LASSEN COMMUNITY COLLEGE PROGRAM HISTORY

In 2017-18 the California Community College Chancellor's Office established the integrated program model to promote integrated planning and program coordination at the district level. At that time, there were three programs; Student Success and Support Program (SSSP), Student Equity (SE) and the Basic Skills Initiative (BSI). Each program had separate requirements as specified in Education Code and Title 5 regulations; these requirements were built into the Integrated Plan to ensure compliance with applicable law and regulations. Effective September, 2018 changes were made to Education Code and Title 5 regulations to establish the Student Equity and Achievement Program for the purpose of greater integration and alignment of the three programs, SSSP, SE, and BSI. The Student Equity report requirement outlined in Education Code states Lassen Community College will submit a Student Equity report every three years.

This document serves as the Student Equity report for the 2018-19 academic year and is posted on the Lassen Community College website www.lassencollege.edu/about/planning/Pages/Equity-Plan along with previous year's Student Equity reports. The Student Equity plan for Lassen Community College was developed in conjunction with multiple initiatives including Guided Pathways, Vision for Success and the campus master planning process. This document entails one component of the greater picture of the equity work being done on our campus.

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060] (Title 3 enacted by Stats. 1976, Ch. 1010.)
    DIVISION 7. COMMUNITY COLLEGES [70900 - 88933] (Division 7 enacted by Stats. 1976, Ch. 1010.)
        PART 48. COMMUNITY COLLEGES, EDUCATION PROGRAMS [78015 - 79500] (Part 48 enacted by Stats. 1976, Ch. 1010.)
            CHAPTER 2. Courses of Study [78210 - 78300] (Chapter 2 enacted by Stats. 1976, Ch. 1010.)
                ARTICLE 1.5. Student Equity Plans [78220 - 78222] (Article 1.5 added by Stats. 2014, Ch. 34, Sec. 6.)

Education Code 78222
    (a) (1) The Student Equity and Achievement Program is hereby established.
    (2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following:
    (A) Implementing activities and practices pursuant to the California Community Colleges Guided Pathways Grant Program.
    (B) Ensuring students complete their educational goals and a defined course of study.
    (C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

The Student Equity and Achievement plan is developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. The Student Services Master Planning committee is the LCC participatory governance group tasked with the development and initial review of the Student Equity and Achievement plan. The Student Services Master Planning committee submits a draft to Academic Senate and Consultation Council to ensure the document is vetted by all constituent groups and is shared beyond the committee. The plan is adopted by the governing board of the community college district and submitted to the Chancellor's Office by June 30, 2019. Once approved, the plan will be utilized as a part of the strategic planning process for the Educational Master Planning committee as well a tool to be utilized in convocations, Guided Pathway Taskforce discussions, faculty trainings, student services meetings and across campus as part of our commitment to the success of all Lassen Community College students.

Student Services Master Planning Committee as of May, 2019:

Adam Runyan, Counselor serving General, Veterans & International students

Janet Marinoni, Counselor Adult Education Transitions

Andy Rupley, Faculty

Eloy Rodriguez, Faculty

Christi Myers, Faculty

Heather DelCarlo, CalWORKs Coordinator

Tara Harkema, Financial Aid Technician

Jennifer Tupper, Director of Orientation and Student Success

Davis Murphy, Director of Enrollment Management

Dr. Randy Joslin, Director of Institutional Research

Karissa Marino Morehouse, Dean of Instructional Services

Brady Reed, Associate Dean of Student Success

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LASSEN COMMUNITY COLLEGE DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing our the Executive Summary we utilized the data from the previous integrated plan, the Vision for Success data elements, additional statewide/regional data, and local data collected at Lassen Community College. Although the submissions are not required under this plan, it is important to review data and previous goals to better understand our work and to ensure momentum and efficacy. The information in this document will inform the future development of goals, strategies and activities to address inequity and to ensure it is a part of our institutional records.

Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS- INTEGRATED PLAN 2016-17

Goal SET 15-16	Progress to date
Increase female enrollment to equal the proportion of females in the county. Increase female enrollment from 23 percent to 33 percent of enrollment within the next five years	In the last four years we have increased our course offerings at the two local male prisons with both face to face and correspondence courses. Due to this increase, we have seen our percent of female students decrease in the last four years. 23.54% 2014-15 (1107/4703) 23.11% 2015-16 (1011/4375) 19.85% 2016-17 (755/3803) 18.31% 2017-18 (841/4593) 17.38% 2018-19 (854/4912) We cannot influence the student population in the prisons, but we have focused our efforts to increase female students by targeting activities for women with children. We have increased access to childcare which is a significant barrier to education for this population. To effect change in gender equity we are providing greater access to the Child Development Center (CDC) while also increasing collaboration between the CDC, CARE and CalWORKs programs.

Goal SET 15-16	Progress to date
Increase Native American enrollment to equal the proportion of native Americans in the county. Increase Native American enrollment from 2 percent to 3 percent over the next five years.0	Percent of Native Student population at LCC: 2014-15 2.08% (98/4703) 2015-16 1.18% (79/4375) 2016-17 2.05% (78/3803) 2017-18 2.20% (101/4593) 2018-19 1.79% (88/4912) The District is reestablishing relationships with the local Rancheria working with the Education Coordinator and building access and retention programing for youth and adults. The summer of 2018, we collaborated with the Rancheria Summer Youth program and provided "College Days" over the course of the summer to students ranging in age from Kindergarten to 5th grade. This will continue the summer of 2019.
Increase veteran enrollment above the disproportionate impact threshold. Increase veteran enrollment from 7 percent to 8 percent of enrollment within the next five years	Over the last three years we have seen no significant improvement in the number of veterans we are serving: 4.25% 2014-15 (200/4703) 4.5% 2015-16 (197/4375) 4.63% 2016-17 (176/3803) 3.30% 2017-18 (152/4594) 3.05% 2018-19 (150/4912) In the 2018-19 year we assigned an on-campus counselor the role of Veteran Counselor which will hopefully show results in the coming years. But in order to develop a more comprehensive program, a Veterans Center location must be identified with dedicated efforts to recruit and retain veteran students.

Goal SET 15-16	Progress to date
Improve student success in remedial coursework by increasing remedial Math progress rates from 17% to 31 % over the next six years. Also increasing the remedial English progress rate from 26 percent to 44 percent the next 6 years.	2017-18 Overall remedial math course success rate 53.3%: Math 60: 57% Math 101: 38% Math 102: 47% Math 103: 57% Overall remedial English course success rate 47.0%: English 105A: 50% English 105: 47%
Increase three year award completion rate from 12 percent to 20 percent over the next six years	We have made significant gains in degree completion looking at the cohort data. Working on a Guided Pathway framework with integrated student educational planning tools among other measures will continue to improve our degree completion rate. 2011-12 cohort 12% 2014-15 cohort 17% 2015-16 * There is more comprehensive data forthcoming to accompany this goal result from National Student Clearinghouse. (See Appendix G for award rates)
Increase three year transfer rate from 12 percent to 20 percent over the next six years.	The transfer rate is moving in a positive direction despite some of the challenges faced with our remote location where many of our students are place bound. In addition, poverty, lack of a California 4 year university within commuting distance, and the perceived lack of jobs in the area for bachelor degree earners also hinder student aspirations and pursuit of a bachelor degree. A multi-pronged approach is necessary in collaboration with our CSU, Chico and UC Davis partners to increase transfer rates.

(continued.......)	2011-12 cohort 12% 2014-15 cohort 15% 2015-16 cohort * There is more comprehensive data forthcoming to accompany this goal result from National Student Clearinghouse. Transfer rates are now accounted for in Vision for Success Goals (#ADT's awarded per year) and in Student Equity and Achievement Plan Goals (SM 614SW: % Transferred to 4-year institution). For current rates, see Appendix F for transfer data.

