

Student Equity Data 2016 Summary

Priorities Areas (the largest gaps listed in rank order)

- **Access** for **Hispanic** students (521 students affected).
- **Access** for **male** students (521 students affected).

Additional Areas of Weakness (listed in rank order)

- **Success** for **foster youth**.
- **Success** for **black** students.
- **Access** for students with **disabilities**.
- **Success** for students with **disabilities**.
- **Basic skills math** for **male** students.
- **Basic skills English** for **male** students.
- **Degree/certificate completion** for **male** students.

Methodology

- *Percentage point gap* methodology is used. A gap exists when the percentage achieved by the subgroup is lower than the College average. This is indicated by a negative sign. A gap of -3 or greater is considered evidence of disproportionate impact.
- Data for subgroups with fewer than 30 students is not statistically reliable and is not included in this summary (see full report for details).

A. Groups with equity gaps for ACCESS*

Population Group	# of Students (Fall 2015)	Gap	# that would close gap
Hispanic	8,683	-6.0%	521
Male	4,293	-11.5%	494
Disabilities	285	-11.1%	32

* Percentage of each group enrolled at LAMC compared to the group's representation in the service area.

B. Groups with equity gaps for COURSE COMPLETION (SUCCESS)*

Population Group	# of Enrollments (Fall 2015)	Gap	# that would close gap
Foster youth	352	-18.2%	64
Black	618	-5.4%	33
Disabilities	708	-3.5%	25

* Course completion or "success" rates are calculated by dividing the number of courses that students passed by the number of courses students were enrolled in on Census for fall 2014.

** There are no significant gaps for students on Academic/Progress Probation (i.e., students who have attempted 12 or more units and failed to maintain a GPA of 2.00 or have W, NC or INC grades for more than 50% of all units).

C. Groups with equity gaps for BASIC SKILLS and ESL COMPLETION.

Percentage of students in the 2009-10 cohort who passed a college-level English or math course within six years (through 2014-15) after attempting a basic skills English, math or ESL course.

- **BASIC SKILLS ENGLISH**

Population Group	# in Cohort	Gap (% below average)	# that would close the gap
Male	480	-4.1	20

- **BASIC SKILLS MATH**

Population Group	# in Cohort	Gap (% below average)	# that would close the gap
Male	535	-4.8	26
Asian	37	-4.8	2

- **ESL**

Population Group	# in Cohort	Gap	# that would close gap
Hispanic	54	-5.6	3

D. Groups with equity gaps for DEGREE AND CERTIFICATE COMPLETION.

Percentage of first-time students in the 2009-10 cohort who earned an AA or AS degree or Chancellor's Office-approved certificate within six years (through 2014-15). Includes all students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment.

- **DEGREE COMPLETION**

Population Group	# in Cohort	Gap (% below average)	# that would close the gap
Male	347	-3.8	13
Disabilities	39	-7.3	3
Black	31	-7.6	2
Asian	30	-7.3	2

- **CERTIFICATE COMPLETION**

Population Group	# in Cohort	Gap (% below average)	# that would close the gap
Male	347	-3.9	14
Disabilities	39	-4.3	2
Black	31	-5.5	2

E. Groups with equity gaps for TRANSFER.

Percentage of first-time students in the 2009-10 cohort who transferred to a four-year institution within six years (through 2014-15). Includes all students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment.

Population Group	# in Cohort	Gap (% below average)	# that would close the gap
Disabilities	39	-11.5	4
Black	31	-5.7	2

STUDENT EQUITY DASHBOARD 2016

Success Indicator	Gender	Ethnicity	Disability	Veterans	Foster Youth	Low-Income
Access	Male	Hispanic				
Successful Course Completion		Black				
Academic/Progress Probation						
Basic Skills English Completion	Male					
ESL Completion		Hispanic				
Basic Skills Math Completion	Male	Asian				
Degree Completion	Male	Asian Black				
Certificate Completion	Male	Black				
Transfer		Black				

LEGEND	EQUITY GAP: ACTION NEEDED
	No Equity Gap: No action needed
	Not Applicable: No students in cohort or cohort size too small for analysis