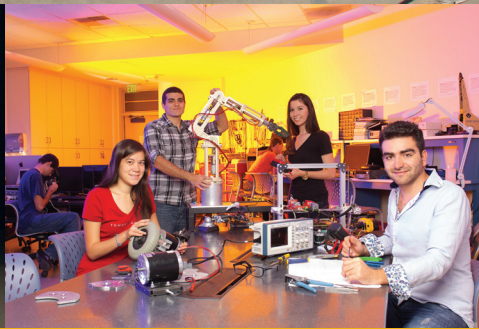


Glendale Community College (GCC) STUDENT EQUITY PLAN



JANUARY 1, 2015

Glendale Community College STUDENT EQUITY PLAN



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Glendale Community College STUDENT EQUITY PLAN



SIGNATURE PAGE

District: Date Approved by Board of Trustees: _____

President, Board of Trustees: _____

Superintendent/President: _____

Vice President of Student Services: _____

Vice President of Instructional Services: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

EXECUTIVE SUMMARY GLENDALE COMMUNITY COLLEGE FALL 2014 STUDENT EQUITY REPORT RESULTS

Glendale Community College Fall 2014 Student Equity Report Results

Index	Cover	Definition
90 and Above	Green	No evidence of adverse or disproportional impact
80 to 89	Yellow	Some evidence of adverse or disproportional impact
70 and Below	Red	Evidence of adverse or disproportional impact that has a substantial, adverse impact on a group.

Subgroups	Access	Fall 2013 Course Completion		Completing a College-Level ESL/English Course Five studies of 6 year cohorts over 10 years Fall 2003 - Fall 2013	Completing a College-Level English Course Fall 2003 - Fall 2013	Completing a College-Level Math Course Fall 2003 - Fall 2013	30-Unit Attainment Fall 2003 - Spring 2013	Degree or Certificate Completion Fall 2003 - Spring 2013	Transfer
		Non Trans	Trans						
Ethnicity									
African-Americans									
Asians									
Hispanics									
Latinos									
White-Americans									
White-Europeans									
Gender									
Females									
Males									
Disability									
Foster Youth									
Low-Income									
Veterans									

NOTE: "Age" subgroups varied all over the spectrum and are not included above. "Other" is not included since the subgroup is not identifiable. There was no disproportional impact for any subgroup measured for three (3) consecutive primary terms.

Access—U.S. Census American Community Survey (ACS) 5-year estimates from 2012 for the City of Glendale and the last two years by zip codes where a minimum of 100 GCC students reside.

Course Completion—Successful completion of a credit course for which a student receives a grade of A, B, C, or Pass (i.e., retention)

ESL and Basic Skills Completion—After completing the last sequence of the ESL-Basic Skills course... the successful completion of "college-level" ESL-Basic Skills course with a value of 3 or more units.

Degree and Certificate Completion—Ratio of the # of students by subgroup who receive a degree or certificate... with the same informed matriculation goal.

Transfer—Ratio of subgroup who complete a minimum of 12 units and have attempted a transfer level course in math or English who actually transfer after one or more (up to six) years.

EXECUTIVE SUMMARY

TARGET GROUPS

Glendale Community College's Research and Planning Department applied both proportionality and 80-percent index methods to assess and identify the Disproportionately Impacted (DI) groups within the five Student Equity Success Indicators. [Subsequent to consultation with our Research and Planning Department, it was agreed not to factor age into all indicators due to the disparate results. Additionally, students who self-identified as "Other" could not be factored into indicators due to the inability to identify these students by ethnic group. Future surveys will allow students to indicate multiple ethnicities to assist the process of identifying achievement gaps.]

For **Access**, only veteran students were underrepresented at Glendale College relative to the City of Glendale's census population and applying *the Empirical Service Areas' formula for credit and noncredit as defined for all ZIP codes where an average of at least 100 GCC students per year reside.*

Course Completion rates are calculated for the Fall 2013 semester for various DI groups using both proportionality and 80-percent index methods. The results show there is disproportionate impact for African–American and foster youth students.

An overview of the number of students who **complete a college-level ESL, English and math course** after having completing the final **basic skills ESL, English, or math** sequence between Fall 2003 and Spring 2013 shows several disproportionate impacts for various subgroups. Students enrolling in **ESL** and subsequently completing a college-level ESL or English course show there is disproportionate impact for Latino students and students with disabilities. For basic skills **English** and subsequently completing a college-level English course, the data shows a disproportionate impact for African–American students and students with disabilities. Finally for students enrolling in basic skills **math** and subsequently completing a college-level math course, research shows disproportionate impact for African–American, Latino, and male students.

The results reveal no disproportionate impact for students who **persist in three consecutive semesters** or **complete thirty units**.

However, **earning a degree or certificate** between Fall 2003 and Spring 2013 shows the following DI groups: African-Americans, Asians, Latinos, and males.

The final measurement for Student Equity—**Transfer**, examined the number of students who enrolled at GCC and transfer to a four-year institution within six years. The results show evidence of inequity for African–American, Filipino, Latino students, and students with disabilities.

GOALS

Access: Pursuant to the data, which indicate student-veterans are not adequately represented in the GCC population, outreach efforts will be diligently made under a Veterans Resource Center Coordinator.

Course Completion (*Retention*) AND College-Level ESL, English and Math Completion: As a vital precursor to the subsequent categories in the Student Equity Plan, course completion rates and basic skills completion rates will improve as a result of Summer Bridge and Freshmen Experience programs. Both programs will offer counseling, peer mentors, tutoring, textbooks/supplies, contract for success, Student Development Success Course, and fast track basic skills courses. Division chairs and appropriate faculty members will form a collaborative to improve completion for the following groups:

- Course Completion—African-American and foster youth students
- College-Level ESL Completion—Latino students and students with disabilities
- College-Level English Completion—African-American students and students with disabilities
- College-Level Math Completion—African-American, Latino, and male students



Degree and Certificate Completion: Student Services (specifically the Counseling Department) will develop academic goals for African-American, Asian, Latino, and male students and follow their progress.

Transfer: Student Services (specifically the Counseling Department and Career Center) will incorporate a Transfer Academy to increase the transfer rates for African-American, Filipinos, Latino students, and students with disabilities.

ACTIVITIES

Access: Veterans Resource Center Coordinator will initiate an outreach program and supply student-veterans with support to complete their academic goals through the following activities:

- Veterans Resource Center
- Student workers who were veterans
- Outreach and marketing campaign

Course, College-Level ESL, English, and Math Completion: Greater emphasis on course completion involves the promotion of a more student-friendly academic and social environment in which DI groups will enjoy the benefits of—or results from—the following activities:

- Student Success Survey to ascertain specific needs
- Summer Bridge and Freshmen Experience programs
- Math Anxiety course – exclusively designed
- Mandate services through a Student Success Contract
- Textbook Program to alleviate financial burdens
- Intrusive counseling
- Peer Mentors to engage and monitor their assigned DI students
- Designated tutors available in the Learning Center
- A foster youth adjunct counselor assigned to support the specific needs of foster youth students and complete their academic goals
- Fast track basic skills course
- ESL, English, Math Workshops performed by faculty
- DSPS senior instructional lab technician specialize to assist students with disabilities (learning challenges)
- STEM-emphasized program for DI groups

Degree and Certificate Completion: Subsequent to course completion efforts, emphasis will be made on the advantages of degree and certificate completion as a logical next step for DI students. The following activities delineate the intentional efforts:

- GCC Marketing Campaign will inform and encourage students concerning career pathways
- The Counseling Department will utilize the Student Educational Plan to identify and develop academic goals for DI groups and follow their progress
- Automation of degree and certificate awards.

Transfer: The Counseling Department will assign counselors to identify DI groups who indicated “transfer” on their Open CCCApply application. These students will then be assigned to a designated counselor hired exclusively for the Transfer Academy.

RESOURCES

Contact Person/Student Equity Coordinator: Theresa Lorch, PhD
323 646-8321
tlorch@glendale.edu

CAMPUS-BASED RESEARCH

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

Glendale Community College
 2014 Student Equity Plan
 Data and Tables for 2013–2014 Academic Year
 Success Indicator A – Access

ACCESS OVERVIEW

Our college's enrollment numbers for various subgroups are compared to the general population to provide measures of access to our institution. Access rates are calculated within the district boundary and greater regional service area for various subgroups using the proportionality index method. In addition, results are calculated separating enrollment in credit and noncredit courses. The results show in general there is disproportionate impact for older students and veterans in terms of access to credit courses. There is also disproportionate impact for African–Americans, Asians, Latinos, students with disabilities, foster youths, economically disadvantaged students, and veterans in accessing noncredit courses. Tables 1 and 2 show the subgroups of disproportionate impact within the district boundary and regional service area for credit and noncredit courses respectively.

Table 1: Evidence of disproportionate impact for access within the district boundary and regional service area for credit courses among various subgroups using proportionality index method, Fall 2013 to Spring 2014

	Access to Credit Courses within District Boundary and Regional Service Area	
	District Boundary	Regional Service Area
Gender		
Female	No	No
Male	No	No
Ethnicity		
African–American	No	No
American Indian	No	No
Asian	No	No
Latino	No	Yes
Pacific Islander	No	No
White Non–Hispanic	No	No
Other	No	No
Age		
19 or less	No	No
20 to 24	No	No
25 to 29	No	No
30 to 34	No	No
35 to 39	Yes	Yes
40 to 49	Yes	Yes
50 and over	Yes	Yes
Disability		
No	No	No
Yes	No	No
Foster Youth		
No	No	No
Yes	No	Yes
Economic Disadvantage		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	Yes	Yes

Table 2: Evidence of disproportionate impact for access within the district boundary and regional service area for noncredit courses among various subgroups using proportionality index method, Fall 2013 to Spring 2014

	Access to Noncredit Courses within District Boundary and Regional Service Area	
	District Boundary	Regional Service Area
Gender		
Female	No	No
Male	Yes	Yes
Ethnicity		
African–American	Yes	Yes
American Indian	No	No
Asian	Yes	Yes
Latino	No	Yes
Pacific Islander	No	No
White Non–Hispanic	No	No
Other	No	No
Age		
19 or less	No	No
20 to 24	No	No
25 to 29	No	No
30 to 34	No	No
35 to 39	No	No
40 to 49	No	No
50 and over	No	No
Disability		
No	No	No
Yes	Yes	Yes
Foster Youth		
No	No	No
Yes	Yes	Yes
Economic Disadvantage		
No	No	No
Yes	Yes	Yes
Veterans		
No	No	No
Yes	Yes	Yes

Notes:

1. Glendale Community College credit and noncredit populations include all students enrolled in 2013–2014.
2. District boundary data come from the U.S. Census American Community Survey (ACS) 5-year estimates from 2012.
3. Regional service areas for credit and noncredit are defined as all ZIP codes where an average of at least 100 GCC students per year reside, based on data from 2011–2012 through 2013–2014.
4. White Non–Hispanic category includes Armenians. While Armenians comprise a large population at GCC, this subpopulation is not disaggregated because U.S. census data are not available for comparison.
5. U.S. Census data for people with disabilities are based on population age 18 to 64.
6. GCC data for economically disadvantaged students are based on students receiving BOG waivers.
7. U.S. Census data for foster youth are based on the number of foster children in the service area.
8. U.S. Census data for veterans are based on the civilian population age 18 and older.

❖ CREDIT COURSES ❖

GENDER

This section compares access in credit courses between female and male students within the district boundary and regional service area. Tables 3 and 4 contain population, enrollment numbers, percentages, and proportionality index rates. The results reveal slightly more female students enroll in credit courses than male students, compared to their populations within the district boundary and greater regional service area. However, there is no evidence of disproportionate impact between females and males for access to credit courses.

Table 3: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Gender, Fall 2013 to Spring 2014

Gender	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
Female	99,583	11,316	51.72%	54.19%	1.048
Male	92,954	9,568	48.28%	45.81%	0.949
Total	192,537	20,884	100%	100%	

Table 4: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Gender, Fall 2013 to Spring 2014

Gender	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
Female	692,081	11,316	50.23%	54.19%	1.079
Male	685,876	9,568	49.77%	45.81%	0.920
Total	1,377,957	20,884	100%	100%	

ETHNICITY

Access in credit courses among various ethnic and racial groups is presented in this section. Tables 5 and 6 contain population, enrollment numbers, percentages, and proportionality index rates disaggregated by ethnicity. The results show there is no evidence of access inequity among the various ethnic groups within the district boundary. However, at the regional service area level, Latino students enroll in credit courses at a much lower rate than their population ratio.

Table 5: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Ethnicity, Fall 2013 to Spring 2014

Ethnicity	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
African-American	2,938	740	1.53%	3.54%	2.322
American Indian	272	120	0.14%	0.57%	4.067
Asian	31,340	2,926	16.28%	14.01%	0.861
Latino	33,235	5,714	17.26%	27.36%	1.585
Pacific Islander	211	56	0.11%	0.27%	2.447
White Non-Hispanic	120,990	10,934	62.84%	52.36%	0.833
Other	3,551	394	1.84%	1.89%	1.023
Total	192,537	20,884	100%	100%	

Table 6: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Ethnicity, Fall 2013 to Spring 2014

Ethnicity	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
African-American	50,968	740	3.70%	3.54%	0.958
American Indian	2,060	120	0.15%	0.57%	3.844
Asian	179,259	2,926	13.01%	14.01%	1.077
Latino	675,535	5,714	49.02%	27.36%	0.558
Pacific Islander	1,485	56	0.11%	0.27%	2.488
White Non-Hispanic	443,330	10,934	32.17%	52.36%	1.627
Other	25,320	394	1.84%	1.89%	1.027
Total	1,377,957	20,884	100%	100%	

AGE

This section contains access in credit courses among different age groups. Population, enrollment, and proportionality index rates are shown in Tables 7 and 8. The results show students older than 35 are enrolling at the college at a much lower rate than their population percentage, while students between 20 and 34 are enrolling at a higher rate than their population percentage.