INTEGRATED PLAN ACTIVITIES IDENTIFIED FOR COMPLETION BY JUNE 30, 2019

Goal	Activities in each program that serve the goal listed			Goal Area	Update Spring 2019
	SSSP	**Student Equity**	**BSI**		
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. Sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. Sequence*	☐ Access ☑ Retention ☐ Transfer ☑ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____ _____	
Increase Student Retention from year one to year two with an effective mandatory online orientation	a. Implement orientation program meets needs of all learning modalities of students (on campus, online, international &incarcerated) b.Work with Admissions and Records, Counseling, and IT to develop and implement mandatory orientation guidelines c. Improve and grow annual face to face orientation & resource fair program	a. Develop orientation that reflects the diversity of students served at LCC b. Provide EOPS orientation and services to incarcerated students	a. Develop orientation services at sites in collaboration with the Adult Education Block Grant working with non-credit courses including high school completion, basic skills, incarcerated	☐ Access ✓ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____ _____	All activities were accomplished. In spring semester of 2018, all students unless exempt were required to go through the online orientation module. A new orientation video is in production to be ready for use in Fall 2019 with representation from all student groups. EOPS began serving incarcerated students in the Spring of 2018 and the numbers have increased. Our new Transitions Counselor now provides orientation services to our CA Adult Education participants.

Goal	Activities in each program that serve the goal listed			Goal Area	Update Spring 2019
	SSSP	**Student Equity**	**BSI**		
Increase participation in key student success activities through timely and effective communication tools	Develop text alert APP with push notifications to inform students of key dates for registration, orientation, educational planning, financial aid, and success programs	Utilize text alert system in EOPS, CARE, Cal WORKs, Foster Youth and Kinship programs with targeted information and positive support messages	Utilize and develop calendar of text messages in the high school completion program and non credit employment skills certificate program	☐ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion Other:_____ _____	Implemented the Regroup text alert system in 2018 and have expanded the use with including student services announcements in all programs.
Increase Student Retention and degree completion from Fall to Spring and from year one to year two utilizing College Guidance course for foundational skills	Revamp CG 1 course as credit or non credit to increase understanding of career development, educational planning and civic engagement	Develop/expand learning communities to provide students similar experiences with a safe environment utilizing CG1 course as pillar (EOPS/CARE, DSPS, Returning student, Cultural groups -Native/Latinx/Black)	Develop non credit pathway to CG 1 course for Basic Skills and High School equivalency students	☐ Access ✓ Retention ✓ Transfer ☐ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ☐ Other:_____ _____	The efforts to revamp the CG 1 course was put on hold to spend more time on Guided Pathways discussions about metamajors. This discussion will lead into how to ensure students have the skills they need to be successful.
Increase rate application, matriculation, completion of Native American students partnering with (SIR) Indian Rancheria	Develop Student Ambassador program to provide mentoring and outreach services at the Rancheria	Coordinate College Success activities between EOPS, Foster Youth Program, etc…and the Rancheria Education and Teen Center	Develop summer bridge program in collaboration with Rancheria focused on improving skills in English/Math coursework and understanding college and cultural identity.	✓ Access ✓ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ☐ Other:_____ _____	Departments and programs have additional work to do to reach out to the Rancheria. However, the student youth program on campus is being promoted for a second year.

Goal	Activities in each program that serve the goal listed			Goal Area	Update Spring 2019
	SSSP	Student Equity	BSI		
Increase the number of students transferring to four year institutions including HBCU, HSI and Native programs	Provide transfer workshops and activities to increase visibility of transfer options	Build partnerships with CSU, UC, Out of State and Private schools including HBCU, HSI, and Native Programs (UC Davis, Haskell, etc…) to develop a pipeline from LCC.		☐ Access ☐ Retention ✓ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____ _____	Continued efforts are needed in this area. Unfortunately, our main staff person in the transfer center has been out on leave. Future efforts are needed to improve our transfer efforts. We are looking at expanding the College/Transfer WACAC Day for Fall 2019 to increase participation.

