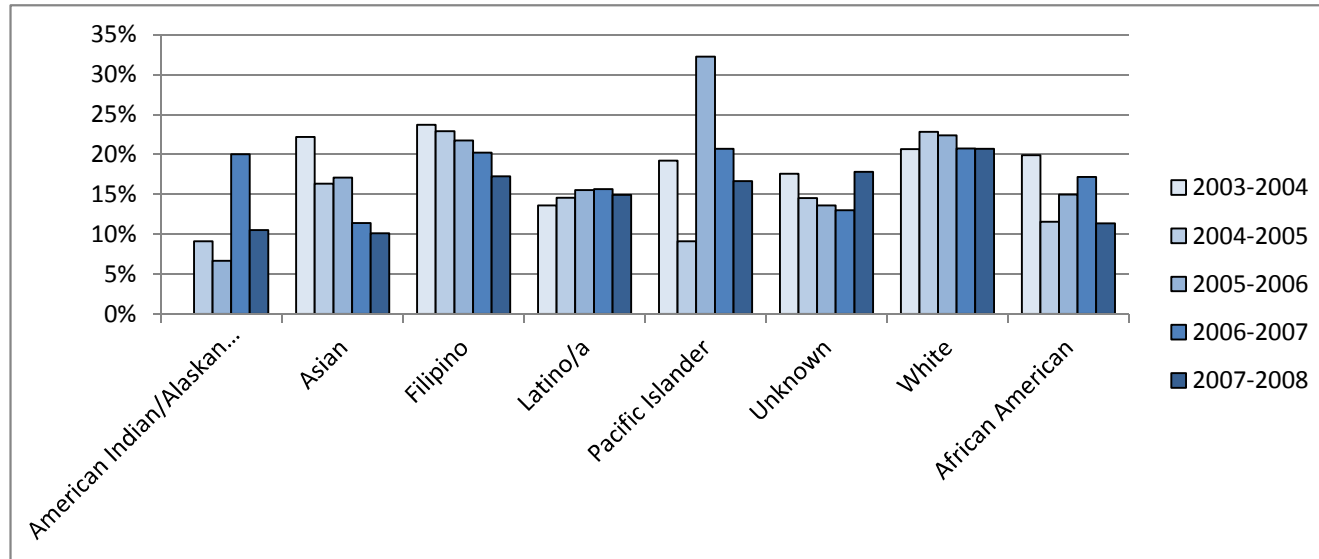


Degree

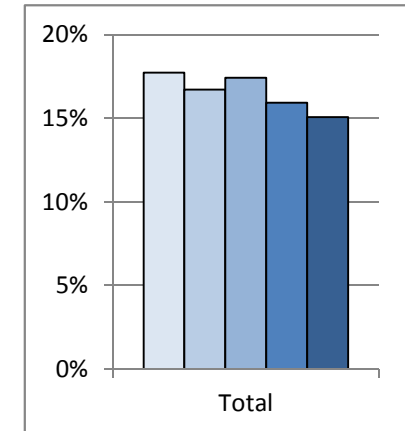
"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

Rate and Count

Ethnicity



Rate for Total Cohort



Ethnicity	Outcome Rate	Year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native		0.0%	9.1%	6.7%	20.0%	10.5%
Asian		22.2%	16.3%	17.1%	11.4%	10.1%
Filipino		23.7%	22.9%	21.8%	20.2%	17.2%
Latino/a		13.6%	14.5%	15.5%	15.6%	14.9%
Pacific Islander		19.2%	9.1%	32.3%	20.7%	16.7%
Unknown		17.6%	14.5%	13.6%	13.0%	17.8%
White		20.6%	22.8%	22.4%	20.7%	20.7%
African American		19.9%	11.5%	15.0%	17.2%	11.3%

Total Cohort	Outcome Rate for the Cohort	Year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total		17.7%	16.7%	17.4%	15.9%	15.1%

Count

Ethnicity	Demographic Group	Year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	American Indian/Alaskan Native	14	11	15	10	19
	Asian	685	716	779	923	781
	Filipino	211	214	216	262	261
	Latino/a	1653	1636	1728	2078	2199
	Pacific Islander	26	22	31	29	30
	Unknown	91	124	125	200	275
	White	780	696	674	791	676
	African American	206	234	227	268	238
	Total Cohort	3666	3653	3795	4561	4479

Degree

80 Percent Index - vs. Highest

Ethnicity

"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

80 Percent Index:

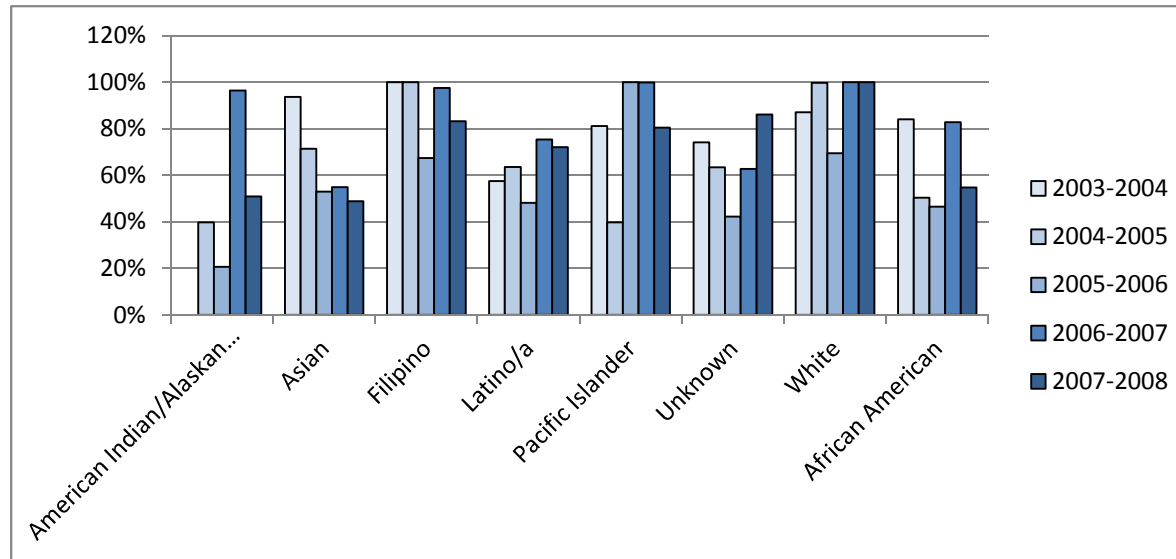
The outcome rate for the demographic group divided by

the outcome rate for the reference group.