Table 7: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Age, Fall 2013 to Spring 2014

Age	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
19 or less	40,934	2,330	21.26%	11.16%	0.525
20 to 24	12,612	9,459	6.55%	45.29%	6.915
25 to 29	14,427	3,342	7.49%	16.00%	2.136
30 to 34	11,559	1,827	6.00%	8.75%	1.457
35 to 39	13,635	821	7.08%	3.93%	0.555
40 to 49	30,447	1,633	15.81%	7.82%	0.494
50 and over	68,923	1,472	35.80%	7.05%	0.197
Total	192,537	20,884	100%	100%	

Table 8: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Age, Fall 2013 to Spring 2014

Age	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
19 or less	346,178	2,330	25.12%	11.16%	0.444
20 to 24	101,550	9,459	7.37%	45.29%	6.146
25 to 29	113,157	3,342	8.21%	16.00%	1.949
30 to 34	108,613	1,827	7.88%	8.75%	1.110
35 to 39	101,354	821	7.36%	3.93%	0.534
40 to 49	205,564	1,633	14.92%	7.82%	0.524
50 and over	401,541	1,472	29.14%	7.05%	0.242
Total	1,377,957	20,884	100%	100%	

DISABILITY

Access numbers in credit courses for students disaggregated by disability status are shown in this section. Tables 9 and 10 contain population, enrollment, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability enroll at the college at about the same rate as their population percentage. Thus, there is no evidence of disproportionate impact for students with disabilities in terms of access to the college.

Table 9: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Disability, Fall 2013 to Spring 2014

Disability	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	183,631	19,743	95.37%	94.54%	0.991
Yes	8,906	1,141	4.63%	5.46%	1.181
Total	192,537	20,884	100%	100%	

Table 10: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Disability, Fall 2013 to Spring 2014

Disability	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	1,312,179	19,743	95.23%	94.54%	0.993
Yes	65,778	1,141	4.77%	5.46%	1.145
Total	1,377,957	20,884	100%	100%	

FOSTER YOUTH

This section describes access to credit courses for foster youth students. Their population, enrollment, and proportionality index rates are shown in Tables 11 and 12. The results indicate foster youth students enroll in credit courses at a higher rate compared to their district boundary population, however they enroll at a much lower rate compared to their regional service area population.

Table 11: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Foster Youth, Fall 2013 to Spring 2014

Foster Youth	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	192,357	20,849	99.91%	99.83%	0.999
Yes	180	35	0.09%	0.17%	1.793
Total	192,537	20,884	100%	100%	

Table 12: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Foster Youth, Fall 2013 to Spring 2014

Foster Youth	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	1,373,286	20,849	99.66%	99.83%	1.002
Yes	4,671	35	0.34%	0.17%	0.494
Total	1,377,957	20,884	100%	100%	

ECONOMIC DISADVANTAGE

Access data in credit courses for economically disadvantaged students are described in this section. Tables 13 and 14 show population, enrollment, percentages, and proportionality index numbers. The results show low-income students enroll in courses at a much higher rate compared to their population percentage. Thus, there is no evidence of access inequity for low-income students.

Table 13: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Economic Disadvantage, Fall 2013 to Spring 2014

Economic Disadvantage	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	169,625	7,454	88.10%	35.69%	0.405
Yes	22,912	13,430	11.90%	64.31%	5.404
Total	192,537	20,884	100%	100%	

Table 14: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Economic Disadvantage, Fall 2013 to Spring 2014

Economic Disadvantage	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	1,124,413	7,454	81.60%	35.69%	0.437
Yes	253,544	13,430	18.40%	64.31%	3.495
Total	1,377,957	20,884	100%	100%	

VETERANS

This section contains access data in credit courses for veteran students. Tables 15 and 16 include population, enrollment, percentages, and proportionality index. The results show veteran students enroll in courses at a much lower rate compared to their population ratio. There is evidence of access disparity between veterans and non-veterans.

Table 15: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Veterans, Fall 2013 to Spring 2014

Veterans	Population in District Boundary	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	187,329	20,737	97.30%	99.30%	1.021
Yes	5,208	147	2.70%	0.70%	0.260
Total	192,537	20,884	100%	100%	

Table 16: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Credit Courses by Veterans, Fall 2013 to Spring 2014

Veterans	Population in Regional Service Area	Number of Credit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	1,338,924	20,737	97.17%	99.30%	1.022
Yes	39,033	147	2.83%	0.70%	0.248
Total	1,377,957	20,884	100%	100%	

❖ **NONCREDIT COURSES** ❖**GENDER**

This section compares access in noncredit courses between female and male students within the district boundary and regional service area. Tables 17 and 18 contain population, enrollment numbers, percentages, and proportionality index rates. The results reveal more female students enroll in noncredit courses in both district boundary and regional service areas than male students, compared to their populations. There is evidence of inequity between female and male students when they enroll in noncredit courses.

Table 17: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Gender, Fall 2013 to Spring 2014

Gender	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
Female	99,583	5,955	51.72%	63.98%	1.237
Male	92,954	3,352	48.28%	36.02%	0.746
Total	192,537	9,307	100%	100%	

Table 18: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Gender, Fall 2013 to Spring 2014

Gender	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
Female	237,815	5,955	50.93%	63.98%	1.256
Male	229,168	3,352	49.07%	36.02%	0.734
Total	466,983	9,307	100%	100%	

ETHNICITY

Students' access in noncredit courses disaggregated by ethnicity is presented in this section. Tables 19 and 20 contain population, enrollment numbers, percentages, and proportionality index rates by ethnicity. The results show African-American and Asian students enroll in noncredit courses at a lower rate than their district boundary population percentage. Using regional service area to measure access, African-American, Asian, and additionally, Latino students enroll in noncredit courses at a much lower rate than their population ratio.

Table 19: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Ethnicity, Fall 2013 to Spring 2014

Ethnicity	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
African-American	2,938	120	1.53%	1.29%	0.845
American Indian	272	32	0.14%	0.34%	2.434
Asian	31,340	937	16.28%	10.07%	0.619
Latino	33,235	2,205	17.26%	23.69%	1.373
Pacific Islander	211	27	0.11%	0.29%	2.647
White Non-Hispanic	120,990	5,950	62.84%	63.93%	1.017
Other	3,551	36	1.84%	0.39%	0.210
Total	192,537	9,307	100%	100%	

Table 20: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Ethnicity, Fall 2013 to Spring 2014

Ethnicity	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
African–American	7,496	120	1.61%	1.29%	0.803
American Indian	812	32	0.17%	0.34%	1.977
Asian	73,652	937	15.77%	10.07%	0.638
Latino	149,250	2,205	31.96%	23.69%	0.741
Pacific Islander	573	27	0.12%	0.29%	2.364
White Non–Hispanic	225,279	5,950	48.24%	63.93%	1.325
Other	9,921	36	2.12%	0.39%	0.182
Total	466,983	9,307	100%	100%	

AGE

This section contains access in noncredit courses among different age groups. Population numbers, enrollment, and proportionality index rates are shown in Tables 21 and 22. The results show students over 19 years old enroll in noncredit courses at about the same rate as their population percentage. Thus, there is no evidence of disproportionate impact. Students younger than 19 years old enroll at a much lower rate compared to their population, however, many youths in the general population are not old enough to attend college.

Table 21: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Age, Fall 2013 to Spring 2014

Age	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
19 or less	40,934	752	21.26%	8.08%	0.380
20 to 24	12,612	929	6.55%	9.98%	1.524
25 to 29	14,427	929	7.49%	9.98%	1.332
30 to 34	11,559	1,045	6.00%	11.23%	1.870
35 to 39	13,635	760	7.08%	8.17%	1.153
40 to 49	30,447	1,712	15.81%	18.39%	1.163
50 and over	68,923	3,180	35.80%	34.17%	0.954
Total	192,537	9,307	100%	100%	

Table 22: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Age, Fall 2013 to Spring 2014

Age	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
19 or less	107,273	752	22.97%	8.08%	0.352
20 to 24	31,372	929	6.72%	9.98%	1.486
25 to 29	34,181	929	7.32%	9.98%	1.364
30 to 34	30,747	1,045	6.58%	11.23%	1.705
35 to 39	33,874	760	7.25%	8.17%	1.126
40 to 49	73,705	1,712	15.78%	18.39%	1.165
50 and over	155,831	3,180	33.37%	34.17%	1.024
Total	466,983	9,307	100%	100%	

DISABILITY

Access numbers in noncredit courses for students disaggregated by disability status are shown in this section. Tables 23 and 24 contain population numbers, enrollment counts, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability enroll at a much lower rate in noncredit courses compared to their population.

Table 23: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Disability, Fall 2013 to Spring 2014

Disability	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	183,631	9,215	95.37%	99.01%	1.038
Yes	8,906	92	4.63%	0.99%	0.214
Total	192,537	9,307	100%	100%	

Table 24: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Disability, Fall 2013 to Spring 2014

Disability	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	445,180	9,215	95.33%	99.01%	1.039
Yes	21,803	92	4.67%	0.99%	0.212
Total	466,983	9,307	100%	100%	

FOSTER YOUTH

This section describes access to noncredit courses for foster youth students. Their population, enrollment, and proportionality index rates are shown in Tables 25 and 26. The results indicate foster youth students enroll in noncredit courses at a much lower rate than their population percentage.

Table 25: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Foster Youth, Fall 2013 to Spring 2014

Foster Youth	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	192,357	9,305	99.91%	99.98%	1.001
Yes	180	2	0.09%	0.02%	0.230
Total	192,537	9,307	100%	100%	

Table 26: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Foster Youth, Fall 2013 to Spring 2014

Foster Youth	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	466,048	9,305	99.80%	99.98%	1.002
Yes	935	2	0.20%	0.02%	0.107
Total	466,983	9,307	100%	100%	

ECONOMIC DISADVANTAGE

Access data in noncredit courses for economically disadvantaged students are described in this section. Tables 27 and 28 show population, enrollment, and proportionality index numbers. The results show low-income students enroll in noncredit courses at a lower rate than their population percentage. There is evidence of access inequity for economically disadvantaged students.

Table 27: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Economic Disadvantage, Fall 2013 to Spring 2014

Economic Disadvantage	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	169,625	8,639	88.10%	92.82%	1.054
Yes	22,912	668	11.90%	7.18%	0.603
Total	192,537	9,307	100%	100%	

Table 28: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Economic Disadvantage, Fall 2013 to Spring 2014

Economic Disadvantage	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	410,011	8,639	87.80%	92.82%	1.057
Yes	56,972	668	12.20%	7.18%	0.588
Total	466,983	9,307	100%	100%	

VETERANS

This section contains access data in noncredit courses for veteran students. Tables 29 and 30 include population, enrollment numbers, percentages, and proportionality index data. The results show veteran students enroll in noncredit courses at a much lower rate compared to their population. There is evidence of access disparity between veterans and non-veterans.

Table 29: District Boundary Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Veterans, Fall 2013 to Spring 2014

Veterans	Population in District Boundary	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	187,329	9,305	97.30%	99.98%	1.028
Yes	5,208	2	2.70%	0.02%	0.008
Total	192,537	9,307	100%	100%	

Table 30: Regional Service Area Population, Number of Students Enrolled, Percentages, and Proportionality Index of Access for Noncredit Courses by Veterans, Fall 2013 to Spring 2014

Veterans	Population in Regional Service Area	Number of Noncredit Students Enrolled	Population Percentage	Enrolled Percentage	Proportionality Index
No	452,046	9,305	96.80%	99.98%	1.033
Yes	14,937	2	3.20%	0.02%	0.007
Total	466,983	9,307	100%	100%	

CAMPUS-BASED RESEARCH

- B. COURSE COMPLETION.** Ratio of the number of credit courses which students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Glendale Community College
 2014 Student Equity Plan
 Data and Tables for Fall 2013 Semester
 Success Indicator B – Course Completion

COURSE COMPLETION OVERVIEW

Course completion rates are calculated for the Fall 2013 semester for various DI groups using both proportionality and 80-percent index methods. In addition, results are calculated separating non-transferable and transferable courses. The results show there is disproportionate impact for African–American students and foster youth students completing non-transferable and transferable courses. Table 1 shows the DI groups of disproportionate impact.

Table 1: Evidence of disproportionate impact for completing non-transferable and transferable courses among various DI groups using proportionality index and 80-percent index methods, Fall 2013

Gender	Proportionality Index		80-Percent Index	
	Non-transferable	Transferable	Non-transferable	Transferable
Female	No	No	No	No
Male	No	No	No	No
Unknown	No	No	No	No
Ethnicity				
African–American	Yes	Yes	Yes	Yes
Asian	No	No	No	No
Filipino	No	No	No	No
Latino	No	No	No	No
White – Armenian	No	No	No	No
White – European	No	No	No	No
Other	No	No	No	No
Unknown	No	No	No	No
Age				
19 or less	Yes	Yes	No	No
20 to 21	Yes	Yes	No	No
22 to 24	No	No	No	No
25 to 29	No	No	No	No
30 to 39	No	No	No	No
40 to 49	No	No	No	No
50 or over	No	No	No	No
Disability				
No	No	No	No	No
Yes	No	No	No	No
Foster Youth				
No	No	No	No	No
Yes	Yes	Yes	Yes	Yes
Low-income				
No	No	No	No	No
Yes	No	No	No	No
Veterans				
No	No	No	No	No
Yes	No	No	No	No

❖NON-TRANSFERABLE COURSES❖

GENDER

This section compares completion in non-transferable courses between female and male students. Table 2 contains enrollment numbers, completion percentages, and proportionality index rates. Results reveal female students complete non-transferable courses at a higher rate than their enrollment percentage while male students complete courses at a lower rate than their enrollment percentage.

