

Merced College

2022-2025 Student Equity Plan

Executive Summary



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Message from the President

The 2022-2025 Merced College Student Equity Plan is an intentional response to improving the academic success of our most disproportionately impacted students. Merced College will strive to reduce equity gaps and remove educational obstacles with a campus-wide approach that aligns with the Vision for Success metrics.

At Merced College, we believe equity in education can be achieved by embracing each student, their educational journey, and providing a supportive environment with the resources necessary for students to reach their full potential. We will continue to focus on supporting disadvantaged students' basic needs so that our students can focus on their educational attainment.

Merced College is a Hispanic Serving Institution (HSI) that is building on a culture of Diversity, Equity, and Inclusion (DEI). Our Educational Master Plan and Strategic Implementation Plan are road maps that our singularly focused on improving the student experience and illustrate our commitment for DEI. The District's DEI framework addresses systemic racism and social injustice within all facets of our services and programs.

We are proud to have built a braided support system for our disproportionately impacted students. The synergistic effect of the Student Equity Plan, resources available for students, and institutional goals, we are prepared to continue to help students achieve their academic and career goals.

Sincerely,



Chris Vitelli, Ed.D.

Superintendent/President



About Merced College

Since 1962, Merced College has delivered high-quality programs for academic transfer, vocational training, community education, student services, as well as for cultural and educational activities. Merced College embraces its vision of “providing transformative and empowering educational experiences to meet student and community needs.” Merced College motto: “Students are our focus, and we are known by their success.”

The College offers a broad array of transfer and career technical education programs, as well as workforce and business development programs. It also offers a non-credit program which includes ESL classes, adult education classes, citizenship classes, and a Medical Assistant Program. In addition, the College offers community service classes which provide lifelong learning opportunities. Students can fulfill their lower division general education and major requirements for a university baccalaureate degree, obtain an associate of arts or associate of science degree, or complete a career and technical education certificate program. The transfer program includes coursework that articulates with the California State University and University of California systems as well as with private four-year colleges and universities. The College is dedicated to serving its diverse student population as expressed in its vision statement: Merced College will provide transformative and empowering educational experiences to meet student and community needs.

Mission

Growing our community through education and workforce training:

- lifelong learning
- basic skills
- career technical education
- transfer
- degree/certificate programs

Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.

Vision

Merced College will provide transformative and empowering educational experiences to meet student and community needs.

Core Values

- Student Success
We focus on student access and success.
- Supportive Environment
We promote an atmosphere of trust where communication and teamwork cultivate a rich environment for teaching and learning.
- Proactive
We utilize agility, innovation, and responsible risk-taking to create our preferred future.
- Partnering
We actively engage with the community and community partners to respond to cultural, educational, economic, and technological needs.
- Diversity
We embrace diversity and equity as community strengths and celebrate these qualities in our institution.
- Self-Reflection
We strive for continuous improvement based on data-driven self-reflection, objective assessment, and dialogue.
-

Motto

“Students are our focus and we are known by their success”

2019-2022 Student Equity Plan Reflection

Key Initiatives/Projects/Activities

- Targeted Marketing
- Hispanic Education Conference
- Streamline Entry Processes
- Develop Guided Pathways through community Partnerships
- Reach diverse populations of students
- Use AB 288 to improve matriculation to Merced College from local high schools
- Create a First Year Experience
- Enhance Technology to improve access
- Implement Completion Teams within the "Schools" of Guided Pathways
- Use technology to engage all students on campus
- Student Academic Support Services
- Organized activities that promote student and target adult learners
- Community Outreach that targets adult students/Adult Education
- Guidance Course Adult Re-Entry Students
- Evaluate hiring practices
- Faculty Professional Development that increases awareness about inclusion and diversity
- Guided Pathways
- Increase the services that lead to transfer
- Increased access to student support from application to graduation/completion
- Use technology for career/job support
- Interdisciplinary College Success Courses that focus on students from diverse backgrounds
- Faculty Education
- College Tours that highlight diversity

Summary of Key Initiatives/Projects/Activities

The 2019-2022 Student Equity Plan was focused on activities and projects aimed at reducing barriers of our most disproportionately impacted students. Some of our key initiatives that impacted students were streamlining the entry process for students, implementing guided pathways, adopting Navigate, building early alerts (basic needs, advising, tutoring, mental health, etc.), consolidating academic support services into one area (Downey Learning Resource Center), partnering with UC Merced (Housing) and CSU Stanislaus (Warriors on the Way), developing Pathways Mapper (customized visual representation of the MC Catalog), implementing Credit for Prior Learning (Task Force created, policies updated, website built, etc.) and fully adopting AB-705.

