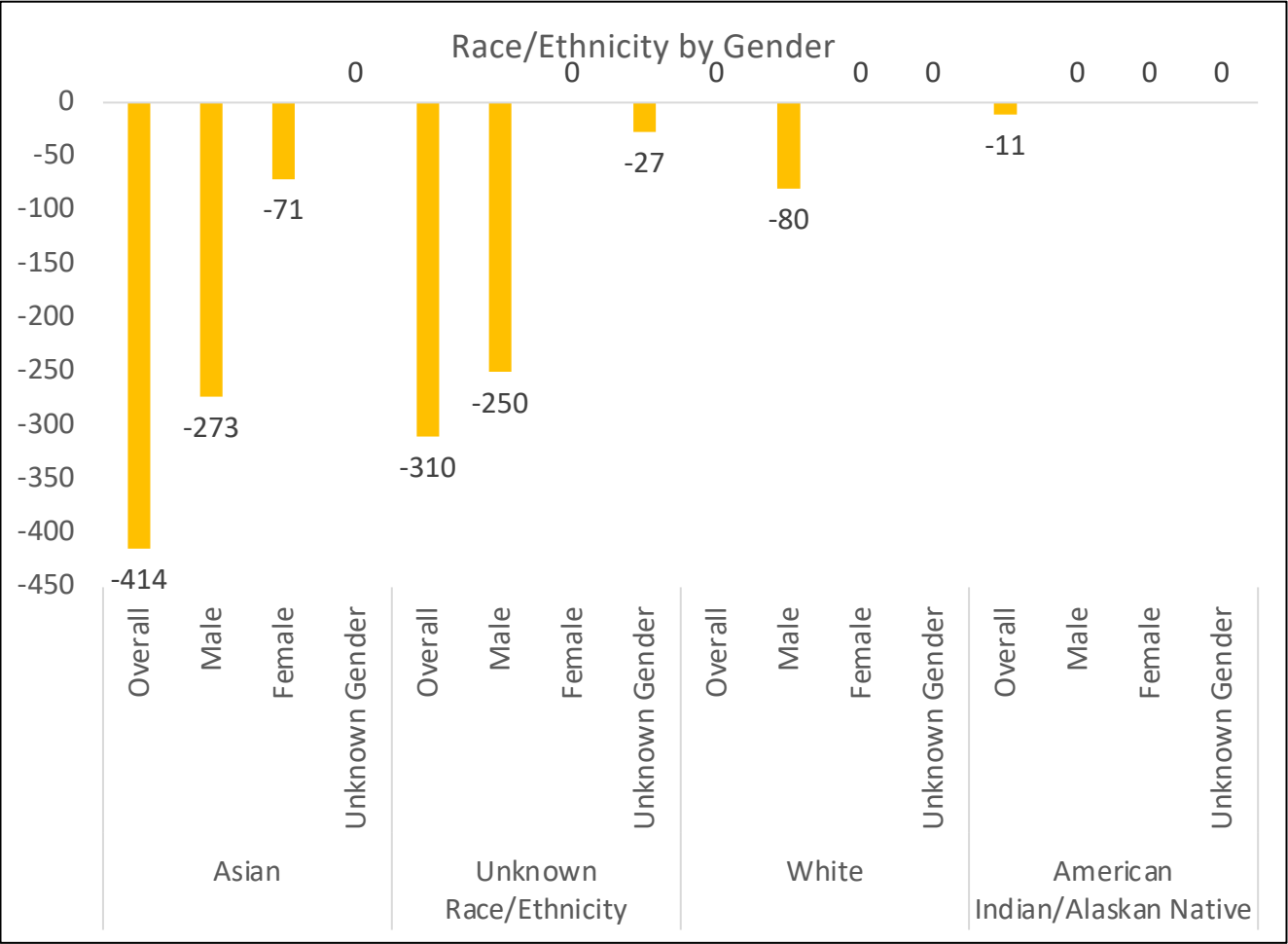
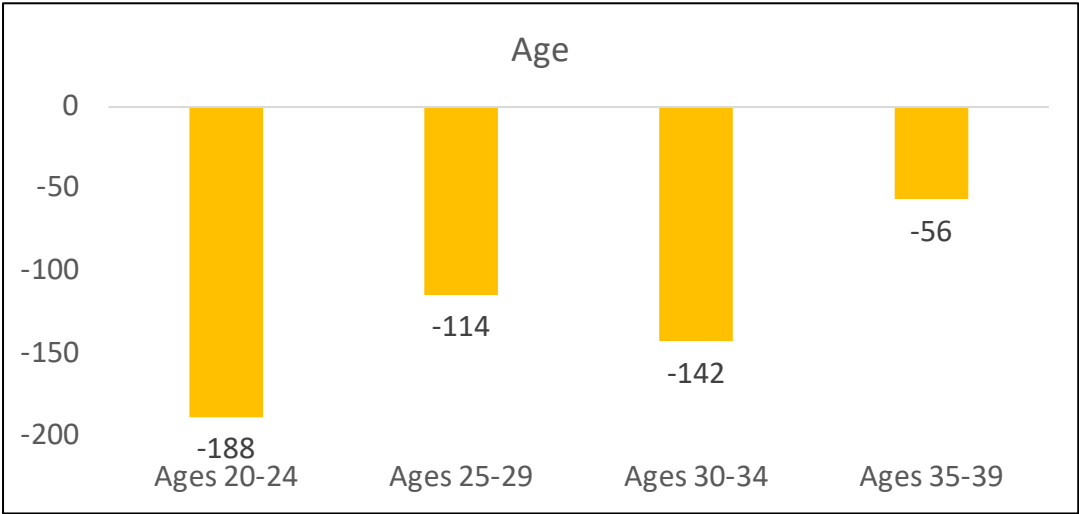