Table 2: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Gender for Non-Transferable Courses, Fall 2013

Gender	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
Female	5,862	4,047	54.64%	58.13%	1.064
Male	4,693	2,812	43.75%	40.39%	0.923
Unknown	173	103	1.61%	1.48%	0.917
Total	10,728	6,962	100%	100%	

Table 3 shows results from the 80-percent index calculations. Using this method, female students are the reference group and male students complete non-transferable courses at an 87% rate of female students. The rate is above the 80-percent threshold, thus, there is no disproportionate impact between female and male students.

Table 3: Completion Rates and 80-Percent Index by Gender for Non-Transferable Courses, Fall 2013

Gender	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
Female	5,862	4,047	69.04%	100%
Male	4,693	2,812	59.92%	86.79%
Unknown	173	103	59.54%	86.24%

ETHNICITY

Completion in non-transferable courses among various ethnic and racial groups is presented in this section. Table 4 contains enrollment numbers, completion percentages, and proportionality index rates disaggregated by ethnicity. The results show significant disproportionality among different ethnic DI groups. Specifically, Asian, White–Armenian, and White–European students completed non-transferable courses at a higher rate than their enrollment percentage, while African–American and Latino students completed courses at a lower rate than their enrollment percentage.

Table 4: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Ethnicity for Non–Transferable Courses, Fall 2013

Ethnicity	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
African – American	382	185	3.56%	2.66%	0.746
Asian	1,059	759	9.87%	10.90%	1.104
Filipino	371	237	3.46%	3.40%	0.984
Latino	3,207	1,723	29.89%	24.75%	0.828
White – Armenian	3,775	2,696	35.19%	38.72%	1.100
White – European	1,526	1,100	14.22%	15.80%	1.111
Other	60	36	0.56%	0.52%	0.925
Unknown	348	226	3.24%	3.25%	1.001
Total	10,728	6,962	100%	100%	

Calculations using the 80-percent index, shown in Table 5, produce similar results. Using White–European students as the reference group, African–American and Latino students complete non-transferable courses below the 80-percent rate. Thus, there is evidence of disproportionate impact for African–American and Latino students, but not the other ethnic groups.

Table 5: Completion Rates and 80–Percent Index by Ethnicity for Non–Transferable Courses, Fall 2013

Ethnicity	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
African – American	382	185	48.43%	67.18%
Asian	1,059	759	71.67%	99.43%
Filipino	371	237	63.88%	88.62%
Latino	3,207	1,723	53.73%	74.53%
White – Armenian	3,775	2,696	71.42%	99.08%
White – European	1,526	1,100	72.08%	100%
Other	60	36	60.00%	83.24%
Unknown	348	226	64.94%	90.09%

AGE

This section contains completion in non-transferable courses among different age groups. Enrollment, completion, and proportionality rates are shown in Table 6. The results generally show older students have much higher completion rates than younger students. However, students aged 21 or younger have much lower completion rates than other students.

Table 6: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Age for Non-Transferable Courses, Fall 2013

Age	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
19 or less	2,341	1,313	21.82%	18.86%	0.864
20 to 21	2,038	1,133	19.00%	16.27%	0.857
22 to 24	1,344	839	12.53%	12.05%	0.962
25 to 29	1,167	809	10.88%	11.62%	1.068
30 to 39	1,477	1,121	13.77%	16.10%	1.170
40 to 49	1,217	940	11.34%	13.50%	1.190
50 or over	1,144	807	10.66%	11.59%	1.087
Total	10,728	6,962	100%	100%	

The numbers in Table 7 reveal disparity across different age groups using the 80-percent index method. Keeping the 40–49 age category as the reference group, students aged 21 or younger complete non-transferable courses below the 80-percent threshold. This shows there is disparity in terms of completing courses for these youngest students.

Table 7: Completion Rates and 80-Percent Index by Age for Non-Transferable Courses, Fall 2013

Age	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
19 or less	2,341	1,313	56.09%	72.61%
20 to 21	2,038	1,133	55.59%	71.98%
22 to 24	1,344	839	62.43%	80.82%
25 to 29	1,167	809	69.32%	89.75%
30 to 39	1,477	1,121	75.90%	98.26%
40 to 49	1,217	940	77.24%	100%
50 or over	1,144	807	70.54%	91.33%

DISABILITY STATUS

Completion numbers in non-transferable courses for students disaggregated by disability status are shown in this section. Table 8 contains counts, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability completed non-transferable courses at a slightly lower rate than students without any disability.

Table 8: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Disability for Non-Transferable Courses, Fall 2013

Disability Status	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	9,774	6,396	91.11%	91.87%	1.008
Yes	954	566	8.89%	8.13%	0.914
Total	10,728	6,962	100%	100%	

Results using the 80-percent method for disability status are presented in Table 9. Students without disability are designated as the reference group. Students with disabilities achieved 91% of the non-transferable completion rate of students without disability. Thus, there is no evidence of disproportionate impact for students with disabilities.

Table 9: Completion Rates and 80-Percent Index by Disability for Non-Transferable Courses, Fall 2013

Disability Status	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	9,774	6,396	65.44%	100%
Yes	954	566	59.33%	90.66%

FOSTER YOUTH

This section describes completion in non-transferable courses for foster youth students. It is important to note that very few foster youth students enroll in courses at the college. Their enrollment, completion percentage and proportionality index rates are shown in Table 10. The results indicate foster youth students complete courses at a much lower rate than non-foster youths.

Table 10: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Foster Youth for Non-Transferable Courses, Fall 2013

Foster Youth	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	10,706	6,955	99.79%	99.90%	1.001
Yes	22	7	0.21%	0.10%	0.490
Total	10,728	6,962	100%	100%	

Using the 80-percent index method, the numbers in Table 11 also show disparity for foster youth students. Keeping non-foster students as the reference group, foster youths only achieved a 49% completion rate in non-transferable courses compared to non-foster youths. This shows there is some evidence of disproportionate impact between the two groups.

Table 11: Completion Rates and 80-Percent Index by Foster Youth for Non-Transferable Courses, Fall 2013

Foster Youth	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	10,706	6,955	64.96%	100%
Yes	22	7	31.82%	48.98%

LOW-INCOME STATUS

Completion data in non-transferable courses for low-income students are described in this section. Table 12 shows enrollment, completion, and proportionality index numbers. The results show low-income students complete courses at about the same rate as non-low-income students.

Table 12: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Low-income Status for Non-Transferable Courses, Fall 2013

Low-income Status	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	2,067	1,375	19.27%	19.75%	1.025
Yes	8,661	5,587	80.73%	80.25%	0.994
Total	10,728	6,962	100%	100%	

Results using the 80-percent index method are presented in Table 13. The results also show no evidence of disproportionate impact for low-income students. They completed courses above the 80-percent threshold, compared with the reference group of non-low-income students.

Table 13: Completion Rates and 80-Percent Index by Low-income Status for Non-Transferable Courses, Fall 2013

Low-income Status	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	2,067	1,375	66.52%	100%
Yes	8,661	5,587	64.51%	96.97%

VETERANS

This section contains completion data in non-transferable courses for veteran students. Table 14 includes enrollment, completion percentage, and proportionality index. The results show veteran students complete courses at a higher rate compared to their enrollment ratio. There is no evidence of disparity between veterans and non-veterans.

Table 14: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Veterans for Non-Transferable Courses, Fall 2013

	Non-Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
Veterans					
No	10,656	6,911	99.33%	99.27%	0.999
Yes	72	51	0.67%	0.73%	1.091
Total	10,728	6,962	100%	100%	

Calculations using the 80-percent index method produce similar results and are shown in Table 15. Veterans complete courses at a higher rate than non-veterans. Thus, there is no evidence of disproportionate impact on veterans.

Table 15: Completion Rates and 80-Percent Index by Veterans for Non-Transferable Courses, Fall 2013

	Non-Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
Veterans				
No	10,656	6,911	64.86%	91.56%
Yes	72	51	70.83%	100%

❖ TRANSFERABLE COURSES ❖

GENDER

Completion data for transferable courses between female and male students are shown in this section. Table 16 contains enrollment, completion, and proportionality index for female and male students. Female students completed transferable courses at a higher rate than their enrollment percentage while male students completed courses at a lower rate than their enrollment percentage.

Table 16: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Gender for Transferable Courses, Fall 2013

	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
Gender					
Female	18,956	14,045	53.63%	55.95%	1.043
Male	15,980	10,786	45.21%	42.97%	0.950
Unknown	407	270	1.15%	1.08%	0.934
Total	35,343	25,101	100%	100%	

Table 17 shows results from the 80-percent index calculation. Male students completed transferable courses at a 91% rate of female students. Thus, there is no evidence of disparity between female and male students in terms of completing transferable courses.

Table 17: Completion Rates and 80–Percent Index by Gender for Transferable Courses, Fall 2013

Gender	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
Female	18,956	14,045	74.09%	100%
Male	15,980	10,786	67.50%	91.10%
Unknown	407	270	66.34%	89.54%

ETHNICITY

This section shows transferable course completion data for students disaggregated by ethnicity. Table 18 contains enrollment numbers, completion percentage, and proportionality index rates for various ethnic and racial groups. The results reveal Asian, White–Armenian, and White–European students completed transferable courses at a higher rate than their enrollment percentage while African–American and Latino students completed courses at a much lower rate.

Table 18: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Ethnicity for Transferable Courses, Fall 2013

Ethnicity	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
African – American	1,322	741	3.74%	2.95%	0.789
Asian	4,201	3,122	11.89%	12.44%	1.046
Filipino	1,661	1,202	4.70%	4.79%	1.019
Latino	9,724	5,976	27.51%	23.81%	0.865
White – Armenian	11,031	8,465	31.21%	33.72%	1.080
White – European	5,951	4,530	16.84%	18.05%	1.072
Other	134	104	0.38%	0.41%	1.093
Unknown	1,319	961	3.73%	3.83%	1.026
Total	35,343	25,101	100%	100%	

Results in Table 19 using the 80-percent calculation reveal similar findings. Keeping the Other ethnic category as a reference group, the numbers show African–American and Latino students complete courses below the 80-percent threshold. This shows there is disproportionate impact in terms of transferable course completion among ethnic and racial groups.

Table 19: Completion Rates and 80–Percent Index by Ethnicity for Transferable Courses, Fall 2013

Ethnicity	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
African – American	1,322	741	56.05%	72.22%
Asian	4,201	3,122	74.32%	95.75%
Filipino	1,661	1,202	72.37%	93.24%
Latino	9,724	5,976	61.46%	79.18%
White – Armenian	11,031	8,465	76.74%	98.87%
White – European	5,951	4,530	76.12%	98.08%
Other	134	104	77.61%	100%
Unknown	1,319	961	72.86%	93.88%

AGE

Completion in transferable courses disaggregated by age groups is shown in this section. Enrollment, completion, and proportionality rates are shown in Table 20. Generally, older students have higher completion rates than younger students.

Table 20: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Age for Transferable Courses, Fall 2013

Age	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
19 or less	7,252	5,098	20.52%	20.31%	0.990
20 to 21	10,524	7,249	29.78%	28.88%	0.970
22 to 24	6,579	4,428	18.61%	17.64%	0.948
25 to 29	4,095	2,983	11.59%	11.88%	1.026
30 to 39	3,331	2,537	9.42%	10.11%	1.072
40 to 49	1,947	1,533	5.51%	6.11%	1.109
50 or over	1,615	1,273	4.57%	5.07%	1.110
Total	35,343	25,101	100%	100%	

Table 21 presents results of calculations using the 80-percent index method. While younger students complete transferable courses at a lower rate than older students, they remain above the 80-percent threshold. Thus, there is no evidence of disproportionate impact for transferable course completion among age groups.

Table 21: Completion Rates and 80–Percent Index by Age for Transferable Courses, Fall 2013

Age	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
19 or less	7,252	5,098	70.30%	89.18%
20 to 21	10,524	7,249	68.88%	87.39%
22 to 24	6,579	4,428	67.31%	85.39%
25 to 29	4,095	2,983	72.84%	92.42%
30 to 39	3,331	2,537	76.16%	96.63%
40 to 49	1,947	1,533	78.74%	99.89%
50 or over	1,615	1,273	78.82%	100%

DISABILITY STATUS

Completion numbers in transferable courses are shown in this section for students with and without a disability. Table 22 contains enrollment counts, completion percentages, and proportionality index by disability status. The proportionality index calculations show there is no disparity between students with and without disability in terms of completing transferable courses.

Table 22: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Disability for Transferable Courses, Fall 2013

Disability Status	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	33,506	23,757	94.80%	94.65%	0.998
Yes	1,837	1,344	5.20%	5.35%	1.030
Total	35,343	25,101	100%	100%	

Results using the 80-percent method for disability status are presented in Table 23. Students with a disability are designated as the reference group for completing transferable courses. Students without a disability achieved an index above the 80% rate. Thus, there is no evidence of disproportionate impact for students with disabilities.

Table 23: Completion Rates and 80-Percent Index by Disability for Transferable Courses, Fall 2013

Disability Status	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	33,506	23,757	70.90%	96.91%
Yes	1,837	1,344	73.16%	100%

FOSTER YOUTH

This section contains completion numbers in transferable courses for foster youth students. It is important to note that very few foster youth students enroll in courses at the college. Their enrollment, completion percentage and proportionality index rates are shown in Table 24. The results indicate foster youth students complete courses at a lower rate than non-Foster Youths.

Table 24: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Foster Youth for Transferable Courses, Fall 2013

Foster Youth	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	35,284	25,073	99.83%	99.89%	1.001
Yes	59	28	0.17%	0.11%	0.668
Total	35,343	25,101	100%	100%	

Using the 80-percent index method, the numbers in Table 25 show disparity for foster youth students. Keeping non-foster students as the reference group, foster youths only achieved a 67% completion rate in transferable courses compared to non-foster youths. This shows there is some evidence of disproportionate impact between the two groups.