Completed projects that directly impacted students were the building of a Welcome Center (matriculation), inclusion center (The Hub – Center for Equity and Diversity), Basic Needs Food Pantry (on all campuses), and the Trident Innovation Center.

Additional support for students was the hiring of an Assistant Director of Student Equity, part-time equity counselors, a coordinator for our NextUp (foster youth) Center, a full-time counselor in NextUp, and a Basic Needs coordinator. We also started the process of becoming a UMOJA campus by offering a learning community and mentorship program.

Evidence of Decreased Disproportionate Impact

Over the past few years, with the help of qualitative and quantitative data, several metrics witnessed decreased disproportionate impact. This includes successful enrollment. Fewer student population groups (primary, secondary disaggregation's) were identified as disproportionately impacted (DI) from the last SEA plan to 2020-21.

Extreme Registration event evaluation results and enrollment data show that more and more students enroll in full-time course-loads. The latest evaluation, in summer 2022, showed that a majority of respondents (65.00%) indicated they were able to register and enroll as full-time students for fall 2022. This is up from summer 2020 (53.85%).

Strides were also made with the transfer-level English, math course-passing metrics as AB 705 was being implemented districtwide. The 1-year throughput for transfer-level English for Black and Latino students increased. The percentage of Black students who successfully passed transfer-level English increased from 19% in 2015-16 to 54% in 2019-20. The percentage of Black students who successfully passed transfer-level Math increased from 17% in 2015-16 to 44% in 2019-20. This is also the case for Hispanic/Latino students- 36% to 57% for transfer-level English and 19% to 36% for transfer-level Math within the same time period. The percentage of overall students who successfully completed both transfer-level English and math in an academic year increased, from 9% in 2018-19 to 12% in 2020-21.

The last SEA Plan set a goal of increasing the number of students who earned an AA/AS/ADT by 15%. The number of students who earned an AA/AS/ADT increased by 32.62% from 2016-17 to 2021-22. With the exception of White, non-Hispanic students, all other racial/ethnic groups experienced increases in the number of students earning an AA/AS/ADT from 2016-17 to 2021-22. This was also the case for all gender groups in the same period.

The average number of units accumulated for first-time AA/AS/ADT recipients did decrease, from 89 units in 2016-17 to 82 units in 2020-21 using a Guided Pathways framework. Additional progress is being made towards further decreasing the number of units accumulated.

The district almost met the transfer goal set in the last SEA Plan (increase by 7% the number of CSU/UC transfer students). Between 2017-18 to 2020-21, the percentage of students who transferred to CSU/UC grew by 6.33%.

2022-25 Planning Efforts

Our Districts 2019-22 student equity plan informed our planning efforts by allowing us to identify the lack of data directly linking all activities to disproportionate impact.

Pandemic Acknowledgement

In response to the COVID-19 pandemic, all student services were being offered through video conferencing, by phone, LiveChat or e-mail. This has been a hardship for many students and staff who are not used to or have difficulty with remote learning/teaching. Several ongoing outreach efforts and activities were abruptly put on hold.

Explanation:

- Immediate switch to online modalities for instruction and student support
- Pandemic hit students of color and other disenfranchised populations harder and differently than others
- Many students did not have access to technology (computers and Wi-Fi).
- Not all students were familiar with Zoom, Canvas, using a computer, etc.

