

# Success Indicator A: Access

**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.

**Los Angeles Mission College (LAMC)** is a designated Hispanic-Serving Institution (HSI) located in the northeast San Fernando Valley area of Los Angeles County. LAMC's primary service area consists of the three zip codes of 91342, 91331 and 91340, which cover the communities of Sylmar, Pacoima and the city of San Fernando, respectively.

## Methodology

In the table below, the percentage point gap methodology is used to assess whether the LAMC student body is representative of the community it serves. The percentage point gaps are calculated by subtracting the participation rate of the subgroup from the group's representation in the service area. A negative sign indicates that the group has lower representation at the College than in the community served, while a positive sign indicates that the group has greater representation. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Percentage point gaps based on low base numbers (a denominator less than 30) are not considered statistically reliable. Cohorts with fewer than ten students are not analyzed due to low reliability and confidentiality restrictions, and are indicated with \*\*\*.

**Table A1. Enrollment Disaggregated by Gender and Ethnicity**

Population Group	(A) # of Students Enrolled in Fall 2015*	(B) % of Total Student Headcount*	(C) % of Adult Population in Service Area**	(D) 2015 Percentage Point Gap	(E) 2014 Percentage Point Gap
Female	6,796	61.3%	49.8%	+11.5	+10.4
Male	4,293	38.7%	50.2%	-11.5	-10.4
<b>Total</b>	<b>11,089</b>	<b>100.0%</b>	<b>100.0%</b>		
Hispanic	8,683	78.3%	84.3%	-6.0	-7.1
White	1,206	10.9%	7.6%	+3.3	+3.2
Asian	519	4.7%	4.3%	+0.4	+0.6
Black	316	2.8%	3.1%	-0.3	+0.1
Native American	12	0.1%	0.1%	no gap	no gap
Pacific Islander	11	0.1%	0.0%	+0.1	***
Multiethnic	153	1.4%	0.6%	+0.8	+0.9
Unknown	189	1.7%	0.0%	n/a	n/a
<b>Total</b>	<b>11,089</b>	<b>100.0%</b>	<b>100.0%</b>		

\* Source: LACCD SIS.

\*\* Source: emsi 2015.2 data run.

\*\*\* Not analyzed due to low cell size.

**Table A2. Enrollment Disaggregated by Special Population Groups**

Population Group	(A) # of Students Enrolled in Fall 2015*	(B) % of Total Student Headcount*	(C) % of Service Area Population***	(D) 2015 Percentage Point Gap	(E) 2014 Percentage Point Gap
Foster youth	138	1.3%	2.0%	-0.7%	+0.6
With disability	285	2.7%	13.8%	-11.1	-7.1
Low-income**	5,879	53.0%	47.1%	+5.9	+8.8
Veterans	166	1.6%	3.5%	-1.9	-2.3

\* Source: CCCCO Data Mart [http://datamart.cccco.edu/Services/Special\\_Pop\\_Count.aspx](http://datamart.cccco.edu/Services/Special_Pop_Count.aspx).

\*\* Source: LACCD IRDS FINANCIAL\_AID\_FLAG = 1, 2, 3 or 4.

\*\*\* Source: 2014 American Community Survey (B09018, S1810, S2101)

The three student groups experiencing the greatest gaps in access are (in rank order):

- Male (-11.5 percentage points below their proportion in the community);
- With disability (-11.1 percentage points below their proportion in the community);
- Hispanic (-6.0 percentage points below their proportion in the community).

Male students are significantly underrepresented in the LAMC student body, reflecting a broader trend in higher education worldwide. To provide more equitable access to higher education in our primary service area, LAMC will continue to focus on outreach to men to increase the proportion of male students on campus.

The majority of residents in LAMC's primary service area are Hispanic, an ethnic group that continues to be underrepresented in U.S. higher education. While LAMC's student body has one of the highest rates of Hispanic enrollment in the nation, there is still a gap between Hispanic enrollment and the proportion of Hispanics living in the community served. This is partly due to low educational attainment in the community. According to the 2014 American Community Survey, two-thirds (66.3%) of the adult population aged 25 and older in LAMC's primary service area has never attended college. LAMC continues to do outreach in the community to increase awareness of and interest in higher education among members of the community.

