



Student Equity Plan Target Populations Student Profile 2022

Institutional Research and Planning
Palomar College

August, 2022

Table of Contents

| | |
|-------------------------------------|----|
| Introduction..... | 1 |
| Results..... | 2 |
| Disproportionate Impacts..... | 2 |
| Student Demographics..... | 5 |
| Student Characteristics..... | 10 |
| Student Status and Behaviors..... | 15 |
| Student Outcomes..... | 18 |
| Success Rates..... | 18 |
| Fall-to-spring Retention Rates..... | 20 |

Introduction

The purpose of this study is to provide a preliminary profile of two disproportionately impacted student subpopulations that may provide the focus of the Palomar College Student Equity Plan 2022-25. The study (1) summarizes the disproportionate impacts on the student subpopulations – Black or African American and Hispanic students, (2) provides a student profile for these subpopulations, and (3) details some limited student outcomes. The student profile includes demographics (e.g., race and ethnicity, gender, and age), student characteristics (e.g., EOPS, Puente, or TRIO participation), and student behaviors (e.g., enrollment status, student load, and student athlete status).

The data come from Palomar College MIS data submissions to the California Community College Chancellor's Office and SEP data from the California Community College Chancellor's Office. The demographic and student outcome data include data for fall cohorts from the last three academic years (2018-19, 2019-20, and 2020-21). These are the most recent academic years for which complete data is available.

Results

Disproportionate Impacts

A disproportionate impact analysis was conducted for Palomar College students, and has been described in detail elsewhere (Student Equity Plan Disproportionate Impact Analysis 2022). The metrics examined study were:

- **Successful Enrollment** – Of applicants who indicated an intent to enroll at Palomar in a given year, the number or percent who enrolled at Palomar in the given year, excluding special admit students.
- **Retention** – Of first-time students enrolled in a primary term, the proportion who enrolled in the subsequent primary term.
- **Completed Transfer-level Math and English** – The proportion of students who completed both transfer-level math and English in their first academic year of credit enrollment within the district.
- **Completion** – The number of students who Attained the Vision for Success Completion (earned a Chancellor's Office approved certificate or associate degree) within three years.
- **Transfer** – Of students in the cohort who earned 12 or more units at Palomar and exited the college in the selected year, the number of students who enrolled in any four-year postsecondary institution in the subsequent year.

Each of these metrics was examined to determine if any subpopulations at the college experienced disproportionate impact on that metric. Disproportionate impact was determined by comparing the metric rate of the target subpopulation to their *outgroup*, that is, everyone not in that population. The disproportionate impacts identified in that study are summarized in Table 1. Assessment of disproportionate impact on the Successful Enrollment metric was limited to (a) race and ethnicity and (b) gender, due to data restrictions. Each subpopulation that was disproportionately impacted for a given metric is listed in the table column below the metric.

Figures 1 and 2 show the metric rates for the target subpopulations and their comparison outgroups. These figures illustrate (1) the disproportionate impact on black or African American students for the (a) Successful Enrollment, (b) Retention, (c) Completion of Transfer-level Math and English, and (d) Completion metrics, and (2) the disproportionate impact on Hispanic students for the (a) Retention, (b) Completed Transfer-level Math and English, (c) Completion, and (d) Transfer metrics. The retention figures in Figure 2 reflect only Hispanic males. All other metrics displayed are not broken out by gender.

| Table 1. Disproportionately Impacted Subpopulations Summary | | | | |
|--|--------------------------------|-------------------------------------|-------------------------------|--------------------------------|
| Successful Enrollment | Retention | Transfer-Level Math and Eng. | Completion | Transfer |
| | | | | DSPS (M) |
| American Indian/Alaska Native (F) | | | American Indian/Alaska Native | |
| Asian | | | | Asian |
| Black or African American | Black or African American | Black or African American | Black or African American | |
| Filipino (F) | | | | |
| | Hispanic (M) | Hispanic | Hispanic | Hispanic |
| | First Generation Student | First Generation Student | First Generation Student (M) | First Generation Student |
| | | | Foster Youth | |
| Female | | | | |
| | LGBT | LGBT | | |
| | Economically Disadvantaged (M) | Economically Disadvantaged (F) | Economically Disadvantaged | Economically Disadvantaged (M) |
| | Veteran | | Veteran | |

