Solano Community College

Student Equity Plan

2014-2017

ADOPTED BY SCC GOVERNING BOARD: ***September 18, 2013***

Update: ***August 25, 2014***

SOLANO COMMUNITY COLLEGE STUDENT EQUITY PLAN

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SOLANO COMMUNITY COLLEGE
Student Equity Plan
Signature Page

District: Solano Community College

Date Approved by Board of Trustees: September 18, 2013

Update: August 22, 2014

College President: _____
Jowel C. Laguerre, Ph.D., Superintendent-President

Chief Student Services Officer: _____
Shirley V. Lewis, J.D.

Vice President of Instruction: _____
Diane M. White, Interim

Academic Senate President: _____
Michael J. Wyly

Student Equity Coordinator: _____
Shirley V. Lewis, J.D.

Executive Summary

Introduction
Target Groups
Goals
Activities
Resources
Contact Person/Student Equity Coordinator

Introduction

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, "*all students enjoy the same right and access to education."*

The Student Equity Plan was written with contributions from faculty, staff, students, managers, and students. This 2014 update of Solano Community College's 2013-2018 Student Equity Plan is part of an ongoing institutional effort underway at Solano Community College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The Solano Community College Student Equity Committee has oversight for the development and implementation of this Student Equity Plan in accordance with SCCD Board Policy and Procedure 5355. This Committee is composed of faculty, staff, administration, and students. The Committee made recommendations to appropriate bodies regarding the College's Student Equity Plan, along with a host of new student equity recommendations. The Student Equity Plan was approved by the SCC Board of Trustees on September 18, 2013, and updated on August 25, 2014, in compliance with Title 5 guidelines in Section 54220.

A. TARGET GROUPS

Solano Community College is committed to access and success for all its students. The task of the Student Equity Committee is to review the access and success of all students at Solano Community College within the context of the following five Student Success areas:

1. Access
2. ESL and Basic Skills
3. Course Completion (Retention and Persistence)
4. Degree and Certificate Completion
5. Transfer

A review of District data in the five student success areas reveals that specific groups are not achieving at a proportional rate and, thus, intervention strategies and support to achieve equitable outcomes are needed for certain groups, including African American, White, Hispanic, male, Asian, Pacific Islander, Native American/Alaskan Native, ESL, disabled, veterans, low income and foster youth students. In the Student Equity Plan, the student success areas where the above groups are falling behind academically, and have established goals and activities for the District in order to increase access and close performance gaps.

B. GOALS

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, "*all students enjoy the same right and access to education."*

The College serves 9,914 students (at Fall 2014 Census) at campuses in Fairfield, Vacaville, and Vallejo and in the surrounding communities including Travis Air Force Base, Winters, Dixon, and Benicia. The College provides programs and services to ensure that all students have the opportunity to succeed academically.

This 2014-17 Student Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent:

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The overarching equity goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

<u>The specific goals of the Student Equity Plan are</u>:

1. To provide opportunities for increasing diversity and equity for all students at SCC.
2. To improve student access to SCC programs and services.
3. To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

C. ACTIVITIES

The numerous activities recommended in the Student Equity Plan (SEP) are subject to funding and staffing availability. These activities are necessary to accomplish the goals specified in the Plan:

- Increase Outreach to Target Groups
- Enhance Orientation and Counseling Efforts for New and Continuing Students
- Continue to Research and Evaluate Student Equity Data Analysis
- Increase Commitment to Faculty and Staff Development
- Increase and/or Continue Support for Innovative Programs and Services that Focus on Achieving Student Equity Goals
- Analyze and Recommend Specific Activities to support Specific Student Success

D. RESOURCES

Solano Community College's strong commitment to student access and success is evidenced by an array of educational programs and student services at the College that provide necessary student support pertaining to the fulfillment of educational goals. Through these resources, the College has successfully implemented innovative programs and services that meaningfully impact the five (Title 5 CCR Sec. 54220) student success areas of:

1. Access
2. Basic Skills and ESL
3. Course Completion
4. Degree and Certificate Completion
5. Transfer

Resources at Solano Community College include programs, services, and partnerships, which provide the necessary support to achieve the goals and objectives identified in this Student Equity Plan and increase student success. SCC's current resources include:

Academic Success Center –serves both as a center to encourage and facilitate academic success through support services that include help navigating the bureaucracy (i.e. enrollment services); academic success workshops (i.e. study skills, exam preparation, research and writing papers); information about campus support resources, financial aid, and transfer; as well as to provide high quality faculty development opportunities and instructional resources.

Admissions and Records Office -- maintains timely and accurate records of the academic progress and accomplishments of Solano Community College students, while ensuring the privacy, integrity, and security of those records. The Office provides services to students, including admissions, registration, residency, refunds, petitions, and transcript evaluations.

African American Male Trailblazers – provides support to African American males students enrolled at Solano College who have completed a minimum of 21 units. Support includes mentoring, reentry support services, and tutoring.

Assessment Center - The Assessment Center administers the College's computer-based English Reading Comprehension, English Sentence Skills, Math, and/or ESL Assessment tests that determine a student's knowledge in reading, writing, and math. Assessment results are used by counselors to place students in the appropriate college courses that meet their skills level.

CalWORKs Program – Program provides assistance and information to foster effective support, workforce training, and job search activities for eligible students. Funded through a Solano County grant, the program prepares students for the world of work, including educational plan development that meets CalWORKs and Solano County Health and Social Services Department guidelines.

CARE (Cooperative Agency Resources for Education) Program – provides additional support services to EOPS students that are currently receiving cash aid for family or dependent children under the age of 14. The program main focus is to help students "break the cycle". CARE support services are in addition to EOPS services provided to eligible CARE students. Eligible CARE students are eligible for the services of an EOPS student and they will receive a CARE Grant.

Career Center -- The Career Center provides one-stop services to students seeking career and employment information. Services include career exploration and skills assessment, labor market information, and free employment assistance to students and alumni. Students can access computerized career information systems, online resume posting and job search, and current listings of employment opportunities. .

Children's Program – Child enrollment priority is given to low-income college students enrolled at Solano Community College. A child care subsidy from the California Department of Education Child Development Division pays for the cost of their child's care while parents attend classes or work. Solano Community College students are employed on paid student internships each semester to gain professional development skills and an understanding of the application of child development best practices.

Counseling & Special Services -- The Counseling Program provides academic, career, and personal counseling services and instruction to students. The units that comprise the Counseling Program are: Counseling Center, the Disability Services Program (DSP), the Career Center, and the Transfer Center. In addition, the Counseling Program administers specialized programs, including the Puente Program, and is involved outreach activities designed to assist students in achieving their educational goals

Disability Services Program (DSP) – provides support and reasonable accommodations, as defined by state and federal laws, such as readers, note takers, specialized equipment use to students with documented physical, communication, learning, psychological or other medical conditions.

EOPS (Extended Opportunity Programs and Services) – provides "over, above and beyond" services to students who are both economically and educationally disadvantaged by offering book services assistance, EOPS book loans, counseling, priority registration, field trips, transportation grants, workshops, and transfer assistance.

Financial Aid Program – offers financial assistance with educational costs including fee waivers, grants, loans, federal work-study, scholarships, and a limited number of ASSC (student government) Emergency Book Loans.

First Year Experience (FYE) Program – provides students with the opportunity to participate in a uniquely supported cohort program during their first year in college. Students are guaranteed enrollment in high-demand Math and English classes, and are provided additional support through the use of embedded tutors, designated FYE faculty, and their own FYE Counselor. To be eligible for FYE, they must be a first-time student to Solano and have not started their Math and English class sequence. Space is limited.

Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living (YESS-ILP) Program –identifies youth who were involved in the foster care system as identified through either the County, their application, or FAFSA responses and to provide such youth with the programs, services, information, and support necessary to maximize their college options and outcomes.

Honor Societies – presently include Phi Theta Kappa International Honor Society (PTK) and Alpha Gamma Sigma State Honor Society (AGS). Their purpose is to recognize and encourage scholarship and leadership among two-year community college students.

Library –features multiple resources and instructional services to support student learning, including: Spanish/English OPAC, multi-language database options, an ESL collection, computer workstations reserved for students with disabilities, and one-on-one library assistance. Library services were expanded at the Vacaville and Vallejo Centers in fall 2012.

MESA (Mathematics, Engineering, and Science Achievement) Program -- provides strong academic assistance to economically disadvantaged students majoring in the areas of mathematics, science, technology, medicine, and engineering.

PUENTE Program -- a one-year writing, counseling, and mentoring program designed to empower students to transfer four-year colleges and universities.

Student Health Center – offers public health nurse-run health services to enrolled students**.**

Student Life/ASSC/Student Clubs and Activities – provide leadership development opportunities through extracurricular student activities, including participation in Associated Students of Solano College (ASSC) student government and over 40 student clubs and organizations.

Students Helping Students Book Grant Program – provides a limited number of needy students with textbook assistance through a bookstore voucher program and is funded by donations from ASSC, students, and staff.

Transfer Center – Provides prospective transfer students with direction and assistance in navigating the four-year university/college transfer process. Serves as a focal point of transfer activities and events which include: an annual College/University Transfer Fair, field trips to four-year colleges and universities and transfer-related workshops. The Center also offers opportunities for students to research college majors and admissions requirements learn about transfer admissions agreements (TAA's) and meet one-on-one with representatives from four-year colleges/universities.

Tutoring Center -- provides peer tutoring free of charge in various subjects offered at the College to all enrolled students. Sessions for individual and small group tutoring are 1 hr. each, by appointment, and ongoing during the semester. Drop in tutoring is available for Math and English at VV and VJO Centers.

UMOJA Program Scholars (UPS) – provides a variety of strategies toward first-year African American students, to enhance students' learning potential and ensure a successful transition into college. Strategies include a summer bridge program, learning communities, and supplemental support services.

Veterans Affairs Center – serves the needs of qualified veterans, reservists and dependents of veterans. Students receive counseling services and assistance with filing for benefits and access to educational and community resources. The Center acts as a liaison between the Veterans Administration and student veterans.

The above programs have an impact on increasing student achievement and student retention, as well as to provide support to students in overcoming personal and institutional barriers, and influencing students' social and emotional well-being.

These programs are address barriers to access and student success which include the need for financial assistance to cover the costs of education (e.g., tuition, fees, textbooks, and supplies; childcare services; transportation needs; and overall educational under preparedness. Nevertheless, as noted in the original (2005) Student Equity Plan, gaps in services and programs continue to persist with regard to outreach, orientation, tutoring services, counseling, math and English assessment, transfer guidance, basic skills instruction, and library services.

E. CONTACT PERSON/STUDENT EQUITY COORDINATOR

The contact person for the Solano Community College Student Equity Plan is the Chief Student Services Officer, 707-864-7159, Room 433, Fairfield Campus.

Campus-Based Research

Overview
Indicator Definitions and Data
Access
Course Completion (*Retention and Persistence*)
ESL and Basic Skills Completion
Degree and Certificate Completion

Overview

Much of the data used in SCC's Student Equity Plan was provided by the California Community College Chancellor's Office, Management Information Systems (CCCCO/MIS), the Student Success Scorecard, and through local research by the SCC Office of Institutional Research and Planning and the Basic Skills Initiative (BSI) Committee.

Indicator Definitions and Data

Student Equity Metrics

To complete the equity planning process, the Student Equity Committee will conduct basic research to determine the extent of equity disparities in the five student success indicators. The research is used to:

(a) develop shared understandings of the meaning of the data,
(b) develop action plans to mitigate the impact of disparities in student equity where possible,
(c) integrate student equity into other institutional planning processes and program review, and
(d) improve data collection and analysis relevant to the groups of students.

Described below are the metrics that will be measured and evaluated:

A. Access: **The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.**

B. Course Completion**: The 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.**

C. ESL and Basic Skills Completion: **The 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 ESL or basic skills course.**

D. Degree and Certificate Completion: **The 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 as documented in the student educational plan developed with a counselor/advisor.**

E. Transfer: **The 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.**

DATA

CCCCO/MIS AND BANNER DATA

The Student Equity Committee initially reviewed data for the period covering Fall 2007 through Fall 2011 with regard to access, basic skills pass rates, first-time student retention, completion of degrees and certificates, and transfer rates by ethnicity, gender, ESL status, disabled student status, and age group. See Student Equity Plan 2013-18. During 2013-14, the Committee worked with Research and Planning to improve student equity data collection and analysis, and methodology.

In July 2014, the SEP Data Report was updated to include findings from new SEP data for the period Fall 2008 through Fall 2013. The new data was extracted by Institutional Research and Planning directly from our Banner system. The Student Equity Plan (SEP) data, prior to the 2014 update, was extracted from CCCC/ MIS data tables at the start of the Student Equity Plan process in 2011. (See **Appendix I: SEP Data**). The Committee discussed the practical use of MIS data and the fact that since it is always out of date, and the data cannot be analyzed in a timely manner.