According to the 2010-2014 American Community Survey (Table S1810), 13.8% of the service area adult population has some type of disability. LAMC's documented disabled student population is less than three percent. However, this is likely due to lack of documentation of disability, rather than to lack of access. LAMC has dedicated resources to eliminating this equity gap, starting with the hiring of a full-time Associate Dean of Disabled Student Programs and Services in 2014-15. The College also plans to re-establish programs that were cut due to budgetary restrictions in previous years to provide additional services for disabled students to eliminate this equity gap.

## Success Indicator B: Course Completion (“Success”)

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, successfully complete compared to the number of courses in which students in that group are enrolled on census day. Course completion (“success”) rates are calculated by dividing the number of courses in which students earned an A, B, C or P grade by the number of courses students were enrolled in on census day for fall 2015.

### Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between subgroups. The gap in percentage points is calculated by subtracting the success rate (%) of the subgroup from the average success rate (%) for the College as a whole. A negative sign indicates that the group has a lower success rate than the College average, while a positive sign indicates that the group has a better success rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Cohorts with fewer than ten students are not analyzed due to low reliability and confidentiality restrictions, and are indicated with \*\*\*.

**Table B1. Successful Course Completion Disaggregated by Population Group**

Population Group	(A) # of Course Enrollments Fall 2015*	(B) # of Passing Grades*	(C) Success Rate (B÷A)	(D) Average Success Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	14,137	9,391	66.4%	64.5%	+1.9	+2.1
Male	9,671	5,963	61.7%	64.5%	-2.8	-3.0
<b>Total</b>	<b>23,808</b>	<b>15,354</b>	<b>64.5%</b>			
Hispanic	18,714	11,747	62.8%	64.5%	-1.7	-1.6
White	2,657	1,925	72.5%	64.5%	+8.0	+10.4
Asian	1,141	869	76.2%	64.5%	+11.7	+8.9
Black	618	365	59.1%	64.5%	-5.4	-12.9
Native American	24	15	62.5%	64.5%	-2.0	+1.0
Pacific Islander	14	5	35.7%	64.5%	-28.8	-6.3
Multiethnic	262	173	66.0%	64.5%	+1.5	+6.0
Unknown	378	255	67.5%	64.5%	+3.0	+0.0
<b>Total</b>	<b>23,808</b>	<b>15,354</b>	<b>64.5%</b>			
Foster youth	352	163	46.3%	64.5%	-18.2	-12.2
With disability	708	432	61.0%	64.5%	-3.5	-5.3
Low-income**	16,282	10,672	65.5%	64.5%	+1.0	+1.4
Veterans	406	287	70.7%	64.5%	+6.2	+6.8

\* Source: CCCCO Data Mart [http://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

\*\* Source: LACCD IRDS FINANCIAL\_AID\_FLAG = 1, 2, 3 or 4.

The three student groups experiencing the *greatest percentage point gaps* for successful course completion are:

- Pacific Islanders (-28.8 percentage points below the College average).
- Foster youth (-18.2 percentage points below the College average);
- Black students (-5.4 percentage points below the College average);

While the analysis above shows that Pacific Islanders are experiencing disproportionate impact, due to the low base number of students in this group, the data on successful course completion for Pacific Islanders is not statistically reliable and may not indicate an actual gap. The three groups with the *largest number of students affected* are:

Population Group	Percentage Point Gap	# of Course Enrollments	# of "Lost" Enrollments that would have closed the equity gap
Foster youth	-18.2	352	64
Black students	-5.4	618	33
With disability	-3.5	708	25