Table 25: Completion Rates and 80–Percent Index by Foster Youth for Transferable Courses, Fall 2013

Foster Youth	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	35,284	25,073	71.06%	100%
Yes	59	28	47.46%	66.78%

LOW-INCOME STATUS

Completion data in transferable courses for low-income students are described in this section. Table 26 shows enrollment, completion, and proportionality index numbers. The results show low-income students complete courses at about the same rate as non-low-income students.

Table 26: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Low-income Status for Transferable Courses, Fall 2013

Low-income Status	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	8,786	6,413	24.86%	25.55%	1.028
Yes	26,557	18,688	75.14%	74.45%	0.991
Total	35,343	25,101	100%	100%	

Results using the 80-percent index method are presented in Table 27. The results also show no evidence of disproportionate impact for low-income students. They completed courses above the 80-percent threshold, compared with the reference group of non-low-income students.

Table 27: Completion Rates and 80–Percent Index by Low-income Status for Transferable Courses, Fall 2013

Low-income Status	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	8,786	6,413	72.99%	100%
Yes	26,557	18,688	70.37%	96.41%

VETERANS

This section contains completion data in transferable courses for veteran students. Table 28 includes enrollment, completion percentage, and proportionality index numbers. The results show veteran students complete courses at a higher rate compared to their enrollment ratio. There is no evidence of disparity between veterans and non-veterans.

Table 28: Number of Students Enrolled and Completed, Percentages, and Proportionality Index of Course Completion by Veterans for Transferable Courses, Fall 2013

Veterans	Transferable Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	35,034	24,868	99.13%	99.07%	0.999
Yes	309	233	0.87%	0.93%	1.062
Total	35,343	25,101	100%	100%	

Calculations using the 80-percent index method produce similar results and are shown in Table 29. Veterans complete transferable courses at a higher rate than non-veterans. Thus, there is no evidence of disproportionate impact on veterans.

Table 29: Completion Rates and 80-Percent Index by Veterans for Transferable Courses, Fall 2013

Veterans	Transferable Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	35,034	24,868	70.98%	94.14%
Yes	309	233	75.40%	100%

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a college-level ESL, English, or math course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Glendale Community College
2014 Student Equity Plan
Success Indicator C – ESL and Basic Skills Completion

ESL AND BASIC SKILLS COMPLETION OVERVIEW

This section provides an overview of the number of students who complete a college-level ESL, English, or math course after having completed the final ESL, basic skills English, or basic skills math course between Fall 2003 and Spring 2013. Table 1 shows DI groups of disproportionate impact for students enrolling in **ESL** and subsequently completing a college-level ESL course. The results show there is disproportionate impact for Latino students and students with disabilities. Table 2 shows DI groups of disproportionate impact for students enrolling in **basic skills English** and subsequently completing a college-level English course. The results indicate there is disproportionate impact for African–American students and students with disabilities. Table 3 shows DI groups of disproportionate impact for students enrolling in **basic skills math** and subsequently completing a college-level math course. The results reveal there is disproportionate impact for African–American, Latino, and male students.

Table 1: Evidence of disproportionate impact for successfully completing a college-level ESL course after having completed a final ESL course among various DI groups using proportionality index and 80–percent index methods, Fall 2003 to Spring 2013

	Completing a College-Level ESL Course After Completing ESL Sequence	
	Proportionality Index	80–Percent Index
Gender		
Female	No	No
Male	Yes	Yes
Ethnicity		
African–American	No	No
Asian	No	No
Filipino	No	No
Latino	Yes	Yes
White – Armenian	No	No
White – European	No	No
Other	Yes	Yes
Age		
19 or less	No	No
20 to 21	No	No
22 to 24	No	No
25 to 29	Yes	Yes
30 to 39	Yes	Yes
40 to 49	Yes	Yes
50 or over	Yes	Yes
Disability		
No	No	No
Yes	Yes	Yes
Low-income		
No	No	No
Yes	No	No

Table 2: Evidence of disproportionate impact for successfully completing a college-level English course after having completed a final basic skills English course among various DI groups using proportionality index and 80-percent index methods, Fall 2003 to Spring 2013

	Completing College-Level English Course After Completing Basic Skills English	
	Proportionality Index	80-Percent Index
Gender		
Female	No	No
Male	No	No
Ethnicity		
African-American	Yes	Yes
Asian	No	No
Filipino	No	No
Latino	No	No
White – Armenian	No	No
White – European	No	No
Other	Yes	Yes
Age		
17 or less	No	No
18	No	No
19	Yes	Yes
20 to 21	Yes	Yes
22 to 24	Yes	Yes
25 to 34	Yes	Yes
35 or over	Yes	Yes
Disability		
No	No	No
Yes	Yes	Yes
Low-income		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

Table 3: Evidence of disproportionate impact for successfully completing a college-level math course after having completed a final basic skills math course among various DI groups using proportionality index and 80-percent index methods, Fall 2003 to Spring 2013

	Completing College-Level Math Course After Completing Basic Skills Math	
	Proportionality Index	80-Percent Index
Gender		
Female	No	No
Male	Yes	Yes
Ethnicity		
African-American	Yes	Yes
Asian	No	No
Filipino	No	No
Latino	Yes	Yes
White – Armenian	No	No
White – European	No	No
Other	No	No
Age		
18 or less	Yes	Yes
19	Yes	Yes
20 to 21	Yes	Yes
22 to 24	No	No
25 to 29	No	No
30 to 39	No	No
40 or over	No	No
Disability		
No	No	No
Yes	No	No
Low-income		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

GENDER

This section compares completion of a college-level ESL, English, or math course after enrolling in ESL, basic skills English, and basic skills math between female and male students. Tables 4, 5 and 6 contain enrollment numbers, completion percentages in college-level ESL, English, and math courses, and proportionality index rates for students taking ESL, basic skills English, and basic skills math courses respectively. Results reveal no disparity between both genders for ESL and basic skills English, however, female students who complete basic skills math complete a college-level math course at a higher rate than male students.

Table 4: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course within Six Years, and Proportionality Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	ESL Completion Percentage	College-Level ESL Course Completion Percentage	Proportionality Index
Female	3,469	1,034	66.51%	70.01%	1.053
Male	1,747	443	33.49%	29.99%	0.896
Total	5,216	1,477	100%	100%	

Table 5: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing English	Number of Students Completing College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
Female	3,246	1,746	50.97%	55.06%	1.080
Male	3,123	1,425	49.03%	44.94%	0.916
Total	6,369	3,171	100%	100%	

Table 6: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
Female	4,443	1,852	59.95%	66.74%	1.113
Male	2,968	923	40.05%	33.26%	0.831
Total	7,411	2,775	100%	100%	

Tables 7, 8, and 9 show results using the 80-percent index calculations. Using this method, female students are the reference group for ESL, basic skills English, and basic skills Math. Male students complete a college-level ESL course after completing ESL at an 85% rate of female students. Similarly, they complete a college-level English course after completing basic skills English at an 85% rate of female students. The rates are above the 80-percent threshold. Thus, there is no disproportionate impact between female and male students in those areas. However, male students complete a college-level math course after completing basic skills math at a 75% rate compared with female students. So, there is disparity after completing basic skills math.

Table 7: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course, and 80-Percent Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	College-Level ESL Course Completion Rate	80-Percent Index
Female	3,469	1,034	29.81%	100%
Male	1,747	443	25.36%	85.07%

Table 8: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course, and 80-Percent Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80-Percent Index
Female	3,246	1,746	53.79%	100%
Male	3,123	1,425	45.63%	84.83%

Table 9: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
Female	4,443	1,852	41.68%	100%
Male	2,968	923	31.10%	74.61%

ETHNICITY

Completion of a college-level ESL, English, and math course after ESL, basic skills English, and basic skills math completion among various ethnic and racial groups is presented in this section. Tables 10, 11, and 12 contain enrollment numbers, completion percentages, and proportionality index rates disaggregated by ethnicity for completion in ESL, basic skills English, and basic skills math respectively. The results show significant disproportionality among different ethnic DI groups. Specifically, after ESL completion, Latino students complete college-level ESL courses at a lower rate than their enrollment percentage. After basic skills English completion, African-American students complete college-level English courses at a lower rate than their enrollment percentage. After basic skills math completion, African-American and Latino students complete college-level math courses at a lower rate compared to Armenian students.

Table 10: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course within Six Years, and Proportionality Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	ESL Completion Percentage	College-Level ESL Course Completion Percentage	Proportionality Index
African – American	11	4	0.21%	0.27%	1.285
Asian	668	240	12.76%	16.21%	1.270
Filipino	68	23	1.30%	1.55%	1.195
Latino	431	97	8.23%	6.55%	0.795
White – Armenian	3,391	901	64.79%	60.84%	0.939
White – European	607	200	11.60%	13.50%	1.164
Other	58	16	1.11%	1.08%	0.975
Total	5,234	1,481	100%	100%	

Table 11: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing English	Number of Students Completing College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
African – American	252	81	3.94%	2.55%	0.647
Asian	459	270	7.17%	8.49%	1.183
Filipino	406	219	6.34%	6.88%	1.085
Latino	2,509	1,011	39.21%	31.78%	0.811
White – Armenian	1,690	1,048	26.41%	32.95%	1.247
White – European	906	473	14.16%	14.87%	1.050
Other	177	79	2.77%	2.48%	0.898
Total	6,399	3,181	100%	100%	

Table 12: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
African – American	263	50	3.53%	1.79%	0.507
Asian	355	153	4.76%	5.47%	1.148
Filipino	373	141	5.00%	5.04%	1.007
Latino	2,627	729	35.23%	26.05%	0.739
White – Armenian	2,368	1,140	31.76%	40.74%	1.283
White – European	1,247	491	16.72%	17.55%	1.049
Other	223	94	2.99%	3.36%	1.123
Total	7,456	2,798	100%	100%	

Calculations using the 80-percent index, shown in Tables 13, 14, and 15, produce similar results. After completing a final ESL course, using African–American students as the reference group, Latino and Armenian students complete college-level ESL courses below the 80-percent rate. Thus, there is evidence of disproportionate impact for Latino and Armenian students, but not the other ethnic groups. After completing a final basic skills English course, African–American and Latino students complete college-level English courses below the 80-percent rate relative to Armenian students. Similarly, after completing a final basic skills math course, African–American, Filipino, and Latino students complete college-level math courses below the 80-percent rate also relative to Armenian students.

Table 13: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course, and 80–Percent Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	College-Level ESL Course Completion Rate	80–Percent Index
African – American	11	4	36.36%	100%
Asian	668	240	35.93%	98.80%
Filipino	68	23	33.82%	93.01%
Latino	431	97	22.51%	61.89%
White – Armenian	3,391	901	26.57%	73.07%
White – European	607	200	32.95%	90.61%
Other	58	16	27.59%	75.86%

Table 14: Completion in Final Basic Skills English, Subsequent Completion of a College-Level English Course, and 80–Percent Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80–Percent Index
African – American	252	81	32.14%	51.83%
Asian	459	270	58.82%	94.86%
Filipino	406	219	53.94%	86.98%
Latino	2,509	1,011	40.29%	64.98%
White – Armenian	1,690	1,048	62.01%	100%
White – European	906	473	52.21%	84.19%
Other	177	79	44.63%	71.97%

Table 15: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
African – American	263	50	19.01%	39.49%
Asian	355	153	43.10%	89.52%
Filipino	373	141	37.80%	78.52%
Latino	2,627	729	27.75%	57.64%
White – Armenian	2,368	1,140	48.14%	100%
White – European	1,247	491	39.37%	81.79%
Other	223	94	42.15%	87.56%

AGE

This section contains data for completion in a college level ESL, English, or math course after completing the final ESL, basic skills English, and basic skills math among different age groups. Enrollment, completion, and proportionality rates are shown in Tables 16, 17, and 18. The results show younger students have much higher completion rates in a college-level ESL course after completing ESL and basic skills English than older students. However, older students have higher college-level math course completion rates after completing basic skills math than younger students.

Table 16: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course within Six Years, and Proportionality Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	ESL Completion Percentage	College-Level ESL Course Completion Percentage	Proportionality Index
19 or less	857	474	16.37%	32.01%	1.955
20 to 21	511	240	9.76%	16.21%	1.660
22 to 24	578	268	11.04%	18.10%	1.639
25 to 29	749	213	14.31%	14.38%	1.005
30 to 39	1,244	197	23.77%	13.30%	0.600
40 to 49	883	75	16.87%	5.06%	0.300
50 or over	412	14	7.87%	0.95%	0.120
Total	5,234	1,481	100%	100%	

Table 17: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing English	Number of Students Completing College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
17 or less	529	345	8.27%	10.85%	1.312
18	2,767	1,597	43.24%	50.20%	1.161
19	1,083	469	16.92%	14.74%	0.871
20 to 21	720	257	11.25%	8.08%	0.718
22 to 24	485	190	7.58%	5.97%	0.788
25 to 34	525	221	8.20%	6.95%	0.847
35 or over	290	102	4.53%	3.21%	0.708
Total	6,399	3,181	100%	100%	

Table 18: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
18 or less	2,560	956	34.33%	34.17%	0.995
19	1,170	358	15.69%	12.79%	0.815
20 to 21	935	317	12.54%	11.33%	0.903
22 to 24	765	299	10.26%	10.69%	1.042
25 to 29	641	257	8.60%	9.19%	1.068
30 to 39	756	360	10.14%	12.87%	1.269
40 or over	629	251	8.44%	8.97%	1.063
Total	7,456	2,798	100%	100%	

The numbers in Table 19 reveal disparity across different age groups for students completing a college-level ESL course after completing ESL using the 80-percent index method. Using the 19 or less age category as the reference group, students aged 25 and older complete a college-level ESL course below the 80-percent threshold. This shows there is disparity in terms of completing a college-level ESL course for older students. Similarly, students over 19 years old complete a college-level English course after basic skills English at a lower rate than students 18 years and younger, as shown in Table 20. However, the opposite appears to occur for students completing a college-level math course after completing basic skills math. Keeping students in the 30–39 age category as the reference group, the numbers in Table 21 show students younger than 22 complete a college-level math course below the 80-percent threshold.