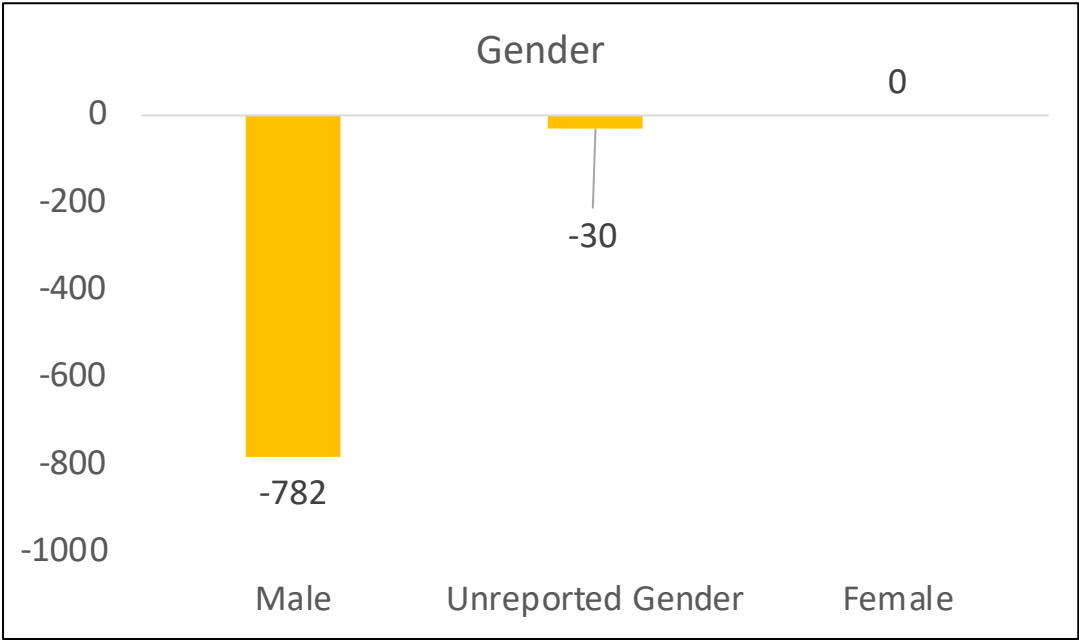
Methodological Notes