Two reference groups are used: 1) the highest rate of any group with more than 30 students

2) the average rate for the cohort

In other words, does the group succeed at least 80% as well as other groups?



Degree

80 Percent Index - vs. Highest

Year

Ethnicity

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native	0.0%	39.7%	20.7%	96.5%	50.8%
Asian	93.6%	71.4%	52.9%	54.9%	48.8%
Filipino	100.0%	100.0%	67.5%	97.6%	83.3%
Latino/a	57.4%	63.5%	48.1%	75.4%	72.0%
Pacific Islander	81.2%	39.7%	100.0%	99.8%	80.5%
Unknown	74.2%	63.4%	42.2%	62.7%	86.0%
White	87.1%	99.8%	69.5%	100.0%	100.0%
African American	84.0%	50.4%	46.4%	82.8%	54.8%

Degree

80 Percent Index - vs. Average

Ethnicity

"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

80 Percent Index:

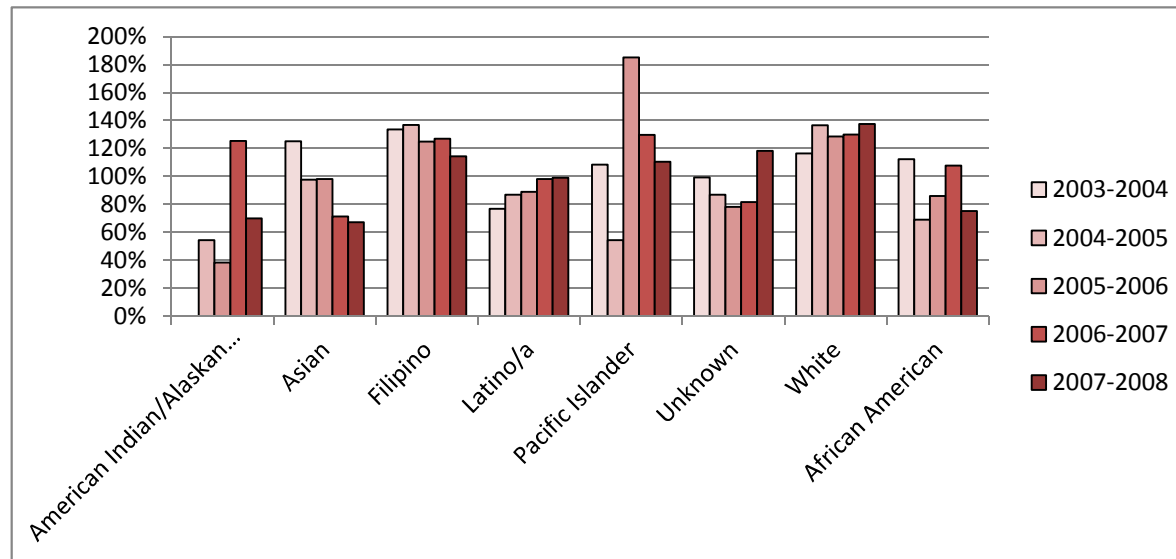
The outcome rate for the demographic group divided by

the outcome rate for the reference group.

Two reference groups are used: 1) the highest rate of any group with more than 30 students

2) the average rate for the cohort

In other words, does the group succeed at least 80% as well as other groups?



Degree

80 Percent Index - vs. Average

Year

Ethnicity

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native	0.0%	54.4%	38.3%	125.5%	69.8%
Asian	125.2%	97.7%	98.0%	71.4%	67.1%
Filipino	133.6%	136.9%	124.9%	126.9%	114.4%
Latino/a	76.8%	87.0%	89.0%	98.1%	99.0%
Pacific Islander	108.5%	54.4%	185.2%	129.8%	110.6%
Unknown	99.2%	86.8%	78.1%	81.6%	118.2%
White	116.4%	136.6%	128.6%	130.1%	137.4%
African American	112.3%	69.0%	86.0%	107.7%	75.3%

Degree

"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

80 Percent Index

80 Percent Index:

The outcome rate for the demographic group divided by

the outcome rate for the criterion group.

- Two criteria are used: 1) the highest rate of any group with more than 30 students
2) the average rate for all of the cohort

In other words, does the group succeed at least 80% as well as other groups?

Ethnicity	Values	Year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native	Demographic Group	14	11	15	10	19
	<u>Outcome Rate</u>	<u>0.0%</u>	<u>9.1%</u>	<u>6.7%</u>	<u>20.0%</u>	<u>10.5%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	0.0%	39.7%	20.7%	96.5%	50.8%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	0.0%	54.4%	38.3%	125.5%	69.8%
Asian	Demographic Group	685	716	779	923	781
	<u>Outcome Rate</u>	<u>22.2%</u>	<u>16.3%</u>	<u>17.1%</u>	<u>11.4%</u>	<u>10.1%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	93.6%	71.4%	52.9%	54.9%	48.8%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	125.2%	97.7%	98.0%	71.4%	67.1%
Filipino	Demographic Group	211	214	216	262	261
	<u>Outcome Rate</u>	<u>23.7%</u>	<u>22.9%</u>	<u>21.8%</u>	<u>20.2%</u>	<u>17.2%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	100.0%	100.0%	67.5%	97.6%	83.3%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	133.6%	136.9%	124.9%	126.9%	114.4%
Latino/a	Demographic Group	1653	1636	1728	2078	2199
	<u>Outcome Rate</u>	<u>13.6%</u>	<u>14.5%</u>	<u>15.5%</u>	<u>15.6%</u>	<u>14.9%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	57.4%	63.5%	48.1%	75.4%	72.0%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	76.8%	87.0%	89.0%	98.1%	99.0%

Pacific Islander	Demographic Group	26	22	31	29	30
	<u>Outcome Rate</u>	<u>19.2%</u>	<u>9.1%</u>	<u>32.3%</u>	<u>20.7%</u>	<u>16.7%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	81.2%	39.7%	100.0%	99.8%	80.5%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	108.5%	54.4%	185.2%	129.8%	110.6%
Unknown	Demographic Group	91	124	125	200	275
	<u>Outcome Rate</u>	<u>17.6%</u>	<u>14.5%</u>	<u>13.6%</u>	<u>13.0%</u>	<u>17.8%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	74.2%	63.4%	42.2%	62.7%	86.0%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	99.2%	86.8%	78.1%	81.6%	118.2%
White	Demographic Group	780	696	674	791	676
	<u>Outcome Rate</u>	<u>20.6%</u>	<u>22.8%</u>	<u>22.4%</u>	<u>20.7%</u>	<u>20.7%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	87.1%	99.8%	69.5%	100.0%	100.0%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	116.4%	136.6%	128.6%	130.1%	137.4%
African American	Demographic Group	206	234	227	268	238
	<u>Outcome Rate</u>	<u>19.9%</u>	<u>11.5%</u>	<u>15.0%</u>	<u>17.2%</u>	<u>11.3%</u>
	Highest Rate	23.7%	22.9%	32.3%	20.7%	20.7%
	80 % Index - Highest	84.0%	50.4%	46.4%	82.8%	54.8%
	Cohort Average	17.7%	16.7%	17.4%	15.9%	15.1%
	80 % Index - Average	112.3%	69.0%	86.0%	107.7%	75.3%

