

Data for Cañada College Student Equity Plan 2014

Section A Indicator: Access



Access: Student Equity Plan Definition

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

Data Included:

- Table A1: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table A2: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table A3: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table A4: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table A5: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013
- Table A6: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Veterans Status, Fall 2012 – Spring 2013
- Table A7: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

Notes:

- The key reference indicator for access is the “P Index”, which is the percentage of the Cañada College subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 39.8% divided by 20.0% = 1.21). A P index value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Cañada College students, the P Index would = 1.00. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in Cañada College's student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table A3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 4.62 for Cañada College students aged 20 – 24 to a P Index = 0.11 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Cañada College's programs, services, and the larger college participation rates of these 2 groups.

Section A: Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Table A1: Access by race/ethnicity

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
African American	16,070	2.6%	212	3.4%	1.31
American Indian/ Alaska Native	1,003	0.2%	15	0.2%	1.21
Asian	165,048	27.0%	695	11.2%	0.41
Hispanic	142,187	23.3%	2,469	39.8%	1.71
Multi races	14,661	2.4%	775	12.5%	5.21
Pacific Islander	8,317	1.4%	113	1.8%	1.30
White	263,736	43.2%	1,723	27.8%	0.64
Other	N/A	N/A	N/A	0.0%	--
Unknown	N/A	N/A	201	3.2%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A2: Access by Gender

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
Male	298,662	48.9%	2,337	37.7%	0.77
Female	312,360	51.1%	3,722	60.0%	1.17
Unrecorded	N/A	N/A	144	2.3%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A3: Access by Age

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
15 to 19 years	40,913	6.7%	1,125	18.1%	2.71
20 to 24 years	41,625	6.8%	1,951	31.5%	4.62
25 to 29 years	49,603	8.1%	954	15.4%	1.89
30 to 39 years	108,606	17.8%	972	15.7%	0.88
40 to 49 years	111,108	18.2%	625	10.1%	0.55
50 to 59 years	107,454	17.6%	401	6.5%	0.37
60 years or older	151,713	24.8%	175	2.8%	0.11

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A4: Access by Disability Status

	San Mateo County Residents			Cañada College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Persons 18 to 64 years	461,948	23,394	5.1%	5,823	332	5.7%	1.13
Persons 65 years and over	94,802	28,751	30.3%	85	3	3.5%	0.12

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2013/14).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Cañada College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	56,852	12.3%	5,823	2,638	45.3%	3.68
Persons 65 years and over	94,802	12,774	13.5%	85	11	12.9%	0.96

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards 2013/14.

Table A6: Access by Veterans Status

	San Mateo County Veterans Status			Cañada College Low Veteran Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Veterans (2008-2012)	611,022	33,337	5.5%	6,203	93	1.5%	0.27

Sources: U.S. Census Bureau, State & County QuickFacts (<http://quickfacts.census.gov/qfd/states/06/06081.html>); SMCCCD Student Database (2013/14).

Table A7: Access by Foster Youth Status

	San Mateo County Foster Youth			Cañada College Low Veteran Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Foster Youth	44,937	130	0.3%	6,203	16	0.3%	0.89

Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database (2013/14).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Data for Cañada College Student Equity Plan 2014

Section B Indicator: Course Completion



Course Completion: Student Equity Plan Definition

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Data Included:

- Table B1: Successful Course Completion, Fall 2013 – Spring 2014

Notes:

- Table B1 displays successful course completion rates of Cañada College students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. Enrollment and completion data presented are counts of all courses attempted/completed—not student headcount.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table 1 highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest completion rate at Cañada College. This population’s success rate becomes the reference population standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African-American is = 48.0%. This figure is 64.4% of the reference group’s success rate of 74.5%. Hence, their 80% Index = 64.4% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Section B: Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table B1: Course completion by population group