Table 19: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course, and 80-Percent Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	College-Level ESL Course Completion Rate	80-Percent Index
19 or less	857	474	55.31%	100%
20 to 21	511	240	46.97%	84.92%
22 to 24	578	268	46.37%	83.83%
25 to 29	749	213	28.44%	51.42%
30 to 39	1,244	197	15.84%	28.63%
40 to 49	883	75	8.49%	15.36%
50 or over	412	14	3.40%	6.14%

Table 20: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course, and 80-Percent Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80-Percent Index
17 or less	529	345	65.22%	100%
18	2,767	1,597	57.72%	88.50%
19	1,083	469	43.31%	66.40%
20 to 21	720	257	35.69%	54.73%
22 to 24	485	190	39.18%	60.07%
25 to 34	525	221	42.10%	64.55%
35 or over	290	102	35.17%	53.93%

Table 21: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Age, Fall 2003 to Spring 2013

Age	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
18 or less	2,560	956	37.34%	78.42%
19	1,170	358	30.60%	64.26%
20 to 21	935	317	33.90%	71.20%
22 to 24	765	299	39.08%	82.08%
25 to 29	641	257	40.09%	84.20%
30 to 39	756	360	47.62%	100%
40 or over	629	251	39.90%	83.80%

DISABILITY

Completion numbers in a college-level ESL, English, or math course after completing ESL, basic skills English, and basic skills math courses for students disaggregated by disability status are shown in this section. Tables 22, 23, and 24 contain counts, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability complete a college-level ESL and English course after completing ESL and basic skills English at a lower rate than students without any disability.

Table 22: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course within Six Years, and Proportionality Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	ESL Completion Percentage	College-Level ESL Course Completion Percentage	Proportionality Index
No	5,021	1,449	95.93%	97.84%	1.020
Yes	213	32	4.07%	2.16%	0.531
Total	5,234	1,481	100%	100%	

Table 23: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing English	Number of Students Completed College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
No	5,791	2,943	90.50%	92.52%	1.022
Yes	608	238	9.50%	7.48%	0.787
Total	6,399	3,181	100%	100%	

Table 24: Completion in Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
No	6,741	2,579	90.41%	92.17%	1.019
Yes	715	219	9.59%	7.83%	0.816
Total	7,456	2,798	100%	100%	

Results using the 80-percent method for disability status are presented in Tables 25, 26, and 27. Students without disability are designated as the reference group. Students with disabilities complete a college-level ESL and English course after finishing ESL and basic skills English below the 80-percent threshold. However, students with disabilities complete a college-level math course after completing basic skills math above the 80-percent threshold. Thus, there is evidence of disproportionate impact after completing ESL and English, but not after finishing math courses.

Table 25: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course, and 80-Percent Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	College-Level ESL Course Completion Rate	80-Percent Index
No	5,021	1,449	28.86%	100%
Yes	213	32	15.02%	52.06%

Table 26: Completion in Final Basic Skills English Course, Subsequent Completion of a College-Level English Course, and 80-Percent Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80-Percent Index
No	5,791	2,943	50.82%	100%
Yes	608	238	39.14%	77.03%

Table 27: Completion in Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Disability, Fall 2003 to Spring 2013

Disability Status	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
No	6,741	2,579	38.26%	100%
Yes	715	219	30.63%	80.06%

ECONOMIC DISADVANTAGE

Completion data in for a college-level ESL, English, or math course after completing ESL, basic skills English and basic skills math for economically disadvantaged students are described in this section. Tables 28, 29, and 30 show enrollments, completion, and proportionality index numbers. The results show students who receive financial assistance complete college-level ESL, English, or math courses at about the same rate as non-economically disadvantaged students.

Table 28: Completion in Final ESL Course, Subsequent Completion of a College-Level ESL Course within Six Years, and Proportionality Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	ESL Completion Percentage	College-Level ESL Course Completion Percentage	Proportionality Index
No	1,130	314	21.59%	21.20%	0.982
Yes	4,104	1,167	78.41%	78.80%	1.005
Total	5,234	1,481	100%	100%	

Table 29: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing English	Number of Students Completing College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
No	2,454	1,185	38.35%	37.25%	0.971
Yes	3,945	1,996	61.65%	62.75%	1.018
Total	6,399	3,181	100%	100%	

Table 30: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
No	2,542	877	34.09%	31.34%	0.919
Yes	4,914	1,921	65.91%	68.66%	1.042
Total	7,456	2,798	100%	100%	

Results using the 80-percent index method are presented in Tables 31, 32, and 33. The results show no evidence of disproportionate impact for economically disadvantaged students. In fact, students receiving financial assistance complete college-level ESL, English, and math courses after finishing ESL, basic skills English, and basic skills math at a slightly higher rate than students who do not receive any form of financial assistance.

Table 31: Completion in a Final ESL Course, Subsequent Completion of a College-Level ESL Course, and 80-Percent Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing ESL	Number of Students Completing College-Level ESL Course	College-Level ESL Course Completion Rate	80-Percent Index
No	1,130	314	27.79%	97.72%
Yes	4,104	1,167	28.44%	100%

Table 32: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course, and 80-Percent Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80-Percent Index
No	2,454	1,185	48.29%	95.44%
Yes	3,945	1,996	50.60%	100%

Table 33: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
No	2,542	877	34.50%	88.25%
Yes	4,914	1,921	39.09%	100%

VETERANS

This section contains completion data in a college-level ESL, English or math courses for veteran students after completing basic skills English and basic skills math. Tables 34 and 35 include enrollment, completion percentage, and proportionality index numbers. The results show veteran students complete college-level ESL, English or math courses at a higher rate compared to their enrollment ratio. There is no evidence of disparity between veterans and non-veterans.

Table 34: Completion in a Final Basic Skills English Course, Subsequent Completion of a College-Level English Course within Six Years, and Proportionality Index by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Completing English	Number of Students Completing College-Level English Course	English Completion Percentage	College-Level English Course Completion Percentage	Proportionality Index
No	6,334	3,139	98.98%	98.68%	0.997
Yes	65	42	1.02%	1.32%	1.300
Total	6,399	3,181	100%	100%	

Table 35: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course within Six Years, and Proportionality Index by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Completing Math	Number of Students Completing College-Level Math Course	Math Completion Percentage	College-Level Math Course Completion Percentage	Proportionality Index
No	7,392	2,771	99.14%	99.04%	0.999
Yes	64	27	0.86%	0.96%	1.124
Total	7,456	2,798	100%	100%	

Calculations using the 80-percent index method produce similar results and are shown in Tables 36 and 37. Veterans complete college-level English and math courses at a higher rate than non-veterans. Thus, there is no evidence of disproportionate impact on veterans.

Table 36: Completion in Final Basic Skills English Course, Subsequent Completion of a College-Level English Course, and 80-Percent Index by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Completing English	Number of Students Completing College-Level English Course	College-Level English Course Completion Rate	80-Percent Index
No	6,334	3,139	49.56%	76.70%
Yes	65	42	64.62%	100%

Table 37: Completion in a Final Basic Skills Math Course, Subsequent Completion of a College-Level Math Course, and 80-Percent Index by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Completing Math	Number of Students Completing College-Level Math Course	College-Level Math Course Completion Rate	80-Percent Index
No	7,392	2,771	37.49%	88.86%
Yes	64	27	42.19%	100%

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. 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.

Glendale Community College

2014 Student Equity Plan

Success Indicator D – Degree and Certificate Completion

DEGREE AND CERTIFICATE COMPLETION OVERVIEW

This section provides an overview of the number of students who within six years persist in three consecutive semesters, complete 30 units, and earn a degree or certificate between Fall 2003 and Spring 2013. Table 1 shows results of disproportionate impact analyses for students persisting in three consecutive semesters. The results indicate there is no evidence of inequity for students persisting to the next semester. Table 2 shows DI groups of disproportionate impact for students achieving at least 30 units at the college. The analyses show there is no evidence of inequity for any DI groups of students. Table 3 shows groups of disproportionate impact for students earning a degree or certificate. The results reveal there is evidence of inequity for male students, African-Americans, Asians, and Latinos.

Table 1: Evidence of disproportionate impact for persistence in three consecutive primary semesters among various DI groups using proportionality index and 80-percent index methods, Fall 2003 to Spring 2013

Gender	Proportionality Index	80-Percent Index
Female	No	No
Male	No	No
Ethnicity		
African-American	No	No
Asian	No	No
Filipino	No	No
Latino	No	No
White-Armenian	No	No
White-European	No	No
Other	No	No
Age		
17 or less	No	No
18	No	No
19 to 21	No	No
22 to 25	No	No
26 to 34	No	No
35 or over	No	No
Disability		
No	No	No
Yes	No	No
Economic Disadvantage		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

Table 2: Evidence of disproportionate impact for 30–unit attainment among various DI groups using proportionality index and 80–percent index methods, Fall 2003 to Spring 2013

Gender	Proportionality Index	80–Percent Index
Female	No	No
Male	No	No
Ethnicity		
African–American	Yes	Yes
Asian	No	No
Filipino	No	No
Latino	Yes	Yes
White–Armenian	No	No
White–European	No	No
Other	No	No
Age		
17 or less	No	No
18	No	No
19 to 21	No	No
22 to 25	No	No
26 to 34	No	No
35 or over	No	No
Disability		
No	No	No
Yes	No	No
Economic Disadvantage		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

Table 3: Evidence of disproportionate impact for degree or certificate completion among various DI groups using proportionality index and 80–percent index methods, Fall 2003 to Spring 2013

	Proportionality Index	80–Percent Index
Gender		
Female	No	No
Male	Yes	Yes
Ethnicity		
African–American	Yes	Yes
Asian	Yes	Yes
Filipino	No	No
Latino	Yes	Yes
White–Armenian	No	No
White–European	No	No
Other	No	No
Age		
17 or less	Yes	Yes
18	Yes	Yes
19 to 21	Yes	Yes
22 to 25	Yes	Yes
26 to 34	No	No
35 or over	No	No
Disability		
No	No	No
Yes	No	No
Economic Disadvantage		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

GENDER

This section compares persistence, completion of 30 units, and completion of a degree or certificate between female and male students. Tables 4, 5 and 6 contain enrollment numbers, completion percentages, and proportionality index rates by gender. Results reveal no disparity between both gender for persistence and achieving 30 units. However, female students earn a degree or certificate at a higher rate than male students, compared with their enrollment percentages.

Table 4: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Persisted	Enrolled Percentage	Persistence Percentage	Proportionality Index
Female	6,402	5,111	56.72%	58.37%	1.029
Male	4,886	3,645	43.28%	41.63%	0.962
Total	11,288	8,756	100%	100%	

Table 5: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
Female	6,402	4,999	56.72%	59.17%	1.043
Male	4,886	3,450	43.28%	40.83%	0.943
Total	11,288	8,449	100%	100%	

Table 6: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
Female	6,402	1,229	56.72%	71.41%	1.259
Male	4,886	492	43.28%	28.59%	0.660
Total	11,288	1,721	100%	100%	

Tables 7, 8, and 9 show results of persistence, 30-unit achievement, and degree or certificate completion using the 80-percent index calculation. Using this method, female students are the reference group. Male students persist in three consecutive semesters at a 93% rate of female students. Similarly, they complete 30 units at a 90% rate of female students. Both rates are above the 80-percent threshold. Thus, there is no disproportionate impact between female and male students in those milestones. However, male students earn a degree or certificate at only a 53% rate compared with female students. So, there is disparity for earning degrees and certificates.

Table 7: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80-Percent Index of Persistence by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80-Percent Index
Female	6,402	5,111	79.83%	100%
Male	4,886	3,645	74.60%	93.44%

Table 8: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80-Percent Index of Completion by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
Female	6,402	4,999	78.08%	100%
Male	4,886	3,450	70.61%	90.43%

Table 9: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80-Percent Index of Completion by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
Female	6,402	1,229	19.20%	100%
Male	4,886	492	10.07%	52.45%

ETHNICITY

The milestones of academic progress among various ethnic and racial groups are presented in this section. Tables 10, 11, and 12 contain enrollment numbers, completion percentages, and proportionality index rates disaggregated by ethnicity for persistence, 30-unit completion, and degree and certificate completion respectively. The results show disproportionality among different ethnic DI groups. Specifically, African–American and Latino students achieve the 30–unit milestone at a much lower rate than their enrollment percentages. In addition, African–American, Asian, Latino, and White–European students earn degrees and certificates at a lower rate compared to Filipino students. There is no evidence of disparity for the persistence measure among different ethnicities.