Degree

"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

Proportionality Index

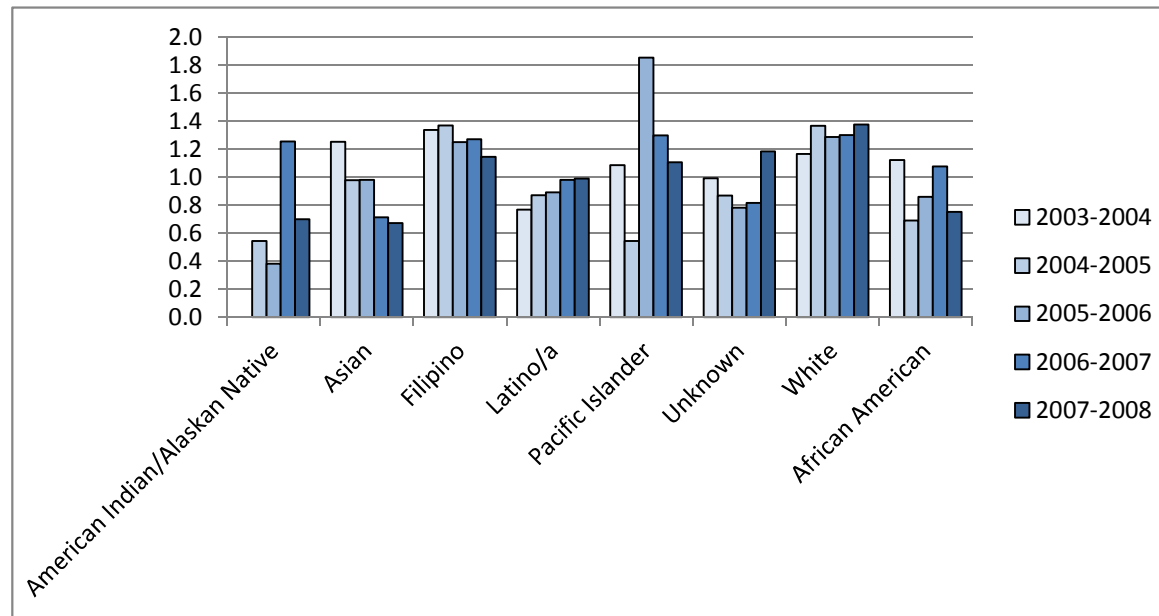
Proportionality Index:

The percentage of those who achieved the outcome who are in the demographic group divided by

the percentage of the total cohort who are in the demographic group

In other words, is the group as frequent in the outcome as it is in the starting cohort?

Ethnicity



Degree

Proportionality Index

Year

Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native	0.00	0.54	0.38	1.25	0.70
Asian	1.25	0.98	0.98	0.71	0.67
Filipino	1.34	1.37	1.25	1.27	1.14
Latino/a	0.77	0.87	0.89	0.98	0.99
Pacific Islander	1.08	0.54	1.85	1.30	1.11
Unknown	0.99	0.87	0.78	0.82	1.18
White	1.16	1.37	1.29	1.30	1.37
African American	1.12	0.69	0.86	1.08	0.75

Degree

"Degree" takes a cohort of first-time students who took 6+ units and Math or English in three years and reports how many received a degree in six years.

Proportionality Index

Proportionality Index:

The percentage of the total cohort who are in the demographic group divided by

the percentage of those who achieved the outcome who are in the demographic group

In other words, is the group as frequent in the outcome as it is in the starting cohort?

Ethnicity

Ethnicity	Values	Year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
American Indian/Alaskan Native	Demographic Group	14	11	15	10	19
	Percent of Cohort	0.4%	0.3%	0.4%	0.2%	0.4%
	Percent of Outcome	0.0%	0.2%	0.2%	0.3%	0.3%
	Proportionality Index	0.00	0.54	0.38	1.25	0.70
Asian	Demographic Group	685	716	779	923	781
	Percent of Cohort	18.7%	19.6%	20.5%	20.2%	17.4%
	Percent of Outcome	23.4%	19.1%	20.1%	14.4%	11.7%
	Proportionality Index	1.25	0.98	0.98	0.71	0.67
Filipino	Demographic Group	211	214	216	262	261
	Percent of Cohort	5.8%	5.9%	5.7%	5.7%	5.8%
	Percent of Outcome	7.7%	8.0%	7.1%	7.3%	6.7%
	Proportionality Index	1.34	1.37	1.25	1.27	1.14
Latino/a	Demographic Group	1653	1636	1728	2078	2199
	Percent of Cohort	45.1%	44.8%	45.5%	45.6%	49.1%
	Percent of Outcome	34.6%	39.0%	40.5%	44.7%	48.6%
	Proportionality Index	0.77	0.87	0.89	0.98	0.99
Pacific Islander	Demographic Group	26	22	31	29	30
	Percent of Cohort	0.7%	0.6%	0.8%	0.6%	0.7%
	Percent of Outcome	0.8%	0.3%	1.5%	0.8%	0.7%
	Proportionality Index	1.08	0.54	1.85	1.30	1.11
Unknown	Demographic Group	91	124	125	200	275
	Percent of Cohort	2.5%	3.4%	3.3%	4.4%	6.1%
	Percent of Outcome	2.5%	2.9%	2.6%	3.6%	7.3%
	Proportionality Index	0.99	0.87	0.78	0.82	1.18
White	Demographic Group	780	696	674	791	676
	Percent of Cohort	21.3%	19.1%	17.8%	17.3%	15.1%

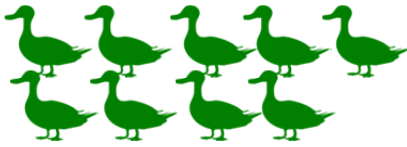
White	Percent of Outcome	24.8%	26.0%	22.8%	22.6%	20.7%
	Proportionality Index	1.16	1.37	1.29	1.30	1.37
African American	Demographic Group	206	234	227	268	238
	Percent of Cohort	5.6%	6.4%	6.0%	5.9%	5.3%
	Percent of Outcome	6.3%	4.4%	5.1%	6.3%	4.0%
	Proportionality Index	1.12	0.69	0.86	1.08	0.75

Disproportionate Impact: How to Calculate Proportionality

Proportionality compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.

$$\text{Proportionality is } \frac{\text{Cohort outcome group.}}{\text{Cohort percentage of the population}}$$

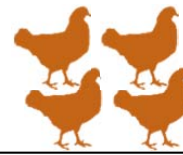
An Example from Old Mac Donald's Animal Population



9 Ducks = 45% of the animal population



7 Rabbits = 35% of the animal population



4 Chickens = 20% of the animal population

= Animal population of 20

Ducks, rabbits and chickens are each subgroups. Altogether they are the initial cohort or population.