- This report is prepared to help the College comply with the State Chancellor's Office [Student Equity & Achievement Plan \(SEAP\)](#) funding and reporting requirements.
- All data is from the SMCCCD data warehouse as of December 2020, with the exception of the Transfer data which comes from the National Student Clearinghouse.
- The PRIE Offices uses the [Percentage Point Gap method](#) when calculating disproportionate impact (DI). This method determines if a subgroup of students (see last slide for a list of subgroups considered) is represented in each metric in the same proportion as we would expect them to, given their proportion in our overall population (minus the subgroup in question) for each academic year. If the size of a subpopulation is small, the level of disproportionate impact may not exceed the margin of error for the calculation, in which case DI is not calculable.
- The student subgroups included in the subsequent charts are those for whom the disproportionate impact was larger than the margin of error for that subgroup. If subgroups are not included in these charts (slides 3-5) it is because there was no disproportionate impact for that subgroup.
 - In the case of the students "completing transfer-level math and English in one year, the margin of error was larger than the DI calculated for 2019-20 due to the small number of students in this group.
 - In the case of students "earning certificates and degrees," all subgroups analyzed were proportionately represented!

Access:

Enrolled at Cañada Within 1 Year of application

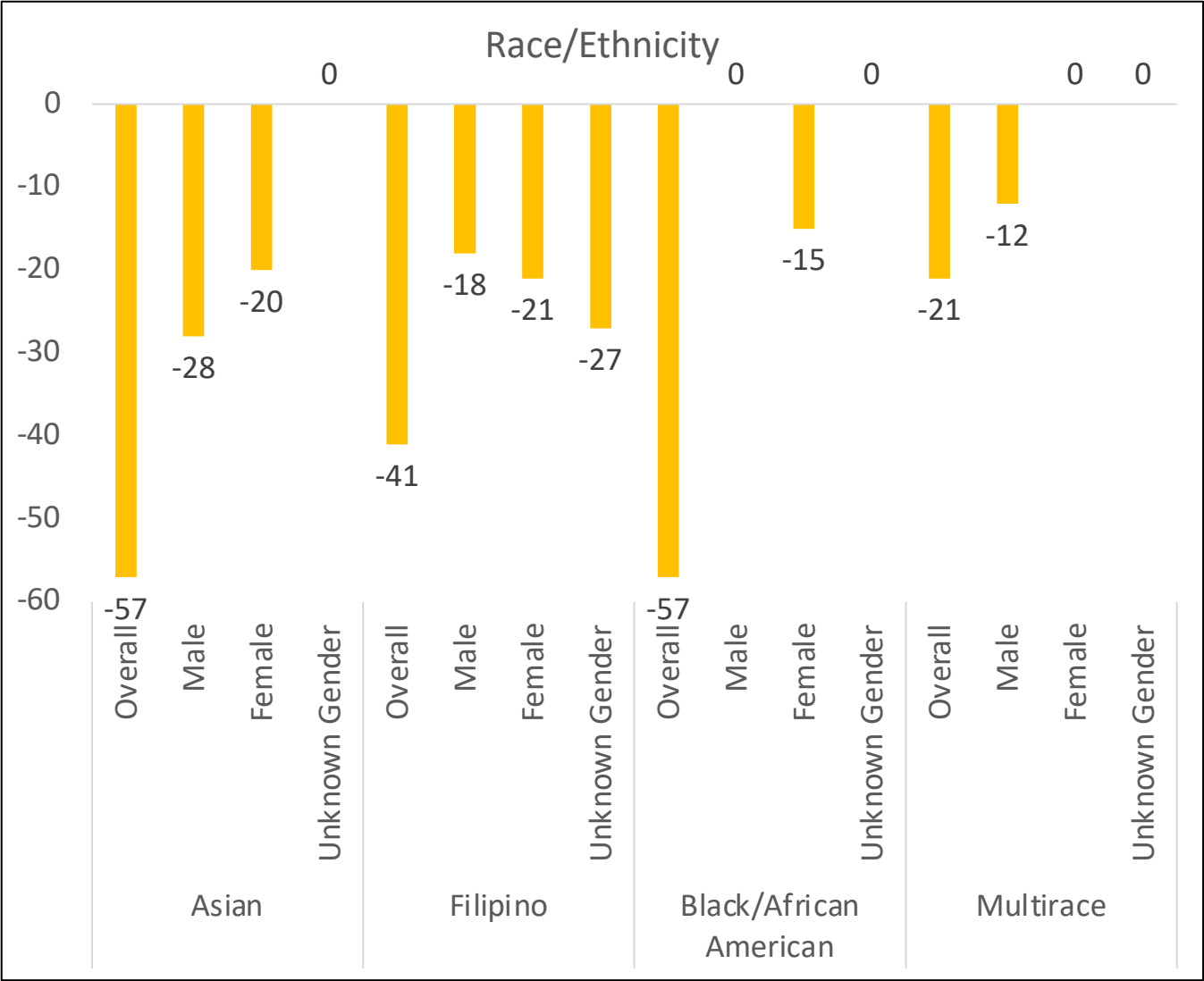
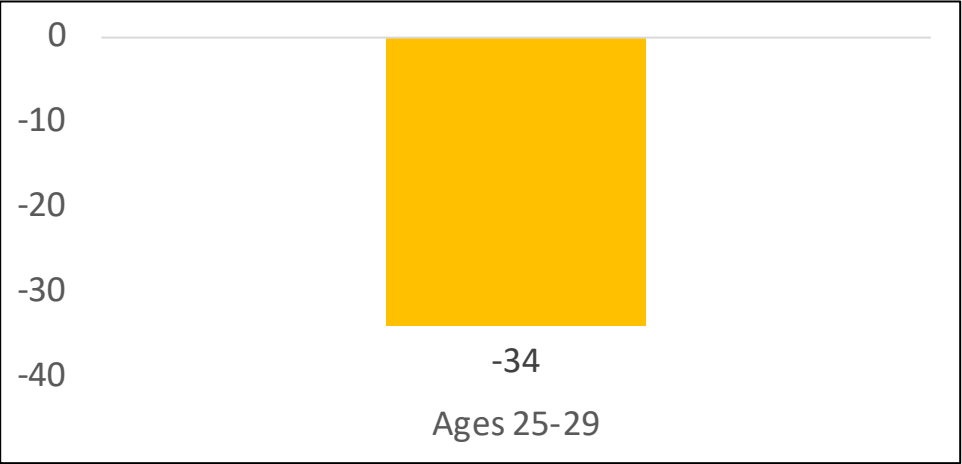
2-year college-wide change: -6%