Table 10: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Persisted	Enrollment Percentage	Persistence Percentage	Proportionality Index
African – American	226	159	1.99%	1.81%	0.907
Asian	1,021	792	9.01%	9.01%	1.000
Filipino	567	424	5.00%	4.82%	0.964
Latino	2,484	1,788	21.92%	20.34%	0.928
White – Armenian	4,659	3,850	41.11%	43.80%	1.065
White – European	2,068	1,546	18.25%	17.59%	0.964
Other	307	230	2.71%	2.62%	0.966
Total	11,332	8,789	100%	100%	

Table 11: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Completed	Enrollment Percentage	Completion Percentage	Proportionality Index
African – American	226	139	1.99%	1.64%	0.822
Asian	1,021	761	9.01%	8.97%	0.996
Filipino	567	405	5.00%	4.78%	0.955
Latino	2,484	1,547	21.92%	18.24%	0.832
White – Armenian	4,659	3,881	41.11%	45.77%	1.113
White – European	2,068	1,530	18.25%	18.04%	0.989
Other	307	217	2.71%	2.56%	0.945
Total	11,332	8,480	100%	100%	

Table 12: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Completed	Enrollment Percentage	Completion Percentage	Proportionality Index
African – American	226	25	1.99%	1.45%	0.726
Asian	1,021	122	9.01%	7.07%	0.785
Filipino	567	112	5.00%	6.49%	1.297
Latino	2,484	284	21.92%	16.45%	0.751
White – Armenian	4,659	834	41.11%	48.32%	1.175
White – European	2,068	300	18.25%	17.38%	0.952
Other	307	49	2.71%	2.84%	1.048
Total	11,332	1,726	100%	100%	

Calculations using the 80-percent index, shown in Tables 13, 14, and 15, produce similar results. With Armenian students as the reference group, African–American and Latino students achieve the 30-unit milestone below the 80-percent rate. Thus, there is evidence of inequity for those students, but not the other ethnic groups. The disparity for degree and certificate completion affects more students. African–American, Asian, Latino, and White–European students earn degrees and certificates below the 80-percent rate relative to Filipino students.

Table 13: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80–Percent Index of Persistence by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80–Percent Index
African–American	226	159	70.35%	85.14%
Asian	1,021	792	77.57%	93.87%
Filipino	567	424	74.78%	90.49%
Latino	2,484	1,788	71.98%	87.11%
White–Armenian	4,659	3,850	82.64%	100%
White–European	2,068	1,546	74.76%	90.47%
Other	307	230	74.92%	90.66%

Table 14: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80–Percent Index of Completion by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
African–American	226	139	61.50%	73.83%
Asian	1,021	761	74.53%	89.48%
Filipino	567	405	71.43%	85.75%
Latino	2,484	1,547	62.28%	74.76%
White–Armenian	4,659	3,881	83.30%	100%
White–European	2,068	1,530	73.98%	88.82%
Other	307	217	70.68%	84.85%

Table 15: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80–Percent Index of Completion by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
African–American	226	25	11.06%	56.00%
Asian	1,021	122	11.95%	60.49%
Filipino	567	112	19.75%	100%
Latino	2,484	284	11.43%	57.88%
White–Armenian	4,659	834	17.90%	90.62%
White–European	2,068	300	14.51%	73.44%
Other	307	49	15.96%	80.80%

AGE

This section contains data for persistence, 30-unit completion, and degree and certificate completion among different age groups. Enrollment, completion numbers, and proportionality rates are shown in Tables 16, 17, and 18. The results show there is no evidence of disproportionate impact for persistence in three consecutive semesters and 30-unit completion. However, there is inequity for earning degrees and certificates. Older students have higher rates of earning degrees and certificates than younger students.

Table 16: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Persisted	Enrollment Percentage	Persistence Percentage	Proportionality Index
17 or less	2,613	1,753	23.06%	19.95%	0.865
18	4,880	4,033	43.06%	45.89%	1.066
19 to 21	1,776	1,347	15.67%	15.33%	0.978
22 to 25	643	491	5.67%	5.59%	0.985
26 to 34	632	507	5.58%	5.77%	1.034
35 or over	788	658	6.95%	7.49%	1.077
Total	11,332	8,789	100%	100%	

Table 17: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Completed	Enrollment Percentage	Completion Percentage	Proportionality Index
17 or less	2,613	2,051	23.06%	24.19%	1.049
18	4,880	3,646	43.06%	43.00%	0.998
19 to 21	1,776	1,203	15.67%	14.19%	0.905
22 to 25	643	483	5.67%	5.70%	1.004
26 to 34	632	474	5.58%	5.59%	1.002
35 or over	788	623	6.95%	7.35%	1.057
Total	11,332	8,480	100%	100%	

Table 18: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Completed	Enrollment Percentage	Completion Percentage	Proportionality Index
17 or less	2,613	335	23.06%	19.41%	0.842
18	4,880	665	43.06%	38.53%	0.895
19 to 21	1,776	250	15.67%	14.48%	0.924
22 to 25	643	98	5.67%	5.68%	1.001
26 to 34	632	154	5.58%	8.92%	1.600
35 or over	788	224	6.95%	12.98%	1.866
Total	11,332	1,726	100%	100%	

The numbers in Tables 19 and 20 show no disparity across different age groups for students persisting and achieving 30 units using the 80-percent index method. There is disparity, however, for earning degrees and certificates, as shown in Table 21. Using the 35 or over age category as the reference group, students aged 25 and younger earn degrees and certificates below the 80-percent threshold. This shows there is disparity in terms of earning degrees and certificates for younger students versus older students.

Table 19: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80-Percent Index of Persistence by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80-Percent Index
17 or less	2,613	1,753	67.09%	80.34%
18	4,880	4,033	82.64%	98.97%
19 to 21	1,776	1,347	75.84%	90.83%
22 to 25	643	491	76.36%	91.45%
26 to 34	632	507	80.22%	96.07%
35 or over	788	658	83.50%	100%

Table 20: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80-Percent Index of Completion by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
17 or less	2,613	2,051	78.49%	99.28%
18	4,880	3,646	74.71%	94.50%
19 to 21	1,776	1,203	67.74%	85.68%
22 to 25	643	483	75.12%	95.01%
26 to 34	632	474	75.00%	94.86%
35 or over	788	623	79.06%	100%

Table 21: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80-Percent Index of Completion by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
17 or less	2,613	335	12.82%	45.10%
18	4,880	665	13.63%	47.94%
19 to 21	1,776	250	14.08%	49.52%
22 to 25	643	98	15.24%	53.62%
26 to 34	632	154	24.37%	85.72%
35 or over	788	224	28.43%	100%

DISABILITY

The measures of persistence, attainment of at least 30 units, and completion of degrees and certificates for students disaggregated by disability status are shown in this section. Tables 22, 23, and 24 contain counts, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability persist, complete at least 30 units, and complete degrees and certificates about the same rate compared to their enrollment percentages. There is no evidence of inequity between students on disability and students without any disability.

Table 22: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Persisted	Enrolled Percentage	Persistence Percentage	Proportionality Index
No	10,658	8,234	94.05%	93.69%	0.996
Yes	674	555	5.95%	6.31%	1.062
Total	11,332	8,789	100%	100%	

Table 23: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	10,658	8,003	94.05%	94.38%	1.003
Yes	674	477	5.95%	5.63%	0.946
Total	11,332	8,480	100%	100%	

Table 24: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	10,658	1,635	94.05%	94.73%	1.007
Yes	674	91	5.95%	5.27%	0.886
Total	11,332	1,726	100%	100%	

Results using the 80-percent method for disability status are presented in Tables 25, 26, and 27. Students with disabilities are designated as the reference group for the persistence measure, while students without disability are designated as the reference group for completing 30 units and completing degrees and certificates. Students with disabilities have a higher persistence rate than those without a disability. Additionally, students with disabilities have lower 30-unit and degree and certificate completion rates than students without disability. However, the completion rates are above the 80-percent threshold, so there is no evidence of disproportionate impact.

Table 25: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80-Percent Index of Persistence by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80-Percent Index
No	10,658	8,234	77.26%	93.82%
Yes	674	555	82.34%	100%

Table 26: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80–Percent Index of Completion by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	10,658	8,003	75.09%	100%
Yes	674	477	70.77%	94.25%

Table 27: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80–Percent Index of Completion by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	10,658	1,635	15.34%	100%
Yes	674	91	13.50%	88.01%

ECONOMIC DISADVANTAGE

Persistence, 30-unit attainment, and degree and certificate completion data for economically disadvantaged students are described in this section. Tables 28, 29, and 30 show enrollments, completion, and proportionality index numbers. The results indicate students who receive financial assistance persist and complete units and degrees at a higher rate, compared to their enrollment percentage, than non-economically disadvantaged students. Thus, there is no evidence that economically disadvantaged students achieve less successful outcomes than students who are not receiving any financial assistance.

Table 28: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Persisted	Enrolled Percentage	Persistence Percentage	Proportionality Index
No	3,325	2,403	29.34%	27.34%	0.932
Yes	8,007	6,386	70.66%	72.66%	1.028
Total	11,332	8,789	100%	100%	

Table 29: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	3,325	2,181	29.34%	25.72%	0.877
Yes	8,007	6,299	70.66%	74.28%	1.051
Total	11,332	8,480	100%	100%	

Table 30: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	3,325	369	29.37%	21.38%	0.729
Yes	8,007	1,357	70.66%	78.62%	1.113
Total	11,332	1,726	100%	100%	

Data using the 80-percent index method are presented in Tables 31, 32, and 33 and show results as the proportionality index method. The results show no evidence of disproportionate impact for economically disadvantaged students. In fact, students receiving financial assistance persist, complete at least 30 units, and earn degrees and certificates at a higher rate than students who do not receive any form of financial assistance.

Table 31: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80–Percent Index of Persistence by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80–Percent Index
No	3,325	2,403	72.27%	90.62%
Yes	8,007	6,386	79.76%	100%

Table 32: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80–Percent Index of Completion by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	3,325	2,181	65.59%	83.38%
Yes	8,007	6,299	78.67%	100%

Table 33: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80–Percent Index of Completion by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Completed	Completion Rate	80–Percent Index
No	3,325	369	11.10%	65.48%
Yes	8,007	1,357	16.95%	100%

VETERANS

This section contains persistence and completion data for veteran students. Tables 34, 35, and 36 include enrollment, completion percentage, and proportionality index numbers. The results show veteran students persist and complete units and degrees at about the same rate compared to their enrollment ratio. There is no evidence of disparity between veterans and non-veterans.

Table 34: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Percentages, and Proportionality Index of Persistence by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Persisted	Enrolled Percentage	Persistence Percentage	Proportionality Index
No	11,236	8,722	99.15%	99.24%	1.001
Yes	96	67	0.85%	0.76%	0.900
Total	11,332	8,789	100%	100%	

Table 35: Number of Students Enrolled, Completed 30 Units, Percentages, and Proportionality Index of Completion by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	11,236	8,405	99.15%	99.12%	0.999
Yes	96	75	0.85%	0.88%	1.044
Total	11,332	8,480	100%	100%	

Table 36: Number of Students Enrolled, Completed Degree or Certificate, Percentages, and Proportionality Index of Completion by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Completed	Enrolled Percentage	Completion Percentage	Proportionality Index
No	11,236	1,711	99.15%	99.13%	0.999
Yes	96	15	0.85%	0.87%	1.026
Total	11,332	1,726	100%	100%	

Calculations using the 80-percent index method produce similar results as the proportionality index method and are shown in Tables 37, 38, and 39. Veterans complete 30 units and earn degrees and certificates at a slightly higher rate than non-veterans. They persist at a lower rate than non-veterans, but not below the 80-percent threshold. So, there is no evidence of disproportionate impact on veterans.

Table 37: Number of Students Enrolled, Persisted in Three Consecutive Primary Semesters, Persistence Rate, and 80-Percent Index of Persistence by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Persisted	Persistence Rate	80-Percent Index
No	11,236	8,722	77.63%	100%
Yes	96	67	69.79%	89.91%

Table 38: Number of Students Enrolled, Completed 30 Units, Completion Rate, and 80-Percent Index of Completion by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	11,236	8,405	74.80%	95.75%
Yes	96	75	78.13%	100%

Table 39: Number of Students Enrolled, Completed Degree or Certificate, Completion Rate, and 80-Percent Index of Completion by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Completed	Completion Rate	80-Percent Index
No	11,236	1,711	15.23%	97.46%
Yes	96	15	15.63%	100%

CAMPUS-BASED RESEARCH

- E. TRANSFER.** 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.

Glendale Community College
2014 Student Equity Plan
Success Indicator E – Transfer

TRANSFER OVERVIEW

This section provides an overview of the number of students who enrolled at the college and transfer to a four-year institution within six years. Table 1 shows results of disproportionate impact analyses among various DI groups of students. The results indicate there is evidence of inequity for African-Americans, Filipinos, Latinos, older students, and students with disabilities.

Table 1: Evidence of disproportionate impact for transfer among various DI groups using proportionality index and 80-percent index methods, Fall 2003 to Spring 2013

Gender	Transfer to Four-Year Institution	
	Proportionality Index	80-Percent Index
Female	No	No
Male	No	No
Ethnicity		
African-American	Yes	Yes
Asian	No	No
Filipino	Yes	Yes
Latino	Yes	Yes
White-Armenian	No	No
White-European	No	No
Other	Yes	Yes
Age		
17 or less	No	No
18	No	No
19 to 21	No	No
22 to 25	No	No
26 to 34	Yes	Yes
35 or over	Yes	Yes
Disability		
No	No	No
Yes	Yes	Yes
Economic Disadvantage		
No	No	No
Yes	No	No
Veterans		
No	No	No
Yes	No	No

GENDER

This section compares transfer between female and male students. Table 2 contains enrollment numbers, transfer numbers, percentages, and proportionality index rates by gender. Results reveal no disparity between female and male students for transfer. The percentages of female and male students transferring are similar to their enrollment rates.

Table 2: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Transferred	Enrolled Percentage	Transfer Percentage	Proportionality Index
Female	6,402	2,825	56.72%	57.78%	1.019
Male	4,886	2,064	43.28%	42.22%	0.975
Total	11,288	4,889	100%	100%	

Table 3 show results of transfer using the 80-percent index calculation. Using this method, female students are the reference group. Male students transfer at a 96% rate of female students. The rate is above the 80-percent threshold. Thus, there is no disproportionate impact between female and male students in terms of transfer.

