

2014 STUDENT EQUITY PLAN 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.

LAMC Service Area

Los Angeles Mission College (LAMC) is a public, two-year Hispanic-Serving Institution (HSI) located in northeast San Fernando Valley. LAMC's primary service area consists of the three main zip codes of 91342, 91331 and 91340, which cover the Southern California communities of Sylmar, Pacoima, and the city of San Fernando, respectively. As the data below indicate, LAMC's service area has a lower median household income, a higher poverty rate, and lower educational attainment than both Los Angeles County and the State of California (Tables A1 and A2).

It is notable that two-thirds (66.3%) of the adult population aged 25 and older in LAMC's primary service area has never attended college. This figure is only 44.0% and 39.7% for Los Angeles County and for the State of California, respectively.

Table A1: Income and Poverty Level			
	Service Area	Los Angeles County	California
Median Household Income	\$55,667	\$56,241	\$61,400
Percentage Whose Income in the Past Year Was Below the Poverty Level	17.9%	17.1%	15.3%

Source: 2008-12 American Community Survey, U.S. Census Bureau

Table A2: Educational Attainment			
Educational Attainment (Adults 25 Years & Older)	Service Area	Los Angeles County	California
Less than 9th grade	25.5%	13.7%	10.3%
9th to 12th grade, no diploma	16.2%	9.9%	8.7%
High school graduate (includes equivalency)	24.6%	20.4%	20.7%
Some college, no degree	16.3%	19.6%	22.2%
Associate's degree	5.2%	6.8%	7.7%
Bachelor's degree	9.1%	19.3%	19.7%
Graduate or professional degree	3.0%	10.2%	11.1%

Source: 2008-12 American Community Survey, U.S. Census Bureau

Proportionality Index

To assess whether the LAMC student body is representative of the community it serves, a proportionality analysis has been used. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. These subgroups should be the focus of interventions to increase their participation rates.

Ethnicity

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. In 2013, approximately 84% of residents in LAMC's primary service area were Hispanic, 8% were white and less than 5% each belonged to other ethnic groups (Table A3).

LAMC's student body is predominantly Hispanic, as well. The proportionality index of 0.92 indicates that Hispanics are proportionally represented on campus with reference to their presence in the surrounding community (Table A3). Blacks are also proportionally represented on campus while whites and Asians/Pacific Islanders are overrepresented. The high levels of overrepresentation of American Indians/Alaska Natives and multiethnic students on campus are due to the low overall numbers of students with these ethnic backgrounds on campus and in the community.

Table A3: Ethnicity and Gender			
Ethnicity	2013 Service Area Population*	LAMC Enrollment (Fall 2013)	Proportionality Index
Hispanic	84.2%	77.8%	0.92
White	7.9%	11.3%	1.43
Asian/Pacific Islander	4.3%	5.8%	1.34
Black	3.1%	3.3%	1.06
Multiethnic	0.6%	1.6%	2.67
American Indian/Alaska Native	0.1%	0.2%	2.00
Gender			
Female	49.8%	60.2%	1.21
Male	50.2%	39.8%	0.79

*Source: emsiAnalyst, Economic Modeling Specialists Inc.

Gender

With regard to gender, females are overrepresented and males are underrepresented in the LAMC student body (Table A3). This reflects a broader trend in higher education in the U.S. and in other industrialized countries. To provide more equitable access to higher education in our primary service area, LAMC should focus on outreach to men to increase the proportion of male students on campus.

Disability

Approximately ten percent of the adult population in Los Angeles County has some kind of disability (Table A4). LAMC's documented disabled student population is significantly lower than this, as seen in the proportionality analysis. However, this may be due to lack of documentation of disability for many students due to limited funding for DSPS, rather than to lack of access. More research is needed to identify the source of this issue, and additional support for DSPS may eliminate the equity gap.

Veterans

Veterans comprise about four percent of the civilian adult population of Los Angeles County (Table A4). However, the proportion of veterans at LAMC is less than two percent, showing disproportionate

access. As is the case with disability, the equity gap may be due to lack of documentation of veteran status rather than actual underrepresentation as only veterans using GI Bill funding are being serviced by the Veteran's Office. More research is needed on this issue.

Table A4: Disability Status, Veteran Status and Foster Youth Status			
Disability Status	Los Angeles County (2012)	LAMC Enrollment (Fall 2012)	Proportionality Index
Disability	9.5%	1.3%	0.14
No Disability	90.5%	98.7%	1.09
Veteran Status			
Veteran	4.2%	1.7%	0.40
Not Veteran	95.8%	98.3%	1.03
Foster Youth Status			
Foster Youth	0.04%	0.5%	11.8
Not Foster Youth	99.96%	99.5%	0.995

Source: 2012 American Community Survey, U.S. Census Bureau; CCCC Data Mart; Cal-PASS Plus Foster Youth Dashboard; CCWIP, http://cssr.berkeley.edu/ucb_childwelfare

Foster Youth

For purposes of this report, "foster youth" are defined as individuals who have at any time been removed by a court from the home of their biological family for abuse and/or neglect and placed into a court-ordered out-of-home placement. As recommended, the definition used is deliberately broad and inclusive, without age or length of time restrictions.