Persistence:

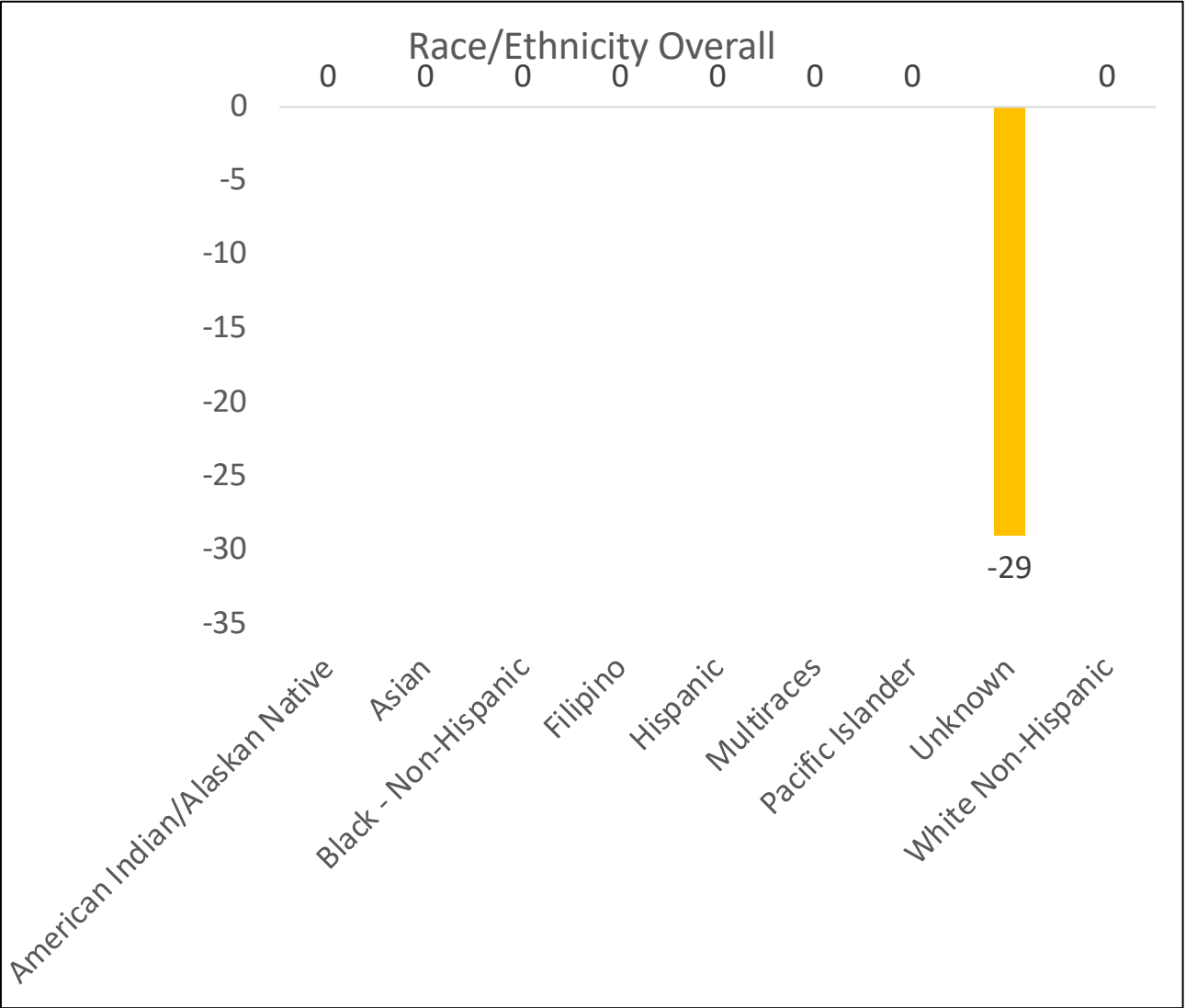
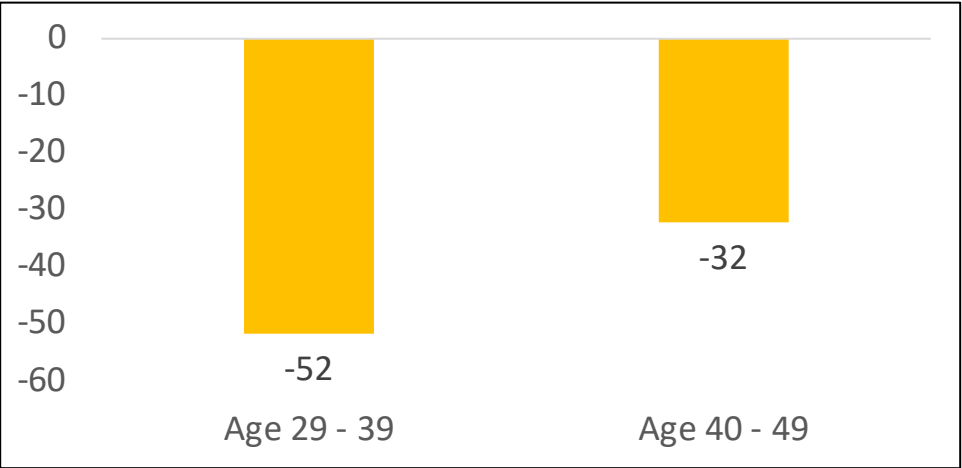
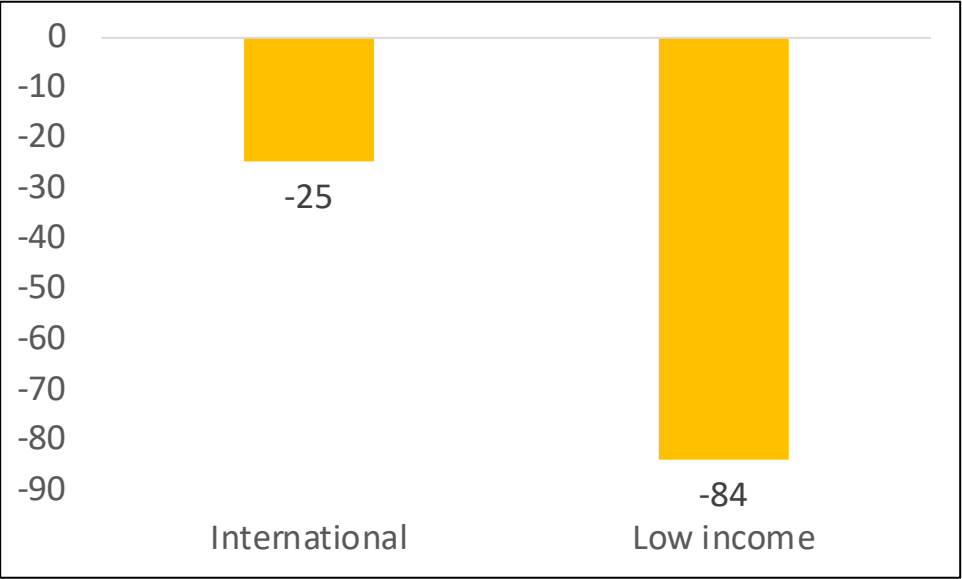
Persistence of students enrolled in the fall and returned in the spring to the same college (excludes high school students)

2-year (2017-18 to 2019-20) college-wide change: **-9%**



Transfer:

Students who transferred to a 4 year institution in the subsequent Fall semester (2017-18 to 2019-20) college-wide change : **-0.7%**



Completion of transfer level math and English:

First Time students at Cañada completing transfer level math and English by end of following term

2-year college-wide change: +9%

No disproportionately impacted groups

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree:

Award Counts (Number of students receiving any type of degree or certificate in a given academic year)

2-year college-wide change: -9%

No disproportionately impacted groups

NOTE:

In the case of the students “completing transfer-level math and English in one year, the margin of error was larger than the DI calculated for 2019-20 due to the small number of students in this group.

In the case of students “earning certificates and degrees,” all subgroups analyzed were proportionately represented!

Student subgroups included in the analysis

Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, uses the methodology established pursuant to California Education Code subdivision (d) of Section 78221:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students