## ACADEMIC/PROGRESS PROBATION

Table B2. Academic and Progress Probation Disaggregated by Population Group

Population Group	(A) # of Credit Students in Fall 2015*	(B) # of Students on Probation**	(C) Probation Rate (B÷A)	(D) Average Probation Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	6,232	541	8.7%	9.3%	+0.6	+0.5
Male	4,070	417	10.2%	9.3%	-0.9	-0.8
<b>Total</b>	<b>10,302</b>	<b>958</b>	<b>9.3%</b>			
Hispanic	7,927	805	10.2%	9.3%	-0.9	-0.9
White	1,193	68	5.7%	9.3%	+3.6	+3.2
Asian	510	29	5.7%	9.3%	+3.6	+3.5
Black	312	34	10.9%	9.3%	-1.6	+0.9
Native American	12	2	16.7%	9.3%	-7.4	-3.6
Pacific Islander	11	0	0.0%	9.3%	N/A	***
Multiethnic	151	7	4.6%	9.3%	+4.7	+3.4
Unknown	186	13	7.0%	9.3%	+2.3	+4.0
<b>Total</b>	<b>10,302</b>	<b>958</b>	<b>9.3%</b>			

\* Source: LACCD SIS.

\*\* Source: SEMC\_ACADEMIC\_PROB = 4, 5, 6, 7, 8, 9.

\*\*\* Not analyzed due to low cell size.

Academic probation results when a student has attempted a minimum of 12 units and fails to maintain a grade point average of 2.00. Progress probation is defined as having "W"

(Withdrawal), "INC" (Incomplete) or "NC" (No Credit) grades for fifty percent or more of all units in which a student has enrolled when a student has attempted a minimum of 12 units.

There does not appear to be an equity gap for academic and progress probation. The one group that shows a gap (Native Americans) has base numbers so low that less than one "lost student" would close the equity gap.

# Success Indicator C: ESL and Basic Skills Completion

**C. ESL AND BASIC SKILLS COMPLETION.** The percentage of students by population group who successfully complete a college-level English or math course within six years after attempting a basic skills English, math or ESL course, compared to the number of students who attempt a basic skills English, math or ESL course. Completion rates are calculated by dividing the number of students in the **2009-10 cohort** who passed a college-level English or math course with an A, B, C or P grade **through 2014-15** by the number of students in that cohort who attempted a basic skills English, basic skills math or ESL course.

### Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between subgroups. The gap in percentage points is calculated by subtracting the completion rate of the subgroup from the average completion rate for the College as a whole. A negative sign indicates that the group has a lower completion rate than the College average, while a positive sign indicates that the group has a greater completion rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the tables below. Cohorts with fewer than ten students are not analyzed due to low reliability and confidentiality restrictions, and are indicated with \*\*\*.

### BASIC SKILLS ENGLISH

**Table C1. Basic Skills English Completion Disaggregated by Population Group**

Population Group	(A) Attempted Remedial English*	(B) Passed College English*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	714	293	41.0%	38.3%	+2.7	+1.1
Male	480	164	34.2%	38.3%	-4.1	-2.0
<b>Total</b>	<b>1,194</b>	<b>457</b>	<b>38.3%</b>	X	X	X
Hispanic	967	357	36.9%	38.3%	-1.4	+0.2
White	71	32	45.1%	38.3%	+6.8	+12.5
Asian	33	19	57.6%	38.3%	+19.3	-5.0
Black	41	17	41.5%	38.3%	+3.2	-16.2
Native American	3	0	0.0%	38.3%	***	***
Pacific Islander	3	0	0.0%	38.3%	***	***
Multiethnic	4	1	25.0%	38.3%	***	N/A
Unknown	72	31	43.1%	38.3%	+4.8	+3.6
<b>Total</b>	<b>1,194</b>	<b>457</b>	<b>38.3%</b>	X	X	X

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\*\* Not analyzed due to low cell size.

**Table C1. Basic Skills English Completion Disaggregated by Population Group (cont.)**

Population Group	(A) Attempted Remedial English*	(B) Passed College English*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Foster youth**	3	0	0.0%	38.3%	***	+8.6
With disability	63	24	38.1%	38.3%	-0.2	-23.5
Low-income	508	365	41.8%	38.3%	+3.5	+3.3
Veterans**	14	7	50.0%	38.3%	+11.7	+14.0

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

The only student group experiencing disproportionate impact regard to basic skills English completion is male students (-4.1 percentage points below the College average).