Limited data on foster youth indicate that they are not underrepresented on campus as there is a higher proportion of foster youth enrolled at LAMC than are present in Los Angeles County as a whole (Table A4). This may be due to LAMC's location in a part of Los Angeles County with a higher than average number of foster youth. Unfortunately, disaggregated data for LA County is not available. Furthermore, due to differing definitions and time periods used by the various sources of data on foster youth, entirely comparable data is not available and the best approximation has been used for this analysis.

Low-Income Students

In this section, low-income students are defined as recipients of one or more of the following: Board of Governors (BOG) Enrollment Fee Waiver; Cal Grant, CARE Grant, EOPS Grant, Pell Grant, SEOG Grant; Federal Direct Student Loan, and/or Federal Work Study.

According to the California Community College Chancellor's Office (Data Mart), there were 8,372 low-income students enrolled at LAMC during the 2012-13 academic year. This is 61.7% of the 13,559 students enrolled at LAMC that academic year. While there is no reliable methodology to compare the proportion of low-income students at LAMC to their representation in the community, due to the high percentage of low-income students on campus, it is highly unlikely that low-income students are underrepresented.

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

"Course completion" refers to the successful completion of a credit course with an A, B, C or P grade. Based on data from the CCCC DataMart, LAMC's successful course completion rate, also known as the "success rate" (i.e., the percentage of courses passed with an A, B, C or P grade) during the Fall 2013 semester was 66.0%, close to the Los Angeles Community College District (LACCD) average of 67.0%, but lower than the State of California average of 69.5% (Table B1).

Table B1: Successful Course Completion Rate (Fall 2013)			
	LAMC	LACCD	California
Completed Course with A, B, C or P Grade	66.0%	67.0%	69.5%
Not Successful	34.0%	33.0%	30.5%

Source: CCCC Data Mart, http://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx

In other words, LAMC students received passing grades in two-thirds of the courses they enrolled in during Fall 2013. The relatively low success rate is due to the fact that the majority of LAMC students test into remedial English and math courses, which have lower success rates than college-level courses. For example, in Fall 2013, 81.9% of students assessed were placed into below college-level English courses and 90.6% of students assessed were placed into below college-level math courses. Students enrolled in remedial English and math courses may also enroll in other courses that use college-level English or math concepts, which they are less likely to successfully complete.

Proportionality Index

As in the previous section, a proportionality analysis has been used to assess whether an equity gap exists for successful course completion. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. These subgroups should be the focus of interventions to increase their successful course completion rates.

Ethnicity

According to a proportionality analysis, there is no equity gap among different ethnic groups with regard to successful course completion (Table B2). However, a comparison of actual course completion rates by ethnicity shows a somewhat different picture (Table B3). Hispanic students and black students have noticeably lower successful course completion rates than students of other ethnic backgrounds.

80 Percent Rule

Due to the variation in the two analyses above, the 80 Percent Rule methodology is also used to measure disproportionate impact for this indicator. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

The 80 Percent Rule methodology shows that black students are experiencing disproportionate impact with regard to successful course completion as the 80 Percent Index for this subgroup is 0.77, which is below the 0.80 cut-off (Table B3). However, due to the relatively small number of black students on campus, it may be more useful to focus interventions on improving success rates among both black students and Hispanic students, whose 80 Percent Index is 0.83, just above the 0.80 cut-off.

Ethnicity	% of Fall 2013 Enrollment	% of Fall 2013 Courses Completed	Proportionality Index
Hispanic	75.9	73.2	0.96
White	11.2	13.1	1.17
Asian/Pacific Islander	6.0	6.6	1.10
Black	3.1	2.8	0.90
Multiethnic	1.1	1.2	1.09
American Indian/Alaska Native	0.1	0.2	2.00
Unknown	2.6	2.9	1.12

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Ethnicity	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Hispanic	63.7%	77.0%	0.83
White	77.0%	77.0%	1.00
Asian/Pacific Islander	73.1%	77.0%	0.95
Black	59.1%	77.0%	0.77
Multiethnic	76.5%	77.0%	0.99
American Indian/Alaska Native	73.3%	77.0%	0.95
Unknown	72.9%	77.0%	0.95

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Gender

There does not appear to be a gender equity gap according to either a proportionality analysis or the 80 Percent Rule (Table B4). However, women continue to show higher successful course completion rates than men.

Gender	% of Fall 2013 Enrollment	% of Fall 2013 Course Completed	Proportionality Index
Female	59.6	61.1	1.03
Male	40.4	38.9	0.96

Gender	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Female	67.6%	67.6%	1.00
Male	63.6%	67.6%	0.94

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Disability

There is no equity gap for disabled students according to both a proportionality analysis and the 80 Percent Rule (Table B5). Disabled students show a slightly higher successful course completion rate than students without documented disabilities as well as the general student population. However, due to the small number of identified disabled students, the resulting course completion rates may not fully reflect whether an equity gap exists and it may be more useful to focus on ways of systematically identifying disabled students rather than on interventions increasing course success for this population.

Table B5: Successful Course Completion by Disability Status			
Disability Status	% of Fall 2013 Enrollment	% of Fall 2013 Course Completed	Proportionality Index
Disability	2.0	2.1	1.05
No Disability	98.0	97.9	1.00
Disability Status	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Disability	70.3%	70.3%	1.00
All LAMC Students	66.0%	70.3%	0.94

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Veterans

There is no equity gap for veterans according to both a proportionality analysis and the 80 Percent Rule (Table B6), as veterans show a much higher successful course completion rate than the general student population. However, due to the small number of identified veterans, the resulting course completion rates may not be fully reflective of whether an equity gap exists. As with disabled students, focusing on developing a way to systematically identify veterans may be more useful than developing interventions for this group.