Campus-Wide Equity Approach

Merced College plans to be more race conscious in completing this Student Equity Plan by committing to the following efforts:

- Collaborate with district wide stakeholders on how to make the program review process more intentionally race-conscious and grounded in DEIA frameworks. Continue to make that work meaningful.
- Coordinate with the Professional Development Committees (FLEX, HR Council and the Innovation Center) to align offerings with a race conscious/DEIA-informed approach while leveraging existing resources and various funding sources including EEO funding.
- Implement an equity academy through the Innovation Center's Academy for Excellence in Teaching and Learning for all college staff and faculty to explore unique needs of students of color and disenfranchised student groups. Incorporate DEIA framework (Peralta Rubric) into the review of online courses and teach the framework as part of the distance education certificate series.
- Train faculty and staff as "data coaches" as part of the ongoing Student Success Team model being implemented to support students directly. Data Coaches will be trained in the sources of DEIA data and how to lead difficult discussions about race and equity.
- The Office of Institutional Effectiveness (OIE) will collaborate with stakeholders to provide the relevant, appropriate, actionable data and help to implement change (short-medium-long-term) and identifying needs.

- A dedicated group of individuals will consistently monitor and update these efforts to the campus community, acknowledging the changing needs of students and dynamic environments (on- and off-campus).

Students Experiencing Disproportionate Impact

See Appendix A (page 17)

Populations of Focus Experiencing Disproportionate Impact

Students	Successful Enrollments	Completed Transfer-Level English & Math Courses	Term-To-Term Persistence	Transfer	Completion
Hispanic/Latino Students	X	X	X	X	X
First-Generation Students	X	X	X	X	X

Successful Enrollment:

Measurements:

Successful Enrollment	1st Year	2nd Year	3rd Year
Hispanic/Latino Students	2%	8%	14%
First-Generation Students	2%	8%	14%

Friction Points: Hispanic/Latino & First-Generation

- Targeted recruitment
- Provide “all” of our enrollment steps off campus and within the community
- On-boarding practices and matriculation efforts are not entirely focused on Hispanic and Latino students, but rather community wide and other disproportionately impacted (DI) groups.
- Communication of services to our student body
- Only offering traditional hours for student support services
- Enrollment management
- Financial aid and scholarship policies and practices create unnecessary barriers for students or are not maximized to allow for greater access and success
- Currently our noncredit and credit programs are not connected allowing for a seamless transition from noncredit to credit offerings.

Action Plans: Hispanic/Latino & First-Generation

- Offer weekly registration events that offer all matriculation steps and enrollment.
- Provide targeted in-community registration events focused on the enrollment of Hispanic and Latino students.
- Expand hours of operation of student services and provide support to students in evenings and weekends.
- Where possible offer support in multiple languages.
- Develop a plan to auto-enroll qualified Hispanic or Latino students into equity support programs (i.e. EOPS, DSPS, Veterans).
- Implement an Equity Academy for all college staff and faculty to explore unique needs of Hispanic and Latino students and update current trainings to include DEIA principles/practices.
- Re-center the program review and resource allocation processes to map and prioritize student equity metrics (from enrollment to transfer).
- Train staff and faculty in DEIA. Provide data coaching to utilize equity metrics for sustainable change and outcomes.

Completed Transfer Level Math & English:

Measurements:

Completed Transfer-Level ENGL/MATH Courses	1st Year	2nd Year	3rd Year
Hispanic/Latino Students	10%	19%	29%
First-Generation Students	13%	15%	17%

Friction Points: Hispanic/Latino & First-Generation

- Hispanic/Latino students tend to delay enrollment in transfer-level math & English
- Hispanic/Latino students tend to re-take both math & English at lower rates following an unsuccessful attempt
- Hispanic/Latino students tend to utilize student services such as tutoring less frequently, and tend to enroll in math courses in general at lower rates
- Once in transfer-level math & English courses, Hispanic/Latino students find themselves in curricula not designed specifically for their needs, not overtly connected to larger academic & career goals, and not properly in line with best practices for culturally-responsive curricula.
- Hispanic/Latino students are more likely to face financial difficulties, difficulty paying for textbooks, difficulty juggling work and courses, and difficulty managing course work in the context of familial care obligations.

- Reduce friction for Hispanic/Latino students through active enrollment in transfer-level math & English, active re-enrollment following unsuccessful attempts, and intrusive efforts to connect them to tutoring and basic needs support.
- A more culturally-responsive and race-conscious curriculum in transfer-level math & English (including multiple STEM/non-STEM math pathways).