CCCCO/STUDENT SUCCESS SCORECARD DATA

The Student Equity Committee also reviewed equity data contained in the California Community College Chancellor's Office Student Success Scorecard, an annual report that was first issued April 2013 for each of the 112 colleges. See **Appendix II:** Student Success Scorecard**,** 2011-12 and 2012-13**.**

The Solano Community College Student Success Scorecard, for the 6-year period ending Spring 2013, details student performance, including certificate and degree attainment, transfer rates to four-year institutions, persistence rates, and "momentum points," such as the completion of 30 units, which is typically the halfway mark to transferring to a four-year institution or completion of an associate degree.

The Scorecard provides a set of performance metrics, including how effectively Solano Community College moves students through remedial and career technical education. Scorecard success indicators include ESL, Remedial English, Remedial Math, 30-Units, Persistence, and Completion (SPAR). The three remaining success indicators—namely, Access, Course Completion, and Transfer—are system-wide indicators available from Data Mart.

With clear data regarding student success by race, ethnicity, gender, and age, the SCC Student Equity Plan Committee also utilized the Scorecard data to determine the Student Equity and Student Success goals and activities contained herein.

METHODOLOGY: 80 PERCENT INDEX

The Student Equity Committee also analyzed CCCCO Data Mart and Data on Demand data to measure disproportionate impact— utilizing the "80-Percent Rule" --by comparing a disaggregated subgroup's presence in a cohort to its corresponding presence in it related outcome group.

The 80 Percent Rule methodology ***compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup***. The 80% Rule states that:

> *"A selection rate for any race, sex, or ethnic group which is less than 4/5 (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than 4/5 rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact."*

To assess equity, the Student Equity Committee examined data for the following five disaggregated subgroups:

- Gender
- Ethnicity
- Age
- Disability status
- Economically disadvantaged

The 80% Rule methodology was chosen because its advantage in providing a historical cutoff— 80% --with which to define disproportionate impact.

Typically, the subgroup with the highest success indicator rate is chosen as the reference group. The 80% index is calculated by dividing the completion rate of a non-reference subgroup in to the completion rates of the reference subgroup. A result of less than 80% is considered evidence of disproportionate impact.

This methodology's disadvantage is that it is not always clear that the highest performing group chosen as the reference group. Other factors such as the size of the subgroup were also considered.

(See **Appendix III: SCC "Student Equity Success Indicators" Data Report, August 2014**).

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.

Solano County census data from 2010 and the SCC 2012-13 Scorecard College Profile data were used as a comparison for the "Access" student success indicator because the majority of students served are from Solano County.

Solano County		**SCC Students**	
2010 Headcount *	**413,344**	**2012-13 Headcount ****	**12,864**
Gender			
Female	50.1%		57.4%
Male	49.9%		41.4%
Unknown			1.2%
Age			
Less than 20 years	27.4%		24.7
20-24 years old	7%		34.7%
25-49 years old	34.2%		26.5%
50 or more years	31.5%		14.2%
Ethnicity			
African American	14.2%		16%
American Indian/ Alaskan Native	0.5%		0.4%
Asian/Filipino	14.3%		14.1%
Hispanic	24%		23.3%
Pacific Islander	0.8%		0.0%
White	40.8%		32.1%
Two or More Races	5.1%		7.5%
Unknown			6.0%
ESL Status		**Fall 2013**	
Identified Status			2.08%
English Only	70%		
Language Other than English	30%		
Speak English less than "very well"	12%		
DSP Status			
Total Non-Institutionalized	398,546		

Findings:

- **White, male, ESL, and Disabled** students are underrepresented at the College.

- The Fall 2013 student body at SCC, for the most part, reflects the racial and ethnic demographics in Solano County. However, **White** students, who comprise **32.1%** of the SCC student population, are proportionately underrepresented when compared to percentages in the community served. Whites represent **40.8%** of the Solano County population.

- **Males**, who represent 49.9% of the County population, comprise 41.4% of the SCC student population. **Male** students are underrepresented by approximately 8.5%.

- **Disabled** (DSP) students, at 3.86% of the SCC student population, are underrepresented when compared to County census data indicating that persons with disabilities represent 9.9% of the County population. Although the DSP student enrollment increased in 2010-11, their numbers declined again in Fall 2013.

- The percentage of **ESL** students, 2.08% of SCC students, is significantly lower than the 12% within the County who speak English "less than very well" as reported by the U.S. Census

- **Hispanics** represents 24% of the County population. Hispanic student enrollment is steadily increasing and was 23.3% at the College in Fall 2013. Although, for the past several years, Hispanic students were proportionally underrepresented at Solano College, there was a 3% increase in Hispanic enrollment from Fall 2012.

- **Asians**, including **Filipinos**, who represent 14.3% of the County population, are also proportionately represented at SCC, with Asian/Filipino enrollment representing 14.1% of the Fall 2013 student population. From 2011 to 2013, the percentage of **Asian and Pacific Islander** students have proportionately increased, with 16.6% in Fall 2011 to 18.35% in Fall 2013.

- **African Americans,** who comprise 14.2% of the County population, are proportionately represented at the College at 16% of the student population.

- Enrollment of Age **50+ students** has increased nearly 8% from Fall 2012 to Fall 2013.

- The College will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

The Committee notes that, overall, the percentages of SCC students in the various categories found in the **SEP data in Appendix I, Part B** have remained stable since Fall 2008. The SEP data also includes an increasing number of unreported or unknown ethnicities. With the removal of the "Unknown" category, African American students are overrepresented while White students are underrepresented.

B. COURSE COMPLETION. Ratio of the number of credit courses that 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.

The Student Equity Committee examined retention data contained in the "Student Equity Success Indicators" SESI report and measured for disproportionate impact in "Course Completion" rates using the 80% Rule.

Disproportionate Impact Findings:

- All credit courses**:** Looking at retention and success rates, with the Asian subgroup as the reference group, the subgroup with disproportionate impact are **African American** students.

  [77.88% in Fall 2013; 73.74% in Spring 2014, *SESI Table 2.1-2.3: Course Completion*]

- Basic Skills courses: There was only one subgroup, **African American** students, with disproportionate impact.

  [72.39% in Fall 2013; 72.66% in Spring 2014, *SESI Table 1.1-1.3: Course Completion*]

- Career Technical Education (vocational): There was only one subgroup, **African American** students, with disproportionate impact.

  [57.26% in Fall 2013; 74.55% in Spring 2014, *SESI Table 3.1-3.3: Course Completion*]

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.

First, the Student Equity Committee analyzed the 2011-13 SEP Banner data, *compared the basic skills and ESL course completion rate for each population group of Solano Community College students,* and found:

Findings:

- Basic skills students are defined as those students who are enrolled in below-college level classes in English, mathematics, and ESL. Overall, basic skills students exhibit low success rates.

- Regardless of ethnicity, **all students in Math basic skills** courses have a lower success rate than students in English or ESL basic skills courses.

- In English and Math basic skills classes, **African American** and **Hispanic** students are less successful than any other student groups.

  In Fall 2013, the **African American** student success rate in English Basic Skills was 59% (albeit, this is up 4% from Fall 2011 which was at only 55%) and only 38% in Basic Skills Math (a 3% decrease from Fall 2011 which was at 41%). The **Hispanic** student success rate in Basic Skills Math is 45%, also down 4% from Fall 2011 success rates in this area. White student success rates in Basic Skills Math are at 52% in Fall 2013, down 7% from the Fall 2011 success rate of 59%.

- The gender gap is less evident in basic skills classes, but is becoming more evident in Basic Skills English with female students outperforming **male** students by 8% over the 2008-2013 study period, at 68% and 60% respectively. Female and male student success rates are equally low, at 49% for females and 45% for male students, with females outperforming the males by 4%.

- The **disabled** (DSP) student success rate in Basic Skills is relatively the same as non-disabled (Non-DSP) success rate, at 47% and 50% respectively in Basic Skills Math and 64% and 65% respectively in Basic Skills English.

- Although **ESL students** represent only **2.08%** of the total SCC student population, ESL students are more successful than non-ESL students, particularly in English basic skills. They are performing at an equal rate as non-ESL students of 47% in Math basic skills.

- The course completion rate of **Hispanic** ESL basic skills students demonstrates an overall increase from Fall 2008 baseline data.

- 72.1% of Solano Community College **foster youth** first attempted a math, English or ESL class below transfer level according to the CAL Pass Plus for the 2102-2013 school year. With the addition of the Cal Pass Plus reports available for tracking foster youth data we will now be able to track student's success and make modifications based on the findings beginning with the 2012-2013 cohort available October 2014. This data will serve as our baseline for future reporting.

Next, the Student Equity Committee compared *the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.*

The "Remedial" data provided in the SCC *Student Success Scorecard*, for the 6-year period through Spring 3, shows low completion rates for SCC remedial students--who started in basic skills and completed a college-level course in the same discipline—as follows:

- **28.3% completion by all Basic Skills Math students** (slightly up from 26.4% in 2011-12)

- **45.3% completion by all Basic Skills English students** (no change from 2011-12)

- **22.3% completion by all ESL students** (up from 19.6% in 2011-12)

- **African American** and **Hispanic** student success rates are lower than any other group in English and Math basic skills. Only 16.5% of the tracked African American students and 29.4% of Hispanic students who started in Basic Skills Math complete a college-level Math course. Only 33.2% of African American students and 39.5% of Hispanic students who start in Basic Skills English complete a college-level English course.

- Although **Asian** students outperform all other student groups, including **White** students, in Basic Skills English, only 33.3% of **Asian** students and 35.2% of **Filipino** students who started in Basic Skills Math complete a college-level Math course.

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[1] The SCC *Basic Skills Initiative 2012-13 End of Year Report*, in part, states, "Though the analysis presented later in this report shows modest gains in Basic Skills math completion at Solano, we're aware that the 2013 Student Success Scorecard shows Solano College's Remedial Math Success rate as 16.7%, among the lowest in our region and well below the statewide rate of 25.9%."

The report, with regard to Basic Skills Math, states: "Using the Basic Skills Cohort Tracker to compare the two periods, we find a gain in the success of students starting math two levels below transfer, with 11% passing a transfer-

level course in the two-year period ending Spring '12 compared to just 8% in Fall 2008-Spring 2010 period. Unfortunately, this gain is offset somewhat by a slide in the transfer-level success rates of students starting 1 level below transfer, from 29.4% in the Fall 08-Spring 10 period to 25.2% in Fall 2010-Spring 2012. Taken together, these figures yield a modest gain overall; we can calculate that an additional 25 students from these math Basic Skills courses persisted and passed a transfer level math course in the Fall 10-Spring 12 cohort than would have at the rates observed in Fall 08-Spring 10.

Using the Cohort Tracker to compare student success rates in our Basic Skills English program, we again see some progress. The rate of success through the first transfer-level English course for student placed two levels below transfer rose from 30.2% in 2008-10 to 34.7% in 2010-12. For the much larger group starting just one level below transfer, we see an improvement from a success rate of 45.1% in 2008-10 to 50.8% in 2010-12."

Finally, the Student Equity Committee reviewed the "Student Equity Success Indicators" SESI report data on ESL and Basic Skills Completion.

Disproportionate Impact Findings:

- ESL students: The **Hispanic**[2]**, female**[1]**, and age 25-49**[1] subgroups

  [[1]33.79%-80% Index; [2]57.09%-80% Index; and [3]50.81%-80% Index, *SESI Tables 2.1-2.3: ESL and Basic Skills Completion-ESL*]

- Remedial English:
  - → **20-24**[1] and **25-49**[2] Age Groups
    [[1]68.51%-80% Index; [2]75.32%-80% Index, *SESI Tables 3.2: ESL and Basic Skills Completion-Remedial English*]

  - → **African American**[1] **and Hispanic**[2] subgroups
    [[1]54.27%-80% Index; [2]59.32%-80% Index, *SESI Tables 3.3: ESL and Basic Skills Completion-Remedial English*

- Remedial Math:

  - → **African American**[1] **and Hispanic**[2] subgroups
    [[1]50%-80% Index; [2]73.88%-80% Index, *SESI Tables 4.3: ESL and Basic Skills Completion-Remedial Math*]

  - → **Economically disadvantaged** subgroup
    [[1]78.12%-80% Index, *SESI Tables 4.5: ESL and Basic Skills Completion-Remedial Math*]

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.

First, the Student Committee examined the "Student Equity Success Indicators" SESI report data and measured disproportionate impact for "Degree and Completion, "Tables 5.1-8.5, using the 80% Rule.

Disproportionate Impact Findings:

- **Students who have completed 30-units:** The two subgroups with disproportionate impact are **age 20-24**[1] students and **African American**[2] students

  [[1]75.59% -80% Index, *SESI Table 5.2: Degree and Certificate Completion-Age Group*]
  [[2]77.55% -80% Index, *SESI Table 5.3: Degree and Certificate Completion-Ethnicity*]

- **Persistence:** There was **no** disproportionate impact reflected among the subgroups.