Table B6: Successful Course Completion by Veteran Status			
Veteran Status	% of Fall 2013 Enrollment	% of Fall 2013 Course Completed	Proportionality Index
Veteran	1.9	2.2	1.16
Not Veteran	98.1	97.8	1.00
Veteran Status	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Veteran	77.5%	77.5%	1.00
All LAMC Students	66.0%	77.5%	0.85

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Foster Youth

According to both a proportionality analysis and the 80 Percent Rule, a large equity gap exists for foster youth with regard to successful course completion (Table B7). Foster youth are passing only 45 percent (less than half) of the courses that they are enrolled in. Interventions need to be developed to address this equity gap.

Table B7: Successful Course Completion by Foster Youth Status			
Foster Youth Status	% of Fall 2013 Enrollment	% of Fall 2013 Course Completed	Proportionality Index
Foster Youth	1.2	0.8	0.67
Not Foster Youth	98.8	99.2	1.00
Foster Youth Status	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Foster Youth	45.2%	66.0%	0.68
All LAMC Students	66.0%	66.0%	1.00

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Low-Income Students

In this section, low-income students are defined as students participating in one or more of the following programs:

- CalWORKs - California Work Opportunity & Responsibility to Kids
- CARE - Cooperative Agencies Resources for Education
- EOPS - Extended Opportunity Programs & Services.

While this definition underrepresents the number of low-income students on campus, it is the best approximation available to identify low-income students on the CCCCO Data Mart. Low-income students have higher successful course completion rates than students who are not low-income as well as the general student population, thus no equity gap exists according to either a proportionality analysis or the 80 Percent Rule (Table B8).

Table B8: Successful Course Completion by Income Status			
Income Status	% of Fall 2013 Enrollment	% of Fall 2013 Course Completed	Proportionality Index
Low-Income	11.4	12.6	1.11
Not Low-Income	88.6	87.4	0.99
Income Status	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
Low-income	73.2%	73.2%	1.00
All LAMC Students	66.0%	73.2%	0.90

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Age

According to both a proportionality analysis and the 80 Percent Rule, there is no equity gap among different age groups with regard to successful course completion (Table B11). However, success rates for 18-24 year olds (traditional college age students) are substantially lower than those of other age groups, falling quite close to the cut-off point. This may warrant additional research.

Age	% of Fall 2013 Enrollment	% of Fall 2013 Courses Completed	Proportionality Index
1-17	1.7	1.9	1.12
18-19	24.2	23.0	0.95
20-24	43.5	41.3	0.95
25-29	10.9	11.3	1.04
30-34	5.5	6.1	1.11
35-39	4.0	4.6	1.15
40-49	5.7	6.7	1.18
50+	4.6	5.2	1.13
Age	Successful Course Completion Rate	Highest Completion Rate	80 Percent Index
1-17	74.1%	77.8%	0.95
18-19	62.8%	77.8%	0.81
20-24	62.6%	77.8%	0.80
25-29	68.4%	77.8%	0.88
30-34	72.3%	77.8%	0.93
35-39	76.0%	77.8%	0.98
40-49	77.8%	77.8%	1.00
50+	75.1%	77.8%	0.97

Source: CCCCO Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Academic/Progress Probation and Disqualification

During Fall 2013, 998 students (9.0% of the student body) were on academic or progress probation. 7.8 percent of those students were subject to disqualification. There are more Hispanic students on probation than students of other ethnicities, particularly on second semester or longer probation (Table B10).

Students are notified within six weeks of the completion of the semester that they have been placed on academic probation and/or progress probation and/or subject to dismissal by the LACCD College placing them on probation. A notification letter is sent electronically to the student's College email account from the Admissions and Records Office along with Counseling Department interventions and remediation plans. The Counseling Department also offers Financial Reinstatement Workshops specifically for Financial Aid students not meeting satisfactory academic progress (SAP) in which probation and academic dismissal is addressed.

Table B10: Probation by Ethnicity			
Ethnicity	% of Fall 2013 Enrollment	% of Students on Probation	% of Students on 2nd semester probation
Hispanic	75.9	81.0	84.5
White	11.2	6.3	4.2
Asian/Pacific Islander	6.0	3.9	3.0
Black	3.1	2.8	2.8
Multiethnic	1.1	0.6	0.7
American Indian/Alaska Native	0.1	0.4	0.7
Unknown	2.6	4.9	4.2

Source: LAMC Office of Institutional Effectiveness

Academic and progress probation students fall into the following categories: Academic or Progress Probation I, Academic or Progress Probation II and Subject to Dismissal.

Academic or Progress Probation I

Students are instructed to meet with a counselor to discuss how to get out of probationary status. During the counseling session students are counseled about the on campus student resources that are available to them to help them succeed. They are encouraged to enroll in a Personal Development course, PD 17 or PD 40 to help them establish study skills and excellent study habits to help them be more successful in the college milieu. LAMC is developing a new on-line probation workshop, “From Probation to Success” on the counseling department web site. The purpose of this workshop is to provide students on a Level 1 Probation (Academic and/or Progress) with information about probation and tools to assist them to be successful in college. Students enrolled in EOPS, SSD, TRiO and/or CalWORKs are directed to immediately contact their program office to discuss their remediation plan.