Action Plans: Hispanic/Latino & First-Generation

- Create English and math Faculty Inquiry Groups/Communities of Practice that focus on identifying and closing equity gaps for Hispanic/Latino students.
- Network with regional and statewide partners to identify best practices in English & math co-requisite support courses
- A more culturally-responsive and race-conscious curriculum in transfer-level math & English (including multiple STEM/non-STEM math pathways) could help boost persistence and successful completion.
- Streamline tutorial services for Hispanic/Latino students in transfer math and English courses.
- Work collaboratively with the Office of Student Equity, Instruction, Student Services, Student Success & Tutorial, and Office of Institutional Effectiveness to develop equity-minded reforms based on available data; using the data coaching model and student success teams.

Persistence First Primary Term to Secondary Term:

Measurements:

Term-To-Term Persistence	1st Year	2nd Year	3rd Year
Hispanic/Latino Students	9%	12%	16%
First-Generation Students	2%	4%	6%

Friction Points: Hispanic/Latino & First-Generation

- There is a lack in information students receive during their first semester regarding academic support, basic needs, and other services.
- Students are not aware that they can access Merced College online tutoring or Smarthinking (24/7 online tutoring services) through their Canvas course shells, because some of the links are not activated.
- Exposure to academic support and other student services has been inconsistent across all courses at times creating a disconnect between faculty, students, and student services.
- Difficulty in recruiting English and math faculty to sign-up for Embedded Tutoring or participate in the Embedded Tutoring training.

- Lack of communication from the online Follett Bookstore regarding the textbooks opt-in and opt-out process, resulted in some students not having their textbooks the first week of classes.
- Course Delivery/Enrollment Management: Within this process students are still faced with challenges when the next course in sequence they need may not be offered or it's offered at the same time.
- According to the annual Attrition Survey results students identified experiencing mental health and personal counseling needs, followed by feeling stressed and underprepared.
- Latino students have shared that they lack access to the technology they need to be successful, including laptops and hotspots. They often also lack a quiet place to study, and they often have to share their devices and Wi-Fi connection with their families.
- The annual Student Attrition Survey results continuously show that students drop their courses due to the cost of materials and supplies.
- Students also experience challenges navigating and understanding the financial aid processes, which may discourage them from applying for the financial assistance they need to achieve their educational and career goals.

Action Plans: Hispanic/Latino & First-Generation

- The Office of Institutional Effectiveness (OIE) and the Office of Student Equity and Success will collaborate and review qualitative and quantitative data to determine the key indicators that impact the Hispanic/Latino students' persistence from the first semester of enrollment to the second semester. The updated process will include campus-wide discussions on how to improve processes, policies, and practices that will close the equity gap for the Hispanic/Latino student population.
- Create a student friendly automated calendar with academic dates, and deadlines to increase awareness of academic checkpoints.
- Create a Student Orientation course within Canvas tailored for Hispanic/Latino students, and mixed families/multilingual students.
- Implement Early Alert through Navigate to identify students who are struggling and provide needed support.
- Implement Zero Textbook Cost courses, programs and degree options to eliminate the cost of educational materials/supplies.
- Increase promotional efforts of SSTC and Embedded Tutoring by collaborating with the following programs: Puente, Umoja, Student Equity (the HUB) and special programs.
- Recruit, and train additional embedded faculty and tutors for English and math courses.
- Increase collaboration and professional development activities to recruit and train faculty.
- Train faculty on anti-racist curriculum development principles and pedagogy.

Transfer:

Measurements:

Transfer	1st Year	2nd Year	3rd Year
Hispanic/Latino Students	2%	6%	10%
First-Generation Students	2%	6%	10%

Friction Points: Hispanic/Latino

- Our Transfer Center is not centrally located within the counseling division and has had limited availability of staffing; including both classified professionals and counselors.
- Our students take into consideration their families' opinions about their future, which affects their decisions on where or if they should transfer.
- As of now, at Merced College, we don't have an event for families to understand how to best support their students in the transfer process.
- Promoting partnerships with 4-year universities at a greater scale would help both First-Generation and Hispanic/Latino students feel confident and comfortable in taking the next steps of Transferring to a 4-year university.
- Merced College has partnered with two of the local universities, California State University, Stanislaus and University of California, Merced to have an admissions advisor on campus each week to connect with prospective transfer students. However, students are still unaware of these partnerships and the benefit of being a part of such programs.
- Our Hispanic/Latino students may not know what to ask about transferring, or what terminology to use when discussing transfer options.
- Culturally, Hispanic/Latino students may not know how to advocate for themselves when it comes to discussing transferring processes or in meeting admissions requirements.