  [80% Index for Gender, Age Group, Ethnicity, DSP, Economically Disadvantaged, *SESI Table 6.1-6.5: Degree and Certificate Completion-Persistence*]

In reviewing Completion Rates (SPAR) data, there were six subgroups with disproportionate impact:

- **Age 20-24**[1] **and 25-49**[2] group students.

  [[1]76.66%-80% Index; [2]72.33%-80% Index, *SESI Table 7.2: Degree and Certificate Completion-Age Group*]

- **African American**[1] **and Hispanic**[2] students

  [[1]62.92%-80% Index; [2]63.85%-80% Index, *SESI Table 7.3: Degree and Certificate Completion-Ethnicity*]

- **Disabled** students

  [70.33%-80% Index, *SESI Table 7.4: Degree and Certificate Completion-DSP*]

- **Economically disadvantaged** students

  [78%-80% Index, *SESI Table 7.4: Degree and Certificate Completion-Econ Disadvantaged*]

- **Foster Youth:** The College will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

In summary, the "Student Equity Success Indicators" SESI report data indicates that **African American, Hispanic, White, disabled, low income, and age groups 20-49** experience disproportionate impact with regard to low Degree and Certificate Completion.

Next, the Student Equity Committee examined the *percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate, or transfer-related outcomes.*

The "Completion" data in the 2012-13 SCC Student Success Scorecard shows the following:

Findings:

- Overall, **less than half (45.8%) of the tracked SCC students** for the 6-year period ending Spring 2013 **earned a degree** and/or certificate or transfer to a four-year institution.

- **Only 36.3 % of our students who were unprepared** for college—those who may be considered **basic skills and ESL** students—**completed a degree**, certificate, or transfer course patterns (i.e. IGETC or CSU General Education courses). There was a 2.6% decrease in completion rates of unprepared students compared to the 2011-12 rate of 38.9%.

- Only 31% of underprepared **African American** and 25.2% of underprepared **Hispanic** students complete a degree or certificate. There was a decrease of nearly 9% in 2012-13 completion rates as compared to the prior 2011-12 rate for underprepared **Hispanic** students.

- Completion rates of all basic skills students, especially **African American** and **Hispanic** students, are lower than other groups (36% for African Americans and 34.3% for Hispanic students).

- Completion rates for **White** and **Filipino** students who are unprepared for college are also unacceptably low, at 37.4% and 46.9% respectively.

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.

Transfer Velocity (CCCCO/MIS Data)

The Transfer Velocity Cohort is created by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Age Group

	Cohort Year 2006-2007			Cohort Year 2007-2008		
Age Group	**Transferred Student**	**Cohort Student**	**Transfer Rate**	**Transferred Student**	**Cohort Student**	**Transfer Rate**
17 or Less	159	454	35%	170	400	43%
18 & 19	271	741	37%	244	666	37%
20 to 24	23	71	32%	16	73	22%
25 to 29	8	30	27%	4	24	17%
30 to 34	6	19	32%	4	14	29%
35 to 39	2	21	10%	3	15	20%
40 to 49	4	21	19%	2	15	13%
50 and older	2	10	20%	0	8	0%
Total	**475**	**1367**	**35%**	**443**	**1215**	**36%**

Ethnicity

	Cohort Year 2006-2007			Cohort Year 2007-2008		
Ethnicity	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
African-American	53	185	29%	48	160	30%
American Indian/Alaskan Native	3	6	50%	2	8	25%
Asian	44	101	44%	39	92	42%
Filipino	72	217	33%	77	177	44%
Hispanic	77	244	32%	50	190	26%
Other Non-White	0	0		0	0	
Pacific Islander	9	29	31%	14	32	44%
Unknown	28	67	42%	25	67	37%
White Non-Hispanic	189	518	36%	188	489	38%
Total	**475**	**1367**	**35%**	**443**	**1215**	**36%**

Gender

	Cohort Year 2006-2007			Cohort Year 2007-2008		
Gender	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
Female	262	770	34%	235	643	37%
Male	213	597	36%	208	572	36%
Other	0	0		0	0	
Total	**475**	**1367**	**35%**	**443**	**1215**	**36%**

DSP Status

	Cohort Year 2006-2007			Cohort Year 2007-2008		
Primary Disability	**Transferred Student**	**Cohort Student**	**Transfer Rate**	**Transferred Student**	**Cohort Student**	**Transfer Rate**
Acquired Brain Injury	0	1	0%	0	1	0%
Developmentally Delayed Learner	0	2	0%			
Hearing Impaired				0	2	0%
Learning Disabled	3	11	27%	2	7	29%
Mobility Impaired	1	9	11%	0	2	0%
None	467	1300	36%	430	1151	37%
Other Disability	3	29	10%	7	41	17%
Psychological Disability	1	15	7%	3	7	43%
Speech/Language Impaired				0	1	0%
Visually Impaired				1	3	33%
Total	**475**	**1367**	**35%**	**443**	**1215**	**36%**

Findings, based on the above Transfer Velocity Data, follow:

- Age
  Transfer rates for students in the 17 and younger age group showed an 8% increase to 43% from 2006-7 to 2007-8, while the 18-19 age group transfer rate remained the same at 37%. The 35-29 age group showed a 10% increase in rate of transfer 2/21 (10%) in 06-07 to 3/15 (20%) in 07-08, although the total number of transferred students is relatively low.

  Age groups 30-34, 40-49 and 50+ all showed a decrease in transfer rates from 06-07 to 07-08, a 3%, 6% and 20% reduction respectively. However, number of students in all three cohorts are low (21 or less) for both years.

  Of concern is the 10% reduction in transfer rates for the **20-24 and 25-29 age groups**. The 20-24 age group is a relatively larger cohort and the number of students in the cohort remained stable across the 2 years, 71 (06-07) and 73 (07-08) while the number of students transferring did not, 23 (06-07) and 16 (07-08). The 25-29 age group is a smaller cohort with 8/30 transferring in 06-07 and 4/24 transferring in 07-08.

- Ethnicity
  African American students have the lowest transfer rate for 2006-7 (29%) but did demonstrate a small 1% increase in 2007-8 (30%). **Hispanic** students also have low transfer rates (32%, 26%). They showed a 6% decrease from 06-07 to 07-08 giving them almost the lowest transfer rate for 2007-8. Asian students have one of the highest transfer rates for 06-07 (44%) with a modest decrease for 07-08 (42%). **American Indian/Alaskan Native**

students have very small cohorts of 6 and 8, respectively for 06-07 and 07-08. They showed a 25% decrease in transfer rate from 50% (3/6) in 06-07 to 15% (2/8) in 07-08.

Pacific Islander, Filipino and White Non-Hispanic all showed increases in transfer rates from 06-07 to 07-08, 11%, 13% and 2% increases, respectively. Although White Non-Hispanic students showed a 2% increase in transfer rate, they still have a one of the lower rates of transfer in both years.

- Gender
  Transfer rates for females increased slightly from 2006-7 (34%) to 2007-8 (37%) while the transfer rate for males across the 2 years remained the same, 36%.

- DSP Status
  DSP students showed an increase in transfer rate from 2006-7 to 2007-8. Students with psychological disabilities had a 36% increase, students with other disabilities a 7% increase and students with learning disabilities a 2% increase. Students with Mobility impairment went from 11% (1/9) in 06-07 to 0% (0/2) in 07-08.

- Foster Youth Status
  We will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

Summary/Recommendations:
Solano Community College has an overall transfer rate of 35% for 2006-7 and 36% for 2007-8. The goal of the college is to increase its overall transfer rate by 20 percent by Spring 2017. Data for 2 cohort years has been provided, but it is difficult to assess trends with only 2 data points. The college will benefit from at least an additional cohort year which will allow us to extrapolate and determine areas of need. In addition, it would be beneficial to obtain transfer data from comparable community colleges to determine areas of need and set appropriate goals regarding increasing SCC's transfer rate.

Based on the limited data available (2 cohorts) the college should focus on the **20-29 age group** as there has been a decrease in transfer rates over the 2 years for these age groups.

African-American, Hispanic, American Indian/Native Alaskan and White Non-Hispanic students will be targeted populations for additional services related to preparation for transfer.

Although transfer rates are lower than desired for **both genders** there is no disparity across genders.

DSP student cohorts are small and it is very difficult to discern patterns or trends in the data.

Next, the Student Equity Committee examined "Student Equity Success Indicators" SESI report data, Tables 8.1-8.5, on Transfer Velocity and found the following:

Disproportionate Impact Findings:

With the Asian subgroup used as the reference group having the highest transfer rates, the six subgroups with disproportionate impact are:

- → **Age groups 20-24[1] and 25-49[2];**
  [[1]73.41% -80% Index; [2]52.26% -80% Index *SESI Table 8.2: Degree and Certificate Completion Transfer-Age Group*]

- → **African American[3], Hispanic[4], and White[5] students;** and
  [[3]60.36% -80% Index; [4]56.25% -80% Index; [5]76.26% -80% Index *SESI Table 8.3: Degree and Certificate Completion Transfer-Ethnicity*]

- → **Disabled** students
  [30.19%-80% Index, *SESI Table 8.4: Degree and Certificate Completion-DSPS*]

- → **Economically disadvantaged students**
  [30.19% -80% Index *SESI Table 8.5: Degree and Certificate Completion Transfer-Economically Disadvantaged*]

The sizes of the American Indian/Alaskan Native and Pacific Islander subgroups are so small that they were not included in the calculation.

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.

Improve access for White, male, ESL, disabled, veterans, and foster youth students.

ACTIVITIES

Activity A1:

2014-15 Focus Delivery of SSSP Services to Target Groups: Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services—assessment, orientation, ed planning, and follow-up-- to all students, particularly **White, male, ESL, disabled, veterans, and foster youth** students in order to increase access.

Responsible Party: Dean of Counseling, Associate Dean of Admissions, Faculty

2014-17: Improve Customer Service to Target Groups: The College will (1) conduct Welcome activities during the first week of each term, including "Ask Me" staff stationed at campus entrances to answer questions and help guide new students: (2) provide front line Student Services and Academic Affairs staff with ongoing Customer Service training; and (3) extend services for students by increasing office hours.

Responsible Party: Chief Student Services Officer

Activity A2:

2014-17 Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to **White, male, ESL, disabled, and foster youth** student groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Responsible Party: Outreach and Public Relations Manager

2014-15 Enhance Services to Foster Youth: In order to reach foster youth specifically, FYSI staff will work in coordination with feeder K-12 schools, SCOE and county partners to meet

individually or in small groups with **foster youth** identified by the district or local agencies in order to provide guidance and assistance with the matriculation process.

Responsible Party: FYSI Coordinator

Activity A3:

2016-17 Improve Scheduling and Customer Service: The College will implement and promote **student-centered class scheduling** (e.g. weekend, evening, and online classes) **and equitable support services** for evening and weekend students, with targeted outreach to White, male, ESL, disabled, foster youth and veteran students.

Responsible Parties: Vice President of Academic Affairs, Deans, Outreach and Public Relations Manager

EXPECTED OUTCOMES

Outcome A1: By Fall 2017, the number of White, male, ESL, disabled, foster youth, and veteran students enrolled at the college will increase by ten percent (10%) per year over the next 3 years.

Outcome A2: By Fall 2017, the number of White, male, ESL, disabled, foster youth, and veteran students enrolled at the college will increase by twenty percent (20%) by Fall 2017.

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that 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.

African American and foster youth students will successfully complete coursework and remain enrolled in college.

ACTIVITIES

Activity B1:

2014-17: Enhance and Scale Learning Community and Co-Curricular Programs that Serve African American Students: Each year, the College will provide enhanced co-curricular programs designed to increase course completion, persistence, and retention of at risk **African American** students, beginning in their first year of college, e.g. Puente, Umoja, and First Year Experience Learning Communities, including a Summer Bridge program that targets and addresses the specific needs of foster youth.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Coordinator, Faculty

Activity B2:

2014-2015: Improve Foster Youth Access to Services: The College will dedicate funding and space to a **foster youth** one-stop shop on campus that includes access to academic counseling, peer mentoring, referrals to on-campus and off-campus services and other supports.

Responsible Party: FYSI Coordinator

2015-2016: Maintain Services to Foster Youth: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Party: FYSI Coordinator

Activity B3:

2015-16 Increase Support for Learning Communities and Student Success Programs: The College will allocate institutional support to LCs and other support-oriented programs and services that serve entering **African American and foster youth**, including the hiring of a LC Coordinator, LC faculty, and program costs identified in an approved LC Action Plan.

Responsible Parties: Vice President of Academic Affairs, Faculty

Activity B3:

2015-17 Improve Access by Target Groups to SSSP Services: Beginning Fall 2015, entering **African American and foster youth** will be given priority access to assessment, orientation and

education planning services in order to ensure that all matriculation requirements are completed in time to access priority enrollment.

Responsible Party: Dean of Counseling and DSP, Faculty

EXPECTED OUTCOMES

Outcome B1: By Fall 2016, 100% of all students enrolled in Learning Communities will have a comprehensive education plan in place by the end of their first term.

Outcome B2: By Spring 2016, the rate of successful course completion for **foster youth** will increase by twenty percent (20%).