Academic or Progress Probation II

Students are instructed to attend a face-to-face probation workshop. The workshop is intended to define Probation II and explain the process of getting off probation and maintaining academic success. It will also assist students in identifying some of the obstacles and challenges they may be facing, resources that can assist them, and give them an individualized success plan to regain satisfactory academic status. At the completion of this workshop students will create their own “Academic Success Plan” and have the opportunity to immediately schedule a counseling appointment to develop a comprehensive Student Educational Plan (SEP).

Subject to Dismissal

Students are required to schedule an individual counseling appointment to appeal dismissal by the college deadline. Counselors must complete a Student Education Plan (SEP) for these students, showing at least two semesters and the student must complete an appeal form to submit to Admissions and Records. Students who fail to appeal by the deadline or whose appeal is denied will be disqualified from attending LACCD for at least one year.

C. 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 compared to the number of those students who complete such a final course.

For the purposes of this analysis, basic skills courses are defined as English courses that are two levels below transfer level (i.e., English 21 and below); math courses that are three levels below transfer level (i.e., Math 112 and below); and ESL 6 and below. In Fall 2013, **63.9** percent of LAMC students assessed into basic skills English courses and **46.3** percent assessed into basic skills math courses.

Students are given three years to complete a degree-applicable English or math course after completing their final ESL or basic skills course in that area. Thus, the initial cohort used for this section includes all students who successfully completed English 21, Math 112 or ESL 6 with a recorded A, B, C or P grade during the **Fall 2010** semester.

The table below shows the percentage of students from the initial cohort identified above who completed a degree-applicable English or math course within three years. Completion rates range from a high of 74 percent for ESL to a low of 45 percent for math. In general, students have a much higher likelihood of completing a degree-applicable course in English after successfully completing the ESL or basic skills English sequence than they do of completing a comparable math course.

Table C1: ESL and Basic Skills Completion			
Final ESL/Basic Skills Course	Number Completing Final ESL/Basic Skills Course	Number Completing Degree- Applicable Course	% Completing Degree-Applicable Course
English 21	307	195	63.5%
Math 112	358	160	44.8%
ESL 6A	63	47	74.3%

Source: LAMC Office of Institutional Effectiveness

As in the previous sections, a proportionality analysis has been used to assess whether there is an equity gap with regard to ESL and basic skills progression. In this section, a proportionality index **below 0.90** indicates underrepresentation and is indicated in **bold** in the tables.

Basic Skills English

English 21 is the final basic skills English course (two levels below transfer). The following course in the sequence is English 28, which is degree-applicable (one level below transfer) and is followed by English 101, which is transferable.

According to a proportionality analysis, Asians/Pacific Islanders and multiethnic students are underrepresented among basic skills English students who successfully complete a degree-applicable English course within three years (i.e., they have proportionality indices below the 0.90 cut-off point as shown in Table C2). However, due to the small number of students of these ethnicities in the initial cohort (less than ten each), this data should not form the basis of policy decisions.

Similarly, an equity gap was found for veterans with regard to basic skills English completion, however, there were fewer than five veterans in the initial cohort, thus the data may not fully reflect actual completion rates for veterans.

No equity gaps were found due to gender or disability status using a proportionality analysis. Disabled students performed slightly better than non-disabled students with regard to basic skills English completion. Low-income students also performed better than their non-low-income peers. In this section of the report, low-income students are defined as recipients of a Board of Governors (BOG) Enrollment Fee Waiver and/or a Pell Grant.

There were no identified foster youth in the Fall 2010 English 21 initial cohort.

Table C2: Basic Skills English			
Ethnicity	% of Students Completing English 21	% Completing Degree-Applicable English	Proportionality Index
Hispanic	87.0%	88.2%	1.01
White	4.9%	4.6%	0.94
Asian/Pacific Islander	2.6%	1.5%	0.58
Black	1.3%	1.5%	1.15
Multiethnic	1.6%	0.5%	0.31
American Indian/Alaska Native	0.0%	0.0%	n/a
Unknown	2.6%	3.6%	1.38
Gender			
Female	60.6%	59.5%	0.98
Male	39.4%	40.5%	1.03
Disability Status			
Disability	3.6%	4.1%	1.14
No Disability	96.4%	95.9%	0.99
Veteran Status			
Veteran	0.7%	0.0%	0.00
Not Veteran	99.3%	100.0%	1.01
Income Status			
Low-Income	63.2%	67.7%	1.07
Not Low-Income	36.8%	32.3%	0.88

Source: LAMC Office of Institutional Effectiveness

Basic Skills Math

Math 112 (Pre-Algebra) is the final basic skills math course (three levels below transfer). Following Math 112, students may choose either a two- or three-course algebra sequence (degree-applicable, not transferable). The two-course sequence consists of Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra). The three-course sequence is Math 123ABC (Elementary and Intermediate

Algebra I, II and III). Upon successful completion of either algebra sequence, students may enroll in a 200 level transferable math course.

A proportionality analysis shows that black students, and white students to a lesser extent, are experiencing disproportionate impact in basic skills math progression (Table C3). While the low number of black students in the initial cohort may cause their completion rates to fluctuate, the number of white students in the initial cohort is large enough for their data to be considered reliable.

Male students are not progressing through the basic skills math sequence at the same rate as their female peers. However, the equity gap is not severe, as the proportionality index of 0.87 for male students is close to the cut-off point of 0.90.