Friction Points: First-Generation

- Many of our first-generation students are unaware of the process to transfer, such as: when to apply, where to apply, along with what are the requirements necessary to apply.
- For students who are applying to impacted and competitive programs, they are not aware of what it means to apply to a competitive or impacted program.
- Merced College is composed of a main campus in Merced, CA and a center in Los Banos, CA. The main campus offers students the opportunity to meet with college representatives, attend the annual Transfer Fair, and have access to additional information about transferring to a 4-year university. Unfortunately, due to space and resource limitations, the Los Banos Center does not offer all that the Merced Campus offers.

- First generation students also may not know where to access information about transferring, such as the college’s website, or courses that help guide them through the transfer process.
- At Merced College, GUID 45: Transfer Pathways, helps students understand what the process is to transfer to a 4-year university. The class is a great example of how to help students better understand how to transfer, and what to expect at a 4-year university, but the course is only offered on a rotation basis, only select students have the opportunity to take advantage of this course.
- Along with not fully understanding the process to transfer, first-generation students are unaware of their options to transfer. They are not familiar with all of the different colleges and universities that can offer them an opportunity to continue their academic goals, such as private colleges and universities.
- At Merced College, first-generation students connect with instructional faculty to discuss their future goals, but not all faculty understand the transfer process to a 4-year university.
- Lack of promotion and awareness of the transfer process, and what to expect at a 4-year university once a student has transferred, has really affected our first-generation college students in successfully navigating the transfer process.

Action Plans: Hispanic/Latino & First-Generation

- Relocate our Career and Transfer Center to a more visible location on campus.
- Intentional career development/assessment workshops for first-generation students. Will lead to higher transfer rates by reducing the number of students who change their major.
- Work on offering an introduction course in each School of, where students can explore careers related to the major they are considering. The course would expand a variety of topics, careers in the major, resume and cover lettering writing, how to job search, preparing for interviews, understanding your strengths/weaknesses and how it could help for potential careers.
- We will offer College Fairs and Career Panels. In doing so, our Hispanic/Latino students will have a greater understanding of pathways they can take to enter desired careers.
- Increase student awareness of Jobspeaker. Jobspeaker is a platform for students to conduct job search, yet not all students are aware of where to locate it or how to use it.
- Educate our staff and instructional faculty on how the Career Center can assist students in their Career Development journey.

Completion:

Measurements:

Completion	1st Year	2nd Year	3rd Year
Hispanic/Latino Students	11%	15%	20%
First-Generation Students	13%	16%	20%

Friction Points: Hispanic/Latino & First-Generation

- Streamline our graduation application process (no printing, fewer steps). A digital process would allow for students to complete the graduation application from anywhere and anytime. We believe this would increase the number of certificates and degrees awarded each year.
- Accept graduation applications year-around. Currently, we do not accept graduation applications year-around. Students who do not apply for graduation prior to the deadline, have to return the following semester (roughly three months later) to apply for graduation. At times, students who are no longer enrolled because they have transferred or who have completed their coursework do not return to Merced College to apply for graduation or it is at least a barrier for them to return.
- Provide students with a degree audit type software. This would help students in better understanding their progress towards their educational goal.
- Utilize High Impact Practices to advance Equity Goals and Student Success. The Chancellor's Office has released a DEI in Curriculum: Model Principles and Practices memorandum for faculty.
- Remove any financial costs to apply for awards, participate in graduation (gown costs, application fees - CTE, i.e.). Fees associated with graduation and transfer are a barrier for many students and these fees do impact completion.
- Expand Competency-Based Education (CBE) at Merced College. CBE Focuses on mastery of competencies, through learning activities and experiences that align with programmatic outcomes and not seat time or credit hours. If we were to implement CBE, we would see an increase in completion rates of students.
- Hispanic/Latino students seek Career Counseling in hopes to know what jobs or careers they should enter, yet they are unaware of what resources Merced College has to offer in career development. Currently, our Merced College website offer students some information on how to conduct career exploration, but it can be more robust. Hispanic/Latino students do not know how to explore the job market, or lack knowledge of how to conduct career exploration. Workshops on various topics, such as resume and cover letter writing, how to job search, and how to prepare for an interview, are offered at the Merced Campus, but they are limited. If Hispanic/Latino students were able to understand the career development process, and begin career exploration within their first semester, they would be more successful in their academic journey at Merced College. Majority of the time, our Hispanic/Latino students are afraid to decide on a career path, as they want to make sure they are making the right choice. If they do decide on particular major, they may be unaware of how that major parallels to the world of work, and further exploration on careers that are tied to the major is needed. Our Hispanic/Latino students are not aware of what to ask when discussing career development. Understanding what soft skills or terminology are needed to be successful in specific careers maybe unknown to them. Exposure to some career is done with our Career Fair that is hosted out of the Merced Campus, but that is also limited as well.