What is the proportion of animals immunized for each subgroup?

10 animals or 50% have been immunized and 10 or 50% have not been immunized.

Ducks

The 6 immunized ducks represent 60% of all the farm animals immunized.

Cohort outcome group.	60%	= 1.33
Cohort percentage of the population	45%	

Ducks represent 45% of all farm animals.

Rabbits

The 3 immunized rabbits represent 30% of all the farm animals immunized.

Cohort outcome group.	30%	= 0.86
Cohort percentage of the population	35%	

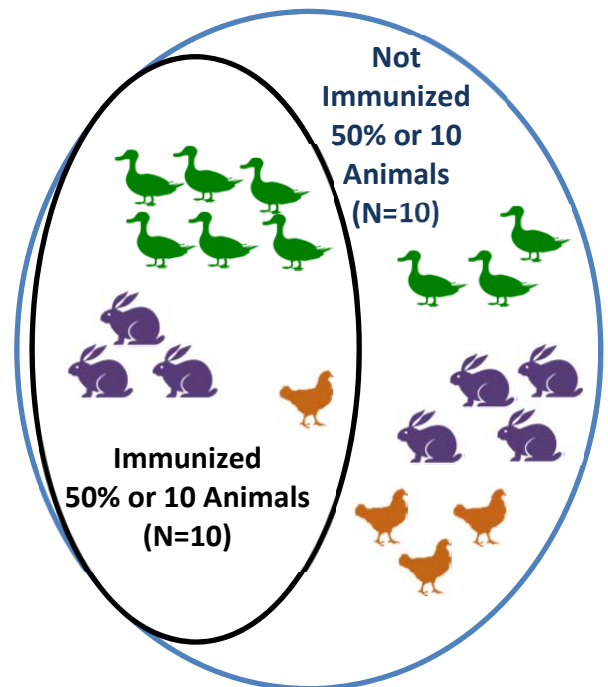
Rabbits represent 35% of all farm animals.

Chickens

The 1 immunized chicken represents 10% of all the farm animals immunized.

Cohort outcome group.	10%	= ?
Cohort percentage of the population	20%	

Chickens represent 20% of all farm animals.



Now that we have calculated proportionality, what is the disproportionate impact, if any?

Disproportionate impact occurs when the percentage of those from a particular subgroup is different from the representation of that group in the population.

This table gives the acceptable proportionalities.

Level of Equity	
Equity Index	Numerical Representation
Above Equity	Greater than or equal to 1.0 (=or >1.0)
Almost at Equity	0.8 -0.99
Below Equity	Less than 0.8 (<0.8)

There is a disproportionate impact for the chicken and rabbit subgroups regarding their immunizations because they are below equity.

The ducks = 1.56 and are above equity.

The rabbits = 0.86 and are almost at equity.

The chickens = 0.5 and are below equity.



If ducks, rabbits and chickens were students and immunizations were placement into college level English classes, then we would say that there is a disproportionate impact for the chickens and rabbits regarding English placement results.

This defines the measure being investigated. For example, this report is examining the certificate earning rate by each of the groups below (e.g. gender, age, etc.).

If a subgroup is less than 80% (using specific calculations) there is disproportionate impact (e.g. Females no disproportionate impact).

The sub-group within each demographic group that had the highest/lowest percent of all the subgroups. certificate completion was highest among males at 2.8% & lowest with females 2.5%.

Student Equity Summarized

Certificates *Earned credit certificates in programs approved by the Chancellor's Office*

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)		
			Proportionality Index	80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Males 2.8%	Females 2.5%	Females almost at Equity 0.93	No Disproportionate Impact	Variations > 0.91
Ethnicity	White	African Americans	African Americans below equity 0.63	Disproportionate Impact	Variations from 0.48 to 1.21
			Asian almost at equity 0.96	Disproportionate Impact	Variations from 0.67 to 1.04
			Filipino below equity 0.72	Disproportionate Impact	Variations from
			Latino/a almost at equity 0.87	Disproportionate Impact	Variations from
Age	40 to 49	25 to 29	American Indian/Alaskan Native & Pacific Islanders less than 0.80	Disproportionate Impact	Variations from
			Under 20 almost at equity 0.89	Disproportionate Impact	Steadily in
			20 to 24 at equity 1.08	Disproportionate Impact	Variations from
			25 to 29 below equity 0.79	Disproportionate Impact	Variations from
			30 to 34 at equity 2.04	Disproportionate Impact	Above e
Disability	Yes 3.9%	No 2.6%	35 to 39 at equity 1.36	Disproportionate Impact	Above e
			50+ less than 30 in cohort		
Disability	Yes 3.9%	No 2.6%	No almost at Equity 0.97	Disproportionate Impact	Variations > 0.91
Economic Disadvantaged	Yes 2.7%	No 2.6%	No almost at equity 0.98	No Disproportionate Impact	Variations from 0.78 to 0.98

These five characteristics are the demographic groups used to examine the measure defined above, in this example, certificates earned.

Notes of trends and variations over the years on proportionality outcomes for the subgroups listed. (e.g. females proportionality index score was always above 0.91.)

Things to Note

- * Students with a disability are more likely to earn a certificate than those that do not
- * Economically disadvantaged students are more likely to earn a certificate than those that do not
- * Males and females earn certificates at nearly the same rate, although there may be some variation
- * White students earn certificates more than any other ethnic group.
- * The certificate completion rate for African Americans has fluctuated over the span of the data.
- * The under 20 age group has a low certificate earning rate.
- * Students over 30 earned the most certificates of all the age groups.

Things to Note are observations of what was seen in the data.