As with basic skills English, low-income students are also outperforming their non-low-income peers with regard to basic skills math progression. Low-income students are defined as those who received a Board of Governors (BOG) Enrollment Fee Waiver and/or a Pell Grant.

No equity gaps were found due to disability or veteran status. As with the basic skills English cohort, there were no identified foster youth in the Fall 2010 Math 112 initial cohort.

Table C3: Basic Skills Math			
Ethnicity	% of Students Completing Math 112	% Completing Degree-Applicable Math	Proportionality Index
Hispanic	79.9%	80.0%	1.00
White	11.2%	9.4%	0.84
Asian/Pacific Islander	1.7%	1.9%	1.12
Black	2.8%	1.9%	0.68
Multiethnic	0.8%	1.3%	1.63
American Indian/Alaska Native	0.6%	0.6%	1.00
Unknown	3.1%	5.0%	1.61
Gender			
Female	62.8%	67.5%	1.07
Male	37.2%	32.5%	0.87
Disability Status			
Disability	3.6%	3.8%	1.06
No Disability	96.4%	96.3%	1.00
Veteran Status			
Veteran	3.4%	3.1%	0.93
Not Veteran	96.6%	96.9%	1.00
Income Status			
Low-Income	64.0%	69.4%	1.08
Not Low-Income	36.0%	30.6%	0.85

Source: LAMC Office of Institutional Effectiveness

ESL

ESL 6 is the ESL course that is comparable to English 21. It is followed by ESL 8, which is comparable to English 28. While ESL courses at Mission consists of writing, reading and listening components, only the writing component (ESL 6A) tracks into ESL 8. This is reflected in the data shown in Table C4 below.

According to a proportionality analysis, Hispanic students are experiencing disproportionate impact with regard to ESL progression (Table C4). As with basic skills math, male students are not progressing through the ESL sequence at the same rate as their female peers. However, at 0.89, they are extremely close to the cut-off point of 0.90.

There appears to be a large equity gap for disabled students with regard to ESL progression, however, due to the low number of disabled students in the initial cohort (less than five), the data may not reflect the actual performance of this population group.

Veterans are performing better than their non-veteran peers with regard to ESL progression. As with basic skills English and math, low-income students are also outperforming their peers in ESL. Low-income students are defined as recipients of BOG fee waivers and/or Pell Grants. There were no identified foster youth in the Fall 2010 ESL 6A initial cohort.

Ethnicity	% of Students Completing ESL 6A	% Completing ESL 8 or Degree-Applicable English	Proportionality Index
Hispanic	49.2%	42.6%	0.86
White	23.8%	27.7%	1.16
Asian/Pacific Islander	19.0%	23.4%	1.23
Black	0.0%	0.0%	n/a
Multiethnic	0.0%	0.0%	n/a
American Indian/Alaska Native	0.0%	0.0%	n/a
Unknown	7.9%	6.4%	0.80
Gender			
Female	76.2%	78.7%	1.03
Male	23.8%	21.3%	0.89
Disability Status			
Disability	3.2%	0.0%	0.00
No Disability	96.8%	100.0%	1.03
Veteran Status			
Veteran	1.6%	2.1%	1.34
Not Veteran	98.4%	97.9%	0.99
Income Status			
Low-Income	73.0%	76.6%	1.05
Not Low-Income	27.0%	23.4%	0.87

Source: LAMC Office of Institutional Effectiveness

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.

The following parameters were used to create the cohort of students that are reported on in this section:

- The student's first term of enrollment at Mission was either summer 2007 or Fall 2007.
- The student's initial educational goal, as reported by the student, was one of the following:
 - Obtain a two-year vocational degree without transfer,
 - Obtain a two-year associate's degree without transfer,
 - Obtain a vocational certificate without transfer, or
 - Obtain a bachelor's degree after completing an associate's degree.
- The student completed a degree or certificate at any LACCD college thru summer 2014.

For purposes of data reporting for this section, students were given up to seven years from their first term of enrollment to complete a degree or certificate. This is one year more than the six years used by the California Community College Chancellor's Office (CCCCO) for the Student Success Scorecard, and captures the large number of Mission students who complete degrees and certificates in their seventh year. These students comprised over one quarter of the awardees in the cohort used for this section. The longer completion time is due to the high proportion of part-time students at LAMC and also to the large number of students who assess into remedial English and math courses.

There were **477 students** in the cohort used for this section, and their **overall degree and certificate completion rate was 21.2%**. This means that just over one-fifth of the students who started in fall 2007, and reported a degree or certificate as their educational goal, achieved that goal within 7 years.

As in the previous sections, a proportionality analysis has been used to assess whether an equity gap exists for degree and certificate completion. For purposes of this report, **a proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. Subgroups showing a proportionality index below 0.90 should be considered for interventions to increase their degree and certificate completion rates.

In addition to a proportionality analysis, the 80 Percent Rule methodology is also used to measure disproportionate impact in this section. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

Ethnicity

According to both a proportionality analysis and the 80 Percent Rule, black students, multiethnic students and American Indians/Alaska Natives are underrepresented among students who complete degrees and certificates within seven years (Table D1). However, due to the small number of multiethnic students and American Indians/Alaska Natives in the initial cohort (less than 5 students in

each group), the fact there were no completions should not be taken as an indication of the actual degree and certificate completion rates for these subgroups. White students are also disproportionately impacted, but to a much lesser extent. In order to increase equity for degree and certificate completion, interventions should focus primarily on black students.