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EQUITY BUDGET OVERVIEW

Category	Descriptions	2019-20 Budgeted	2019-20 Expended Funds
Staffing, Coordination of activities/ Counseling	Counselors, Director of Orientation and Student Success, Student Ambassadors, Tutors	$285,269.00	$160,537.49
Events and Activities	Orientation Bootcamp, Mental Health Awareness, Hispanic Heritage, Native American/Indigineous, Black History, Women's History, Asian Pacific Islander, etc…	$75,000.00	$40,127.10
Supplies and Equipment	Outreach and Access	$49,000	$30,693.5
Learning Supports	Library books, calculators, technology	$67,000	$20,829.45
Travel	Professional development training for faculty and staff	$30,000	$15,254.00
Equity Expenses as of May 14, 2019		**$506,269.00**	**$267,441.54**

CONTACT INFORMATION

For further information regarding this report or current equity data, please contact one of the following individuals at Lassen Community College or call the main line at (530) 527-6181:

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Dr. Randy Joslin, Director of Institutional Research, rjoslin@lassencollege.edu

APPENDICES:

APPENDIX A: Overall Metrics Percentages for All Equity Subgroups

APPENDIX B: Metric "SM 300SW" – Enrolled in the Same Community College

APPENDIX C: Metric "SM 406SW" – Retained from Fall To Spring at the Same College

APPENDIX D: Metric "SM 501SW" – Completed Both Transfer-Level Math and English
                Within the Same District

APPENDIX E: Metric "SM 619SW" – Attained the Vision Goal Completion Definition

APPENDIX F: Metric "SM 620" – Transferred to a Four-Year Institution

APPENDIX G: Awards, By Type, 2015 - 2018

APPENDIX A

Overall Metrics Percentages for All Equity Subgroups

		Overall Percentages (All Equity Subgroups) for Metrics:			
Metric #:	**Metric Description:**	**Academic Year:**			
		2014-15	**2015-16**	**2016-17**	**2017-18**
300	Enrolled in the Same Community College	38.53%	45.68%	45.80%	39.62%
406	Retained from Fall to Spring at the Same College	48.69%	53.15%	50.07%	48.19%
501	Completed Both Transfer-Level Math and English within the District	1.74%	1.04%	2.33%	2.64%
619	Attained the Vision Goal Completion Definition	1.91%	2.02%	2.34%	1.98%
620	Transferred to a Four-Year Institution	6.80%	5.86%	4.33%	-

APPENDIX B

Metric "SM 300SW" – Enrolled in the Same Community College

Description: Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.