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)		80% Index
				Count	Rate	
Ethnicity	African American	379	1,480	710	48.0%	64.4%
	American Indian/Alaskan Native	27	104	56	53.8%	72.2%
	Asian	864	2,268	1,649	72.7%	97.5%
	Filipino	380	825	615	74.5%	100.0%
	Hispanic	3,738	13,680	7,956	58.2%	78.0%
	Multi Races	1,290	4,619	2,789	60.4%	81.0%
	Pacific Islander	156	555	292	52.6%	70.6%
	White	2,824	9,039	6,195	68.5%	91.9%
	Unknown	1,089	1,089	705	64.7%	86.8%
Total	10,747	33,659	20,967	62.3%	83.6%	
Gender	Female	6,088	20,354	13,045	64.1%	100.0%
	Male	3,670	12,719	7,510	59.0%	92.1%
	Not recorded	253	686	412	60.1%	93.7%
	Total	10,011	33,759	20,967	62.1%	96.9%
Age	Younger than 20	1,628	6,823	4,154	60.9%	85.9%
	20 - 24	3,091	11,908	7,185	60.3%	85.1%
	25 - 29	1,625	4,731	2,918	61.7%	87.0%
	30 - 39	1,660	4,735	3,030	64.0%	90.3%
	40 - 49	1,044	3,106	1,990	64.1%	90.4%
	50 - 59	651	1,749	1,192	68.2%	96.2%
	60 and older	302	673	477	70.9%	100.0%
	Total	10,001	33,725	20,946	62.1%	87.6%
Disability Status	Receives DSPS services	529	2,094	1,204	57.5%	92.1%
	No DSPS services	9,480	31,665	19,763	62.4%	100.0%
	Total	10,009	33,759	20,967	62.1%	99.5%
Economic Status	Low income student	4,263	16,813	10,007	59.5%	92.0%
	Not low income	5,746	16,946	10,960	64.7%	100.0%
	Total	10,009	33,759	20,967	62.1%	96.0%
Probation 1 Status	On probation 1 status	787	2,359	457	19.4%	29.1%
	Not on probation 1 status	9,880	31,400	20,923	66.6%	100.0%
	Total	10,667	33,759	21,380	63.3%	95.0%
Probation 2 Status	On probation 2 status	498	1,260	386	30.6%	47.4%
	Not on probation 2 status	10,169	32,499	20,994	64.6%	100.0%
	Total	10,667	33,759	21,380	63.3%	98.0%
Dismissal Status	On dismissal status	428	1,066	198	18.6%	28.7%
	Not on dismissal status	10,239	32,693	21,182	64.8%	100.0%
	Total	10,667	33,759	21,380	63.3%	97.7%
Veterans Status	Veteran	159	559	346	61.9%	95.8%
	Not a Veteran	9,850	33,200	20,621	62.1%	96.1%
	Total	10,009	33,759	20,967	62.1%	96.1%
Foster Youth Status	Foster Youth	18	95	43	45.3%	70.1%
	Not Foster Youth	9,991	33,664	20,924	62.2%	96.2%
	Total	10,009	33,759	20,967	62.1%	96.1%

Reference group is italicized and shaded *white*, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Data for Cañada College Student Equity Plan 2014

Section C Indicator: ESL and Basic Skills Completion



ESL and Basic Skills Completion: Student Equity Plan Definition

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.

Data Included:

1. Student Progression from a one level below transfer English course to completion of a transfer level English course, 2010/11 – 2013/14
2. Student Progression from a one level below transfer Math course to completion of a transfer level Math course, 2010/11 – 2013/14
3. Student Progression from a one level below transfer ESL course to completion of a transfer level ESL course, 2010/11 – 2013/14

Notes:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline. All course outcomes are tracked through Spring 2014.
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Tables C1 – C3 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.

- Using Table C1 and age as an example. Students 20-24 are the population with the highest rate of English completion at Cañada College. This population's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students 30-39 = 46.9%. This figure is 90.4% of the reference group's success rate of 51.9%. Hence, their 80% Index = 90.4% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Section C: ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Table C1: English completion by population group