Population Group	Percentage Point Gap	# of Course Enrollments	# of "Lost" Students that would have closed the equity gap
Male students	-4.1	480	20

## BASIC SKILLS MATH

**Table C3. Basic Skills Math Completion Disaggregated by Population Group**

Population Group	(A) Attempted Remedial Math*	(B) Passed College Math*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	836	269	32.2%	29.1%	+3.1	+2.1
Male	535	130	24.3%	29.1%	-4.8	-3.5
<b>Total</b>	<b>1,371</b>	<b>399</b>	<b>29.1%</b>			
Hispanic	1,074	296	27.6%	29.1%	-1.5	-0.4
White	119	47	39.5%	29.1%	+10.4	+2.1
Asian	37	9	24.3%	29.1%	-4.8	+6.6
Black	46	14	30.4%	29.1%	+1.3	-12.1
Native American	4	1	25.0%	29.1%	***	-10.3
Pacific Islander	4	0	0.0%	29.1%	***	***
Multiethnic	3	0	0.0%	29.1%	***	N/A
Unknown	84	32	38.1%	29.1%	+9.0	+8.3
<b>Total</b>	<b>1,371</b>	<b>399</b>	<b>29.1%</b>			

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\*\* Not analyzed due to low cell size.

**Table C3. Basic Skills Math Completion Disaggregated by Population Group (cont.)**

Population Group	(A) Attempted Remedial Math*	(B) Passed College Math*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Foster youth**	7	1	14.3%	29.1%	***	***
With disability	77	23	29.9%	29.1%	+0.8	-11.1
Low-income	1,294	376	30.5%	29.1%	+1.4	+1.2
Veterans**	15	7	46.7%	29.1%	+17.6	+29.8

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

\*\*\* Not analyzed due to low cell size.

The student groups experiencing disproportionate impact with regard to basic skills math completion are (in rank order):

- Male students (-4.8 percentage points below the College average);
- Asian students (-4.8 percentage points below the College average).

Population Group	Percentage Point Gap	# of Course Enrollments	# of "Lost" Students that would have closed the equity gap
Male students	-4.8	535	26
Asian students	-4.8	37	2

## ESL

**Table C2. ESL Completion Disaggregated by Population Group**

Population Group	(A) Attempted Credit ESL*	(B) Passed College English*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	66	8	12.1%	14.9%	-2.8	+0.7
Male	28	6	21.4%	14.9%	+6.5	-1.6
<b>Total</b>	<b>94</b>	<b>14</b>	<b>14.9%</b>			
Hispanic	54	5	9.3%	14.9%	-5.6	-1.7
White	18	4	22.2%	14.9%	+7.3	-1.9
Asian	8	2	25.0%	14.9%	***	-3.1
Black	0	N/A	N/A	14.9%	N/A	N/A
Native American	0	N/A	N/A	14.9%	N/A	N/A
Pacific Islander	1	1	100.0%	14.9%	***	***
Multiethnic	0	N/A	N/A	14.9%	N/A	N/A
Unknown	13	2	15.4%	14.9%	+0.5	+13.8
<b>Total</b>	<b>94</b>	<b>14</b>	<b>14.9%</b>			

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\*\* Not analyzed due to low cell size.



**Table C2. ESL Completion Disaggregated by Population Group (cont.)**

Population Group	(A) Attempted Credit ESL*	(B) Passed College English*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Foster youth**	0	N/A	N/A	14.9%	N/A	N/A
With disability	5	0	0.0%	14.9%	***	***
Low-income	82	14	17.1	14.9%	+2.2	+2.0
Veterans**	0	N/A	N/A	14.9%	N/A	N/A

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

\*\*\* Not analyzed due to low cell size.

Hispanic students are the only student group experiencing disproportionate impact with regard to ESL completion (-5.6 percentage points below the College average).

