

De Anza College Office of Institutional Research and Planning

To: Senior Staff

From: Ola Sabawi, Research Analyst

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Subject: Progress of Achievement Gaps in Populations Targeted by Equity Plan – Fall 2017

The goal of the State Student Equity Plan is to increase the success rates among disproportionately impacted student groups. The plan highlights specific goals to decrease the achievement gap among these targeted student populations by the year 2020¹. This report provides an update on the achievement gaps of certain targeted student populations for fall 2015. This report looks at student success equity indicators that include course completion, academic probation, ESL completion, basic skills math completion, degree completion, and transfer completion. The percentage point gaps for each targeted group are highlighted based on whether they meet the cutoff variance for disproportionate impact as indicated by the college's institutional goal (-5.0) or by the State Chancellor's Office (-3.0).

Important Highlights

Course Completion: The biggest percentage point gap in course completion rates was -14.8 among African American students, and the smallest point gap was -5.1 among low income² students.

Two-Term Academic Probation: In regards to being on academic probation for two consecutive terms, Latino/a students exhibited the biggest variance for disproportionate impact with a -7.7 percentage point gap, while low income students exhibited the smallest point gap (-3.1).

ESL Completion: Latino/a students exhibited the biggest variance for disproportionate impact with a -19.0 percentage point gap in rates of ESL completion, while African American students had the smallest variance for disproportionate impact than other targeted groups with a percentage point gap of -3.3 in rates of ESL completion.

Basic Skills Math Completion: African American students exhibited the biggest variance for disproportionate impact in completion of basic skills math courses with a -17.1 percentage point gap, while students who are between 25 and 34 years old had the smallest variance in basic skills math completion when compared to other disproportionately impacted groups with a percentage point gap of -1.5. This small variance in basic skills math completion did not meet the cutoff variance for disproportionate impact.

¹ To access the full report with details, methodology, and 2020 goal development, click on this link:
http://www.deanza.edu/sssp_equity/pdf/De_Anza_College_Student_Equity_Plan2015-16.pdf

² Low Income Status includes students with a family income of \$25,000 or less, which is below the federal poverty rate for a family of four.

Degree Completion: The biggest variance in degree completion among disproportionately impacted groups was a percentage point gap of -4.4 among male students. The smallest variance was a percentage point gap of -2.2 among disabled students and among students who are between 25 and 34 years old. Both of these groups did not meet the cutoff variance for disproportionate impact in degree completion during fall 2015.

Transfer Completion: Students who are between 25 and 34 years old exhibited the biggest variance when compared to other disproportionately impacted groups with a percentage point gap of -26.5, while low income students exhibited the smallest variance with a percentage point gap of -4.6.

Achievement Gaps by Targeted Group – Fall 2015

Student Equity Indicators	Target Groups with Negative Percentage Point Gaps (Fall 2015)									
	Age 18 to 24	Age 25 to 34	Male	African American	Filipino	Latino/a	Low Income	Disabled	Foster Youth	Veterans
Course Completion				-14.8		-7.9	-5.1		-14.1	
Two-Term Academic Probation				-5.5		-7.7	-3.1		-5.0	
ESL Completion		-12.7		-3.3		-19.0				
Basic Skills Math Completion		-1.5		-17.1		-10.5			N/A	
Degree Completion		-2.2	-4.4					-2.2		
Transfer	-4.8	-26.5		-15.9	-7.9	-19.9	-4.6	-7.5	N/A	N/A

x ≤ -5.0 denotes De Anza's cutoff for disproportionate impact
x ≤ -3.0 denotes State Chancellor's Office cutoff for disproportionate impact
x > -3.0

- The biggest percentage point gaps were among transfer completion for students between 25 and 34 years old (-26.5) and Latino/a students (-19.9).
- Latino/a students exhibited bigger percentage point gaps than other ethnicities in two-term academic probation (-7.7), ESL completion (-19.0), and transfer completion (-19.9).
- African American students exhibited bigger percentage point gaps than other ethnicities in course completion (-14.8) and basic skills math completion (-17.1).
- The three smallest percentage point gaps did not meet the cutoff variance for disproportionate impact during fall 2015, these percentage point gaps were exhibited by: students between 25 and 34 years old in basic skills math completion (-1.5) and in degree completion (-2.2), and by disabled students in rates of transfer completion (-2.2).
- Some data for foster youth and veteran students was not available to report.