Table D1: Degree/Certificate Completion by Ethnicity			
Ethnicity	% of Cohort	% of Degrees/ Certificates Completed	Proportionality Index
Hispanic	82.2	87.1	1.06
White	6.9	5.0	0.72
Asian/Pacific Islander	4.2	4.0	0.94
Black	3.1	1.0	0.31
Multiethnic	0.4	0.0	0.00
American Indian/Alaska Native	0.6	0.0	0.00
Unknown	2.5	3.0	1.18
	Degree/Certificate Completion Rate	Highest Completion Rate*	80 Percent Index
Hispanic	22.4%	22.4%	1.00
White	15.2%	22.4%	0.68
Asian/Pacific Islander	20.0%	22.4%	0.89
Black	6.7%	22.4%	0.30
Multiethnic	0.0%	22.4%	0.00
American Indian/Alaska Native	0.0%	22.4%	0.00
Unknown	25.0%	22.4%	1.12

* The highest completion rate is the highest rate among the population groups with more than 30 students. While the unknown category has the highest degree/certificate completion rate, this subgroup had fewer than 30 students in cohort used for this section.

Gender

According to both a proportionality analysis and the 80 Percent Rule, there is a large equity gap for male students compared to female students with regard to degree and certificate completion (Table D2). Interventions should be developed to address this gap.

Table D2: Degree/Certificate Completion by Gender			
Gender	% of Cohort	% of Degrees/ Certificates Completed	Proportionality Index
Female	54.5	74.3	1.36
Male	45.5	25.7	0.56
	Degree/Certificate Completion Rate	Highest Completion Rate	80 Percent Index
Female	28.8%	28.8%	1.00
Male	12.0%	28.8%	0.42

Disability

According to both a proportionality analysis and the 80 Percent Rule, there appears to be an equity gap for disabled students with regard to degree and certificate completion (Table D3). However, due to the small number of disabled students in the initial cohort (less than 10), the fact that there were no completions should not be taken as an indication of the actual completion rates for this subgroup.

Table D3: Degree/Certificate Completion by Disability Status			
Disability Status	% of Cohort	% of Degrees/ Certificates Completed	Proportionality Index
Disability	1.7	0.0	0.00
No Disability	98.3	100.0	1.02
	Degree/Certificate Completion Rate	Highest Completion Rate	80 Percent Index
Disability	0.0%	21.5%	0.00
No Disability	21.5%	21.5%	1.00

Veterans

According to both a proportionality analysis and the 80 Percent Rule, there is also an equity gap for veterans with regard to degree and certificate completion (Table D4). Again, due to the small number of veterans in the initial cohort (less than 10), these findings should be taken with a grain of salt.

Table D4: Degree/Certificate Completion by Veteran Status			
Veteran Status	% of Cohort	% of Degrees/ Certificates Completed	Proportionality Index
Veteran	1.9	1.0	0.53
Not Veteran	98.1	99.0	1.01
	Degree/Certificate Completion Rate	Highest Completion Rate	80 Percent Index
Veteran	11.1%	21.4%	0.52
Not Veteran	21.4%	21.4%	1.00

Foster Youth

According to both a proportionality analysis and the 80 Percent Rule, there appears to be an equity gap for foster youth with regard to degree and certificate completion (Table D6). However, due to the small number of foster youth in the initial cohort (less than 5), these findings may not be fully reflective of actual completion rates for this subgroup.

Table D6: Degree/Certificate Completion by Foster Youth Status			
Foster Youth Status	% of Cohort	% of Degrees/ Certificates Completed	Proportionality Index
Foster Youth	0.4	0.0	0.00
Not Foster Youth	99.6	100.0	1.00

	Degree/Certificate Completion Rate	Highest Completion Rate	80 Percent Index
Foster Youth	0.0%	21.3%	0.00
Not Foster Youth	21.3%	21.3%	1.00

Low-Income Students

In this section, low income students are defined as those who received a Pell Grant and/or a BOG waiver. According to both a proportionality analysis and the 80 Percent Rule, there is no equity gap for low income students with regard to degree and certificate completion as low income students show higher degree and certificate completion rates than non-low income students (Table D5). These findings suggest that receiving financial assistance may improve the likelihood of achieving the goal of completing a degree or certificate. Thus, efforts should be made to increase the number of students receiving financial aid by ensuring that all qualified students actually receive aid.

Table D5: Degree/Certificate Completion by Income Status			
Income Status	% of Cohort	% of Degrees/Certificates Completed	Proportionality Index
Low-Income	48.0	60.4	1.26
Not Low Income	52.0	39.6	0.76
	Degree/Certificate Completion Rate	Highest Completion Rate	80 Percent Index
Low-Income	26.6%	26.6%	1.00
Not Low Income	16.1%	26.6%	0.61

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.

The transfer cohort definition used in this section is based on the California Community College Chancellor's Office (CCCCO) Transfer Velocity definition, and includes all first-time college students in the 2007-08 entering cohort, who earned a minimum of 12 units and attempted a transfer level math or English course within six years of initial enrollment (by the end of the summer 2013 term). This definition attempts to capture students who show "behavioral intent to transfer."