Metric_ID	Metric Description
SM 300SW	Enrolled in the Same Community College

Gender:	Subgroup:	Disaggregation:	Academic Year:			
			2014-2015	2015-2016	2016-2017	2017-2018
Female	Disabled	Disabled	40.74%	42.03%	36.76%	30.77%
Male	Disabled	Disabled	33.33%	44.78%	42.11%	35.48%
Female	Ethnicity	American Indian or Alaska Native	49.37%	49.37%	39.39%	34.74%
Female	Ethnicity	Asian	30.00%	28.57%	20.00%	15.79%
Female	Ethnicity	Black or African American	35.71%	26.73%	22.22%	24.79%
Female	Ethnicity	Hispanic or Latino	47.96%	49.25%	43.89%	44.72%
Female	Ethnicity	Native Hawaiian or other Pacific Islander	53.85%	46.43%	40.74%	31.43%
Female	Ethnicity	Some other race	62.50%	56.25%	44.44%	53.85%
Female	Ethnicity	White	34.10%	43.03%	44.02%	41.94%
Male	Ethnicity	American Indian or Alaska Native	28.33%	41.43%	56.45%	47.95%
Male	Ethnicity	Asian	22.22%	41.46%	50.00%	20.88%
Male	Ethnicity	Black or African American	31.53%	33.71%	34.55%	29.85%
Male	Ethnicity	Hispanic or Latino	41.42%	46.28%	48.84%	36.55%
Male	Ethnicity	Native Hawaiian or other Pacific Islander	42.11%	43.75%	36.84%	15.09%
Male	Ethnicity	Some other race	50.00%	68.75%	50.00%	44.44%
Male	Ethnicity	White	38.94%	51.08%	52.28%	45.19%
Female	Foster Youth	Foster Youth	41.43%	47.37%	48.94%	51.11%
Male	Foster Youth	Foster Youth	37.33%	45.05%	42.25%	47.30%
Female	LGBT	LGBT	40.00%	50.00%	50.00%	32.97%
Male	LGBT	LGBT	28.57%	27.27%	23.53%	29.73%
Female	Veteran	Veteran	0.00%	0.00%	20.00%	42.86%
Male	Veteran	Veteran	11.11%	33.33%	45.76%	45.79%

" = Groups identified as a Disproportionally Impacted (DI) Group in the SEA *Data on Demand* data file.

APPENDIX C

Metric "SM 406SW" – Retained from Fall to Spring at the Same College

Description: Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

Metric_ID	Metric. Description
SM 406SW	Retained from Fall to Spring at the Same College

Gender:	Subgroup:	Disaggregation:	2014-2015	2015-2016	2016-2017	2017-2018
Female	Disabled	Disabled	82.35%	74.36%	75.86%	78.46%
Male	Disabled	Disabled	78.46%	69.01%	75.00%	60.00%
Female	Economically Disadvantaged	Economically Disadvantaged	60.26%	66.76%	69.21%	63.94%
Male	Economically Disadvantaged	Economically Disadvantaged	45.54%	47.92%	45.40%	44.04%
Female	Ethnicity	More than one race	81.25%	69.23%	70.83%	55.56%
Female	Ethnicity	American Indian or Alaska Native	46.67%	42.11%	77.78%	44.44%
Female	Ethnicity	Black or African American	62.07%	52.94%	57.14%	64.71%
Female	Ethnicity	Asian	50.00%	0.00%	100.00%	66.67%
Female	Ethnicity	Hispanic or Latino	55.84%	81.45%	71.01%	69.70%
Female	Ethnicity	Some other race	55.00%	78.57%	87.50%	90.91%
Female	Ethnicity	Native Hawaiian or other Pacific Islander	90.00%	76.92%	72.73%	50.00%
Female	Ethnicity	White	60.75%	65.07%	64.56%	63.13%
Male	Ethnicity	Native Hawaiian or other Pacific Islander	52.17%	44.44%	57.89%	60.87%
Male	Ethnicity	More than one race	60.42%	61.11%	55.17%	56.90%
Male	Ethnicity	Asian	45.45%	50.00%	41.67%	59.09%
Male	Ethnicity	Hispanic or Latino	34.67%	42.36%	36.50%	34.86%
Male	Ethnicity	American Indian or Alaska Native	50.00%	55.17%	54.29%	41.86%
Male	Ethnicity	Black or African American	44.77%	52.50%	45.93%	45.77%
Male	Ethnicity	Some other race	71.43%	48.28%	39.13%	36.00%
Male	Ethnicity	White	49.23%	49.64%	54.22%	48.73%
Female	Foster Youth	Foster Youth	36.84%	81.93%	76.19%	58.46%
Male	Foster Youth	Foster Youth	34.33%	56.50%	56.67%	41.71%
Female	LGBT	LGBT	28.57%	57.14%	78.57%	61.54%
Male	LGBT	LGBT	75.00%	50.00%	100.00%	20.00%
Female	Veteran	Veteran	50.00%	66.67%	85.71%	30.00%
Male	Veteran	Veteran	62.65%	56.34%	57.14%	56.58%

* = Groups identified as a Disproportionally Impacted (DI) Group in the SEA *Data on Demand* data file.

