

## Closing Equity Gaps

### Successful Enrollment

**MIS Definition for Successful Enrollment:** Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application  AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

#### GOALS:

**SUCCESSFUL ENROLLMENT EQUITY GOALS.** There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (*Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation*)

**Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

| SUCCESSFUL ENROLLMENT DATA  |   |   |   |                                       |  |   |
|---|---|---|---|---------------------------------------|--|---|
| Student Population  | Successful Enrollment<br>% of students for 2022-23<br>(Baseline Year) | Successful Enrollment<br># of students for 2022-23<br>(Baseline Year) | GOAL 1<br>Eliminate Disproportionate Impact |                                       | GOAL 2<br>Fully Close Equity Gap               |   |
|   |   |   | % of Increase Needed to Eliminate DI        | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population  |   |   | N/A   | N/A                                   | N/A  | N/A   |
| DI: Asian   | 13.1%   | 123   | 1.7%  | 16                                    | 3.9%   | 37  |
| DI: White   | 6.2%  | 682   | 16.5%                                       | 1822                                  | 18.5%  | 2046  |
| DI: See NOVA  |   |   |   |                                       |  |   |
| Additional Student Population (see Note below)  |   |   |   |                                       |  |   |
| <b>+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):</b>   |   |   |   |                                       |  |   |
| <p><b>Note:</b> Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. <b>If there are no additional student populations, please proceed to the next step.</b></p> |   |   |   |                                       |  |   |

## Completion of Transfer Level Math and English

**MIS Definition for Transfer Level Math and English:** Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program

### GOALS:

**COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS.** There are two related goals for Completed TransferLevel Math and English: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

**Vision 2030 Outcome:** Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

#### COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA

| Student Population                                    | % of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year) | # of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year) | GOAL 1<br>Eliminate Disproportionate Impact |                                       | GOAL 2<br>Fully Close Equity Gap               |   |
|---|---|---|---|---------------------------------------|--|---|
|   |   |   | % of Increase Needed to Eliminate DI        | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| <b>Overall Student Population</b>                     |   |   | N/A   | N/A                                   | N/A  | N/A   |
| <b>DI: First Generation</b>                           | 9.8%  | 289   | 2.7%  | 81                                    | 4.7%   | 140   |
| <b>DI: LGBT</b>                                       | 8.2%  | 30  | 1.3%  | 5                                     | 4.1%   | 15  |
| <b>DI: White</b>                                      | 4.9%  | 40  | 6.3%  | 51                                    | 8.3%   | 67  |
| <b>Additional Student Population</b> (see Note below) |   |   |   |                                       |  |   |

**+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):**

**Note:** Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

## Persistence: First Primary Term to Secondary Term

**MIS Definition for Persistence:** Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

### GOALS:

**PERSISTENCE EQUITY GOALS.** There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

**Vision 2030 Outcome:** Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

| PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA  |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| Student Population  | Persistence<br>% of students<br>for 2021-22<br>(Baseline Year) | Persistence<br># of students<br>for 2021-22<br>(Baseline Year) | GOAL 1<br>Eliminate Disproportionate Impact |   | GOAL 2<br>Fully Close Equity Gap                        |  |
|   |  |  | % of Increase<br>Needed to<br>Eliminate DI  | # of Students<br>Needed to<br>Eliminate DI* | % of Increase<br>Needed to<br>Fully Close<br>Equity Gap | # of Students<br>Needed to<br>Fully Close<br>Equity Gap* |
| <b>Overall Student Population</b>   |  |  | N/A   | N/A   | N/A   | N/A  |
| <b>DI: Black or African American</b>  | 59.9%  | 163  | 3%  | 9   | 8.8%  | 24   |
| <b>DI: Econ Disadvantaged Male</b>  | 66.2%  | 1150   | 1%  | 18  | 3.2%  | 56   |
| <b>DI: First Generation</b>   | 65.4%  | 1477   | 3.4%  | 77  | 5.4%  | 123  |
| <b>DI: LGBT</b>   | 61.7%  | 148  | 0.7%  | 2   | 6.9%  | 17   |
| <b>DI: Male</b>   | 67.1%  | 1617   | 0.4%  | 11  | 2.4%  | 58   |
| <b>DI: White</b>  | 55.3%  | 272  | 10%   | 50  | 14.5%   | 72   |
| <b>Additional Student Population</b><br>(see Note below)  |  |  |   |   |   |  |
| <b>+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):</b>   |  |  |   |   |   |  |
| <p><b>Note:</b> Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. <b>If there are no additional student populations, please proceed to the next step.</b></p> |  |  |   |   |   |  |