Proportionality was calculated for the demographic group's subgroups. Those that were below equity are listed with their proportionality index score. The determination of at or below equity is made using the level of equity table. The color coding allows for quick identification of the levels. Please note that some subgroups that are at equity are listed for one of two reasons, there is disproportionate impact based on the 80% highest method or all groups were at equity. A group that was below equity may not be shown if the total number in the cohort was less than 30 people in any of the years. This is true of 50+ on this table.

Level of Equity	
Proportionality Index	Above Equity Greater than or equal to 1.0
	Almost at Equity 0.8 - 0.99
	Below Equity Less than 0.8

What does it all mean?

Student Equity Summarized

Course Success *The ratio of enrollments with passing grades to total enrollments(grades of A, B, C, D, F, P, NP, W)*

Demographic Group	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Disproportionate Impact (2012-2013)		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index			
Gender	Unknown 74.1%	Males 70.6%	Males almost at Equity	0.99	No Disproportionate Impact	Males trending closer to equity
Ethnicity	Asian 78.70%	African Americans 64.1%	African Americans almost at equity	0.90	No Disproportionate Impact	Variation from 0.88 to 0.90
Age	50+ 77%	20-24 70.2%	20 to 24 almost at equity	0.98	No Disproportionate Impact	Trending closer to equity
Disability	No 71.70%	Yes 67.50%	Yes almost at Equity	0.95	No Disproportionate Impact	Trending closer to equity
Economic Disadvantaged	No 75.10%	Yes 69.90%	Yes almost at Equity	0.98	No Disproportionate Impact	No change

Things to Note

- * The course success rate of males is near equity.
- * African Americans are nearing equity.
- * Students 20-24 are nearing equity.
- * Students with a disability are nearing equity with those that do not have a disability.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Basic Skills Improvement English *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt.SAC's AMLA) within 6 years.*

			Disproportionate Impact (2007-2008)			
Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Proportionality Index		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
Gender	Females 51.1%	Males 49.4%	Males almost at Equity	0.98	No Disproportionate Impact	Trending closer to equity
Ethnicity	Asian 67.5%	Pacific Islanders 31.0%	African Americans below equity	0.69	Disproportionate Impact	Variation from 0.61 to 0.84
			American Indians/Native Americans below Equity	0.66	Disproportionate Impact	Variations from .28 to 1.20 Small cohort sizes <20
			Pacific Islanders below equity	0.62	Disproportionate Impact	Variations from .62 to 1.08 Small cohort sizes <35
			Latino/a almost at equity	0.94	Disproportionate Impact	Trending closer to equity
Age	Under 20 53.5%	50+ 27.8%	20 to 24 almost at equity	0.88	No Disproportionate Impact	Trending closer to equity
			25 to 29 almost at equity	0.82	Disproportionate Impact	Variations from 0.73 to 0.93
			30 to 34 almost at equity	0.91	No Disproportionate Impact	Variations from 0.79 to 0.91
			35 to 34 almost at equity	0.85	Disproportionate Impact	Variations from 0.78 to 0.91 Small cohort sizes <95
			40 to 49 below equity	0.64	Disproportionate Impact	Variations from 0.60 to 0.88
			50+ below equity	0.55	Disproportionate Impact	Variations from 0.55 to 1.06 Small cohort sizes <45
Disability	No 50.8%	Yes 42.9%	Yes almost at Equity	0.85	No Disproportionate Impact	Trending closer to equity
Economic Disadvantaged	Yes 51.2%	No 49.4%	No almost at equity	0.98	No Disproportionate Impact	At Equity

Things to Note

- * Asians who take basic skills English progress out better than average.
- * Latino/a students progressing out of basic skills English slightly below other ethnic groups.
- * Whites are just a bit above parity.
- * Under age 20 students who take Basic Skills English progress better than average.
- * All other age groups progresse out of basic skills English less than the average with little change after age 20.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Basic Skills Improvement AMLA *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA) within 6 years.*

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index	80% Highest Method	
Gender	Males 47.6%	Females 47.5%	Males and Females above Equity	1.00	No Disproportionate Impact Variations over 5 years for Males & Females >0.93
Ethnicity	Asian	African Americans	African Americans below equity	0.70	Disproportionate Impact Variation from 0.34 to 0.86 Small cohort size <38
			White below equity	0.73	Disproportionate Impact Variation from 0.64 to 1.07
			Filipino almost at equity	0.89	Disproportionate Impact Variations from 0.67 to 1.12
	55.20%	33.3%	Latino/a below equity	0.73	Disproportionate Impact Variations from .71 to .82
	<i>American Indian/Alaskan Native & Pacific Islanders less than 30 in cohort</i>				
Age	Under 20	50+	20 to 24 above equity	1.06	No Disproportionate Impact Improving
			25 to 29 below equity	0.77	Disproportionate Impact Variations from 0.68 to 1.00
			30 to 34 below equity	0.77	Disproportionate Impact Moving away from equity
	60.1%	25.8%	35 to 34 below equity	0.56	Disproportionate Impact Moving away from equity
			40 to 49 below equity	0.57	Disproportionate Impact Moving away from equity
			50+ below equity	0.54	Disproportionate Impact Variations from 0.32 to 0.81 Small cohort sizes <32
Disability	No 47.50%	Yes 45.70%	Yes almost at Equity	0.96	No Disproportionate Impact Variations from .78 to 1.09 Small cohort sizes <49
Economic Disadvantaged	Yes 50.80%	No 43.80%	No almost at equity	0.92	No Disproportionate Impact Variations from .87 to .93

Things to Note

- * Both genders progress out of AMLA at equal rates.
- * Asians progress out of AMLA at the highest rates of all ethnic groups.
- * Latino/a progress out of AMLA at low rates.
- * Too few Whites or African Americans take AmLa to give reliable data.
- * Students under 20 progress out of AMLA at the highest rate of all age groups.
- * Progression out of AmLa decreases steadily with age.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Basic Skills Improvement Math *The percent of cohort students who progressed from remedial level to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA) within 6 years.*

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends	
			Proportionality Index	80% Highest Method		
Gender	Males 38.4%	Females 34.7%	Males almost at Equity	1.00	No Disproportionate Impact	Trending towards equity
Ethnicity	Asian	African Americans	African Americans below equity	0.63	Disproportionate Impact	Variations from 0.60 to 0.71
	47.0%	23.1%	Latino/a almost at equity	0.97	Disproportionate Impact	Variations > 0.90
<i>American Indian/Alaskan Native & Pacific Islanders less than 30 in cohort</i>						
Age	Under 20	35 to 39	20 to 24 almost at equity	0.97	No Disproportionate Impact	Trending towards equity
			25 to 29 almost at equity	0.93	No Disproportionate Impact	Variations > 0.90
			30 to 34 almost at equity	0.87	No Disproportionate Impact	Variations >.86
	38.0%	31.5%	35 to 39 almost at equity	0.86	No Disproportionate Impact	Variations >.85
			50+ almost at equity	0.99	No Disproportionate Impact	Moving towards equity
Disability	No 36.8%	Yes 35.2%	Yes almost at Equity	0.96	No Disproportionate Impact	Variations from .64 to 1.09
Economic Disadvantaged	Yes 37.3%	No 36.1%	No almost at equity	0.98	No Disproportionate Impact	Variations > 0.97