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course		80% Index
			Count	Row %	
Ethnicity	African American	38	12	31.6%	50.0%
	American Indian/Alaskan Native	1	0	0.0%	0.0%
	Asian	13	5	38.5%	60.9%
	Filipino	16	9	56.3%	89.1%
	Hispanic	245	111	45.3%	71.7%
	Multi Races	46	22	47.8%	75.7%
	Pacific Islander	23	10	43.5%	68.8%
	White	98	45	45.9%	72.7%
	Unknown	19	12	63.2%	100.0%
	Total	499	226	45.3%	71.7%
Gender	Female	277	134	48.4%	100.0%
	Male	207	92	44.4%	91.9%
	Not recorded	15	3	20.0%	41.3%
	Total	499	229	45.9%	94.9%
Age	Younger than 20	131	50	38.2%	73.6%
	20 - 24	243	126	51.9%	100.0%
	25 - 29	62	28	45.2%	87.1%
	30 - 39	32	15	46.9%	90.4%
	40 - 49	13	4	30.8%	59.3%
	50 - 59	13	6	46.2%	89.0%
	60 and older	1	0	0.0%	0.0%
	Total	495	229	46.3%	89.2%
Disability Status	Receives DSPS services	47	27	57.4%	100.0%
	No DSPS services	455	203	44.6%	77.7%
	Total	502	230	45.8%	79.8%
Economic Status	Low income student	328	161	49.1%	100.0%
	Not low income	168	68	40.5%	82.5%
	Total	496	229	46.2%	94.1%
Probation 1 Status	On probation 1 status	90	16	17.8%	33.9%
	Not on probation 1 status	406	213	52.5%	100.0%
	Total	496	229	46.2%	88.0%
Probation 2 Status	On probation 2 status	23	2	8.7%	18.1%
	Not on probation 2 status	473	227	48.0%	100.0%
	Total	496	229	46.2%	96.2%
Dismissal Status	On dismissal status	30	4	13.3%	27.6%
	Not on dismissal status	466	225	48.3%	100.0%
	Total	496	229	46.2%	95.6%
Veterans Status	Veteran	7	3	42.9%	92.9%
	Not a Veteran	490	226	46.1%	100.0%
	Total	497	229	46.1%	99.9%
Foster Youth Status	Foster Youth	9	4	44.4%	44.4%
	Not Foster Youth	487	225	46.2%	46.2%
	Total	496	229	46.2%	46.2%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

In 2010/11, **English 836** is used as the English course that is one level below transfer.

English courses included as transfer level are **English 100, 110, 161, 162, 164, and 165**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Section C: ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Table C2: Math completion by population group

	Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index	
		Count	Row %		
Ethnicity	African American	39	5	12.8%	35.9%
	American Indian/Alaskan Native	3	1	33.3%	93.3%
	Asian	45	5	11.1%	31.1%
	Filipino	33	9	27.3%	76.4%
	Hispanic	300	84	28.0%	78.4%
	Multi Races	66	21	31.8%	89.1%
	Pacific Islander	14	5	35.7%	100.0%
	White	292	89	30.5%	85.3%
	Unknown	58	15	25.9%	72.4%
Total	850	234	27.5%	77.1%	
Gender	Female	509	139	27.3%	94.4%
	Male	318	92	28.9%	100.0%
	Not recorded	15	2	13.3%	46.1%
	Total	842	233	27.7%	95.6%
Age	Younger than 20	207	36	17.4%	48.7%
	20 - 24	364	119	32.7%	91.5%
	25 - 29	117	29	24.8%	69.4%
	30 - 39	80	28	35.0%	98.0%
	40 - 49	42	15	35.7%	100.0%
	50 - 59	17	3	17.6%	49.4%
	60 and older	8	2	25.0%	70.0%
Total	835	232	27.8%	77.8%	
Disability Status	Receives DSPS services	54	15	27.8%	100.0%
	No DSPS services	790	218	27.6%	99.3%
	Total	844	233	27.6%	99.4%
Economic Status	Low income student	443	129	29.1%	100.0%
	Not low income	397	104	26.2%	90.0%
	Total	840	233	27.7%	95.3%
Probation 1 Status	On probation 1 status	79	11	13.9%	47.7%
	Not on probation 1 status	761	222	29.2%	100.0%
	Total	840	233	27.7%	95.1%
Probation 2 Status	On probation 2 status	71	6	8.5%	28.6%
	Not on probation 2 status	769	227	29.5%	100.0%
	Total	840	233	27.7%	94.0%
Dismissal Status	On dismissal status	21	4	19.0%	68.1%
	Not on dismissal status	819	229	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Veterans Status	Veteran	14	2	14.3%	51.1%
	Not a Veteran	826	231	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Foster Youth Status	Foster Youth	3	0	0.0%	0.0%
	Not Foster Youth	837	233	27.8%	27.8%
	Total	840	233	27.7%	27.7%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

In 2010/11, **Math 120, 122, and 123** were used as the Math courses that are one level below transfer.