Outcome B3: By Spring 2017, the number of **African American** students who successfully complete 3 consecutive terms will increase by twenty percent (20%).

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.

African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students who are required to take basic skills courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITIES

Activity C1:

2014-17 Each semester, Counseling services aimed at completing abbreviated or comprehensive education planning will be provided within a reasonable time period to all basic skills students, particularly to **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students.**

Responsible Party: Dean of Counseling, Counseling Faculty

2014-17

Enhance Learning Support for African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students : The College will invest in summer bridge, tutors, and supplemental instructors (to be available through the Tutoring Center, Academic Success Center, and cohort-model programs), who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students--** especially in Basic Skills Math.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Committee, Counseling and Basic Skills Faculty

Activity C2:

2015-16 Enhance Basic Skills Learning Support for Foster Youth: Tutors and mentors will be made available through the FYSI program, who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for **foster youth**.

Responsible Party: FYSI Coordinator

Activity C3:

2014-17 Enhance Academic Success Center and Counseling Services to At Risk Students: During each fall and spring term, the College will offer a Student Success course through the Counseling Division, Academic Success Center workshops, to Basic Skills students with specific outreach to **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students**. Activities will be designed to help

students form goals for college and careers, develop plans, develop good study habits, and learn about campus resources.

Responsible Party: Dean of Counseling, Academic Success Center Coordinator, CSSO

Activity C4:

2014-17 Increase Professional Development Opportunities for Faculty and Staff: During each fall and spring term, the College will conduct training each semester with all faculty and staff involved in the delivery of basic skills courses that address the specialized needs of **African American, Hispanic, ESL, Asian/Filipino, and foster youth** students, including fostering active, collaborative, and cooperative learning approaches and other strategies for supporting their success.

Responsible Parties: Academic Senate, Faculty

EXPECTED OUTCOMES

Outcome C1: By Fall 2017, the percentage of first-time **African American, Hispanic, ESL, and low-income students** who started below transfer level in English, mathematics, and/or ESL in 2013-14 and completed a college-level course in the same discipline within six years (through 2018-19) will increase by twenty (20)%.

Outcome C2: By Fall 2017, the percentage of **first-time, foster youth** students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline within six years will increase by twenty (20)% percent.

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.

Underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49 students will successfully receive a degree or certificate that aligns with their informed matriculation goal.

Activity D1:

2014-15 Implement DegreeWorks : Beginning Spring 2015, the College will launch DegreeWorks for 2012-13 and 2014-15 catalog years, which will assist Counselors and **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students with ed planning and will provide real time delivery of progress toward meeting graduation requirements .

Responsible Party: Associate Dean of Admissions, Assessment, and Scheduling

Activity D2:

2015-17: Improve Follow Up Services for Targeted Student Groups: Beginning Fall 2015, 100% of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students entering their fifth term who are not making progress toward a degree or certificate will receive outreach contact from Admissions and Counseling or the Career Center a minimum of two times (e.g. e-mail and phone call) regarding Counseling, Transfer Center, Career Center, and other services for students.

Responsible Party: Dean of Counseling, Associate Dean of Admissions

Activity D3:

2014-15 Maintain Institutional Support for Foster Youth Services: The College will dedicate funding and space to institutionalize a **foster youth** one-stop shop on campus that includes access to academic counseling, peer mentoring, referrals to on-campus and off-campus services and other supports.

Activity D3:

2015-16 Improve Counseling Services to Targeted Students: The College will assess the need to hire additional academic counselors to be funded by the campus who will be available to meet with at-risk of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students at least once per term to determine if they are on track for completion of their degree or certificate goals.

Responsible Party: Vice President of Academic Affairs

EXPECTED OUTCOMES

Outcome D1: By Spring 2017, the percentage of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students who receive a degree or certificate within 6 years will increase by twenty percent (20%).

Outcome D2: By Spring 2017, the percentage of **foster youth** who receive a degree or certificate within 6 years will increase by twenty percent (20%).

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.

African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29 students will successfully transfer to 4-year universities.

ACTIVITIES

Activity E1:

2014-17 Develop Transfer Pathways and Promote to Target Students: Each year, the College will host activities to promote the Transfer Agenda through professional development, K-12 collaboration, development of transfer pathways, and by ramping up Transfer services to **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students.

Responsible Parties: Deans and Faculty

2014-17 Increase Transfer Opportunities for Target Students: Each year the College will sponsor a campus visit to local 4-year universities and host a Transfer Fair activity in accessible locations, specifically targeting **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students to learn about career options available with a 4-year degree, to hear from successful transfer students and gain exposure to the university campus environment.

Responsible Parties: Dean of Counseling, Faculty

Activity E2:

2014-17 Develop Associate Degrees for Transfer and Promote to Target Students: To advance seamless transfer pathways, College faculty will develop and obtain approval of a minimum of sixteen (16) Associate Degrees for Transfer (ADTs) by Spring 2015. The College will advertise the ADTs and find additional avenues to provide **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students with information regarding available ADTs.

Responsible Parties: Deans and Faculty

Activity E2:

2014-2015: Improve Foster Youth Access to Services: The College will dedicate funding and space to institutionalize a **foster youth** one-stop shop on campus that includes access to transfer resources.

Responsible Parties: Dean of Counseling, FYSI Coordinator

2015-2016: Maintain Institutional Support of Foster Youth Services: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Parties: Dean of Counseling, FYSI Coordinator

EXPECTED OUTCOMES

Outcome E1: The percentage of **African American, Hispanic, White, American Indian/Native Alaskan, age 20-29** students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will be at or above the rate of the general student population.

Outcome E2: The percentage of **African American, Hispanic, White, American Indian/Native Alaskan, age 20-29, and foster youth** students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will increase by 25 percent by Spring 2017.

Budget

SOURCES OF FUNDING

The sources of funding for the proposed activities include both internal and external sources of funding. Funding resources include:

- Categorical funding
- Grants
- General fund allocations for support programs
- General fund allocations for salaries of educational administrators, faculty, and student services and support staff
- General fund allocation for faculty and staff development
- Strategic Proposal funding

Solano Community College will use existing resources by shifting emphasis in some programs to accommodate new Student Equity activities. The College, through its integrated planning process and resource allocation process, will consider student equity goals in allocating faculty and staff resources and strategic proposal allocations With regard to external resources; Solano Community College will submit grant applications to address Student Equity activities. Examples include:

- Talent Search Program, U.S. Department of Education
- Title III Strengthening Institutions Program, U.S. Department of Education
- Title V Hispanic-Serving Institutions Program, U.S. Department of Education
- TRIO Student Support Program, U.S. Department of Education
- National Science Foundation
- CA Community Colleges Chancellor's Office Grants

Evaluation Schedule and Process

Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results in implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Equity Coordinator pertaining to activity results, any barriers to carrying out the activities, and a plan to address barriers.

The second part of the evaluation focuses on assessing the student success areas: (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer. The assessment data will become part of the published Instructional Program Reviews, allowing the widest dissemination to the campus community and to the public. The Student Equity Committee will review the data, update the Plan, and submit it to the campus community and Board of Trustees for approval annually and/or as needed.

Acknowledgements

Student Equity Planning Committee Members

Dr. Shirley Lewis, Chair, Chief Student Services Officer
Dr. Jose Ballesteros, MESA Director
Peter Cammish, Dean of Research & Planning and Institutional Effectiveness
Dr. Annette Dambrosio, Advisory Member, Accreditation Coordinator and English/Reading Faculty
Luis Garcia, Associated Students of Solano College (ASSC), 2013-14
Luz Murillo, Associated Students of Solano College (ASSC), 2014-15
LaNae Jaimez, Psychology, Faculty (Academic Senate)
Dr. Karen McCord, Social Science Faculty/Ethnic Studies & UMOJA Coordinator
Dr. Maurice McKinnon, Interim Dean of Health Sciences
Carolyn Moore, Disability Services Specialist
Jocelyn Mouton, Interim Dean of Counseling/CalWORKs Coordinator
Dr. Joel Powell, Political Science Faculty
Melissa Reeve, Basic Skills Initiative Coordinator & English/ESL Faculty
Kamber Sta. Maria, EOPS/CARE Counselor, FYSI & YESS-ILP Program Coordinator/Counselor
Cynthia Simon, EOPS and CARE Coordinator
Amy Utt, Veterans Affairs Coordinator

Appendix I: Student Equity Plan (SEP) DATA - Fall 2008-2013

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Headcount and % Headcount by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	17	6	6	6	5	8	20	19	9	5	11
	% Headcount	0.14%	0.05%	0.05%	0.05%	0.04%	0.07%	0.18%	0.18%	0.09%	0.05%	0.11%
Am. Indian or Alaskan Nati..	Headcount	213	253	235	246	256	225	243	250	245	246	226
	% Headcount	1.73%	2.05%	1.93%	2.06%	2.21%	1.91%	2.22%	2.33%	2.46%	2.42%	2.31%
Asian or Pacific Islan..	Headcount	2,251	2,128	1,998	2,061	1,945	1,695	1,787	1,777	1,777	1,889	1,797
	% Headcount	18.31%	17.23%	16.38%	17.24%	16.75%	14.37%	16.34%	16.57%	17.84%	18.59%	18.35%
Black Non-Hispanic	Headcount	1,928	2,088	2,010	2,124	2,065	1,835	1,895	1,913	1,750	1,746	1,787
	% Headcount	15.68%	16.90%	16.48%	17.77%	17.79%	15.56%	17.33%	17.84%	17.56%	17.18%	18.25%
Hispanic	Headcount	1,924	1,941	1,845	1,910	1,948	1,739	1,959	2,078	2,158	2,218	2,264
	% Headcount	15.65%	15.71%	15.13%	15.98%	16.78%	14.75%	17.91%	19.38%	21.66%	21.82%	23.12%
Other	Headcount	1,680	1,660	2,343	1,846	1,722	3,109	1,670	1,290	897	803	509
	% Headcount	13.67%	13.44%	19.21%	15.44%	14.83%	26.37%	15.27%	12.03%	9.00%	7.90%	5.20%
White Non-Hispanic	Headcount	4,280	4,278	3,760	3,762	3,668	3,181	3,363	3,397	3,127	3,256	3,200
	% Headcount	34.82%	34.63%	30.83%	31.47%	31.60%	26.98%	30.75%	31.68%	31.39%	32.04%	32.67%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Gender