According to the definition above, **29 percent of Mission students who showed "behavioral intent to transfer" enrolled at a bachelor's degree-granting institution within six years.** This is six percent lower than the LACCD districtwide average of 35 percent and a ten percent lower than the California statewide average of 39 percent. As is the case with degree and certificate completion, the lower transfer rate at Mission may be due to the large proportion of Mission students who assess into remedial English and math courses who may need more than six years to transfer.

	Cohort Size	Number of Transfers	Transfer Rate
LAMC	471	137	29.1%
LACCD	7,735	2,694	34.8%
California	129,091	50,903	39.4%

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

As in the previous sections, a proportionality analysis is used to assess whether an equity gap exists among different population groups with regard to transfer rate. For purposes of this report, a **proportionality index below 0.90 is considered reflective of disproportionate impact** and is indicated in **bold** in the tables. In addition, the 80 Percent Rule methodology is also used to measure disproportionate impact in this section. The 80 Percent Rule states that an equity gap exists if a subgroup is performing below 80 percent of the level of performance of the highest performing group, as measured by the 80 Percent Index. **An 80 Percent Index below 0.80 indicates disproportionate impact** and is indicated in **bold** in the tables.

Ethnicity

Hispanic students, the largest ethnic group on campus, are transferring at the expected rate according to a proportionality analysis, while Asians/Pacific Islanders and white students are transferring above the expected rate, and black students and American Indians/Alaska Natives are transferring below the expected rate (Table E2). Due to the low number of American Indians/Alaska Natives in the initial cohort (less than ten students), the low transfer rate reported for this population group may not fully reflect actual transfer rates for this ethnicity.

According to the 80 Percent Index, Hispanic students are also experiencing disproportionate impact with regard to transfer. A comparison of actual transfer rates shows that white students and

Asians/Pacific Islanders transfer at rates more than ten percent above the 29.1% college average, while black students have a transfer rate that is more than ten percent below the college average. However, there were fewer than 20 black students in the initial cohort and the transfer rate for this population group may show fluctuations over time. As a result, interventions to improve transfer rates may wish to focus on all students rather than on specific ethnicities, as Hispanic students comprise the majority of the student body in any case.

Table E2: Transfer Rate by Ethnicity			
Ethnicity	% of Cohort	% of Transfers	Proportionality Index
Hispanic	77.5	75.2	0.97
White	8.9	12.4	1.39
Asian/Pacific Islander	4.0	5.8	1.45
Black	3.6	2.2	0.61
American Indian/Alaska Native	1.3	0.0	0.00
Unknown	4.7	4.4	0.94
	Transfer Rate	Highest Rate	80 Percent Index
Hispanic	28.2%	42.1%	0.67
White	40.5%	42.1%	0.96
Asian/Pacific Islander	42.1%	42.1%	1.00
Black	17.6%	42.1%	0.42
American Indian/Alaska Native	0.0%	42.1%	0.00
Unknown	27.3%	42.1%	0.65

Source: CCCC Data Mart, http://datamart.ccco.edu/Outcomes/Transfer_Velocity.aspx

Gender

No gender equity gap was found in either a proportionality analysis or using the 80 Percent Rule methodology (Table E3).

Table E3: Transfer Rate by Gender			
Gender	% of Cohort	% of Transfers	Proportionality Index
Female	60.7	59.9	0.99
Male	39.3	40.1	1.02
	Transfer Rate	Highest Rate	80 Percent Index
Female	28.7%	29.7%	0.97
Male	29.7%	29.7%	1.00

Source: CCCC Data Mart, http://datamart.ccco.edu/Outcomes/Transfer_Velocity.aspx

Disability

According to the data, disabled students appear to be transferring at a much high rate than non-disabled students (Table E4). However, due to the small number of disabled students in the cohort (less than 5), these numbers may not be fully reflective of actual transfer rates of disabled students.

Table E4: Transfer Rate by Disability Status			
Disability Status	% of Cohort	% of Transfers	Proportionality Index
Disability	0.4	0.7	1.75
No Disability	96.6	99.3	0.97
	Transfer Rate	Highest Rate	80 Percent Index
Disability	50.0%	50.0%	1.00
No Disability	29.3%	50.0%	0.59

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Low-Income Students

In this section, low-income students are defined as recipients of one or more of the following: Board of Governors (BOG) Enrollment Fee Waiver, Pell Grant, Federal Direct Student Loan, and/or Federal Work Study. There was no equity gap found between low income and non-low income students with regard to transfer rates according to both a proportionality analysis and the 80 Percent Rule (Table E5).

Table E5: Transfer Rate by Income Status			
Income Status	% of Cohort	% of Transfers	Proportionality Index
Low Income	78.6	78.8	1.00
Not Low-Income	21.4	21.2	0.99
	Transfer Rate	Highest Rate	80 Percent Index
Low Income	29.2%	29.2%	1.00
Not Low-Income	28.7%	29.2%	0.98

Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Veterans and Foster Youth

Disaggregated data on veterans and foster youth is not available through the CCCC Data Mart at this time.

Appendix A: Proportionality

Proportionality is a way to identify which subgroups are not as well-represented as others.

Ex. **Access:** Does our student population look like our community?

Completion: Do the students who graduate look like the students who started?

If the answer is "no", then there may be **DISPROPORTIONATE IMPACT**.

☞ How do we measure disproportionate impact?