APPENDIX D

Metric "SM 501SW" – Completed Both Transfer-Level Math and English Within the Same District

<u>Description</u>: Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Metric_ID	Metric. Description
SM 501SW	Completed Both Transfer-Level Math and English within the District

Gender:	Subgroup:	Disaggregation:	Academic Year:			
			2014-2015	2015-2016	2016-2017	2017-2018
Female	Disabled	Disabled	0.00%	0.00%	0.00%	0.00%
Male	Disabled	Disabled	0.00%	0.00%	0.00%	0.00%
Female	Economically Disadvantaged	Economically Disadvantaged	2.80%	3.39%	8.16%	9.52%
Male	Economically Disadvantaged	Economically Disadvantaged	0.67%	0.19%	1.09%	0.60%
Female	Ethnicity	More than one race	0.00%	14.29%	16.67%	0.00%
Female	Ethnicity	American Indian or Alaska Native	7.14%	0.00%	0.00%	0.00%
Female	Ethnicity	Black or African American	0.00%	0.00%	0.00%	14.29%
Female	Ethnicity	Asian	0.00%	0.00%	0.00%	0.00%
Female	Ethnicity	Hispanic or Latino	4.35%	0.00%	10.53%	18.52%
Female	Ethnicity	Some other race	0.00%	0.00%	0.00%	0.00%
Female	Ethnicity	Native Hawaiian or other Pacific Islander	0.00%	0.00%	33.33%	0.00%
Female	Ethnicity	White	8.70%	2.35%	5.66%	10.26%
Male	Ethnicity	Native Hawaiian or other Pacific Islander	0.00%	0.00%	0.00%	0.00%
Male	Ethnicity	More than one race	8.70%	0.00%	4.35%	13.04%
Male	Ethnicity	Asian	0.00%	0.00%	0.00%	0.00%
Male	Ethnicity	Hispanic or Latino	0.00%	0.76%	1.16%	0.25%
Male	Ethnicity	American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%
Male	Ethnicity	Black or African American	0.00%	0.00%	1.60%	0.60%
Male	Ethnicity	Some other race	0.00%	0.00%	0.00%	0.00%
Male	Ethnicity	White	2.17%	1.48%	2.69%	3.10%
Female	Foster Youth	Foster Youth	0.00%	0.00%	12.50%	11.11%
Male	Foster Youth	Foster Youth	0.00%	0.00%	0.00%	0.00%
Female	LGBT	LGBT	25.00%	0.00%	33.33%	0.00%
Male	LGBT	LGBT	0.00%	0.00%	0.00%	0.00%
Female	Veteran	Veteran	0.00%	0.00%	0.00%	0.00%
Male	Veteran	Veteran	0.00%	0.00%	0.00%	0.00%

"   " = Groups identified as a Disproportionally Impacted (DI) Group in the SEA *Data on Demand* data file.

APPENDIX E

Metric "SM 619SW" – Attained the Vision Goal Completion Definition

<u>Description</u>: Among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year.

Metric_ID	Metric. Description
SM 619SW	Attained the Vision Goal Completion Definition