Gender desc		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	% Headcount	0.01%										
Female	Headcount	7,298	7,224	7,119	6,986	6,744	6,851	6,365	6,130	5,758	5,814	5,674
	% Headcount	59.37%	58.47%	58.37%	58.44%	58.09%	58.10%	58.20%	57.16%	57.79%	57.21%	57.93%
Male	Headcount	4,809	4,942	4,926	4,828	4,731	4,812	4,460	4,481	4,082	4,231	4,011
	% Headcount	39.12%	40.00%	40.39%	40.38%	40.75%	40.81%	40.78%	41.78%	40.97%	41.63%	40.95%
Not Reported	Headcount	185	188	152	141	134	129	112	113	123	118	109
	% Headcount	1.50%	1.52%	1.25%	1.18%	1.15%	1.09%	1.02%	1.05%	1.23%	1.16%	1.11%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	11,802	11,827	11,614	11,312	11,018	11,171	10,488	10,218	9,565	9,778	9,416
	% Headcount	96.01%	95.73%	95.22%	94.62%	94.91%	94.73%	95.89%	95.28%	96.01%	96.21%	96.14%
DSP	Headcount	491	527	583	643	591	621	449	506	398	385	378
	% Headcount	3.99%	4.27%	4.78%	5.38%	5.09%	5.27%	4.11%	4.72%	3.99%	3.79%	3.86%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	4	2	1		1	1	1			1	
	% Headcount	0.03%	0.02%	0.01%		0.01%	0.01%	0.01%			0.01%	
Less than 18	Headcount	1,103	651	740	505	647	454	592	379	452	375	573
	% Headcount	8.97%	5.27%	6.07%	4.22%	5.57%	3.85%	5.41%	3.53%	4.54%	3.69%	5.85%
18-19	Headcount	2,935	2,796	2,821	2,617	2,739	2,541	2,574	2,380	2,266	2,065	2,203
	% Headcount	23.88%	22.63%	23.13%	21.89%	23.59%	21.55%	23.53%	22.19%	22.74%	20.32%	22.49%
20-24	Headcount	3,424	3,702	3,594	3,830	3,596	3,857	3,543	3,700	3,387	3,583	3,221
	% Headcount	27.85%	29.97%	29.47%	32.04%	30.98%	32.71%	32.39%	34.50%	34.00%	35.26%	32.89%
25-29	Headcount	1,365	1,529	1,550	1,592	1,521	1,595	1,386	1,426	1,306	1,417	1,291
	% Headcount	11.10%	12.38%	12.71%	13.32%	13.10%	13.53%	12.67%	13.30%	13.11%	13.94%	13.18%
30-34	Headcount	882	946	889	876	830	929	778	810	724	789	689
	% Headcount	7.17%	7.66%	7.29%	7.33%	7.15%	7.88%	7.11%	7.55%	7.27%	7.76%	7.03%
35-39	Headcount	668	707	653	625	576	621	530	510	462	494	455
	% Headcount	5.43%	5.72%	5.35%	5.23%	4.96%	5.27%	4.85%	4.76%	4.64%	4.86%	4.65%
40-49	Headcount	1,081	1,134	1,069	1,046	952	996	843	850	749	763	716
	% Headcount	8.79%	9.18%	8.76%	8.75%	8.20%	8.45%	7.71%	7.93%	7.52%	7.51%	7.31%
50+	Headcount	831	887	880	864	747	798	690	669	617	676	646
	% Headcount	6.76%	7.18%	7.21%	7.23%	6.43%	6.77%	6.31%	6.24%	6.19%	6.65%	6.60%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Basic Skills Pass Rates by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
English Basic Skills	Null							83%	50%		100%	0%
	Am. Indian or Alaskan Native	68%	69%	74%	67%	62%	59%	59%	40%	68%	61%	73%
	Asian or Pacific Islander	74%	65%	69%	64%	81%	66%	71%	65%	70%	55%	68%
	Black Non-Hispanic	55%	52%	49%	48%	58%	50%	55%	51%	51%	49%	59%
	Hispanic	70%	59%	67%	64%	70%	66%	65%	65%	70%	61%	66%
	Other	62%	61%	65%	65%	73%	61%	62%	61%	64%	43%	55%
	White Non-Hispanic	63%	63%	64%	64%	74%	69%	71%	64%	67%	59%	67%
ESL Basic Skills	Null							100%	100%			
	Am. Indian or Alaskan Native	100%		25%	0%	100%	0%	100%				100%
	Asian or Pacific Islander	62%	56%	58%	47%	73%	100%	70%	67%	78%	87%	77%
	Black Non-Hispanic	0%	0%	17%	0%			100%	50%		100%	
	Hispanic	53%	33%	50%	67%	85%	60%	76%	71%	69%	83%	48%
	Other	56%	67%	27%	50%	71%	47%	100%	64%	67%	100%	100%
	White Non-Hispanic	100%		0%	40%	40%	100%	80%	57%	75%	50%	50%
Math Basic Skills	Null	100%					0%		33%	100%	0%	0%
	Am. Indian or Alaskan Native	50%	33%	45%	55%	64%	57%	44%	38%	61%	67%	57%
	Asian or Pacific Islander	45%	62%	51%	53%	48%	44%	59%	52%	58%	57%	55%
	Black Non-Hispanic	32%	36%	37%	40%	40%	44%	41%	41%	42%	36%	38%
	Hispanic	39%	40%	43%	43%	53%	47%	49%	46%	43%	47%	45%
	Other	40%	48%	44%	47%	45%	51%	59%	55%	57%	54%	66%
	White Non-Hispanic	58%	58%	54%	52%	58%	60%	59%	55%	55%	55%	52%

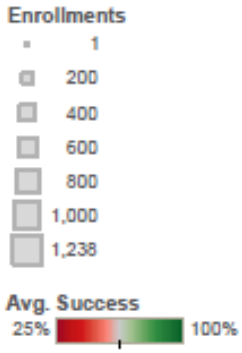
Enrollments
1
200
400
622

Avg. Success
25% 100%

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Prim Ethnicity Category Desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by Gender

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
English Basic Skills	Female	68%	63%	64%	62%	74%	65%	68%	64%	68%	56%	68%
	Male	60%	56%	61%	58%	66%	58%	60%	56%	60%	55%	60%
	Not Reported	67%	29%	43%	75%	44%	50%	64%	50%	68%	73%	53%
ESL Basic Skills	Female	65%	48%	38%	53%	72%	76%	83%	63%	80%	79%	69%
	Male	38%	40%	42%	50%	78%	45%	82%	88%	50%	90%	45%
	Not Reported			0%	0%		0%		100%	67%	100%	
Math Basic Skills	Female	43%	50%	49%	49%	53%	54%	55%	50%	53%	50%	49%
	Male	42%	43%	39%	41%	44%	45%	46%	45%	44%	45%	45%
	Not Reported	21%	14%	25%	67%	45%	50%	73%	50%	63%	33%	50%



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Gender desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by ESL Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
English Basic Skills	ESL	84%	69%	69%	70%	77%	70%	63%	64%	70%	67%	71%
	Non ESL	64%	60%	62%	60%	70%	61%	65%	60%	64%	55%	64%
ESL Basic Skills	ESL	57%	46%	38%	51%	74%	67%	82%	67%	72%	83%	63%
Math Basic Skills	ESL	58%	27%	33%	72%	76%	78%	93%	68%	88%	72%	47%
	Non ESL	42%	48%	45%	45%	49%	49%	51%	48%	49%	47%	47%

Enrollments

11
500
1,000
1,500
2,074

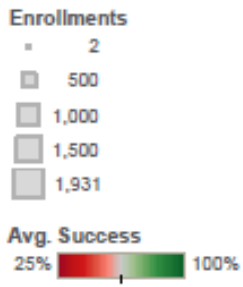
Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and ESL Status. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Avg. Success

25% 100%

Basic Skills Pass Rates by DSP Status

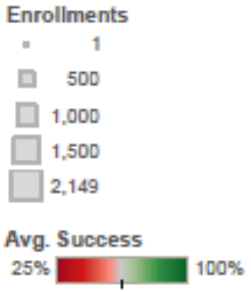
		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
English Basic Skills	Non DSP	66%	62%	64%	61%	72%	62%	65%	61%	64%	57%	64%
	DSP	53%	51%	52%	55%	59%	60%	55%	59%	64%	49%	65%
ESL Basic Skills	Non DSP	55%	46%	39%	51%	74%	68%	81%	69%	77%	82%	63%
	DSP	100%		0%			50%	100%	33%	33%	100%	
Math Basic Skills	Non DSP	46%	49%	47%	47%	50%	50%	53%	48%	48%	47%	47%
	DSP	26%	40%	34%	41%	44%	47%	43%	48%	59%	53%	50%



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Disability Desc (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
English Basic Skills	Less than 18	69%	74%	71%	82%	81%	59%	69%	50%	76%	71%	68%
	18-19	64%	57%	63%	60%	72%	62%	69%	61%	70%	58%	64%
	20-24	67%	62%	59%	61%	64%	57%	58%	59%	54%	52%	65%
	25-29	62%	64%	62%	57%	65%	64%	56%	61%	61%	50%	62%
	30-34	57%	68%	57%	59%	67%	68%	63%	60%	63%	58%	63%
	35-39	78%	57%	58%	66%	73%	66%	68%	62%	57%	63%	71%
	40-49	55%	66%	66%	69%	66%	67%	62%	64%	53%	68%	58%
	50+	68%	56%	55%	51%	74%	65%	57%	62%	58%	54%	67%
	Total	65%	60%	63%	60%	70%	62%	64%	60%	64%	56%	65%
ESL Basic Skills	Less than 18		0%			100%	100%					
	18-19	100%	0%	0%	17%	100%	80%	83%	80%	0%	100%	100%
	20-24	43%	0%	43%	60%	88%	56%	44%	100%	100%	82%	100%
	25-29	100%	60%	50%	43%	20%	50%	100%	33%	71%	71%	50%
	30-34	43%	50%	33%	43%	100%	50%	100%	83%	100%	86%	75%
	35-39	56%	67%	100%	44%	50%	67%	100%	67%	67%	50%	75%
	40-49	67%	33%	33%	70%	100%	69%	80%	79%	63%	85%	64%
	50+	100%	75%	50%	80%	33%	100%	100%	47%	67%	100%	0%
	Total	57%	46%	38%	51%	74%	67%	82%	67%	72%	83%	63%
Math Basic Skills	Less than 18	46%	44%	33%	38%	44%	64%	51%	33%	35%	50%	30%
	18-19	34%	27%	30%	33%	39%	43%	43%	36%	37%	43%	36%
	20-24	44%	43%	44%	39%	49%	44%	50%	47%	46%	47%	46%
	25-29	44%	57%	53%	58%	63%	58%	54%	51%	58%	46%	53%
	30-34	52%	51%	55%	44%	60%	59%	68%	59%	66%	53%	55%
	35-39	59%	52%	45%	54%	63%	58%	65%	54%	57%	55%	56%
	40-49	41%	60%	61%	65%	56%	53%	60%	55%	66%	54%	61%
	50+	42%	77%	62%	47%	59%	62%	51%	66%	58%	53%	62%
	Total	43%	47%	45%	46%	49%	50%	52%	48%	49%	48%	47%



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Term Age (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

1st Semester Student Retention Rate by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	13	2	3		2	4	14	4	3	3	8
	Retain Next Semester	8%	0%	100%		50%	50%	57%	25%	0%	33%	88%
Am. Indian or Alaskan Nati..	Headcount	55	42	49	46	69	16	56	40	61	27	44
	Retain Next Semester	62%	48%	63%	22%	59%	31%	63%	30%	75%	44%	66%
Asian or Pacific Islan..	Headcount	488	264	348	254	383	143	404	236	403	288	376
	Retain Next Semester	64%	43%	62%	41%	68%	46%	68%	43%	71%	44%	74%
Black Non-Hispanic	Headcount	469	398	424	428	448	234	443	363	448	320	445
	Retain Next Semester	55%	35%	54%	44%	55%	40%	60%	37%	56%	33%	66%
Hispanic	Headcount	505	315	397	337	434	174	520	352	545	390	554
	Retain Next Semester	60%	38%	55%	38%	63%	41%	67%	47%	72%	43%	70%
Other	Headcount	366	283	687	151	357	969	75	24	17	23	34
	Retain Next Semester	56%	33%	68%	37%	69%	36%	61%	50%	65%	61%	65%
White Non-Hispanic	Headcount	1,028	643	682	568	726	277	733	481	671	464	684
	Retain Next Semester	60%	41%	59%	39%	66%	45%	67%	41%	69%	42%	65%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	69	38	68	43	54	43	40	37	44	44	42
	Retain Next Semester	61%	45%	62%	40%	76%	53%	60%	51%	68%	41%	62%
Non ESL	Headcount	2,855	1,909	2,522	1,741	2,365	1,774	2,205	1,463	2,104	1,471	2,103
	Retain Next Semester	59%	38%	60%	40%	64%	39%	65%	41%	67%	41%	68%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	2,819	1,877	2,497	1,724	2,300	1,757	2,181	1,449	2,063	1,476	2,058
	Retain Next Semester	58%	38%	60%	39%	63%	39%	65%	41%	66%	41%	68%
DSP	Headcount	105	70	93	60	119	60	64	51	85	39	87
	Retain Next Semester	70%	63%	74%	53%	77%	57%	77%	43%	92%	56%	83%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	2									1	
	Retain Next Semester	0%									0%	
Less than 18	Headcount	518	206	366	176	301	166	317	158	266	177	340
	Retain Next Semester	56%	27%	69%	20%	74%	28%	71%	28%	76%	33%	77%
18-19	Headcount	1,055	425	954	451	978	433	922	412	896	364	871
	Retain Next Semester	76%	48%	72%	50%	75%	52%	74%	48%	79%	51%	78%
20-24	Headcount	490	458	501	420	455	477	458	395	415	422	391
	Retain Next Semester	50%	37%	51%	42%	50%	36%	58%	40%	57%	41%	53%
25-29	Headcount	235	247	257	238	271	244	180	169	199	197	195
	Retain Next Semester	47%	32%	49%	37%	54%	38%	54%	40%	50%	34%	58%
30-34	Headcount	172	176	135	138	127	144	97	126	123	115	103
	Retain Next Semester	47%	41%	55%	36%	50%	35%	49%	47%	56%	37%	55%
35-39	Headcount	126	103	90	91	73	104	70	52	62	74	61
	Retain Next Semester	46%	29%	56%	33%	56%	38%	64%	29%	48%	41%	67%
40-49	Headcount	193	190	166	154	125	144	115	113	113	87	104
	Retain Next Semester	44%	42%	45%	40%	47%	33%	51%	44%	58%	48%	59%
50+	Headcount	133	142	121	116	89	105	86	75	74	78	80
	Retain Next Semester	37%	42%	38%	34%	54%	38%	47%	40%	49%	38%	50%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Appendix II: Student Success Scorecard, 2011-12 and 2012-13

College Profile P. 54
Description of the student population and course sections offered

Persistence P. 55
Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. The metric is considered a milestone or momentum point. Research shows that students with sustained enrollment are more likely to succeed.

30 Units P. 56
Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 for six years through 2012-13 who achieved at least 30 units.

Remedial P. 57
Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Completion P. 58
Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate, or transfer-related outcomes.