Table 3: Number of Students Enrolled, Transfer Rate, and 80-Percent Index of Transfer by Gender, Fall 2003 to Spring 2013

Gender	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80-Percent Index
Female	6,402	2,825	44.13%	100%
Male	4,886	2,064	42.24%	95.73%

ETHNICITY

Transfer to a four-year institution among various ethnic and racial groups is presented in this section. Table 4 contains transfer numbers, percentages, and proportionality index rates disaggregated by ethnicity. The results show disproportionality among different ethnic DI groups. Specifically, African-American, Filipino, and Latino students transfer at a much lower rate than their enrollment percentages, while Asian, White-Armenian, and White-European students transfer at a higher rate.

Table 4: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Transferred	Enrollment Percentage	Transfer Percentage	Proportionality Index
African – American	226	67	1.99%	1.37%	0.685
Asian	1,021	580	9.01%	11.82%	1.312
Filipino	567	193	5.00%	3.93%	0.786
Latino	2,484	611	21.92%	12.46%	0.568
White – Armenian	4,659	2,362	41.11%	48.15%	1.171
White – European	2,068	963	18.25%	19.63%	1.076
Other	307	129	2.71%	2.63%	0.971
Total	11,332	4,905	100%	100%	

Calculations using the 80-percent index, shown in Table 5, produce similar results. With Asian students as the reference group, African–American, Filipino, Latino, and Other students transfer well below the 80-percent rate. Thus, there is evidence of inequity for those students, but not the other ethnic groups.

Table 5: Number of Students Enrolled, Transfer Rate, and 80–Percent Index of Transfer by Ethnicity, Fall 2003 to Spring 2013

Ethnicity	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80–Percent Index
African–American	226	67	29.65%	52.19%
Asian	1,021	580	56.81%	100.00%
Filipino	567	193	34.04%	59.92%
Latino	2,484	611	24.60%	43.30%
White–Armenian	4,659	2,362	50.70%	89.25%
White–European	2,068	963	46.57%	81.97%
Other	307	129	42.02%	73.97%

AGE

This section contains data for transfer among different age groups. Enrollment, transfer numbers, and proportionality rates are shown in Table 6. The results show there is evidence of disproportionate impact for students above the age of 26. In general, younger students have higher rates of transfer than older students.

Table 6: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Transferred	Enrollment Percentage	Transfer Percentage	Proportionality Index
17 or less	2,613	1,658	23.06%	33.80%	1.466
18	4,880	2,138	43.06%	43.59%	1.012
19 to 21	1,776	650	15.67%	13.25%	0.846
22 to 25	643	232	5.67%	4.73%	0.834
26 to 34	632	149	5.58%	3.04%	0.545
35 or over	788	78	6.95%	1.59%	0.229
Total	11,332	4,905	100%	100%	

The numbers in Table 7 show disparity across different age groups for students transferring using the 80-percent index method. Keeping students 18 years old as the reference group, students aged 26 and older transfer below the 80-percent threshold. This shows there is disparity in terms of transfer for young students versus older students.

Table 7: Number of Students Enrolled, Transfer Rate, and 80–Percent Index of Transfer by Age, Fall 2003 to Spring 2013

Age	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80–Percent Index
17 or less	2,613	1,658	63.45%	144.83%
18	4,880	2,138	43.81%	100.00%
19 to 21	1,776	650	36.60%	83.54%
22 to 25	643	232	36.08%	82.35%
26 to 34	632	149	23.58%	53.81%
35 or over	788	78	9.90%	22.59%

DISABILITY

The transfer measure for students disaggregated by disability status is shown in this section. Table 8 contains numbers, percentages, and proportionality index for students with and without documented disability. The proportionality index calculations show students with a disability transfer at a lower rate compared to their enrollment percentage. There is evidence of inequity between students on disability and students without any disability.

Table 8: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Transferred	Enrolled Percentage	Transfer Percentage	Proportionality Index
No	10,658	4,750	94.05%	96.84%	1.030
Yes	674	155	5.95%	3.16%	0.531
Total	11,332	4,905	100%	100%	

Results using the 80-percent method for disability status are presented in Table 9. Students without disability are designated as the reference group. Students with disabilities have a lower transfer rate than those without disability. The transfer rates are below the 80-percent threshold, so there is evidence of disproportionate impact.

Table 9: Number of Students Enrolled, Transfer Rate, and 80-Percent Index of Transfer by Disability, Fall 2003 to Spring 2013

Disability	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80-Percent Index
No	10,658	4,750	44.57%	100%
Yes	674	155	23.00%	51.60%

ECONOMIC DISADVANTAGE

Transfer data for economically disadvantaged students are described in this section. Table 10 show enrollments, transfer percentages, and proportionality index numbers. The results indicate students who receive financial assistance transfer at about the same rate compared to their enrollment percentage. There is no evidence that economically disadvantaged students transfer at a much lower rate than students who are not receiving any financial assistance.

Table 10: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Transferred	Enrolled Percentage	Transfer Percentage	Proportionality Index
No	3,325	1,604	29.34%	32.70%	1.115
Yes	8,007	3,301	70.66%	67.30%	0.952
Total	11,332	4,905	100%	100%	

Data using the 80-percent index method are presented in Table 11. The results show economically disadvantaged students transfer at an 86% rate of students not receiving financial assistance. However, the percentage is above the 80-percent threshold, so there is no evidence of disproportionate impact for economically disadvantaged students.

Table 11: Number of Students Enrolled, Transfer Rate, and 80–Percent Index of Transfer by Economic Disadvantage, Fall 2003 to Spring 2013

Economic Disadvantage	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80–Percent Index
No	3,325	1,604	48.24%	100%
Yes	8,007	3,301	41.23%	85.46%

VETERANS

This section contains transfer data for veteran students. Table 12 includes enrollment, transfer percentage, and proportionality index numbers. The results show veteran students transfer at about the same rate compared to their enrollment ratio. There is no evidence of disparity between veterans and non-veterans.

Table 12: Number of Students Enrolled, Transferred, Percentages, and Proportionality Index of Transfer by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Transferred	Enrolled Percentage	Transfer Percentage	Proportionality Index
No	11,236	4,869	99.15%	99.27%	1.001
Yes	96	36	0.85%	0.73%	0.866
Total	11,332	4,905	100%	100%	

Calculations using the 80-percent index method produce similar results as the proportionality index method and are shown in Table 13. Veterans transfer at a lower rate than non-veterans, but not below the 80-percent threshold. So, there is no evidence of disproportionate impact on veterans.

Table 13: Number of Students Enrolled, Transfer Rate, and 80–Percent Index of Transfer by Veterans, Fall 2003 to Spring 2013

Veterans	Number of Students Enrolled	Number of Students Transferred	Transfer Rate	80–Percent Index
No	11,236	4,869	43.33%	100%
Yes	96	36	37.50%	86.54%

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

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

GOAL A. Glendale Community College will increase the enrollment of student-veterans.

ACTIVITY A.1

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Veterans Resource Center Coordinator (December 2014/Director of A&R)

Hire an Admissions and Records classified staff member to coordinate the Veterans Resource Center and recruit veterans from local service agencies.

EXPECTED OUTCOME A.1.1

Increase the enrollment numbers for student-veterans at GCC to surpass 0.7% to at least 1.0% by Fall 2015.

ACTIVITY A.2

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Student-Veteran Workers (June 2015, Director of A&R)

Veterans Resource Center Coordinator to hire two student-veteran workers to recruit veterans from local service areas.

EXPECTED OUTCOME A.2.1

Increase the enrollment numbers for student-veterans at GCC to surpass 0.7% to 1.0% by Fall 2015.

ACTIVITY A.3

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Outreach and Marketing Campaign (June 2015, Director of A&R)

Incorporate a marketing campaign to increase the enrollment of student-veterans by developing publications, adding resource links and videos to Veterans Resource Center's website, and actively participate in the City of Glendale's Veterans Coalition.

EXPECTED OUTCOME A.3.1

Increase the enrollment numbers for student-veterans at GCC to surpass 0.7% to 1.0% by Fall 2015.

ACTIVITY A.4

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Student-Veterans Club (December 2014, Director of A&R)

Utilize the Student-Veterans Club to recruit prospective veterans to GCC.

EXPECTED OUTCOME A.4.1

Increase the enrollment numbers for student-veterans at GCC to surpass 0.7% to 1.0% by Fall 2015.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses which students, by population group, actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B. Glendale Community College will close the achievement gap for “course completion rates” of African-American and foster youth students.

ACTIVITY B.1

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Student Success Survey (Fall 2014 Survey/Hoover Zariani, Dr. Ed Karpp)

Develop a Success Survey to delineate African-American and foster youth students’ barriers to academic success.

EXPECTED OUTCOME B.1.1

Use Student Success Survey results to develop a pre-screening, behavior profile instrument when students take their assessment tests. The results will be used to assist GCC faculty and staff to provide appropriate services and to take proactive intervention steps. At-risk variables may include (1) high school GPA below a 2.5, (2) first generation, (3) undecided, (4) weekly working hours, (5) single parent household, (6) not receiving financial aid (i.e., late in the process), (7) placement into lower ESL, English and math levels.

These efforts will engage faculty in understanding their student population characteristics and participate in the Student Success and Support Program’s Early Alert effort each semester.

ACTIVITY B.2

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Summer Bridge/Freshmen Experience Coordinator (February 2015/Student Equity Coordinator and First-Year Faculty)

- Hire a Summer Bridge/Freshmen Experience Coordinator to develop, implement, manage, and track the academic progress of African-American and foster youth students during their summer and freshmen year. Summer Bridge/Freshmen Experience Program will consist of a Student Success Contract; Peer Mentors; Tutoring; Counseling; Collaboration with ESL, English and Math Divisions; Math Anxiety Course; Fast Track Courses & Textbook Program.

Students identified from the behavior profile derived from the Student Success Survey will be contacted to participate in the specialized program to engender their educational success. The Summer Bridge/Freshmen Experience Coordinator along with a team comprised of English, Math, and Counseling faculty will provide a Student Success Contract consisting of the following components: (1) developing and adhering to the Student Educational Plan (SEP); (2) signing and adhering to the Student Success Contract; (3) actively participating in a career workshop or enrollment in a career class; (4) enrolling in a Student Development class; (5) declaring a program of study before earning 15 units; (6) tracking and reporting utilization of tutoring services, workshop attendance, and lab usage; (7) submitting progress checks; and, (8) participating in at least one student club, student governance, or service learning activity.

Efforts will be made to ensure only non-EOPS students will participate in order to eliminate the duplication of services.

EXPECTED OUTCOME B.2.1

These two activities will increase the completion rates for these DI groups.

ACTIVITY B.3

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Math Anxiety Class for Summer Bridge (Fall 2015/Summer Bridge/Freshmen Experience Coordinator)

Incorporate the Math Anxiety class for the Summer Bridge Program to alleviate anxiety and to develop math strategies for the participants.

EXPECTED OUTCOME B.3.1

An analysis will be conducted to determine the effectiveness of this specialized math class. GCC hopes to increase the math completion rates for these DI groups.

ACTIVITY B.4

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Fast Track and Textbook Program (Spring 2015/Student Equity Coordinator/Gateway Counselor)

Required courses in ESL, English or Math will be offered in one semester before students take transfer-level English or Math. In order to attract these DI groups to actively participate in the Summer Bridge and Freshmen Experience Programs, Student Equity funds will be used to pay for the participants' textbooks.

EXPECTED OUTCOME B.4.1

Students will complete pre-collegiate requirements efficiently and the financial burden of purchasing textbooks will be eliminated, thus making the recruitment efforts easier for African-American and foster youth students into these programs.

ACTIVITY B.5

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Peer Mentors (Fall 2015/Summer Bridge/Freshmen Experience Coordinator and Hoover Zariani—SPARK Coordinator)

Hire a team of peer mentors through the SPARK Program (Students Providing Assistance, Resources, and Knowledge). SPARK is designed to advance students by assisting in their academic, emotional, and social adjustments to college.

EXPECTED OUTCOME B.5.1

With the provision of services listed above to facilitate social and academic engagement, an increase in completion rates as a short-term outcome and increase in degree and certificate completion as a long-term outcome is expected.

ACTIVITY B.6

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Tutors (Fall 2015/Summer Bridge/Freshmen Experience Coordinator, Shant Shahoian, Learning Center Coordinator, and Andy Stires, Student Services Lab Manager of the Learning Resource Center)

Hire a team of tutors who will be trained in advance on best tutoring strategies to effectively assist African-American and foster youth students.

EXPECTED OUTCOME B.6.1

With the provision of services listed above, we expect an increase in completion rates as a short-term outcome and increase in degree and certificate completion as a long-term outcome.

ACTIVITY B.7

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Foster Youth Support (Fall 2014/Financial Aid Associate Dean)

Assign an adjunct counselor to work within the financial aid program to advise and monitor this DI group through a Guardian Scholars Program in which students are exiting the foster youth system. The benefits of the program will include a new student orientation, financial aid assistance, textbook program, bus passes, mentoring opportunities, workshops designed to ensure success in college and careers, the Freshmen Year Experience Program, and Transfer Academy participation.

EXPECTED OUTCOME B.7.1

Improve the success rate and close the achievement gap of course completion rates for foster youth students.

ACTIVITY B.8

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Professional Development (Spring 2015/Chair of Social Sciences and Cultural Diversity Coordinator)

Professional development workshops for first-year faculty and instruction on best practices for assisting disproportionately impacted student groups

EXPECTED OUTCOME B.8.1

A more cohesive community will develop between first-year faculty to provide consistency and coherency for the DI groups.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“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 to the number of those students who complete such a final course”

GOAL C. Collaborate with the instructional divisions to improve the completion rates for the following DI groups: ESL—Latino and male students, and students with disabilities; English—African—American and students with disabilities; and, Math—African—American, Latino, and male students. Better serve basic skills students in these DI groups (English, Math, ESL) who have been shown not to be as successful as other basic skills students in their classes, their persistence and matriculation, and their realization of their goals.

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college’s organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rates.