Gender:	Subgroup:	Disaggregation:	Academic Year:			
			2014-2015	2015-2016	2016-2017	2017-2018
Female	Disabled	Disabled	2.63%	8.33%	6.61%	5.13%
Male	Disabled	Disabled	0.00%	2.55%	4.03%	1.79%
Female	Economically Disadvantaged	Economically Disadvantaged	3.89%	4.69%	6.93%	5.26%
Male	Economically Disadvantaged	Economically Disadvantaged	2.05%	1.92%	1.84%	1.37%
Female	Ethnicity	Native Hawaiian or other Pacific Islander	4.35%	13.04%	22.73%	15.00%
Female	Ethnicity	White	3.59%	3.61%	6.91%	4.86%
Female	Ethnicity	Hispanic or Latino	1.20%	1.90%	1.86%	5.22%
Female	Ethnicity	Some other race	0.00%	5.00%	2.27%	4.76%
Female	Ethnicity	More than one race	1.89%	7.84%	5.77%	3.28%
Female	Ethnicity	Asian	4.76%	0.00%	0.00%	0.00%
Female	Ethnicity	American Indian or Alaska Native	7.81%	0.00%	7.50%	0.00%
Female	Ethnicity	Black or African American	1.72%	2.13%	6.25%	5.26%
Male	Ethnicity	American Indian or Alaska Native	2.73%	0.00%	1.96%	0.87%
Male	Ethnicity	Black or African American	1.97%	1.96%	1.30%	0.96%
Male	Ethnicity	Some other race	4.00%	2.78%	1.75%	2.76%
Male	Ethnicity	White	1.73%	1.80%	2.17%	2.20%
Male	Ethnicity	Asian	4.64%	2.06%	3.77%	2.19%
Male	Ethnicity	Hispanic or Latino	0.77%	1.07%	0.68%	0.47%
Male	Ethnicity	More than one race	2.08%	3.36%	4.67%	6.17%
Male	Ethnicity	Native Hawaiian or other Pacific Islander	1.45%	3.45%	1.79%	1.79%
Female	Foster Youth	Foster Youth	1.20%	3.09%	6.08%	3.23%
Male	Foster Youth	Foster Youth	0.80%	0.98%	0.96%	1.55%
Female	LGBT	LGBT	0.00%	5.88%	0.00%	0.00%
Male	LGBT	LGBT	8.33%	0.00%	7.69%	0.00%
Female	Veteran	Veteran	0.00%	0.00%	0.00%	0.00%
Male	Veteran	Veteran	2.90%	1.82%	2.68%	1.66%

* = Groups identified as a Disproportionally Impacted (DI) Group in the SEA *Data on Demand* data file.

APPENDIX F

Metric "SM 620"– Transferred to a Four-Year Institution

<u>Description</u>: Among all degree/transfer students, the number of students who transferred to various types of postsecondary institutions.

Metric_ID	Metric_Desc
SM 620	Transferred to a Four-Year Institution

Gender:	Subgroup:	Disaggregation:	Academic Year:			
			2014-2015	2015-2016	2016-2017	2017-2018
Female	Disabled	Disabled	8.70%	7.78%	1.43%	No Data
Male	Disabled	Disabled	0.00%	0.00%	2.53%	No Data
Female	Economically Disadvantaged	Economically Disadvantaged	10.38%	9.95%	7.00%	No Data
Male	Economically Disadvantaged	Economically Disadvantaged	3.89%	3.68%	2.03%	No Data
Female	Ethnicity	Asian	11.11%	33.33%	0.00%	No Data
Female	Ethnicity	Native Hawaiian or other Pacific Islander	0.00%	6.25%	0.00%	No Data
Female	Ethnicity	White	10.14%	10.42%	8.97%	No Data
Female	Ethnicity	More than one race	13.64%	6.90%	7.41%	No Data
Female	Ethnicity	Hispanic or Latino	15.15%	12.63%	10.31%	No Data
Female	Ethnicity	Some other race	11.63%	8.00%	0.00%	No Data
Female	Ethnicity	American Indian or Alaska Native	13.33%	10.00%	18.75%	No Data
Female	Ethnicity	Black or African American	0.00%	5.00%	0.00%	No Data
Male	Ethnicity	American Indian or Alaska Native	6.25%	0.00%	0.00%	No Data
Male	Ethnicity	Black or African American	2.42%	2.85%	1.27%	No Data
Male	Ethnicity	Some other race	6.85%	2.04%	0.00%	No Data
Male	Ethnicity	White	7.24%	5.57%	4.17%	No Data
Male	Ethnicity	Native Hawaiian or other Pacific Islander	5.26%	8.33%	0.00%	No Data
Male	Ethnicity	Asian	0.00%	0.00%	0.00%	No Data
Male	Ethnicity	Hispanic or Latino	4.05%	3.60%	2.00%	No Data
Male	Ethnicity	More than one race	4.00%	5.36%	3.23%	No Data
Female	Foster Youth	Foster Youth	6.25%	4.26%	1.32%	No Data
Male	Foster Youth	Foster Youth	2.63%	0.63%	0.70%	No Data
Female	LGBT	LGBT	0.00%	12.50%	6.25%	No Data
Male	LGBT	LGBT	20.00%	0.00%	0.00%	No Data
Female	Veteran	Veteran	0.00%	0.00%	0.00%	No Data
Male	Veteran	Veteran	5.00%	7.61%	4.35%	No Data