Population Group	Percentage Point Gap	# of Course Enrollments	# of "Lost" Students that would have closed the equity gap
Hispanic students	-4.7	38	2

# Success Indicator D: Degree and Certificate Completion

**D. DEGREE AND CERTIFICATE COMPLETION.** The percentage of first-time students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment and earned an AA or AS degree or Chancellor’s Office-approved certificate within six years. The degree and certificate completion rate is calculated by dividing the number of students in the **2009-10 cohort** meeting the criteria above who earned a degree or certificate **through 2014-15** by the number of students in the cohort.

### Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between subgroups for degree and certificate completion. The gap in percentage points is calculated by subtracting the completion rate of the subgroup from the average completion rate for the College as a whole. A negative sign indicates that the group has a lower completion rate than the College average, while a positive sign indicates that the group has a greater completion rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Cohorts with fewer than ten students are not analyzed due to low reliability and confidentiality restrictions, and are indicated with \*\*\*.

**Table D1. Degree Completion Disaggregated by Population Group**

Population Group	(A) # in 2009-10 Cohort*	(B) Earned an AA or AS Degree*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap
Female	521	103	19.8%	17.3%	+2.5
Male	347	47	13.5%	17.3%	-3.8
<b>Total</b>	<b>868</b>	<b>150</b>	<b>17.3%</b>		
Hispanic	697	123	17.6%	17.3%	+0.3
White	60	11	18.3%	17.3%	+1.0
Asian	30	3	10.0%	17.3%	-7.3
Black	31	3	9.7%	17.3%	-7.6
Native American	2	0	0.0%	17.3%	***
Pacific Islander	0	N/A	N/A	17.3%	N/A
Multiethnic	10	2	20.0%	17.3%	+2.7
Unknown	38	8	21.1%	17.3%	+3.8
<b>Total</b>	<b>868</b>	<b>150</b>	<b>17.6%</b>		

\* Source: CCCC Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\*\* Not analyzed due to low cell size.

**Table D1. Degree Completion Disaggregated by Population Group (cont.)**

Population Group	(A) # in 2009-10 Cohort*	(B) Earned an AA or AS Degree*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap
Foster youth**	6	1	16.7%	17.3%	***
With disability	39	4	10.3%	17.3%	-7.3
Low-income	746	139	18.6%	17.3%	+1.3
Veterans**	8	1	12.5%	17.3%	***

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

\*\*\* Not analyzed due to low cell size.

The student groups experiencing the *greatest percentage point gaps* are (in rank order):

- Black students (-7.6 percentage points below the College average);
- With a disability (-7.3 percentage points below the College average);
- Asian students (-7.3 percentage points below the College average).

The following groups have the *largest number of students affected* by the equity gap:

Population Group	Percentage Point Gap	# of Students in Cohort	# of “Lost” Students that would have closed the equity gap
Male students	-3.8	347	13
With disability	-7.3	39	3
Black students	-7.6	31	2

**Table D2. Certificate Completion Disaggregated by Population Group**

Population Group	(A) # in 2009-10 Cohort*	(B) Earned an Approved Certificate*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap
Female	521	76	14.6%	12.0%	+2.6
Male	347	28	8.1%	12.0%	-3.9
<b>Total</b>	<b>868</b>	<b>104</b>	<b>12.0%</b>		
Hispanic	697	80	11.5%	12.0%	-0.5
White	60	8	13.3%	12.0%	+1.3
Asian	30	3	10.0%	12.0%	-2.0
Black	31	2	6.5%	12.0%	-5.5
Native American	2	0	0.0%	12.0%	***
Pacific Islander	0	N/A	N/A	12.0%	N/A
Multiethnic	10	3	30.0%	12.0%	+18.0
Unknown	38	8	21.1%	12.0%	+9.1
<b>Total</b>	<b>868</b>	<b>104</b>	<b>12.0%</b>		

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\*\* Not analyzed due to low cell size.

**Table D2. Certificate Completion Disaggregated by Population Group (cont.)**

Population Group	(A) # in 2009-10 Cohort*	(B) Earned an Approved Certificate*	(C) Completion Rate (B ÷ A)	(D) Average Completion Rate	(E) 2015 Percentage Point Gap
Foster youth**	6	1	16.7%	12.0%	***
With disability	39	3	7.7%	12.0%	-4.3
Low-income	746	96	12.9%	12.0%	+0.9
Veterans**	8	1	12.5%	12.0%	***

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

\*\*\* Not analyzed due to low cell size.