We look at each group's representation in both the initial cohort (everyone that started) and in the outcome group (those that succeeded) and calculate a **proportionality index** by dividing the group's percentage in the outcome group by their percentage in the initial cohort:

$$\text{Proportionality Index} = \% \text{ in Outcome Group} \div \% \text{ in Initial Cohort/Population}$$

If the proportionality index is below 0.90, there is **DISPROPORTIONATE IMPACT**.

☞ An example from Old MacDonald's Farm



Old MacDonald has 9 ducks, 7 rabbits & 4 chickens (20 total animals = **INITIAL COHORT**). He wants to immunize all the animals (= **OUTCOME**), but currently only 6 ducks, 3 rabbits and 1 chicken are immunized (10 immunized animals = **OUTCOME GROUP**). **Which animals have a lower chance of getting immunized than the others?**

Ducks: $\frac{\% \text{ in Outcome Group}}{\% \text{ in Population}} = \frac{6 \text{ ducks out of } 10 \text{ immunized animals}}{9 \text{ ducks out of } 20 \text{ total animals}} = \frac{60\%}{45\%} = 1.33 \rightarrow \text{Above } 0.90 = \text{OK}$

Rabbits: $\frac{\% \text{ in Outcome Group}}{\% \text{ in Population}} = \frac{3 \text{ rabbits out of } 10 \text{ immunized animals}}{7 \text{ rabbits out of } 20 \text{ total animals}} = \frac{30\%}{35\%} = 0.86 \rightarrow \text{Disproportionate Impact}$

Chickens: $\frac{\% \text{ in Outcome Group}}{\% \text{ in Population}} = \frac{1 \text{ chicken out of } 10 \text{ immunized animals}}{4 \text{ chickens out of } 20 \text{ total animals}} = \frac{10\%}{20\%} = 0.50 \rightarrow \text{Disproportionate Impact}$

☞ Based on a proportionality analysis, we can see that the rabbits and chickens are not being immunized as often as the ducks – they are **underrepresented** among the immunized animals and there is **disproportionate impact** for the chickens and rabbits with regard to immunization.

☞ If the animals were different groups of students and the immunizations were transfer rates, then we would say that some students (i.e., the rabbits and chickens) are experiencing disproportionate impact with regard to transfer rates, and we can use this data to design an intervention to improve their transfer rates.

Appendix B: The 80 Percent Rule

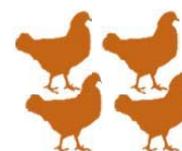
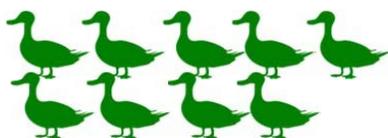
Another way to identify equity gaps is the 80 Percent Rule, which states that disproportionate impact occurs when any group is performing below 80% of the level of the highest performing group. To determine if this is happening, we calculate an **80 PERCENT INDEX**.

☞ **Step 1:** Calculate the percentage of each subgroup that achieved the outcome by dividing the number who succeeded (**OUTCOME GROUP**) by the number who attempted the goal (**INITIAL COHORT**). This is the **OUTCOME RATE**.

The group that has the highest outcome rate is the **REFERENCE GROUP**. By definition, this group is not experiencing disproportionate impact.

☞ **Step 2:** Compare each of the other groups to the reference group by dividing the subgroup's outcome rate by the reference group's outcome rate. This is the **80 PERCENT INDEX** for that group. An 80 Percent Index **below 0.80** indicates that group is experiencing **DISPROPORTIONATE IMPACT**.

An example from Old MacDonald's Farm



Old MacDonald has 9 ducks, 7 rabbits and 4 chickens (**INITIAL COHORT**). He wants to immunize all his animals (**OUTCOME**), but currently only 6 ducks, 4 rabbits and 1 chicken are immunized (**OUTCOME GROUP**). **Which animals have a lower chance of getting immunized than the others?**

Step 1: What percentage of each animal subgroup has been immunized (**OUTCOME RATE**)?

Ducks: $\frac{\# \text{ in Outcome Group}}{\# \text{ in Initial Cohort}} = \frac{6 \text{ ducks}}{9 \text{ ducks}} = 0.67$ (67% of ducks are immunized) = highest → **REFERENCE GROUP**

Rabbits: $\frac{\# \text{ in Outcome Group}}{\# \text{ in Initial Cohort}} = \frac{4 \text{ rabbits}}{7 \text{ rabbits}} = 0.57$ (57% of rabbits are immunized)

Chickens: $\frac{\# \text{ in Outcome Group}}{\# \text{ in Initial Cohort}} = \frac{1 \text{ chicken}}{4 \text{ chickens}} = 0.25$ (25% of chickens are immunized)

Step 2: The ducks are the **REFERENCE GROUP** in this example because they have the highest outcome rate (i.e., the highest percentage of immunizations). Divide the subgroup's outcome rate by the ducks' outcome rate:

Rabbits: $\frac{\text{Outcome Rate for Rabbits}}{\text{Outcome Rate for Reference Group}} = \frac{0.57}{0.67} = 0.85$ → Above 0.80 = No disproportionate impact

Chickens: $\frac{\text{Outcome Rate for Chickens}}{\text{Outcome Rate for Reference Group}} = \frac{0.25}{0.67} = 0.37$ → Less than 0.80 = **DISPROPORTIONATE IMPACT**

☞ Based on this analysis, we can see that Old MacDonald isn't immunizing the rabbits and chickens as much as the ducks, but according to the 80 Percent Rule, only the chickens are experiencing disproportionate impact.