Things to Note

- * Females progress out of basic skills math at higher rates than males, but the difference is lessening as the rate for females declines.
- * Asian students progress out of basic skills math at higher rates than the other ethnic groups.
- * African Americans progress out of basic skills math below the average rate.
- * Latino/a students are almost at equity in progressing out of basic skills math.
- * The rate at which white students are progressing out of basic skills math has been declining.
- * There is very little difference among the age groups in terms of progressing out of basic skills math.
- * Overall, the rate at which all students are progressing out of basic skills math is low.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Certificates *Earned credit certificates in programs approved by the Chancellor's Office.*

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)			Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index		80% Highest Method	
Gender	Males 2.8%	Females 2.5%	Females almost at Equity	0.93	No Disproportionate Impact	Variations > 0.91
Ethnicity	White	African Americans	African Americans below equity	0.63	Disproportionate Impact	Variations from 0.48 to 1.21
			Asian almost at equity	0.96	Disproportionate Impact	Variations from 0.67 to 1.04
	5.0%	1.7%	Filipino below equity	0.72	Disproportionate Impact	Variations from 0.69 to 1.28
			Latino/a almost at equity	0.87	Disproportionate Impact	Variations from 0.87 to 0.99
			<i>American Indian/Alaskan Native & Pacific Islanders less than 30 in cohort</i>			
Age	40 to 49	25 to 29	Under 20 almost at equity	0.89	Disproportionate Impact	Steadily improving
			20 to 24 above equity	1.08	Disproportionate Impact	Variations > 0.89
			25 to 29 below equity	0.79	Disproportionate Impact	Variations from 0.79 to 1.92
	10.1%	2.1%	30 to 34 above equity	2.04	Disproportionate Impact	Above equity
			35 to 39 above equity	1.36	Disproportionate Impact	Above equity
			<i>50+ less than 30 in cohort</i>			
Disability	Yes 3.9%	No 2.6%	No almost at Equity	0.97	Disproportionate Impact	Variations > 0.91
Economic Disadvantaged	Yes 2.7%	No 2.6%	No almost at equity	0.98	No Disproportionate Impact	Variations from 0.78 to 0.98

Things to Note

- * Students with a disability are more likely to earn a certificate than those that do not have a disability.
- * Economically disadvantaged students are more likely to earn a certificate than those that are not.
- * Males and females earn certificates at nearly the same rate, although there may be differences in the certificates they earn.
- * White students earn certificates more than any other ethnic group.
- * The certificate completion rate for African Americans has fluctuated over the span of time examined.
- * The under 20 age group has a low certificate earning rate.
- * Students over 30 earned the most certificates of all the age groups.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Degree Earned Associate in Arts or Associate in Science degree in programs approved by the Chancellor's Office.

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index			
Gender	Females 18.5%	Males 11.7%	Males below equity 0.77		Disproportionate Impact	Variations from 0.77 to 0.91
Ethnicity	White 20.7%	Asian 10.1%	African Americans below equity 0.75		Disproportionate Impact	Variations from 0.69 to 1.12
			Latino/a almost at equity 0.99		Disproportionate Impact	Moving towards equity
			Asian below equity 0.67		Disproportionate Impact	Variations from 0.67 to 1.25
			<i>American Indian/Alaska Native groups less than 30 in cohort</i>			
Age	40 to 49 24.6%	25 to 29 11.6%	Under 20 above equity 1.02		Disproportionate Impact	All years at equity
			20 to 24 below equity 0.79		Disproportionate Impact	Variations from .69 to .93
			25 to 29 below equity 0.77		Disproportionate Impact	Variations from .55 to .77
			30 to 34 above equity 1.21		Disproportionate Impact	Variations from 0.39 to 1.21
			35 to 39 almost at equity 0.97		Disproportionate Impact	Variations from .78 to 1.30
			<i>50+ less than 30 in cohort</i>			
Disability	No 15.2%	Yes 13.2%	Yes almost at Equity 0.88		No Disproportionate Impact	Variations from .78 to 1.07
Economic Disadvantaged	Yes 16.1%	No 13.2%	No almost at equity 0.87		No Disproportionate Impact	Variations > 0.83

Things to Note

- * Females earn more degrees than males.
- * Whites earn more degrees than other ethnicity groups.
- * The number of Asians earning degrees has dropped from one of the highest to one of the lowest.
- * Latino/a students have steadily increased to nearly equitable levels for degrees earned.
- * Older students are less likely to get degrees and this decline begins with the 20-25 year olds.
- * The economically disadvantaged student is less likely to complete a degree than one who is not economically disadvantaged.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized

Transfer Transfer to four-year institution, public or private, within six years after enrolling at a CCC

Demographic Group	Highest Group (2007-2008)	Lowest Group (2007-2008)	Disproportionate Impact (2007-2008)		80% Highest Method	Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index			
Gender	Females 33.7%	Males 32.5%	Males almost at equity	0.98	No Disproportionate Impact	At equity all but 1 year
Ethnicity	Asian 55.7%	Latino/a 23.7%	African American almost at equity	0.85	Disproportionate Impact	Variations from 0.85 to 1.09
			Filipino above equity	1.01	Disproportionate Impact	Variations >0.74
			White above equity	1.11	Disproportionate Impact	At equity all but 1 year
			Latino/a below equity	0.72	Disproportionate Impact	Variations from 0.69 to 0.73
			<i>American Indian/Alaskan Native & Pacific Islanders less than 30 in cohort</i>			
Age	Under 20 35.4%	35 to 39 14.5%	20 to 24 below equity	0.74	Disproportionate Impact	Variations from .74 to .89
			25 to 29 below equity	0.57	Disproportionate Impact	Variations from .34 to .57
			30 to 34 below equity	0.49	No Disproportionate Impact	Variations from 0.28 to 0.56
			35 to 39 below equity	0.44	Disproportionate Impact	Variations from .29 to .47
			40 to 49 below equity	0.57	Disproportionate Impact	Variations from .23 to .57
			<i>50+ less than 30 in cohort</i>			
Disability	No 33.8%	Yes 18.6%	Yes below equity	0.56	Disproportionate Impact	Variations from .53 to .71
Economic Disadvantaged	No 37.4%	Yes 30.7%	Yes almost at equity	0.93	No Disproportionate Impact	Variations > 0.92