Math courses included as transfer level are **Math 125, 130, 140, 200, 222, 241, 242, 251, 252, 253, 270, 275, and 695**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Section C: ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Table C3: ESL completion by population group

	Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index	
		Count	Row %		
Ethnicity	African American	1	0	0.0%	0.0%
	American Indian/Alaskan Native	0	0	--	--
	Asian	6	4	66.7%	88.9%
	Filipino	1	1	100.0%	133.3%
	Hispanic	84	47	56.0%	74.6%
	Multi Races	3	1	33.3%	44.4%
	Pacific Islander	1	0	0.0%	0.0%
	White	12	9	75.0%	100.0%
	Unknown	10	4	40.0%	53.3%
	Total	118	66	55.9%	74.6%
Gender	Female	59	33	55.9%	93.8%
	Male	52	31	59.6%	100.0%
	Not recorded	7	2	28.6%	47.9%
	Total	118	66	55.9%	93.8%
Age	Younger than 20	10	3	30.0%	37.5%
	20 - 24	20	16	80.0%	100.0%
	25 - 29	22	10	45.5%	56.8%
	30 - 39	40	24	60.0%	75.0%
	40 - 49	15	8	53.3%	66.7%
	50 - 59	3	3	100.0%	125.0%
	60 and older	3	0	0.0%	0.0%
	Total	113	64	56.6%	70.8%
Disability Status	Receives DSPS services	3	0	0.0%	0.0%
	No DSPS services	115	66	57.4%	100.0%
	Total	118	66	55.9%	97.5%
Economic Status	Low income student	97	57	58.8%	100.0%
	Not low income	21	9	42.9%	72.9%
	Total	118	66	55.9%	95.2%
Probation 1 Status	On probation 1 status	6	0	0.0%	0.0%
	Not on probation 1 status	112	66	58.9%	100.0%
	Total	118	66	55.9%	94.9%
Probation 2 Status	On probation 2 status	1	0	0.0%	0.0%
	Not on probation 2 status	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%
Dismissal Status	On dismissal status	0	0	--	--
	Not on dismissal status	118	66	55.9%	100.0%
	Total	118	66	55.9%	100.0%
Veterans Status	Veteran	1	0	0.0%	0.0%
	Not a Veteran	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *dark green*.

In 2010/11, **ESL 400** is used as the ESL course that is one level below transfer.

For ESL, the transfer level course students would take is **English 100**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. No Foster Youth students were identified in this analysis.

Data for Cañada College Student Equity Plan 2014

Section D Indicator: Degree or Certificate Completion



Degree or Certificate: Student Equity Plan Definition

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.

Data Included:

1. Degree and Certificate completion rates, 2010/11 – 2013/14.

Notes:

- Students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2010, Fall 2010, or Spring 2011 terms to discuss their education plan or degree/certificate requirements.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using gender as an example. Students self-identifying as female have the highest degree or certificate rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as male is = 32.2%. This figure is 81.1% of the reference group’s success rate of 39.7%. Hence, their 80% Index = 81.1% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Section D: Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student education plan developed with a counselor/advisor.