Figure 1. Metric Rates for Black or African American and Outgroup Students

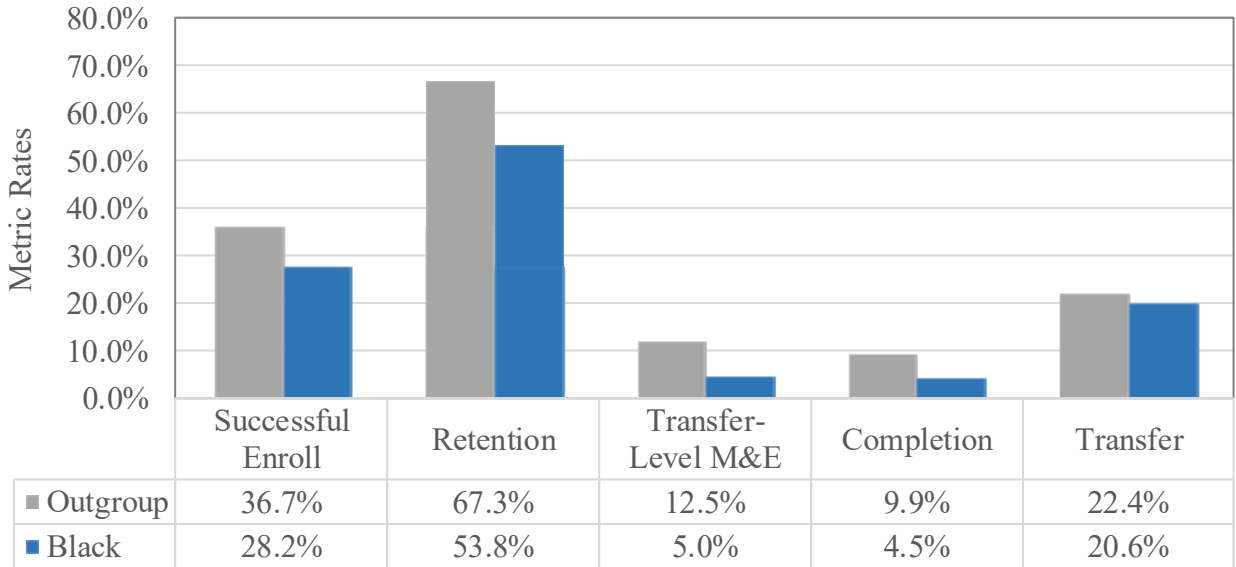
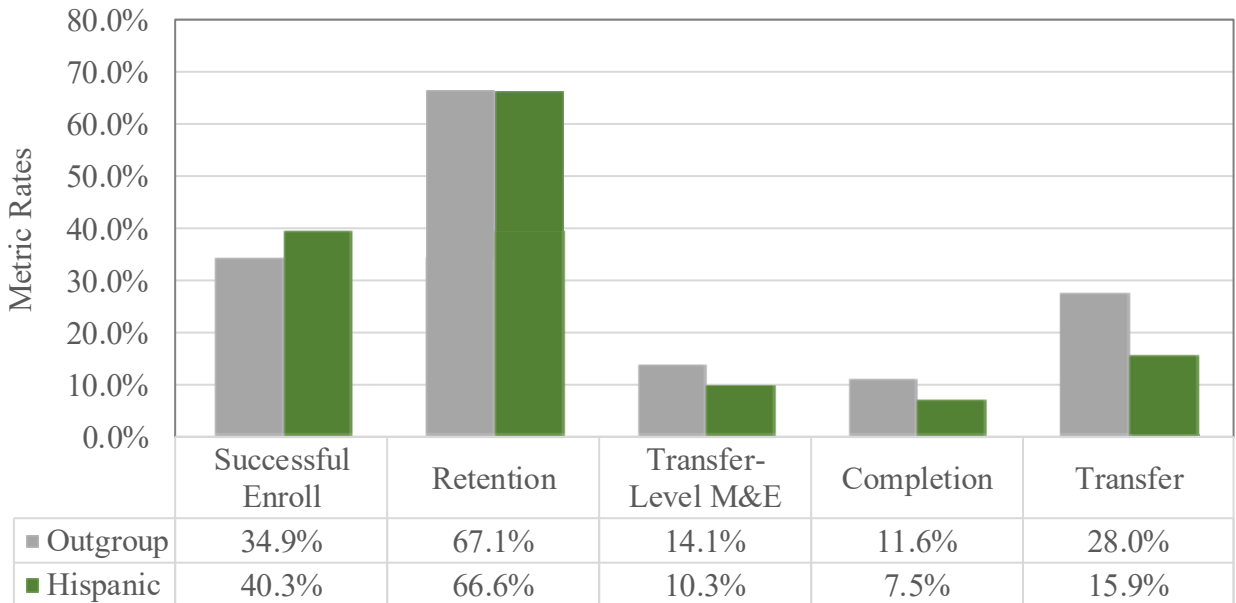


Figure 2. Metric Rates for Hispanic and Outgroup Students



Note: Disproportionate impact is present on the Retention metric for Hispanic *males*.