Action Plans: Hispanic/Latino & First-Generation

- Streamline graduation application process (no printing, fewer steps), completely digital.
- Enhance degree audit.
- Submit Grad App year around.
- Utilizing High Impact Practices in the classroom to Advance Equity Goals and Student Success.
- Remove any financial costs to apply for awards, participate in graduation (gown costs, application fees - CTE, i.e.), and transfer.
- Expand Competency-Based Education (CBE).
- Create a more visible and robust Career/Transfer Center.

Other Support Assistance For Disproportionately Impacted Students:

- Merced College created a Basic Needs Center, which houses a Food Pantry, on the Merced campus and two centers (Los Banos, the downtown Business Resource Center).
- Basic Needs Early Alert - Basic Needs Early Alert button is now available for faculty to alert or inform students of services.
- Mental Health Support: Personal Counseling is a service available to currently enrolled students. The District offers short-term counseling services and referrals into the community. Counseling is provided at the Merced and Los Banos campuses and in different modalities (in-person, virtual platform).
- Zero Text Book Costs (ZTC) - Merced College students can enroll in courses with zero textbook cost (ZTC) that helps alleviate the cost of attending.
- “The Hub” Center for Equity and Diversity – The Hub-Center for Equity and Diversity, located in the Student Union on the Merced campus, is a collaborative and all-inclusive space on campus. The space fosters diversity, inclusion, and equity while promoting a campus learning. The Hub works collaboratively with our diverse campus and local community partners to establish a learning and working environment that is inclusive and equitable.

Point of Contact:

StudentEquity@mccd.edu

Appendix A

Successful Enrollment in the First Year		2016-17	2017-18	2018-19	2019-20	2020-21
Race/ Ethnicity	American Indian/Alaska Native					
	Asian		X	X	X	X
	Black or African American	X	X	X		X
	Filipino		X		X	
	Hispanic					
	Multiple Values Reported				X	
	Pacific Islander or Hawaiian Native					
	Two or More Races					
	Unknown/Non-Respondent				X	
	White					X
Gender	Female	X	X	X	X	X
	Male					
	Multiple Values Reported				X	
	Unknown/Non-Respondent					
DSPS	Student Who Received Disability Services					
	Not a Student Who Received Disability Services					
First Generation	First-Generation Student					
	Not First-Generation Student					
	Unknown/Unreported					
Foster Youth	Foster Youth					
	Not Foster Youth					
Homeless	Homeless					
	Not Homeless					
LGBT	LGBT					
	Non-LGBT					
Perkins Economically Disadvantaged	Perkins Economically Disadvantaged					
	Not Perkins Economically Disadvantaged					
Veterans	Veteran					
	Not Veteran					