*   * = Groups identified as a Disproportionally Impacted (DI) Group in the SEA *Data on Demand* data file.
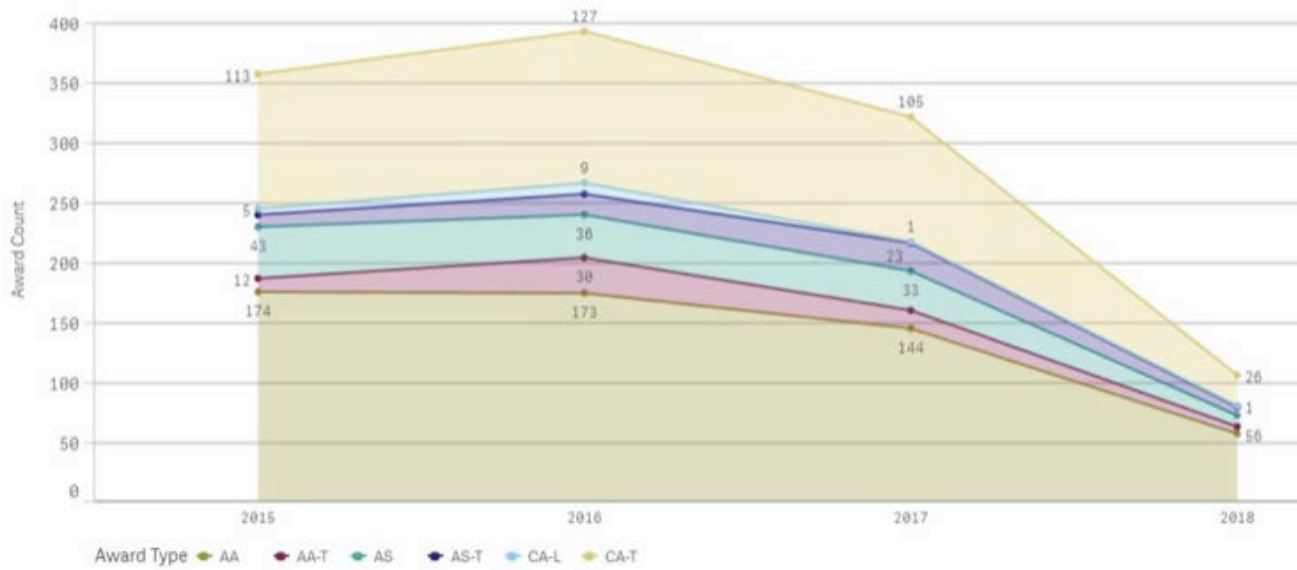
APPENDIX G

Awards, By Type, 2015 - 2018

Awards by Type

Award Code:	Award Description:
AA	Associate of Arts (A.A) Degree
AA-T	Associate of Arts (A.A.) Degree for Transfer
AS	Associate of Science (A.S.)
AS-T	Associate of Science (A.S.) Degree for Transfer
CA-L	Certificate of Achievement (18 to <30 Semester Hours)
CA-T	Certificate of Achievement (30+ Semester Hours)