The student groups experiencing the *greatest percentage point gaps* with regard to degree and certificate completion are (in rank order):

- Black students (-5.5 percentage points below the College average);
- With a disability (-4.3 percentage points below the College average);
- Male students (-3.9 percentage points below the College average).

These groups are also the groups with the *largest number of students affected* by the equity gap in degree and certificate completion:

Population Group	Percentage Point Gap	# of Students in Cohort	# of “Lost” Students that would have closed the equity gap
Male students	-3.9	347	14
With disability	-4.3	39	2
Black students	-5.5	31	2

## Success Indicator E: Transfer

**E. TRANSFER.** The percentage of first-time students with a minimum of 6 units who attempted any math or English course in the first three years of enrollment and transferred to a four-year institution within six years. The transfer rate is calculated by dividing the number of students in the **2009-10 cohort** meeting the criteria above who transferred **through 2014-15** by the number of students in the cohort.

### Methodology

In the tables below, the percentage point gap methodology is used to assess whether an equity gap exists between subgroups for transfer to a four-year institution. The percentage point gaps are calculated by subtracting the transfer rate of the disaggregated subgroup from the average transfer rate for the College as a whole. A negative sign indicates that the group has a lower transfer rate than the College average, while a positive sign indicates that the group has a greater transfer rate. A negative percentage point gap of -3 or greater is considered evidence of disproportionate impact and is highlighted in yellow in the table below. Cohorts with fewer than ten students are not analyzed due to low reliability and confidentiality restrictions, and are indicated with \*\*\*.

**Table E1. Transfer Rates Disaggregated by Population Group**

Population Group	(A) # in 2009-10 Cohort*	(B) # of Transfers*	(C) Transfer Rate (B ÷ A)	(D) Average Transfer Rate	(E) 2015 Percentage Point Gap	(F) 2014 Percentage Point Gap
Female	521	113	21.7%	21.8%	-0.1	-2.7
Male	347	76	21.9%	21.8%	+0.1	+3.2
<b>Total</b>	<b>868</b>	<b>189</b>	<b>21.8%</b>			
Hispanic	697	145	20.8%	21.8%	-1.0	-0.9
White	60	16	26.7%	21.8%	+4.9	+4.8
Asian	30	12	40.0%	21.8%	+18.2	+13.6
Black	31	5	16.1%	21.8%	-5.7	-2.4
Native American	2	0	0.0%	21.8%	***	***
Pacific Islander	0	N/A	N/A	21.8%	N/A	***
Multiethnic	10	5	50.0%	21.8%	+28.2	N/A
Unknown	38	6	15.8%	21.8%	-6.0	-3.2
<b>Total</b>	<b>868</b>	<b>189</b>	<b>21.8%</b>			
Foster youth**	6	1	16.7%	21.8%	***	***
With disability	39	4	10.3%	21.8%	-11.5	-9.8
Low-income	746	155	20.8%	21.8%	-1.0	-1.6
Veterans**	8	2	25.0%	21.8%	***	***

\* Source: CCCCO Data on Demand <https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx>.

\*\* Source: LACCD SIS SEMC\_FOSTER\_YOUTH and STUD\_FOSTER\_YOUTH and LAMC veterans financial aid records.

\*\*\* Not analyzed due to low cell size.

The student groups experiencing the *greatest percentage point gaps* with regard to transfer are (in rank order):

- Students with a disability (-11.5 percentage points below the College average);
- Students of unknown ethnicity (-6.0 percentage points below the College average);
- Black students (-5.7 percentage points below the College average).

These groups are also the groups with the *largest number of students affected* by the equity gap in degree and certificate completion:

<b>Population Group</b>	<b>Percentage Point Gap</b>	<b># of Students in Cohort</b>	<b># of "Lost" Students that would have closed the equity gap</b>
Students with a disability	-11.5	39	4
Unknown ethnicity	-6.0	38	2
Black students	-5.7	31	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				

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