Career Tech Education P. 59
Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

College Profile

Description of the student population and course sections offered

	2011-12	2012-13	*Diff*
Students	16,097	12,864	*-3,233*

Gender	2011-12	2012-13	*Diff*
Female	58.4%	57.4%	*-1.0%*
Male	40.4%	41.4%	*1.0%*
Unknown	1.2%	1.2%	*0.0%*
Age			
< 20	28.3%	24.7%	*-3.6%*
20-24	32.0%	34.7%	*2.7%*
25-49	33.2%	26.5%	*-6.7%*
50 or more	6.4%	14.2%	*7.8%*
Unknown	0.0%	0.0%	*0.0%*

Ethnicity/Race	2011-12	2012-13	*Diff*
African American	16.5%	16.0%	*-0.5%*
Amer. Indian/Alaskan Native	0.4%	0.4%	*0.0%*
Asian	4.9%	5.1%	*0.2%*
Filipino	8.6%	9.0%	*0.4%*
Hispanic	20.3%	23.3%	*3.0%*
Pacific Islander	0.8%	0.8%	*0.0%*
White	30.4%	32.1%	*1.7%*
Two or more Races	6.6%	7.5%	*0.9%*
Unknown	11.4%	6.0%	*-5.4%*

Other Information	2011-12	2012-13	*Diff*
Full-Time Equivalent Students	8,534.2	6,993.1	*-1541.1*
Credit Sections	2,573	2,401	*-172*
Non-Credit Sections	1	-	*-1*
Median Credit Section Size	28	24	*-4*
Percentage of Full-Time Faculty	66.6%	70.1%	*3.5%*
Student Counseling Ratio	N/A	556:1	*N/A*

Persistence

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. The metric is considered a milestone or momentum point. Research shows that students with sustained enrollment are more likely to succeed.

College Prepared	2011-12	2012-13	*Diff*
	56.8%	63.7%	*6.9%*
Gender			
female	53.7%	63.7%	*10.0%*
Male	60.5%	63.7%	*3.2%*
Age			
Under 20	57.0%	64.7%	*7.7%*
20-24	37.5%	55.6%	*18.1%*
25-49	69.6%	36.4%	*-33.2%*
50 or over	0.0%	60.0%	*60.0%*
Ethnicity/Race		**26.5%**	
African American	46.2%	55.1%	*8.9%*
American Indian/ Alaskan Native	50.0%	66.7%	*16.7%*
Asian	51.4%	48.7%	*-2.7%*
Filipino	50.9%	61.5%	*10.6%*
Hispanic	50.0%	75.7%	*25.7%*
Pacific Islander	64.3%	40.0%	*-24.3%*
White	62.9%	68.0%	*5.1%*
Student's lowest course attempted in Math and/or English was college level.			

Unprepared for College	2011-12	2012-13	*Diff*
	60.2%	63.5%	*3.3%*
Gender			
female	57.6%	60.7%	*3.1%*
Male	63.5%	66.9%	*3.4%*
Age			
Under 20	60.5%	64.2%	*3.7%*
20-24	57.5%	55.8%	*-1.7%*
25-49	56.6%	62.2%	*5.6%*
50 or over	81.3%	70.3%	*-11.0%*
Ethnicity/Race			
African American	54.0%	58.5%	*4.5%*
American Indian/ Alaskan Native	57.1%	44.4%	*-12.7%*
Asian	68.1%	61.0%	*-7.1%*
Filipino	67.4%	72.8%	*5.4%*
Hispanic	57.1%	57.3%	*0.2%*
Pacific Islander	52.6%	66.7%	*14.1%*
White	61.1%	67.0%	*5.9%*
Student's lowest course attempted in Math and/or English was remedial level.			

Overall	2011-12	2012-13	*Diff*
	59.2%	63.6%	*4.4%*
Gender			
female	56.6%	61.6%	*5.0%*
Male	62.6%	65.9%	*3.3%*
Age			
Under 20	59.4%	64.3%	*4.9%*
20-24	54.4%	55.8%	*1.4%*
25-49	58.9%	58.8%	*-0.1%*
50 or over	76.5%	69.0%	*-7.5%*
Ethnicity/Race			
African American	52.7%	57.9%	*5.2%*
American Indian/ Alaskan Native	55.6%	50.0%	*-5.6%*
Asian	62.5%	56.9%	*-5.6%*
Filipino	63.4%	69.3%	*5.9%*
Hispanic	55.4%	62.1%	*6.7%*
Pacific Islander	57.6%	60.5%	*2.9%*
White	61.7%	67.4%	*5.7%*
Student attempted any level of Math or English in the first three years.			

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 for six years through 2012-13 who achieved at least 30 units.

College Prepared	2011-12	2012-13	*Diff*
	65.5%	**66.9%**	***1.4%***
Gender			
female	63.6%	64.5%	*0.9%*
Male	67.8%	69.4%	*1.6%*
Age			
Under 20	66.6%	68.6%	*2.0%*
20-24	43.8%	50.0%	*6.2%*
25-49	65.2%	45.5%	*-19.7%*
50 or over	0.0%	20.0%	*20.0%*
Ethnicity/Race			
African American	51.3%	49.0%	*-2.3%*
American Indian/ Alaskan Native	50.0%	66.7%	*16.7%*
Asian	60.0%	71.8%	*11.8%*
Filipino	72.7%	66.2%	*-6.5%*
Hispanic	60.3%	68.9%	*8.6%*
Pacific Islander	71.4%	40.0%	*-31.4%*
White	69.3%	72.5%	*3.2%*
Student's lowest course attempted in Math and/or English was college level.			

Unprepared for College	2011-12	2012-13	*Diff*
	61.7%	**60.8%**	***-0.9%***
Gender			
female	61.9%	58.3%	*-3.6%*
Male	61.5%	63.8%	*2.3%*
Age			
Under 20	63.7%	63.0%	*-0.7%*
20-24	50.6%	48.4%	*-2.2%*
25-49	55.7%	52.7%	*-3.0%*
50 or over	50.0%	54.1%	*4.1%*
Ethnicity/Race			
African American	56.1%	52.0%	*-4.1%*
American Indian/ Alaskan Native	57.1%	77.8%	*20.7%*
Asian	69.6%	70.1%	*0.5%*
Filipino	66.3%	70.1%	*3.8%*
Hispanic	56.6%	57.3%	*0.7%*
Pacific Islander	42.1%	66.7%	*24.6%*
White	64.1%	61.6%	*-2.5%*
Student's lowest course attempted in Math and/or English was remedial level.			

Overall	2011-12	2012-13	*Diff*
	62.8%	**62.7%**	***-0.1%***
Gender			
female	62.4%	60.1%	*-2.3%*
Male	63.3%	65.6%	*2.3%*
Age			
Under 20	64.6%	64.8%	*0.2%*
20-24	49.5%	48.7%	*-0.8%*
25-49	57.4%	51.8%	*-5.6%*
50 or over	47.1%	50.0%	*2.9%*
Ethnicity/Race			
African American	55.3%	51.4%	*-3.9%*
American Indian/ Alaskan Native	55.6%	75.0%	*19.4%*
Asian	66.3%	70.7%	*4.4%*
Filipino	67.8%	68.9%	*1.1%*
Hispanic	57.5%	60.4%	*2.9%*
Pacific Islander	54.5%	60.5%	*6.0%*
White	65.9%	65.6%	*-0.3%*
Student attempted any level of Math or English in the first three years.			

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Remedial

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Math	2011-12	2012-13	*Diff*
	26.4%	**28.3%**	***1.9%***
Gender			
female	28.2%	28.8%	*0.6%*
Male	23.2%	27.6%	*4.4%*
Age			
Under 20	29.4%	30.5%	*1.1%*
20-24	21.6%	30.8%	*9.2%*
25-49	28.2%	24.8%	*-3.4%*
50 or over	19.4%	17.4%	*-2.0%*
Ethnicity/Race			
African American	22.8%	16.5%	*-6.3%*
American Indian/ Alaskan Native	33.3%	37.5%	*4.2%*
Asian	20.0%	33.3%	*13.3%*
Filipino	22.4%	35.2%	*12.8%*
Hispanic	22.5%	29.4%	*6.9%*
Pacific Islander	25.0%	32.4%	*7.4%*
White	34.1%	33.1%	*-1.0%*

English	2011-12	2012-13	*Diff*
	45.7%	**45.3%**	***-0.4%***
Gender			
female	45.0%	44.3%	*-0.7%*
Male	46.6%	46.7%	*0.1%*
Age			
Under 20	49.4%	52.6%	*3.2%*
20-24	38.6%	31.8%	*-6.8%*
25-49	42.2%	36.1%	*-6.1%*
50 or over	18.2%	25.3%	*7.1%*
Ethnicity/Race			
African American	30.0%	33.2%	*3.2%*
American Indian/ Alaskan Native	36.4%	33.3%	*-3.1%*
Asian	62.0%	54.7%	*-7.3%*
Filipino	54.6%	51.1%	*-3.5%*
Hispanic	41.5%	39.5%	*-2.0%*
Pacific Islander	41.9%	38.5%	*-3.4%*
White	51.8%	53.1%	*1.3%*

ESL	2011-12	2012-13	*Diff*
	19.6%	**22.3%**	***2.7%***
Gender			
female	15.3%	16.1%	*0.8%*
Male	26.3%	34.4%	*8.1%*
Age			
Under 20	32.1%	27.6%	*-4.5%*
20-24	16.7%	44.4%	*27.7%*
25-49	16.3%	9.7%	*-6.6%*
50 or over	0.0%	12.5%	*12.5%*
Ethnicity/Race			
African American	22.2%	33.3%	*11.1%*
American Indian/ Alaskan Native	N/A	N/A	*N/A*
Asian	23.5%	25.0%	*1.5%*
Filipino	50.0%	20.0%	*-30.0%*
Hispanic	10.6%	13.2%	*2.6%*
Pacific Islander	66.7%	0.0%	*-66.7%*
White	14.3%	41.7%	*27.4%*

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Completion

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate, or transfer-related outcomes.

College Prepared	2011-12	2012-13	*Diff*
	70.5%	67.8%	*-2.7%*
Gender			
female	69.0%	69.4%	*0.4%*
Male	72.2%	66.1%	*-6.1%*
Age			
Under 20	72.5%	68.9%	*-3.6%*
20-24	62.5%	66.7%	*4.2%*
25-49	43.5%	36.4%	*-7.1%*
50 or over	0.0%	40.0%	*40.0%*
Ethnicity/Race			
African American	64.1%	59.2%	*-4.9%*
American Indian/ Alaskan Native	100.0%	66.7%	*-33.3%*
Asian	80.0%	82.1%	*2.1%*
Filipino	69.1%	81.5%	*12.4%*
Hispanic	72.1%	59.5%	*-12.6%*
Pacific Islander	64.3%	60.0%	*-4.3%*
White	69.8%	68.0%	*-1.8%*

Student's lowest course attempted in Math and/or English was college level.

Unprepared for College	2011-12	2012-13	*Diff*
	38.9%	36.3%	*-2.6%*
Gender			
female	40.3%	35.3%	*-5.0%*
Male	37.1%	37.5%	*0.4%*
Age			
Under 20	39.8%	37.8%	*-2.0%*
20-24	35.6%	28.4%	*-7.2%*
25-49	34.9%	33.8%	*-1.1%*
50 or over	31.3%	24.3%	*-7.0%*
Ethnicity/Race			
African American	34.8%	31.0%	*-3.8%*
American Indian/ Alaskan Native	42.9%	22.2%	*-20.7%*
Asian	53.6%	48.1%	*-5.5%*
Filipino	43.6%	46.9%	*3.3%*
Hispanic	34.1%	25.2%	*-8.9%*
Pacific Islander	15.8%	54.5%	*38.7%*
White	39.7%	37.4%	*-2.3%*

Student's lowest course attempted in Math and/or English was remedial level.

Overall	2011-12	2012-13	*Diff*
	47.9%	45.8%	*-2.1%*
Gender			
female	48.2%	44.9%	*-3.3%*
Male	47.4%	46.8%	*-0.6%*
Age			
Under 20	49.8%	48.0%	*-1.8%*
20-24	39.8%	34.5%	*-5.3%*
25-49	36.4%	34.1%	*-2.3%*
50 or over	29.4%	26.2%	*-3.2%*
Ethnicity/Race			
African American	39.7%	36.0%	*-3.7%*
American Indian/ Alaskan Native	55.6%	33.3%	*-22.3%*
Asian	62.5%	59.5%	*-3.0%*
Filipino	49.8%	57.5%	*7.7%*
Hispanic	42.9%	34.3%	*-8.6%*
Pacific Islander	36.4%	55.8%	*19.4%*
White	50.0%	48.6%	*-1.4%*

Student attempted any level of Math or English in the first three years.

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Career Tech Education

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single disciplineand completed a degree, certificate or transferred.