Achievement Gap Comparison – Fall 2014 to Fall 2015

Denotes De Anza's cutoff for disproportionate impact, where $x \leq -5.0$

Denotes State Chancellor's Office cutoff for disproportionate impact, where $x \leq -3.0$

Denotes $x > -3.0$

Student Equity Indicators	Target Groups with Negative Gaps	Achievement Gaps, 2014		Achievement Gaps, 2015		Change (2014 to 2015)		Goal, 2020	
		Percentage Point Gap	Number of Students Needed to Reach College Rate	Percentage Point Gap	Number of Students Needed to Reach College Rate	Percentage Goal Difference (2015-2014)	Numeric Goal Difference (2015-2014)	Percentage Goal	Numeric Goal
Course Completion	African American	-14.7	312	-14.8	284	-0.1	-28	Reduce gap to -12.7	43
	Foster Youth	-14.1	49	-18.7	44	-4.6	-5	Reduce gap to -12.1	7
	Latino/a	-9.3	1,458	-7.9	1,234	1.4	-224	Reduce gap to -8.3	157
	Low Income	-7.3	669	-5.1	639	2.2	-30	Reduce gap to -6.3	91
Two-Term Academic Probation	African American	-8.6	91	-5.5	54	3.1	-37	Reduce gap to -6.6	21
	Foster Youth	-6.8	11	-5.0	6	1.8	-5	Reduce gap to -4.8	3
	Latino/a	-6.6	399	-7.7	470	-1.1	71	Reduce gap to -5.6	60
	Low Income	-2.9	130	-3.1	191	-0.2	61	Reduce gap to -1.9	44
ESL	African American	-22.7	5	-3.3	1	19.4	-4	No gap	5
	Latino/a	-22.3	13	-19.0	15	3.3	2	Reduce gap by 50% or to -11.2	7
	Age 25 to 34	-15.1	30	-12.7	28	2.4	-2	Reduce gap by 33% or to -10.1	10
Basic Skills Math	Foster Youth	-27.9	8	N/A	N/A	N/A	N/A	No gap	7
	African American	-9.5	13	-17.1	23	-7.6	10	Reduce gap by 50% or to 4.5%	7
	Latino/a	-8.9	54	-10.5	72	-1.6	18	Reduce gap by 33% or to 6.0%	18
	Age 25 to 34	-8.0	18	-1.5	4	6.5	-14	Reduce gap by 50% or to 4.0%	9
Degree	Disabled	-6.4	9	-2.2	3	4.2	-6	No gap	9
	Male	-3.2	58	-4.4	77	-1.2	19	Reduce gap by 33% or to -2.2	22
	Age 25 to 34	-3.0	3	-2.2	2	0.8	-1	No gap	3
Transfer	Age 25 to 34	-31.2	26	-26.5	22	4.7	-4	Reduce gap by 33% or to -20.9	9
	Disabled	-25.7	34	-7.5	10	18.2	-24	Reduce gap by 33% or to -17.2	11
	Foster Youth	-24.7	8	N/A	N/A	N/A	N/A	No gap	8
	Latino/a	-20.2	115	-19.9	118	0.3	3	Reduce gap by 33% or to -13.5	38
	Veterans	-14.3	4	N/A	N/A	N/A	N/A	No gap	4
	Filipino	-13.1	29	-7.9	15	5.2	-14	Reduce gap by 33% or to -8.8	9
	Low Income	-6.4	105	-4.6	78	1.8	-27	Reduce gap by 33% or to -4.3	35
	African American	-4.7	7	-15.9	17	-11.2	10	No gap	7
Age 18 to 24	-4.5	91	-4.8	92	-0.3	1	Reduce gap by 33% or to -3.0	30	

- The biggest percentage point gap changes from fall 2014 to fall 2015 include:
 - 19.4 percentage point increase in ESL completion among African American students.
 - 18.2 percentage point increase in transfer completion among disabled students.
 - 11.2 percentage point decrease in transfer completion among African American students.
- The smallest percentage point gap changes from fall 2014 to fall 2015 include:
 - 0.1 percentage point decrease in course completion among African American students.
 - 0.2 percentage point decrease in two-term academic probation among low income students.
 - In transfer completion rates, there was a 0.3 percentage point increase among Latino/a students and a 0.3 percentage point decrease among students who were 18 to 24 years old.