Student Demographics

Table 2 displays the race and ethnicity distribution of the entire student population for fall terms from the last three complete academic years. Subsequent results are limited to those who identified as Hispanic. The target subpopulations determined to be the most disproportionately impacted are highlighted in blue in Table 2. Tables 3 through 9 summarized other demographics by the target subpopulations. These tables reveal a few points worth noting.

- Black or African American students tended to be older than other students.
- Both target subpopulations were more likely to receive financial aid.
- Black or African American students were more likely to be veterans compared to other students.

| Ethnicity | 2018-19 | | 2019-20 | | 2020-21 | |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian/Alaska Native | 174 | 0.7% | 149 | 0.6% | 124 | 0.6% |
| Asian | 1,147 | 4.5% | 1,198 | 4.6% | 960 | 4.7% |
| Black/African American | 748 | 2.9% | 719 | 2.8% | 551 | 2.7% |
| Filipino | 633 | 2.5% | 598 | 2.3% | 525 | 2.6% |
| Hispanic | 11,931 | 46.7% | 12,632 | 48.7% | 9,570 | 46.6% |
| Multi Ethnic | 1,241 | 4.9% | 1,297 | 5.0% | 1,219 | 5.9% |
| Pacific Islander | 120 | 0.5% | 96 | 0.4% | 73 | 0.4% |
| Unknown | 809 | 3.2% | 922 | 3.6% | 455 | 2.2% |
| White | 8,755 | 34.3% | 8,330 | 32.1% | 7,043 | 34.3% |
| Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 3. Gender for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Gender | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | Female | 307 | 41.0% | 302 | 42.0% | 255 | 46.3% |
| | Male | 440 | 58.8% | 413 | 57.4% | 292 | 53.0% |
| | Non-binary | 0 | 0.0% | 0 | 0.0% | 1 | 0.2% |
| | Unknown | 1 | 0.1% | 4 | 0.6% | 3 | 0.5% |
| | <i>Total</i> | <i>748</i> | <i>100.0%</i> | <i>719</i> | <i>100.0%</i> | <i>551</i> | <i>100.0%</i> |
| Hispanic | Female | 6,114 | 51.2% | 6,377 | 50.5% | 5,213 | 54.5% |
| | Male | 5,724 | 48.0% | 6,045 | 47.9% | 4,273 | 44.6% |
| | Non-binary | 0 | 0.0% | 5 | 0.0% | 4 | 0.0% |
| | Unknown | 93 | 0.8% | 205 | 1.6% | 80 | 0.8% |
| | <i>Total</i> | <i>11,931</i> | <i>100.0%</i> | <i>12,632</i> | <i>100.0%</i> | <i>9,570</i> | <i>100.0%</i> |
| Other | Female | 5,818 | 45.2% | 5,692 | 45.2% | 4,937 | 47.5% |
| | Male | 7,014 | 54.5% | 6,740 | 53.5% | 5,325 | 51.2% |
| | Non-binary | 0 | 0.0% | 0 | 0.0% | 11 | 0.1% |
| | Unknown | 47 | 0.4% | 158 | 1.3% | 126 | 1.2% |
| | <i>Total</i> | <i>12,879</i> | <i>100.0%</i> | <i>12,590</i> | <i>100.0%</i> | <i>10,399</i> | <i>100.0%</i> |
| Total | | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 4. Age Category for Black or African American and Hispanic Students in Fall Term