Overall	2011-12	2012-13	*Diff*
	55.2%	**54.2%**	***-1.0%***
Gender			
female	57.0%	55.8%	*-1.2%*
Male	53.1%	52.6%	*-0.5%*
Age			
Under 20	57.8%	60.1%	*2.3%*
20-24	59.4%	61.4%	*2.0%*
25-49	52.6%	48.6%	*-4.0%*
50 or over	35.7%	37.8%	*2.1%*
Ethnicity/Race			
African American	48.5%	56.2%	*7.7%*
American Indian/ Alaskan Native	50.0%	44.4%	*-5.6%*
Asian	62.0%	52.9%	*-9.1%*
Filipino	57.8%	68.4%	*10.6%*
Hispanic	55.6%	49.3%	*-6.3%*
Pacific Islander	60.0%	64.3%	*4.3%*
White	55.4%	53.8%	*-1.6%*

N/A: Cohort has no students
0%: Cohort has no students
Cohort fewer than 10 students

Appendix III: Student Equity Success Indicators

TABLES*

COURSE COMPLETION

1.1-1.3	Course Completion: Retention & Success Rate for Basic Skills	P. 61
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***excluding populations less than 5%**

Course Completion (Table 1.1-1.3): Retention and Success Rate for Basic Skills												
Table 1.1: Gender	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
Female	1804	1367	56.85%	58.24%	87.69%	84.86%	100.00%	98.35%	61.75%	57.64%	100.00%	100.00%
Male	1347	962	42.45%	40.99%	85.45%	86.28%	97.45%	100.00%	56.35%	52.49%	91.26%	91.07%
Unknown	22	18	0.69%	0.77%	90.91%	88.89%			59.09%	50.00%		
Solano CCD Total	**3173**	**2347**	**100.00%**	**100.00%**	**86.76%**	**85.47%**			**59.44%**	**55.48%**		
Table 1.2: Age Group	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
1 to 17	69	19	2.17%	0.81%	95.65%	73.68%			68.12%	36.84%		
18 & 19	1428	750	45.00%	31.96%	87.82%	87.07%	100.00%	95.77%	59.24%	54.40%	96.00%	84.12%
20 to 24	752	717	23.70%	30.55%	85.37%	86.61%	97.22%	95.27%	57.45%	54.81%	93.10%	84.75%
25 to 29	322	300	10.15%	12.78%	86.96%	80.67%	99.02%	88.73%	59.94%	54.67%	97.13%	84.54%
30 to 34	175	161	5.52%	6.86%	86.86%	82.61%	98.91%	90.87%	61.71%	52.80%	100.00%	81.65%
35 to 39	112	132	3.53%	5.62%	89.29%	90.91%		100.00%	64.29%	63.64%		98.41%
40 to 49	176	150	5.55%	6.39%	81.25%	84.00%	92.52%	92.40%	59.09%	64.67%	95.75%	100.00%
50 +	139	118	4.38%	5.03%	83.45%	82.20%		90.42%	60.43%	54.24%		83.87%
Solano CCD Total	**3173**	**2347**	**100.00%**	**100.00%**	**86.76%**	**85.47%**			**59.44%**	**55.48%**		
Table 1.3: Ethnicity	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
African-American	699	550	22.03%	23.43%	84.84%	83.64%	90.29%	94.58%	51.79%	46.36%	72.39%	72.65%
American Indian/Alaskan Native	9	13	0.28%	0.55%	100.00%	84.62%			77.78%	23.08%		
Asian	397	268	12.51%	11.42%	93.95%	88.43%	100.00%	100.00%	71.54%	63.81%	100.00%	100.00%
Hispanic	963	711	30.35%	30.29%	86.81%	87.06%	92.40%	98.45%	59.50%	58.65%	83.17%	91.91%
Multi-Ethnicity	274	239	8.64%	10.18%	81.39%	86.61%	86.62%	97.94%	52.55%	56.90%	73.46%	89.17%
Pacific Islander	43	28	1.36%	1.19%	90.70%	82.14%			67.44%	57.14%		
Unknown	47	36	1.48%	1.53%	89.36%	88.89%			61.70%	50.00%		
White Non-Hispanic	741	502	23.35%	21.39%	86.10%	83.07%	91.64%	93.93%	61.81%	56.97%	86.40%	89.28%
Solano CCD	**3173**	**2347**	**100.00%**	**100.00%**	**86.76%**	**85.47%**			**59.44%**	**55.48%**		

Course Completion (Table 1.4-1.6): Retention and Success Rate for Credit												
Table 1.4: Gender	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
Female	15344	15482	57.11%	57.55%	87.42%	87.77%	100.00%	99.19%	69.03%	70.16%	100.00%	100.00%
Male	11259	11157	41.91%	41.47%	87.24%	88.49%	99.79%	100.00%	65.82%	67.26%	95.35%	95.87%
Unknown	263	264	0.98%	0.98%	90.11%	88.26%			73.38%	66.67%		
Solano CCD Total	**26866**	**26903**	**100.00%**	**100.00%**	**87.37%**	**88.07%**			**67.73%**	**68.92%**		
Table 1.5: Age Group	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
1 to 17	844	669	3.14%	2.49%	90.64%	92.23%			72.27%	79.37%		
18 & 19	8086	6810	30.10%	25.31%	88.97%	89.63%	100.00%	100.00%	65.20%	66.56%	89.21%	88.17%
20 to 24	9444	10207	35.15%	37.94%	86.94%	87.94%	97.72%	98.11%	67.26%	68.36%	92.02%	90.56%
25 to 29	3187	3425	11.86%	12.73%	85.94%	85.96%	96.59%	95.91%	67.93%	68.64%	92.94%	90.93%
30 to 34	1586	1840	5.90%	6.84%	83.92%	86.30%	94.32%	96.28%	68.60%	69.46%	93.86%	92.01%
35 to 39	1009	1130	3.76%	4.20%	86.12%	88.23%			70.17%	70.97%		
40 to 49	1453	1526	5.41%	5.67%	85.96%	89.06%	96.62%	99.36%	73.09%	75.49%	100.00%	100.00%
50 +	1257	1296	4.68%	4.82%	88.62%	85.57%			74.70%	70.76%		
Solano CCD Total	**26866**	**26903**	**100.00%**	**100.00%**	**87.37%**	**88.07%**			**67.73%**	**68.92%**		
Table 1.6: Ethnicity	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
African-American	4284	4293	15.95%	15.96%	83.96%	83.46%	94.55%	92.65%	56.68%	55.74%	77.88%	73.74%
American Indian/Alaskan Native	74	88	0.28%	0.33%	89.19%	81.82%			75.68%	50.00%		
Asian	3802	3728	14.15%	13.86%	88.80%	90.08%	100.00%	100.00%	72.49%	75.59%	99.60%	100.00%
Hispanic	6760	6732	25.16%	25.02%	87.25%	88.16%	98.25%	97.87%	66.02%	67.31%	90.71%	89.05%
Multi-Ethnicity	2411	2644	8.97%	9.83%	86.35%	87.07%	97.24%	96.66%	63.29%	65.24%	86.96%	86.31%
Pacific Islander	242	233	0.90%	0.87%	90.08%	83.69%			68.60%	63.52%		
Unknown	890	892	3.31%	3.32%	91.46%	91.37%			76.97%	78.48%		
White Non-Hispanic	8403	8293	31.28%	30.83%	88.31%	89.64%	99.45%	99.51%	72.78%	74.56%	100.00%	98.64%
Solano CCD	**26866**	**26903**	**100.00%**	**100.00%**	**87.37%**	**88.07%**			**67.73%**	**68.92%**		

Course Completion (Table 1.7-1.9): Retention and Success Rate for Vocational												
Table 1.7: Gender	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
Female	8959	8818	56.95%	56.87%	87.54%	87.96%	100.00%	98.62%	70.33%	71.25%	100.00%	100.00%
Male	6607	6531	42.00%	42.12%	87.36%	89.19%	99.79%	100.00%	67.10%	68.21%	95.41%	95.73%
Unknown	166	157	1.06%	1.01%	89.16%	87.26%			71.08%	68.79%		
Solano CCD Total	**15732**	**15506**	**100.00%**	**100.00%**	**87.48%**	**88.47%**			**68.98%**	**69.95%**		
Table 1.8: Age Group	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
1 to 17	482	317	3.06%	2.04%	89.63%	91.48%			69.71%	78.86%		
18 & 19	4682	3936	29.76%	25.38%	89.15%	89.68%	99.84%	100.00%	65.89%	66.97%	87.55%	87.02%
20 to 24	5162	5468	32.81%	35.26%	86.94%	88.77%	97.37%	98.99%	68.48%	69.13%	90.99%	89.83%
25 to 29	1933	2078	12.29%	13.40%	85.62%	85.71%	95.89%	95.57%	69.01%	69.30%	91.70%	90.05%
30 to 34	1020	1161	6.48%	7.49%	84.71%	87.08%	94.87%	97.10%	72.06%	71.66%	95.75%	93.11%
35 to 39	656	710	4.17%	4.58%	87.50%	89.58%			72.56%	73.80%		
40 to 49	966	981	6.14%	6.33%	86.34%	89.19%	96.70%	99.45%	75.26%	76.96%	100.00%	100.00%
50 +	831	855	5.28%	5.51%	89.29%	86.67%	100.00%	96.64%	75.09%	73.57%	99.77%	95.60%
Solano CCD Total	**15732**	**15506**	**100.00%**	**100.00%**	**87.48%**	**88.47%**			**68.98%**	**69.95%**		
Table 1.9: Ethnicity	**Headcount Fall 2013**	**Headcount Spring 2014**	**Fall 2013 % Headcount**	**Spring 2014 % Headcount**	**Fall 2013 Retention%**	**Spring 2014 Retention%**	**Fall 2013 80% Retention Index**	**Spring 2014 80% Retention Index**	**Fall 2013 Success%**	**Spring 2014 Success%**	**Fall 2013 80% Success Index**	**Spring 2014 80% Success Index**
African-American	2571	2499	16.34%	16.12%	83.98%	83.79%	93.36%	91.80%	58.23%	57.26%	77.24%	74.55%
American Indian/Alaskan Native	45	51	0.29%	0.33%	91.11%	80.39%			75.56%	49.02%		
Asian	2219	2143	14.11%	13.82%	89.95%	91.27%	100.00%	100.00%	75.39%	76.81%	100.00%	100.00%
Hispanic	3902	3808	24.80%	24.56%	87.47%	88.60%	97.24%	97.07%	67.68%	68.51%	89.77%	89.19%
Multi-Ethnicity	1395	1532	8.87%	9.88%	85.02%	87.21%	94.52%	95.55%	61.94%	66.06%	82.16%	86.00%
Pacific Islander	142	146	0.90%	0.94%	88.73%	82.88%			65.49%	61.64%		
Unknown	498	468	3.17%	3.02%	91.16%	92.31%			78.71%	82.48%		
White Non-Hispanic	4960	4859	31.53%	31.34%	88.47%	89.81%	98.35%	98.40%	73.75%	75.06%	97.82%	97.72%
Solano CCD	**15732**	**15506**	**100.00%**	**100.00%**	**87.48%**	**88.47%**			**68.98%**	**69.95%**		

ESL and Basic Skills Completion (Table 2.1-2.5) - ESL						
Table 2.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	141	66.82%	23	16.31%	16.31%	57.09%
Male	70	33.18%	20	28.57%	28.57%	100.00%
Total	**211**	**100.00%**	**43**	**20.38%**	**20.38%**	
Table 2.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
20 or less	78	36.97%	21	26.92%	26.92%	90.87%
20 to 24	27	12.80%	8	29.63%	29.63%	100.00%
25 to 49	93	44.08%	14	15.05%	15.05%	50.81%
50 or more	13	6.16%		0.00%	0.00%	0.00%
Total	**211**	**100.00%**	**43**	**20.38%**	**20.38%**	
Table 2.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	18	8.53%	5	27.78%	27.78%	79.37%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%	
Asian	47	22.27%	11	23.40%	23.40%	66.87%
Filipino	18	8.53%	6	33.33%	33.33%	95.24%
Hispanic	93	44.08%	11	11.83%	11.83%	33.79%
Pacific Islander	5	2.37%	2	40.00%	40.00%	
Unknown	10	4.74%	1	10.00%	10.00%	
White	20	9.48%	7	35.00%	35.00%	100.00%
Total	**211**	**100.00%**	**43**	**20.38%**	**20.38%**	
Table 2.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	197	93.36%	36	18.27%	18.27%	36.55%
Yes	14	6.64%	7	50.00%	50.00%	100.00%
Total	**211**	**100.00%**	**43**	**20.38%**	**20.38%**	
Table 2.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	141	66.82%	23	16.31%	16.31%	57.09%
Yes	70	33.18%	20	28.57%	28.57%	100.00%
Total	**211**	**100.00%**	**43**	**20.38%**	**20.38%**	