## Completion

**MIS Definition for Completion:** Among students in the cohort, 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 year in the district that they earned the award within 3 years.  
<https://datavista.cccco.edu/resources/41> (619C)

### GOALS:

**COMPLETION EQUITY GOALS.** There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

**Vision 2030 Outcomes:** (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment*)

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

**Benchmark:** By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

| COMPLETION DATA   |  |  |   |                                       |  |   |
|---|--|--|---|---------------------------------------|--|---|
| Student Population  | % of Students Completed selected journey for 2019-20 (Baseline Year) | # of Students Completed selected journey for 2019-20 (Baseline Year) | GOAL 1<br>Eliminate Disproportionate Impact |                                       | GOAL 2<br>Fully Close Equity Gap               |   |
|   |  |  | % of Increase Needed to Eliminate DI        | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population  |  |  | N/A   | N/A                                   | N/A  | N/A   |
| DI: DSPS Male   | 5.8%   | 10   | 2.2%  | 4                                     | 5.6%   | 10  |
| DI: Econ Disadvantaged Male   | 8.1%   | 160  | 2.9%  | 59                                    | 4.9%   | 98  |
| DI: First Generation  | 9.5%   | 292  | 1.8%  | 57                                    | 3.9%   | 120   |
| DI: Hispanic  | 10.4%  | 440  | 1.4%  | 62                                    | 3.4%   | 146   |
| DI: Male  | 8%   | 229  | 4.4%  | 124                                   | 6.3%   | 180   |
| Additional Student Population (see Note below)  |  |  |   |                                       |  |   |
| <b>+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):</b>   |  |  |   |                                       |  |   |
| <p><b>Note:</b> Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. <b>If there are no additional student populations, please proceed to the next step.</b></p> |  |  |   |                                       |  |   |

## Transfer to a Four-Year

**MIS Definition for Transferred to a Four-Year:** Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. <https://datavista.cccco.edu/resources/42> (620C)

### GOALS:

**TRANSFER EQUITY GOALS.** There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

**Vision 2030 Outcomes:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment*)

**Baseline Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

**Stretch Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

| TRANSFERRED TO A FOUR-YEAR DATA   |  |  |                                      |                                       |  |   |
|---|--|--|--------------------------------------|---------------------------------------|--|---|
| Student Population  | % of Transfer Students for 2018-19 (Baseline Year) | # of Transfer Students for 2018-19 (Baseline Year) | GOAL 1                               |                                       | GOAL 2   |   |
|   |  |  | Eliminate Disproportionate Impact    |                                       | Fully Close Equity Gap                         |   |
|   |  |  | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| <b>Overall Student Population</b>   |  |  | N/A                                  | N/A                                   | N/A  | N/A   |
| <b>DI: DSPS</b>   | 13.7%  | 10   | 1.1%                                 | 1                                     | 9%   | 7   |
| <b>DI: Econ Disadvantaged Male</b>  | 19.2%  | 122  | 1.7%                                 | 12                                    | 4.9%   | 31  |
| <b>DI: First Generation</b>   | 20.9%  | 178  | 0%                                   | 1                                     | 2.7%   | 24  |
| <b>DI: Hispanic</b>   | 21.4%  | 273  | 0.7%                                 | 9                                     | 3%   | 39  |
| <b>DI: LGBT</b>   | 14.6%  | 13   | 0.8%                                 | 1                                     | 8.1%   | 8   |
| <b>DI: Male</b>   | 17.1%  | 161  | 8.2%                                 | 77                                    | 10.6%  | 100   |
| <b>Additional Student Population</b> (see Note below)   |  |  |                                      |                                       |  |   |
| <b>+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):</b>   |  |  |                                      |                                       |  |   |
| <p><b>Note:</b> Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. <b>If there are no additional student populations, please proceed to the next step.</b></p> |  |  |                                      |                                       |  |   |