| Target Populations | Age Category | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | 19 or Less | 132 | 17.6% | 174 | 24.2% | 130 | 23.6% |
| | 20 to 24 | 278 | 37.2% | 226 | 31.4% | 167 | 30.3% |
| | 25 to 29 | 127 | 17.0% | 123 | 17.1% | 96 | 17.4% |
| | 30 to 34 | 78 | 10.4% | 60 | 8.3% | 48 | 8.7% |
| | 35 to 39 | 32 | 4.3% | 37 | 5.1% | 29 | 5.3% |
| | 40 to 49 | 59 | 7.9% | 50 | 7.0% | 42 | 7.6% |
| | 50+ | 42 | 5.6% | 49 | 6.8% | 39 | 7.1% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | 19 or Less | 3,558 | 29.8% | 3,839 | 30.4% | 3,038 | 31.7% |
| | 20 to 24 | 4,417 | 37.0% | 4,362 | 34.5% | 3,230 | 33.8% |
| | 25 to 29 | 1,688 | 14.1% | 1,908 | 15.1% | 1,433 | 15.0% |
| | 30 to 34 | 781 | 6.5% | 823 | 6.5% | 691 | 7.2% |
| | 35 to 39 | 446 | 3.7% | 527 | 4.2% | 398 | 4.2% |
| | 40 to 49 | 614 | 5.1% | 682 | 5.4% | 485 | 5.1% |
| | 50+ | 427 | 3.6% | 491 | 3.9% | 295 | 3.1% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | 19 or Less | 3,468 | 26.9% | 3,580 | 28.4% | 3,305 | 31.8% |
| | 20 to 24 | 4,368 | 33.9% | 4,002 | 31.8% | 3,214 | 30.9% |
| | 25 to 29 | 1,697 | 13.2% | 1,593 | 12.7% | 1,262 | 12.1% |
| | 30 to 34 | 948 | 7.4% | 922 | 7.3% | 807 | 7.8% |
| | 35 to 39 | 641 | 5.0% | 638 | 5.1% | 537 | 5.2% |
| | 40 to 49 | 788 | 6.1% | 842 | 6.7% | 667 | 6.4% |
| | 50+ | 969 | 7.5% | 1,013 | 8.0% | 607 | 5.8% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% | |

Table 5. LGBT for Black or African American and Hispanic Students in Fall Terms

| Target Populations | LGBT | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 743 | 99.3% | 703 | 97.8% | 540 | 98.0% |
| | Yes | 5 | 0.7% | 16 | 2.2% | 11 | 2.0% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,855 | 99.4% | 12,386 | 98.1% | 9,370 | 97.9% |
| | Yes | 76 | 0.6% | 246 | 1.9% | 200 | 2.1% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,801 | 99.4% | 12,289 | 97.6% | 10,144 | 97.5% |
| | Yes | 78 | 0.6% | 301 | 2.4% | 255 | 2.5% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 6. DSPTS Student for Black or African American and Hispanic Students in Fall Term

| Target Populations | DSPTS Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|---------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 722 | 96.5% | 678 | 94.3% | 526 | 95.5% |
| | Yes | 26 | 3.5% | 41 | 5.7% | 25 | 4.5% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,587 | 97.1% | 12,270 | 97.1% | 9,346 | 97.7% |
| | Yes | 344 | 2.9% | 362 | 2.9% | 224 | 2.3% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,444 | 96.6% | 12,080 | 95.9% | 10,055 | 96.7% |
| | Yes | 435 | 3.4% | 510 | 4.1% | 344 | 3.3% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 7. Foster Youth for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Foster Youth | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 696 | 93.0% | 669 | 93.0% | 526 | 95.5% |
| | Yes | 52 | 7.0% | 50 | 7.0% | 25 | 4.5% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,676 | 97.9% | 12,386 | 98.1% | 9,428 | 98.5% |
| | Yes | 255 | 2.1% | 246 | 1.9% | 142 | 1.5% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,609 | 97.9% | 12,342 | 98.0% | 10,241 | 98.5% |
| | Yes | 270 | 2.1% | 248 | 2.0% | 158 | 1.5% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 8. Received Financial Aid for Black or African American and Hispanic Students in Fall

| Target Populations | Received Financial Aid | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|------------------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 297 | 39.7% | 315 | 43.8% | 251 | 45.6% |
| | Yes | 451 | 60.3% | 404 | 56.2% | 300 | 54.4% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 5,709 | 47.9% | 6,779 | 53.7% | 4,892 | 51.1% |
| | Yes | 6,222 | 52.1% | 5,853 | 46.3% | 4,678 | 48.9% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 8,378 | 65.1% | 8,454 | 67.1% | 7,045 | 67.7% |
| | Yes | 4,501 | 34.9% | 4,136 | 32.9% | 3,354 | 32.3% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 9. Veteran for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Veteran | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|---------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 637 | 85.2% | 645 | 89.7% | 507 | 92.0% |
| | Yes | 111 | 14.8% | 74 | 10.3% | 44 | 8.0% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,570 | 97.0% | 12,317 | 97.5% | 9,393 | 98.2% |
| | Yes | 361 | 3.0% | 315 | 2.5% | 177 | 1.8% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,205 | 94.8% | 12,013 | 95.4% | 10,114 | 97.3% |
| | Yes | 674 | 5.2% | 577 | 4.6% | 285 | 2.7% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Student Characteristics

Tables 10 through 13 show the prevalence of Palomar student participation in special population programs, broken out by the target subpopulations. Overall, these tables reveal that participation in these programs has been low. The student characteristics data reveal two other findings.