ESL and Basic Skills Completion (Table 3.1-3.5) - Remedial English						
Table 3.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1457	57.09%	651	44.68%	44.68%	95.93%
Male	1095	42.91%	510	46.58%	46.58%	100.00%
Total	**2552**	**100.00%**	**1161**	**45.49%**	**45.49%**	
Table 3.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
20 or less	1789	70.10%	890	49.75%	49.75%	100.00%
20 to 24	267	10.46%	91	34.08%	34.08%	68.51%
25 to 49	459	17.99%	172	37.47%	37.47%	75.32%
50 or more	37	1.45%	8	21.62%	21.62%	
Total	**2552**	**100.00%**	**1161**	**45.49%**	**45.49%**	
Table 3.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	589	23.08%	187	31.75%	31.75%	54.27%
American Indian/Alaskan Native	26	1.02%	9	34.62%	0.00%	
Asian	147	5.76%	86	58.50%	58.50%	100.00%
Filipino	348	13.64%	184	52.87%	52.87%	90.38%
Hispanic	471	18.46%	191	40.55%	40.55%	69.32%
Pacific Islander	70	2.74%	28	40.00%	40.00%	
Unknown	118	4.62%	65	55.08%	55.08%	
White	783	30.68%	411	52.49%	52.49%	89.72%
Total	**2552**	**100.00%**	**1161**	**45.49%**	**45.49%**	
Table 3.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	2263	88.68%	1053	46.53%	46.53%	100.00%
Yes	289	11.32%	108	37.37%	37.37%	80.31%
Total	**2552**	**100.00%**	**1161**	**45.49%**	**45.49%**	
Table 3.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1544	60.50%	758	49.09%	49.09%	100.00%
Yes	1008	39.50%	403	39.98%	39.98%	81.44%
Total	**2552**	**100.00%**	**1161**	**45.49%**	**45.49%**	

ESL and Basic Skills Completion (Table 4.1-4.5) - Remedial Math						
Table 4.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1699	59.74%	488	28.72%	28.72%	100.00%
Male	1145	40.26%	305	26.64%	26.64%	92.74%
Total	**2844**	**100.00%**	**793**	**27.88%**	**27.88%**	
Table 4.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
20 or less	1604	56.40%	466	29.05%	29.05%	99.97%
20 to 24	437	15.37%	127	29.06%	29.06%	100.00%
25 to 49	718	25.25%	186	25.91%	25.91%	89.14%
50 or more	85	2.99%	14	16.47%	16.47%	
Total	**2844**	**100.00%**	**793**	**27.88%**	**27.88%**	
Table 4.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	675	23.73%	114	16.89%	16.89%	50.00%
American Indian/Alaskan Native	32	1.13%	12	37.50%	0.00%	
Asian	127	4.47%	46	36.22%	36.22%	
Filipino	302	10.62%	102	33.77%	33.77%	100.00%
Hispanic	517	18.18%	129	24.95%	24.95%	73.88%
Pacific Islander	66	2.32%	18	27.27%	27.27%	
Unknown	155	5.45%	52	33.55%	33.55%	99.33%
White	970	34.11%	320	32.99%	32.99%	97.68%
Total	**2844**	**100.00%**	**793**	**27.88%**	**27.88%**	
Table 4.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	2577	90.61%	727	28.21%	28.21%	100.00%
Yes	267	9.39%	66	24.72%	24.72%	87.62%
Total	**2844**	**100.00%**	**793**	**27.88%**	**27.88%**	
Table 4.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1720	60.48%	525	30.52%	30.52%	100.00%
Yes	1124	39.52%	268	23.84%	23.84%	78.12%
Total	**2844**	**100.00%**	**793**	**27.88%**	**27.88%**	

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units						
Table 5.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1757	54.63%	1073	53.38%	61.07%	94.69%
Male	1459	45.37%	941	46.62%	64.50%	100.00%
Solano CCD Total	**3216**	**100.00%**	**2014**	**100.00%**	**62.62%**	
Table 5.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
19 or less	2719	84.55%	1757	88.56%	64.62%	100.00%
20 to 24	217	6.75%	106	4.88%	48.85%	75.59%
25 to 49	247	7.68%	136	6.00%	55.06%	85.21%
50 or more	33	1.03%	15	0.56%	45.45%	
Solano CCD Total	**3216**	**100.00%**	**2014**	**100.00%**	**62.62%**	
Table 5.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	519	16.14%	275	13.39%	52.99%	77.55%
American Indian/Alaskan Native	21	0.65%	14	0.70%	66.67%	
Asian	221	6.87%	151	7.35%	68.33%	100.00%
Filipino	440	13.68%	300	15.31%	68.18%	99.79%
Hispanic	576	17.91%	339	17.22%	58.85%	86.14%
Pacific Islander	77	2.39%	45	2.19%	58.44%	
Unknown	155	4.82%	97	4.74%	62.58%	
White	1207	37.53%	793	39.09%	65.70%	96.16%
Solano CCD Total	**3216**	**100.00%**	**2014**	**100.00%**	**62.62%**	
Table 5.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	3003	93.38%	1878	93.60%	62.54%	97.94%
Yes	213	6.62%	136	6.40%	63.85%	100.00%
Solano CCD Total	**3216**	**100.00%**	**2014**	**100.00%**	**62.62%**	
Table 5.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1628	50.62%	938	47.06%	57.62%	85.03%
Yes	1588	49.38%	1076	52.94%	67.76%	100.00%
Solano CCD Total	**3216**	**100.00%**	**2014**	**100.00%**	**62.62%**	

Degree and Certificate Completion (Table 6.1-6.5) - Persistence						
Table 6.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1757	54.63%	1079	52.84%	61.41%	93.04%
Male	1459	45.37%	963	47.16%	66.00%	100.00%
Solano CCD Total	**3216**	**100.00%**	**2042**	**100.00%**	**63.50%**	
Table 6.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
19 or less	2719	84.55%	1748	87.04%	64.29%	100.00%
20 to 24	217	6.75%	121	5.55%	55.76%	86.73%
25 to 49	247	7.68%	148	6.46%	59.92%	93.20%
50 or more	33	1.03%	25	0.94%	75.76%	
Solano CCD Total	**3216**	**100.00%**	**2042**	**100.00%**	**63.50%**	
Table 6.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	519	16.14%	298	14.23%	57.42%	83.66%
American Indian/Alaskan Native	21	0.65%	11	0.54%	52.38%	
Asian	221	6.87%	135	6.55%	61.09%	89.00%
Filipino	440	13.68%	302	15.17%	68.64%	100.00%
Hispanic	576	17.91%	346	17.25%	60.07%	87.52%
Pacific Islander	77	2.39%	48	2.34%	62.34%	
Unknown	155	4.82%	94	4.54%	60.65%	
White	1207	37.53%	808	39.38%	66.94%	97.53%
Solano CCD Total	**3216**	**100.00%**	**2042**	**100.00%**	**63.50%**	
Table 6.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	3003	93.38%	1889	92.85%	62.90%	87.57%
Yes	213	6.62%	153	7.15%	71.83%	100.00%
Total	**3216**	**100.00%**	**2042**	**100.00%**	**63.50%**	
Table 6.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1628	50.62%	1058	52.30%	64.99%	100.00%
Yes	1588	49.38%	984	47.70%	61.96%	95.35%
Solano CCD Total	**3216**	**100.00%**	**2042**	**100.00%**	**63.50%**	

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)						
Table 7.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1757	54.63%	821	46.73%	46.73%	100.00%
Male	1459	45.37%	680	46.61%	46.61%	99.74%
Solano CCD Total	**3216**	**100.00%**	**1501**	**46.67%**	**46.67%**	
Table 7.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
19 or less	2719	84.55%	1324	89.63%	48.69%	100.00%
20 to 24	217	6.75%	81	4.88%	37.33%	76.66%
25 to 49	247	7.68%	87	5.05%	35.22%	72.33%
50 or more	33	1.03%	9	0.44%	27.27%	
Solano CCD Total	**3216**	**100.00%**	**1501**	**100.00%**	**46.67%**	
Table 7.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	519	16.14%	198	38.15%	38.15%	62.92%
American Indian/Alaskan Native	21	0.65%	9	42.86%	42.86%	
Asian	221	6.87%	134	60.63%	60.63%	100.00%
Filipino	440	13.68%	233	52.95%	52.95%	87.34%
Hispanic	576	17.91%	223	38.72%	38.72%	63.85%
Pacific Islander	77	2.39%	37	48.05%	48.05%	
Unknown	155	4.82%	76	49.03%	49.03%	
White	1207	37.53%	591	48.96%	48.96%	80.75%
Solano CCD Total	**3216**	**100.00%**	**1501**	**46.67%**	**46.67%**	
Table 7.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	3003	93.38%	1430	47.62%	47.62%	100.00%
Yes	212	6.59%	71	33.49%	33.49%	70.33%
Total	**3216**	**100.00%**	**1501**	**46.67%**	**46.67%**	
Table 7.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1628	50.62%	784	48.16%	48.16%	100.00%
Yes	1588	49.38%	717	45.15%	45.15%	93.76%
Solano CCD Total	**3216**	**100.00%**	**1501**	**46.67%**	**46.67%**	

Degree and Certificate Completion (Table 8.1-8.5) - Transfer						
Table 8.1: Gender	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
Female	1757	54.63%	582	53.11%	33.12%	93.84%
Male	1459	45.37%	515	46.89%	35.30%	100.00%
Solano CCD Total	**3216**	**100.00%**	**1097**	**100.00%**	**34.11%**	
Table 8.2: Age Group	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
19 or less	2719	84.55%	990	91.47%	36.41%	100.00%
20 to 24	217	6.75%	58	4.78%	26.73%	73.41%
25 to 49	247	7.68%	47	3.58%	19.03%	52.26%
50 or more	33	1.03%	2	0.17%	6.06%	
Solano CCD Total	**3216**	**100.00%**	**1097**	**100.00%**	**34.11%**	
Table 8.3: Ethnicity	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
African American	519	16.14%	146	13.21%	28.13%	60.36%
American Indian/Alaskan Native	21	0.65%	5	0.47%	23.81%	
Asian	221	6.87%	103	9.24%	46.61%	100.00%
Filipino	440	13.68%	171	16.08%	38.86%	83.39%
Hispanic	576	17.91%	151	14.11%	26.22%	56.25%
Pacific Islander	77	2.39%	30	2.69%	38.96%	
Unknown	155	4.82%	62	5.55%	40.00%	
White	1207	37.53%	429	38.65%	35.54%	76.26%
Solano CCD Total	**3216**	**100.00%**	**1097**	**100.00%**	**34.11%**	
Table 8.4: DSP	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	3003	93.38%	1074	98.09%	35.76%	100.00%
Yes	213	6.62%	23	1.91%	10.80%	30.19%
Total	**3216**	**100.00%**	**1097**	**100.00%**	**34.11%**	
Table 8.5: ECON-DIS	**Cohort Headcount**	**Cohort Headcount %**	**Degree Applicable Cohort Headcount**	**Degree Applicable Cohort Headcount %**	**Degree Applicable Cohort Completion %**	**80% Index**
No	1628	50.62%	623	57.00%	38.27%	100.00%
Yes	1588	49.38%	474	43.00%	29.85%	78.00%
Solano CCD Total	**3216**	**100.00%**	**1097**	**100.00%**	**34.11%**	

Transfer Velocity (Table 9.1-9.5) - Transfer					
Table 9.1: Gender	**Cohort Count**	**Cohort %**	**Transfer Count**	**Transfer %**	**80% Index**
Female	1413	54.73%	497	35.17%	97.67%
Male	1169	45.27%	421	36.01%	100.00%
Solano CCD Total	**2582**	**100.00%**	**918**	**35.55%**	
Table 9.2: Age Group	**Cohort Count**	**Cohort %**	**Transfer Count**	**Transfer %**	**80% Index**
19 or less	2261	87.57%	844	37.33%	100.00%
20 to 24	144	5.58%	39	27.08%	72.55%
25 to 49	159	6.16%	33	20.75%	55.60%
50 or more	18	0.70%	2	11.11%	
Solano CCD Total	**2582**	**100.00%**	**918**	**35.55%**	
Table 9.3: Ethnicity	**Cohort Count**	**Cohort %**	**Transfer Count**	**Transfer %**	**80% Index**
African-American	345	13.36%	101	29.28%	68.07%
American Indian/Alaskan Native	14	0.54%	5	35.71%	0.00%
Asian	193	7.47%	83	43.01%	0.00%
Filipino	394	15.26%	149	37.82%	39.52%
Hispanic	434	16.81%	127	29.26%	33.69%
Pacific Islander	61	2.36%	23	37.70%	0.00%
Unknown	134	5.19%	53	39.55%	0.00%
White Non-Hispanic	1007	39.00%	377	37.44%	100.00%
Solano CCD Total	**2582**	**100.00%**	**918**	**35.55%**	
Table 9.4: CalWorks	**Cohort Count**	**Cohort %**	**Transfer Count**	**Transfer %**	**80% Index**
No	2558	99.07%	911	35.61%	100.00%
Yes	24	0.93%	7	29.17%	
Solano CCD Total	**2582**	**100.00%**	**918**	**35.55%**	
Table 9.5: DSPS	**Cohort Count**	**Cohort %**	**Transfer Count**	**Transfer %**	**80% Index**
No	2451	94.93%	897	36.60%	100.00%
Yes	131	5.07%	21	16.03%	43.80%
Solano CCD Total	**2582**	**100.00%**	**918**	**35.55%**	