ACTIVITY C.1

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Summer Bridge & Freshmen Year Experience Programs (SBFYE) (Summer 2015/Student Equity Coordinator and First-Year Faculty)

As described above in Activity B.1, the DI groups identified as needing assistance in achieving college-level courses subsequent to pre-collegiate coursework will participate in the SBFYE with the same benefits offered.

To avoid duplication of efforts, students in the identified DI groups must be non-EOPS students.

EXPECTED OUTCOME C.1.1

These SBFYE programs will increase the achievement rates of college-level coursework for these identified DI groups.

ACTIVITY C.2

(Please include the target date in chronological order and identify the responsible person/group for each activity)

ESL Workshops by Faculty (Spring 2015/Student Equity Coordinator utilizing the Learning Resource Center)
Employ the ESL Division to devise strategies and workshops to assist White Armenians and Latino students who complete their last basic skills level course to continue to complete a degree-transferable course leading to a certificate, degree, or transfer.

EXPECTED OUTCOME C.2.1

GCC will first conduct an analysis of the percentage of ESL students who actually choose a goal of certificate, degree or transfer to determine if there is an achievement gap for these DI groups. It is speculated that many ESL students only wish to learn the language for job advancement.

Attempts will be made to increase the number of Latino students to change their goals to certificate, degree or transfer.

ACTIVITY C.3

(Please include the target date in chronological order and identify the responsible person/group for each activity)

English Workshops by Faculty (Spring 2015/Student Equity Coordinator utilizing the Learning Resource Center)
Employ the English Division to devise strategies and workshops to assist African-American and Latino students who complete their last basic skills level to continue to complete a degree-transferable course leading to a certificate, degree, or transfer.

EXPECTED OUTCOME C.3.1

GCC will increase the number of African-American and Latino students to pursue a certificate, degree or transfer to a four-year college or university.

ACTIVITY C.4

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Math Workshops by Faculty (Spring 2015/Math Faculty Leader utilizing the Learning Resource Center)
Employ the Math Division to devise strategies and workshops to assist those groups identified who complete their last basic skills level to continue to complete a degree-transferable course leading to a certificate, degree, or transfer. Focus by the Math Faculty Leader will include assisting math students identified as second and third attempters in math courses.

EXPECTED OUTCOME C.4.1

Increased engagement of the DI group identified for math completion to complete a certificate, degree or transfer goal.

ACTIVITY C.5

(Please include the target date in chronological order and identify the responsible person/group for each activity)

DSPS senior instructional lab technician (Spring 2015/Director of DSPS)
Hire a DSPS senior instructional lab technician to work with students with disabilities to further consider a certificate, degree or transfer goal. This DSPS senior instructional lab technician will employ a math anxiety course to ascertain the impediments for students to overcome.

EXPECTED OUTCOME C.5.1

The DSPS senior instructional lab technician will track DSPS initial goals and determine whether or not students with disabilities are enrolled in college only for a better quality of life or actually seek certificate, degree or transfer. Once the goal is established, the DSPS senior instructional lab technician will track and report the DI group's progress each semester. For DSPS students with a declared goal of certificate, degree, or transfer, GCC will close the achievement gap.

ACTIVITY C.6

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Latino Students Achievement Project (Fall 2014/EOPS Faculty)
Host quarterly focus groups of Latino students to assess their challenges and how better to make them more successful.

EXPECTED OUTCOME C.6.1

Close the achievement gaps for Latinos in ESL and math.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“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”

GOAL D. To narrow the achievement gaps for African-American and Latino students achieving at least 30 units within two years, and to initiate a campaign to have ALL students earn a degree or certificate.

ACTIVITY D.1

(Please include the target date in chronological order and identify the responsible person/group for each activity)

GCC’s Marketing Committee (Spring 2015 Campaign/Marketing Committee)

The Marketing Committee in cooperation with Instructional Services, to develop and implement a campus-wide campaign about the benefits of earning a degree or certificate by communicating the pathways leading to careers. The committee may use social media and other marketing strategies to communicate the career pathways.

EXPECTED OUTCOME D.1.1

By creating a culture of success, students within the DI groups will change their majors to degrees or certificates.

ACTIVITY D.2

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Career Pathways Program (Spring 2015 Campaign/Marketing Committee)

Faculty representatives from key disciplines in humanities and sciences will form a Community of Practice (CoP) along with Career Services, to develop and implement a program in which students will explore pathways leading to careers. The CoP will engage students into STEM career exploration once they complete Math 101.

EXPECTED OUTCOME D.1.1

By creating a CoP contributing to a culture of success, students within the DI groups will claim their majors and obtain their degrees or certificates according to their career interests.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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”

GOAL E. To increase the transfer rates of African–Americans, Filipinos, Latinos, and Students with Disabilities.

In addition to the above success indicators (metrics), local colleges have the flexibility to consider additional indicators such as capturing how many students are prepared by meeting the CSU GE Breadth or IGETC requirements, capturing AB540 students, completion of low unit certificates and other indicators which might be captured solely locally.

ACTIVITY E.1

(Please include the target date in chronological order and identify the responsible person/group for each activity)

Transfer Academy (Summer 2015/Transfer Center Coordinator)

Establish a Transfer Academy for African–Americans, Filipinos, Latinos, and students with disabilities. With the hiring of an appropriately-designated counselor, conduct the following activities:

- The Transfer Academy will be staffed with personnel including the designated counselor, and transfer personnel;
- Field trips paid for to four-year colleges and universities;
- Extensive admissions application assistance;
- Financial aid and scholarship workshops; and,
- Focus groups will be led by counselors employing contextualized and innovative techniques specially geared toward this DI group.

EXPECTED OUTCOME E.1.1

A greater sense of belonging in college, provision of additional services, and the development of a college student identity will grow out of the above-listed efforts in the Transfer Academy. These efforts, sponsored by instructors, stimulated by counselors, and encouraged by mentors, will increase the transfer rates for African-American, Filipinos, Latinos, and students with disabilities.

BUDGET

2014-15: \$869,195

Glendale Community College: Student Equity Budget

1000	<u>Allocation</u>	
Coordination	\$ 18,000	20% Student Equity Coord.
	\$ 2,340	Benefits
	\$ 18,000	20% Cultural Diversity Coord.
	\$ 2,340	Benefits
Course Completion	\$ 36,627	50% Researcher
	\$ 8,058	Benefits
	\$ 34,800	40% First-Year Exp. Coord.
	\$ 4,524	Benefits
	\$ 4,000	Summer Bridge Coord. Summer Stipend
	\$ 520	Benefits
	\$ 4,000	NEW F/T Faculty Stipends for Equity Training
	\$ 650	Benefits
	\$ 4,000	Other Faculty Stipends for Equity Training
	\$ 650	Benefits
	\$ 18,000	20%: English Coord.
	\$ 2,340	Benefits
	\$ 10,000	English Workshops
	\$ 1,300	Benefits
	\$ 18,000	20%: Math Coord.
	\$ 2,340	Benefits
	\$ 10,000	Winter & Summer Math 145 Prep
	\$ 1,300	Benefits
	\$ 18,000	20%: ESL Coord.
	\$ 2,340	Benefits
\$ 10,000	ESL Winter & Summer Workshops	
\$ 1,300	Benefits	
\$ 88,560	Counselors	
\$ 11,513	Benefits	
\$ 10,000	Social Science Prof. Dev. Workshops	
\$ 1,300	Benefits	
College Level Completion	\$ 4,080	Faculty Workshops
	\$ 530	Benefits
Certificate, Degree Completion	\$ 18,000	20% Pathways
	\$ 2,340	Benefits
	\$ 18,000	20% Math 101 STEM Placement
	\$ 2,340	Benefits
Transfer	\$ 2,000	Latino Students' Achievement Project
	\$ 35,910	Counselors
	\$ 4,668	Benefits
	\$ 2,000	Career Opportunities Lecture Series Coord.
	\$ 260	Benefits
	<u>\$ 434,930</u>	

2000		
Access	\$ 27,312	50% Veterans Coord.
	\$ 6,009	Benefits
	\$ 21,000	Student-Veterans
Course Completion	\$ 32,800	English Tutors
	\$ 32,800	Math Tutors
	\$ 10,000	Math – 3rd Repeaters Intervention
	\$ 32,800	ESL Tutors
	\$ 82,000	Counseling Student Assistants
College Level Completion	\$ 55,929	100% "Temp" DSPS Sr. Instr. Lab Tech
	\$ 12,304	Benefits
Certificate, Degree Completion	\$ -	
Transfer	\$ -	
	<u>\$ 312,954</u>	
4000-6000		
Coordination	\$ 10,000	Student Equity: Operations/Outreach/Marketing
	\$ 5,000	Cultural Diversity: Speakers, Professional Dev.
Access	\$ 19,924	Veterans: Outreach/Marketing
Course Completion	\$ 5,000	Summer Bridge/First-Year Exp.
	\$ 54,000	Text/Supplies
	\$ 5,000	Luncheons/Events
College Level Completion	\$ -	
Certificate, Degree Completion	\$ 5,000	Math
Transfer	\$ 5,000	Counseling
	\$ 12,387	Honoraria for diverse non-GCC speakers (w/ refreshments/could also serve degree/cert.)
	<u>\$ 121,311</u>	
GRANT	<u>\$ 869,195</u>	

EVALUATION SCHEDULE AND PROCESS

STUDENT EQUITY PLAN (Fall 2015 – 2018): The overall plan will be evaluated based on quantitative and qualitative results of the success indicators herein. The efficacy of the plan will be revealed through the numbers of DI students served and attainment of the success indicators over the next three years. A t-test will be performed to discern the difference between 2014 and 2018 for each success indicator. Interpretation of the results will involve Institutional Research and the Student Equity Committee. Discussion of overcoming the achievement gaps for DI students identified at GCC, in accordance to the success indicators, will occur regularly inside and outside the Student Equity Committee (SEC) meetings. Qualitative data will be collected by the following coordinators and leaders: Student Equity, Cultural Diversity, Veterans Resource Center, Summer Bridge & Freshmen Experience, English, Math, ESL, Counseling, and transfer events. Students from each of the identified DI groups will be invited to SEC meetings and requested to share their perspectives, which will contribute to qualitative data to be evaluated. Further, the agendas and minutes of relevant meetings concerning the coordinated efforts of faculty and staff concerning Student Equity will be utilized for data collection.

The Community College Survey of Student Engagement (CCSSE) will be considered for data collection if a sufficient number of DI groups can be identified through the survey results. The markers of successful student engagement from the CCSSE instrument will also be considered for institutional surveys.

Ultimately, the SEC will determine the allocation of funds according to the corresponding evaluations of each success indicator. Adjustments will be made to increase, decrease, or no longer fund portions of the Student Equity Plan according to the efficacy of each portion.

ACCESS (Fall 2015 – 2016): The numbers of veteran students will be counted each semester and veteran students will be surveyed for how they learned of the VRC at GCC as well as their levels of satisfaction. In this way, outreach and marketing efforts can be evaluated for efficacy and these efforts can be modified as deemed necessary by the Student Equity Committee (SEC).

COURSE COMPLETION (Fall 2015 – 2018): The initial Student Success Survey will produce data from which the SEC will identify and evaluate the barriers students indicate through the survey. The SEC will make recommendations for the appropriate coordinators and leaders to devise and modify strategies for closing the achievement gap for DI groups.

The Summer Bridge/Freshmen Year Experience (SBFYE) Program will have representatives from every aspect of the program including the overseers of: Student Success Contract, Peer Mentors, Tutoring, Counseling, collaborative with ESL, English and Math Divisions, Math Anxiety Course, Fast Track Courses and Textbook Program. These representatives will meet before, during, and at the end of the Freshmen Year to provide feedback as to their experiences and recommendations. Further, each overseer will provide the SEC a written report fitting to their role in the SBFYE program for the SEC to evaluate. The SEC will derive an evaluation which will be administered by the Student Equity Coordinator through observation and interaction with the overseers.

The Guardian Scholars Program for Foster Youth will have a designated counselor who will provide data from a proposed evaluation designed by the designated counselor and approved by the SEC. Focusing on course completion, the designated counselor will work closely with the SEC to identify barriers and devise strategies for success.

The Cultural Diversity Coordinator will develop a survey for faculty who teach first-year student courses and participate in professional development workshops. This survey will poll first-year faculty for their levels of satisfaction and growth and request faculty to recommend specific types of future workshops. The Cultural Diversity Coordinator will also research evaluations used by other higher education institutions and make recommendations to the SEC.

The faculty spearheading the ESL, English, and math workshops will develop surveys for students in which they will indicate their assessment of how effective the workshops were for attaining college-level coursework in English and math. Likewise, students in all DI groups will be surveyed concerning the efficacy of tutoring sessions using a Likert scale after each session.

DEGREE AND CERTIFICATE COMPLETION (Fall 2018): Embedded in the marketing campaign will be an instrument through which numbers of students will be surveyed for their knowledge of possible career pathways. Students will be surveyed before and after information sessions to measure their gains in understanding the steps leading up to a career, with emphasis on understanding the navigational procedures at GCC to obtain coursework sequentially. Students will also be surveyed for their knowledge of the resources available at GCC to help them navigate their career pathways. Finally, degrees awarded to students who entered into the SBFYE in Summer 2015 will be recorded and reported to the SEC.

The numbers of students who complete Math 101 and claim a STEM field for their major will be calculated and a percentage determined by the Math Faculty Leader and STEM faculty contact.

TRANSFER (Fall 2018): Transfer-bound students will be identified by the designated transfer counselor for the DI groups. The counselor will record and report the number of students entering the SBFYE in Summer 2015 who prepared for transfer by participating in field trips to four-year colleges and universities; met four-year admissions eligibility; explored scholarship and financial aid possibilities; and participated in career opportunity series. These numbers will be compared to the number of students who entered in the SBFYE in Summer 2015 and indicated they intended to transfer from GCC to a four-year institution.