- Hispanic students are much more likely to be first generation students.
- The target subpopulations were less likely to have a good academic standing.

Table 10. EOPS Student for Black or African American and Hispanic Students in Fall Terms

| Target Populations | EOPS Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 718 | 96.0% | 695 | 96.7% | 537 | 97.5% |
| | Yes | 30 | 4.0% | 24 | 3.3% | 14 | 2.5% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,502 | 96.4% | 12,122 | 96.0% | 9,269 | 96.9% |
| | Yes | 429 | 3.6% | 510 | 4.0% | 301 | 3.1% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,662 | 98.3% | 12,419 | 98.6% | 10,297 | 99.0% |
| | Yes | 217 | 1.7% | 171 | 1.4% | 102 | 1.0% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 11. Puente Student for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Puente Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|----------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| | Yes | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,931 | 100.0% | 12,606 | 99.8% | 9,546 | 99.7% |
| | Yes | 0 | 0.0% | 26 | 0.2% | 24 | 0.3% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,879 | 100.0% | 12,590 | 100.0% | 10,398 | 100.0% |
| | Yes | 0 | 0.0% | 0 | 0.0% | 1 | 0.0% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 12. TRIO Student for Black or African American and Hispanic Students in Fall Terms

| Target Populations | TRIO Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 743 | 99.3% | 716 | 99.6% | 549 | 99.6% |
| | Yes | 5 | 0.7% | 3 | 0.4% | 2 | 0.4% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,747 | 98.5% | 12,467 | 98.7% | 9,458 | 98.8% |
| | Yes | 184 | 1.5% | 165 | 1.3% | 112 | 1.2% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,798 | 99.4% | 12,509 | 99.4% | 10,348 | 99.5% |
| | Yes | 81 | 0.6% | 81 | 0.6% | 51 | 0.5% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 13. Umoja Student for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Umoja Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|---------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 741 | 99.1% | 699 | 97.2% | 527 | 95.6% |
| | Yes | 7 | 0.9% | 20 | 2.8% | 24 | 4.4% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,917 | 99.9% | 12,611 | 99.8% | 9,547 | 99.8% |
| | Yes | 14 | 0.1% | 21 | 0.2% | 23 | 0.2% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,873 | 100.0% | 12,576 | 99.9% | 10,377 | 99.8% |
| | Yes | 6 | 0.0% | 14 | 0.1% | 22 | 0.2% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 14. First Generation Status for Black or African American and Hispanic Students in Fall Terms

| Target Populations | First Generation Status | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-------------------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | First Generation | 181 | 24.2% | 204 | 28.4% | 113 | 20.5% |
| | Not First Generation | 468 | 62.6% | 455 | 63.3% | 299 | 54.3% |
| | Unknown | 99 | 13.2% | 51 | 7.1% | 138 | 25.0% |
| | Not Applicable | 0 | 0.0% | 9 | 1.3% | 1 | 0.2% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | First Generation | 5,365 | 45.0% | 5,767 | 45.7% | 3,474 | 36.3% |
| | Not First Generation | 3,864 | 32.4% | 5,710 | 45.2% | 2,865 | 29.9% |
| | Unknown | 2,702 | 22.6% | 1,074 | 8.5% | 3,190 | 33.3% |
| | Not Applicable | 0 | 0.0% | 81 | 0.6% | 41 | 0.4% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | First Generation | 2,047 | 15.9% | 3,373 | 26.8% | 1,249 | 12.0% |
| | Not First Generation | 8,994 | 69.8% | 8,570 | 68.1% | 6,224 | 59.9% |
| | Unknown | 1,837 | 14.3% | 604 | 4.8% | 2,910 | 28.0% |
| | Not Applicable | 1 | 0.0% | 43 | 0.3% | 16 | 0.2% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 15. Academic Standing for Black or African American and Hispanic Students in Fall Te