Things to Note

- * Asian students have the highest transfer rates of any of the ethnic groups.
- * African Americans are almost at equity when it comes to transfer.
- * Non-traditional aged students are less likely to transfer than students who start before age 20.
- * Students with a disability are less likely to transfer than students without a disability.
- * The students that are not economically disadvantaged are more likely to transfer than those that are not.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized - Foster Youth

Course Success *The ratio of enrollments with passing grades to total enrollments(grades of A, B, C, D, F, P, NP, W)*

Demographic Group	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Disproportionate Impact (2012-2013)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index	80% Highest Method	
Foster Youth*	Not Foster Youth 71.7%	Foster Youth 65.5%	Foster Youth almost at Equity	0.92	No Disproportionate Impact
					Foster Youth slowly trending closer to equity

*Note that Foster Youth are only 4% of Cohort

Things to Note

- 1) The course success rate for foster youth is near equity.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Student Equity Summarized - Veterans

Course Success *The ratio of enrollments with passing grades to total enrollments(grades of A, B, C, D, F, P, NP, W)*

Demographic Group	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Disproportionate Impact (2012-2013)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index	80% Highest Method	
Veteran*	Veteran 72.3%	Not Veteran 71.4%	At Equity	No Disproportionate Impact	Both groups consistently at equity.

*Note that veterans represent only 3% of the cohort.

Points to Note

- 1) Caution should be used in interpreting these results given the low percentage of veterans in the cohort.
- 2) The course success rates for veterans and those who are not veterans are at equity. In the last three years, veterans consistently have a slightly higher proportionality index than those who are not veterans (0.01 to 0.06 difference).

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Banner Data System

Mt. SAC, Research & Institutional Effectiveness, 8/14/2014

Student Equity Summarized

Measure by Age and Veteran

Fourteen Demographic Groups Compared

Veteran Under 20*	Veteran 25 to 29	Veteran 35 to 39	Veteran 50+
Non-Veteran Under 20	Non-Veteran 25 to 29	Non-Veteran 35 to 39	Non-Veteran 50+
Veteran 20 to 24	Veteran 30 to 34	Veteran 40 to 49	
Non-Veteran 20 to 24	Non-Veteran 30 to 34	Non-Veteran 40 to 49	

Measure	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Disproportionate Impact (2012-2013)		Proportionality Index 3 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
Course Success	Veteran 50+ 80.7%	Veteran 40 to 49 66.9%	Not Veteran 20 to 24, PI = 0.98 Veteran 35 to 39, PI = 0.94 Veteran 40 to 49, PI=0.94 Almost at Equity	No Disproportionate Impact	Except for three, most groups are consistently at equity. Two groups, veterans in the 35 to 39 and the 40 to 49 age categories have been trending away from equity while the 20 to 24 non-veterans have been consistently close to equity (0.98).

*Note that there are only 21 veterans under the age of 20.

Points to Note

- 1) Veterans in the age group 20 to 24 have a higher course success rate than non-veterans in the same age group.
- 2) After age 30, veterans have lower course success rates than non-veterans in the same age group.
- 3) There are too few veterans to give reliable numbers under age 20 and over age 50.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Banner Data System

Mt. SAC, Research & Institutional Effectiveness, 8/14/2014

Student Equity Summarized

Measure by Disability and Gender

Six Demographic Groups Compared

Disabled Males

Not Disabled Males

Disabled Females

Not Disabled Females

Disabled Gender Unknown

Not Disabled Gender Unknown

Measure	Group with Highest Outcome % (2012-2013)	Group with Lowest Outcome % (2012-2013)	Disproportionate Impact (2012-2013)		Proportionality Index 3 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
Course Success	Not Disabled Gender Unknown** 75.8%	Disabled Gender Unknown* 59.2%	Disabled Females, PI = 0.95 Disabled Males, PI = 0.94 Disabled Gender Unknown, PI=0.83 Not Disabled Males, PI = 0.99 Almost at Equity	Disproportionate Impact (Disabled Gender Unknown only)	All groups fairly stable for the last 3 years.

*Please note that Disabled Gender Unknown comprise 0.1% of cohort

**Please note that Not Disabled Gender Unknown comprise 0.8% of cohort

Points to Note

- 1) The impact of disability does not vary by gender.
- 2) There is no disproportionate impact for males and females with or without disabilities.
- 3) Caution should be used when interpreting the 80% highest method due to the disabled gender unknown, who had the highest outcome rate but represented a very low percentage of the cohort.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Chancellor's Office Scorecard

Mt. SAC, Research & Institutional Effectiveness, 8/12/2014

Student Equity Summarized

Measure by Disability and Gender

Six Demographic Groups Compared

Disabled Males

Disabled Females

Disabled Gender Unknown

Not Disabled Males

Not Disabled Females

Not Disabled Gender Unknown

Measure	Group with Highest Outcome % (2007-2008)	Group with Lowest Outcome % (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
BSI English*	Not Disabled Female 51.6%	Disabled Male 42.9%	Disabled Females, PI = 0.85 Disabled Males, PI = 0.85 Not Disabled Males, PI = 0.99 Almost at Equity	No Disproportionate Impact	Males (disabled or not) are trending towards equity, with disabled males making large gains.
BSI AmLa* (very few disabled students in this cohort)	Disabled Male (19 students) 52.6%	Disabled Female (16 students) 37.5%	Disabled Females, PI = 0.79 Below Equity	Disproportionate Impact (Disabled Females)	Disabled females were moving away from equity but now moving towards equity (0.70 - 1.27)
BSI Math*	Not Disabled Female 38.5%	Disabled Male 33.3%	Disabled Males, PI = 0.91 Not Disabled Males, PI = 0.95 Almost at Equity	No Disproportionate Impact	A lot of fluctuation among disabled males (0.52 - 1.23)

*Excluded Gender Unknown due to small number (<19)

Points to Note

- 1) For BSI English, the gender of disabled students no longer makes a difference, although it did for earlier cohorts.
- 2) Both disability and gender impact BSI math; those who are male or disabled are less likely to progress.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Chancellor's Office Scorecard