Completed Both Transfer-Level Math & English within the District in the 1st Year		2016-17	2017-18	2018-19	2019-20	2020-21
Race/Ethnicity	American Indian/Alaska Native		X			
	Asian					
	Black or African American	X	X	X	X	X
	Filipino					
	Hispanic			X	X	
	Multiple Values Reported					
	Pacific Islander or Hawaiian Native	X	X		X	X
	Two or More Races			X		
	Unknown/Non-Respondent	X	X			
	White				X	
Gender	Female		X			
	Male				X	
	Multiple Values Reported					
	Unknown/Non-Respondent		X	X	X	
DSPS	Student Who Received Disability Services	X	X	X	X	
	Not a Student Who Received Disability Services					
First Generation	First-Generation Student			X		
	Not First-Generation Student					
	Unknown/Unreported	X	X	X	X	X
Foster Youth	Foster Youth	X	X	X	X	X
	Not Foster Youth					
Homeless	Homeless					X
	Not Homeless					
LGBT	LGBT			X		
	Non-LGBT					
Perkins Economically Disadvantaged	Perkins Economically Disadvantaged	X				
	Not Perkins Economically Disadvantaged					X
Veterans	Veteran					
	Not Veteran					X

Persisted First Primary Term to Subsequent Primary Term		2015-16	2016-17	2017-18	2018-19	2019-20
Race/Ethnicity	American Indian/Alaska Native			X		
	Asian					
	Black or African American				X	X
	Filipino			X		
	Hispanic				X	
	Multiple Values Reported					X
	Pacific Islander or Hawaiian Native					X
	Two or More Races				X	
	Unknown/Non-Respondent	X		X		
	White	X	X		X	X
Gender	Female					
	Male	X	X		X	X
	Multiple Values Reported					
	Unknown/Non-Respondent	X		X		X
DSPS	Student Who Received Disability Services					
	Not a Student Who Received Disability Services	X	X	X	X	X
First Generation	First-Generation Student					
	Not First-Generation Student					
	Unknown/Unreported	X	X	X	X	X
Foster Youth	Foster Youth					
	Not Foster Youth				X	
Homeless	Homeless				X	
	Not Homeless					
LGBT	LGBT				X	X
	Non-LGBT		X	X		
Perkins Economically Disadvantaged	Perkins Economically Disadvantaged					
	Not Perkins Economically Disadvantaged	X	X	X	X	X
Veterans	Veteran					
	Not Veteran	X	X	X		X

Transferred to a Four-Year Institution within Three Years		2012-13	2013-14	2014-15	2015-16	2016-17
Race/Ethnicity	American Indian/Alaska Native			X		X
	Asian					
	Black or African American					
	Filipino					
	Hispanic	X	X	X	X	X
	Multiple Values Reported					
	Pacific Islander or Hawaiian Native		X		X	
	Two or More Races					
	Unknown/Non-Respondent	X		X	X	X
Gender	Female					
	Male	X	X	X	X	X
	Multiple Values Reported					
	Unknown/Non-Respondent					X
DSPS	Student Who Received Disability Services		X			X
	Not a Student Who Received Disability Services					
First Generation	First-Generation Student	X	X	X		X
	Not First-Generation Student					
	Unknown/Unreported	X	X	X	X	X
Foster Youth	Foster Youth		X		X	
	Not Foster Youth					
Homeless	Homeless					
	Not Homeless					
LGBT	LGBT					
	Non-LGBT					
Perkins Economically Disadvantaged	Perkins Economically Disadvantaged	X		X		X
	Not Perkins Economically Disadvantaged					
Veterans	Veteran					
	Not Veteran				X	

Attained the Vision for Success Definition of Completion within Three Years		2013-14	2014-15	2015-16	2016-17	2017-18
Race/Ethnicity	American Indian/Alaska Native	X	X			X
	Asian					
	Black or African American	X	X	X	X	
	Filipino					
	Hispanic	X	X	X	X	
	Multiple Values Reported					
	Pacific Islander or Hawaiian Native			X		
	Two or More Races					
	Unknown/Non-Respondent				X	X
Gender	Female					
	Male					
	Multiple Values Reported					
	Unknown/Non-Respondent				X	X
DSPS	Student Who Received Disability Services	X		X		
	Not a Student Who Received Disability Services					
First Generation	First-Generation Student	X	X			
	Not First-Generation Student					
	Unknown/Unreported			X	X	X
Foster Youth	Foster Youth	X	X	X		
	Not Foster Youth					
Homeless	Homeless					
	Not Homeless					
LGBT	LGBT			X		
	Non-LGBT				X	
Perkins Economically Disadvantaged	Perkins Economically Disadvantaged		X	X		
	Not Perkins Economically Disadvantaged					X
Veterans	Veteran					
	Not Veteran	X			X	X