Table D1: Degree and Certificate completion by population group

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index
			Count	Row %	
Ethnicity	African American	78	25	32.1%	70.5%
	American Indian/Alaskan Native	2	1	50.0%	110.0%
	Asian	44	20	45.5%	100.0%
	Filipino	25	8	32.0%	70.4%
	Hispanic	411	165	40.1%	88.3%
	Multi Races	69	13	18.8%	41.4%
	Pacific Islander	27	8	29.6%	65.2%
	White	312	121	38.8%	85.3%
	Unknown	99	30	30.3%	66.7%
	Total	1,067	391	36.6%	80.6%
Gender	Female	675	268	39.7%	100.0%
	Male	342	110	32.2%	81.0%
	Not recorded	50	13	26.0%	65.5%
	Total	1,067	391	36.6%	92.3%
Age	Younger than 20	183	53	29.0%	49.6%
	20 - 24	422	157	37.2%	63.8%
	25 - 29	141	51	36.2%	62.0%
	30 - 39	140	53	37.9%	64.9%
	40 - 49	93	39	41.9%	71.9%
	50 - 59	39	22	56.4%	96.7%
	60 and older	12	7	58.3%	100.0%
	Total	1,030	382	37.1%	63.6%
Disability Status	Receives DSPS services	88	3	3.4%	8.6%
	No DSPS services	979	388	39.6%	100.0%
	Total	1,067	391	36.6%	92.5%
Economic Status	Low income student	692	257	37.1%	100.0%
	Not low income	375	134	35.7%	96.2%
	Total	1,067	391	36.6%	98.7%
Probation 1 Status	On probation 1 status	73	3	4.1%	10.5%
	Not on probation 1 status	994	388	39.0%	100.0%
	Total	1,067	391	36.6%	93.9%
Probation 2 Status	On probation 2 status	84	6	7.1%	19.8%
	Not on probation 2 status	1,067	385	36.1%	100.0%
	Total	705	391	55.5%	153.7%
Dismissal Status	On dismissal status	32	0	0.0%	0.0%
	Not on dismissal status	1,035	391	37.8%	100.0%
	Total	1,067	391	36.6%	97.0%
Veterans Status	Veteran	13	3	23.1%	62.7%
	Not a Veteran	1,054	388	36.8%	100.0%
	Total	1,067	391	36.6%	99.5%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: <http://nces.ed.gov/pubs2012/2012151.pdf>.

Data for Cañada College Student Equity Plan 2014

Section E Indicator: Transfer



Transfer: Student Equity Plan Definition

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Data Included:

1. Transfer rates, 2008/09 – 2013/14.

Notes:

- Cañada students identified as transfer ready are those who completed 12 or more units and attempted a transfer level mathematics or English course during the 2008/09 academic year (which included Summer 2008, Fall 2008, and Spring 2009).
- Transfer data is obtained from a match of Cañada College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Cañada College students *may be* omitted from the NSC database.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.

- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest transfer rate at Cañada College. This group's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African American is = 40.7%. This figure is 77.0% of the reference group's success rate of 52.9%. Hence, their 80% Index = 77.0% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Section 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.

Table E1: Transfer by population group

	Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index	
		Count	Rate		
Ethnicity	African American	27	11	40.7%	77.0%
	American Indian/Alaskan Native	3	2	66.7%	125.9%
	Asian	54	18	33.3%	63.0%
	Filipino	17	9	52.9%	100.0%
	Hispanic	295	92	31.2%	58.9%
	Multi Races	0	0	--	--
	Pacific Islander	17	2	11.8%	22.2%
	White	314	156	49.7%	93.8%
	Unknown	96	47	49.0%	92.5%
	Total	823	337	40.9%	77.3%
Gender	Female	442	189	42.8%	100.0%
	Male	364	143	39.3%	91.9%
	Not recorded	17	5	29.4%	68.8%
	Total	823	337	40.9%	95.8%
Age	Younger than 20	319	138	43.3%	100.0%
	20 - 24	330	138	41.8%	96.7%
	25 - 29	82	27	32.9%	76.1%
	30 - 39	46	17	37.0%	85.4%
	40 - 49	22	9	40.9%	94.6%
	50 - 59	16	6	37.5%	86.7%
	60 and older	3	0	0.0%	0.0%
	Total	818	335	41.0%	94.7%
Disability Status	Receives DSPS services	52	24	46.2%	100.0%
	No DSPS services	798	322	40.4%	87.4%
	Total	850	346	40.7%	88.2%
Economic Status	Low income student	409	154	37.7%	85.2%
	Not low income	412	182	44.2%	100.0%
	Total	821	336	40.9%	92.6%
Probation 1 Status	On probation 1 status	25	7	28.0%	67.7%
	Not on probation 1 status	796	329	41.3%	100.0%
	Total	821	336	40.9%	99.0%
Probation 2 Status	On probation 2 status	23	8	34.8%	84.6%
	Not on probation 2 status	798	328	41.1%	100.0%
	Total	821	336	40.9%	99.6%
Dismissal Status	On dismissal status	2	0	0.0%	0.0%
	Not on dismissal status	819	336	41.0%	100.0%
	Total	821	336	40.9%	99.8%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

No veterans students were identified as having transferred and therefore, that student group does not appear in this analysis.

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: <http://nces.ed.gov/pubs2012/2012151.pdf>.