Mt. SAC, Research & Institutional Effectiveness, 8/12/2014

Student Equity Summarized

Measure by Disability and Gender

Six Demographic Groups Compared

Disabled Males Not Disabled Males
 Disabled Females Not Disabled Females
 Disabled Gender Unknown Not Disabled Gender Unknown

Measure	Group with Highest Outcome % (2007-2008)	Group with Lowest Outcome % (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
Certificate*	Disabled Male 4.6%	Not Disabled Female 2.4%	Not Disabled Females, PI = 0.91 Almost at Equity	Disproportionate Impact (Not Disabled Males, Not Disabled Females, Disabled Females)	
Degree Completion*	Not Disabled Female 18.6%	Disabled Male 10.2%	Disabled Males, PI = 0.68 Not Disabled Males, PI = 0.78 Below Equity	Disproportionate Impact (Males, disabled or not)	With the exception of one year, not disabled males are trending away from equity (0.91 - 0.78)
Transfer*	Not Disabled Female 34.3%	Disabled Male 16.7%	Disabled Males, PI = 0.50 Disabled Females, PI = 0.63 Below Equity	Disproportionate Impact (Disabled Males and Disabled Females)	Disabled Males and Disabled Females PIs fluctuate up and down annually (DM = 0.38 - 0.66; DF 0.53 - 0.76)

*Excluded Gender Unknown due to small number (<25)

Points to Note

- 1) The PI fluctuation for certificates may be due to the automatic issuance of certificates in 2006-07.
- 2) Both disability and gender impact degree completion; those who are male or disabled are less likely to receive a degree, but gender has the larger impact.
- 3) Gender has little impact on transfer for non-disabled students. However, disabled females are more likely than disabled males to transfer, although both are less likely to do so than non-disabled students.
- 4) Disability seems to have an impact on both males and females with regard to transfer; disabled males and females fall below equity and have a disproportionate impact.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Chancellor's Office Scorecard

Mt. SAC, Research & Institutional Effectiveness, 8/12/2014

Student Equity Summarized

Measure by Economic Disadvantage and Gender

Six Demographic Groups Compared

Economic Disadvantaged Males

Non-economic Disadvantaged Males

Economic Disadvantaged Females

Non-economic Disadvantaged Females

Economic Disadvantaged Gender Unknown

Non-economic Disadvantaged Gender Unknown

Measure	Group with Highest Outcome % (2007-2008)	Group with Lowest Outcome % (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
BSI English*	Economic Disadvantaged Female 52.3%	Non-economic Disadvantaged Male 49.1%	Economical Disadvantaged Male, PI = 0.99 Non-economic Disadvantaged Male, PI = 0.98 Non-economic Disadvantaged Females PI = 0.99 Almost at Equity	No Disproportionate Impact	Female disadvantaged and non-disadvantaged PIs generally at equity, the male disadvantaged and non-disadvantaged PIs generally almost at equity
BSI AmLa*	Economic Disadvantaged Male 52.3%	Non-economic Disadvantaged Male 41.2%	Non-economic Disadvantaged Males, PI = 0.87 Non-economic Disadvantaged Females PI = 0.96 Almost at Equity	Disproportionate Impact (Non-economic Disadvantaged Males)	The PI for non-disadvantaged males and females fluctuate within the almost at equity range
BSI Math*	Economic Disadvantaged Female 38.7%	Non-economic Disadvantaged Male 34.0%	Economical Disadvantaged Male, PI = 0.97 Non-economic Disadvantaged Male, PI = 0.92 Almost at Equity	No Disproportionate Impact	The PI for males, disadvantaged or not, seem to be trending towards equity

*Excluded Gender Unknown due to small number (<13)

Points to Note

- 1) For BSI English, gender seems to have a greater impact than economic disadvantage.
- 2) For BSI AmLA, economic disadvantage seems to have a greater impact than gender.
- 3) For BSI math, gender currently has greater impact than economic disadvantage. Previously, non-economic disadvantaged females progressed out of basic skills math at a higher rate, but this has declined to be similar to economically disadvantaged females.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8

Data Source: Chancellor's Office Scorecard

Mt. SAC, Research & Institutional Effectiveness, 8/12/2014

Student Equity Summarized

Measure by Economic Disadvantage and Gender

Six Demographic Groups Compared

Economic Disadvantaged Males

Non-economic Disadvantaged Males

Economic Disadvantaged Females

Non-economic Disadvantaged Females

Economic Disadvantaged Gender Unknown

Non-economic Disadvantaged Gender Unknown

Measure	Group with Highest Outcome % (2007-2008)	Group with Lowest Outcome % (2007-2008)	Disproportionate Impact (2007-2008)		Proportionality Index 5 Years of Cohorts Overall Trends
			Proportionality Index (PI)	80% Highest Method	
Certificate*	Economic Disadvantaged Male 3.0%	Economic Disadvantaged Female 2.5%	Economic Disadvantaged Females, PI = 0.92 Non-economical Disadvantaged Females PI = 0.96 Non-economic Disadvantaged Males, PI = 0.97 Almost at Equity	No Disproportionate Impact	Males, disadvantages or not, consistently at equity or close to it (0.90 - 1.16)
Degree Completion*	Economic Disadvantaged Female 19.1%	Non-economic Disadvantaged Male 9.6%	Economic Disadvantaged Males, PI = 0.86 Almost at Equity Non-economic Disadvantaged Males, PI = 0.63 Below Equity	Disproportionate Impact (Males, disadvantaged or not)*	Economically disadvantaged males trending up but dropped in 2007-08, non-economically disadvantaged males trending down
Transfer*	Non-economic Disadvantaged Female 38.6%	Economic Disadvantaged Male 30.1%	Economic Disadvantaged Males, PI = 0.91 Economic Disadvantaged Females, PI = 0.94 Almost at Equity	Disproportionate Impact (Economic Disadvantaged Males)	Economically disadvantaged female PI fairly stable at almost at equity (0.90-0.94)

*Excluded Gender Unknown due to small number (<15)

Points to Note

- 1) For certificates over the five cohorts, the major difference has been that non-disadvantaged females received certificates at the lowest rate while economically disadvantaged females did so near the highest rate. In the most recent cohort, these two groups have nearly equal rates.
- 2) Both economic disadvantage and gender impact degree completion, with those who are male and not economically disadvantaged less likely to complete a degree.
- 3) Economic disadvantage and gender have a converse effect on transfer. For non-economically disadvantaged students, females are more likely to be at equity with regard to transferring than males, while for economically disadvantaged students, males are more likely to be at equity than females.

Level of Equity

Proportionality Index	Above Equity	Greater than or equal to 1.0
	Almost at Equity	0.8 - 0.99
	Below Equity	Less than 0.8