| Target Populations | Academic Standing | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|--------------------------------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | Academic Good Standing | 380 | 50.8% | 350 | 48.7% | 317 | 57.5% |
| | Progress Probation | 20 | 2.7% | 10 | 1.4% | 2 | 0.4% |
| | Academic Probation | 141 | 18.9% | 139 | 19.3% | 85 | 15.4% |
| | Both Progress and Academic Probation | 3 | 0.4% | 1 | 0.1% | 3 | 0.5% |
| | Academic Dismissal | 0 | 0.0% | 1 | 0.1% | 0 | 0.0% |
| | Unknown | 204 | 27.3% | 218 | 30.3% | 144 | 26.1% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | Academic Good Standing | 6,288 | 52.7% | 6,720 | 53.2% | 5,588 | 58.4% |
| | Progress Probation | 136 | 1.1% | 139 | 1.1% | 16 | 0.2% |
| | Academic Probation | 1,976 | 16.6% | 1,892 | 15.0% | 1,259 | 13.2% |
| | Both Progress and Academic Probation | 30 | 0.3% | 28 | 0.2% | 7 | 0.1% |
| | Academic Dismissal | 0 | 0.0% | 1 | 0.0% | 4 | 0.0% |
| | Unknown | 3,501 | 29.3% | 3,852 | 30.5% | 2,696 | 28.2% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | Academic Good Standing | 8,163 | 63.4% | 8,000 | 63.5% | 6,999 | 67.3% |
| | Progress Probation | 123 | 1.0% | 143 | 1.1% | 13 | 0.1% |
| | Academic Probation | 1,292 | 10.0% | 1,210 | 9.6% | 830 | 8.0% |
| | Both Progress and Academic Probation | 22 | 0.2% | 14 | 0.1% | 7 | 0.1% |
| | Academic Dismissal | 0 | 0.0% | 0 | 0.0% | 1 | 0.0% |
| | Unknown | 3,279 | 25.5% | 3,223 | 25.6% | 2,549 | 24.5% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Student Status and Behaviors

Table 16. Enrollment Status for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Enrollment Status | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | Concurrent K-12 Enrollee | 21 | 2.8% | 26 | 3.6% | 24 | 4.4% |
| | First-Time Student | 189 | 25.3% | 164 | 22.8% | 98 | 17.8% |
| | First-Time Transfer Student | 76 | 10.2% | 82 | 11.4% | 46 | 8.3% |
| | Continuing Student | 350 | 46.8% | 330 | 45.9% | 298 | 54.1% |
| | Returning | 99 | 13.2% | 99 | 13.8% | 79 | 14.3% |
| | Unknown | 13 | 1.7% | 18 | 2.5% | 6 | 1.1% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | Concurrent K-12 Enrollee | 441 | 3.7% | 726 | 5.7% | 575 | 6.0% |
| | First-Time Student | 2,469 | 20.7% | 2,298 | 18.2% | 1,786 | 18.7% |
| | First-Time Transfer Student | 658 | 5.5% | 819 | 6.5% | 591 | 6.2% |
| | Continuing Student | 5,750 | 48.2% | 5,913 | 46.8% | 4,994 | 52.2% |
| | Returning Student | 1,296 | 10.9% | 1,441 | 11.4% | 1,126 | 11.8% |
| | Unknown | 1,317 | 11.0% | 1,435 | 11.4% | 498 | 5.2% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | Concurrent K-12 Enrollee | 782 | 6.1% | 798 | 6.3% | 811 | 7.8% |
| | First-Time Student | 2,410 | 18.7% | 2,149 | 17.1% | 1,802 | 17.3% |
| | First-Time Transfer Student | 1,047 | 8.1% | 1,304 | 10.4% | 880 | 8.5% |
| | Continuing Student | 6,633 | 51.5% | 6,388 | 50.7% | 5,564 | 53.5% |
| | Returning Student | 1,551 | 12.0% | 1,454 | 11.5% | 1,162 | 11.2% |
| | Unknown | 456 | 3.5% | 497 | 3.9% | 180 | 1.7% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 17. Load for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Load | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-----------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | Full Time | 321 | 42.9% | 298 | 41.4% | 204 | 37.0% |
| | Part Time | 427 | 57.1% | 421 | 58.6% | 347 | 63.0% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | Full Time | 4,636 | 38.9% | 4,824 | 38.2% | 3,591 | 37.5% |
| | Part Time | 7,295 | 61.1% | 7,808 | 61.8% | 5,979 | 62.5% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | Full Time | 4,519 | 35.1% | 4,607 | 36.6% | 3,474 | 33.4% |
| | Part Time | 8,360 | 64.9% | 7,983 | 63.4% | 6,925 | 66.6% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 18. Student Athlete for Black or African American and Hispanic Students in Fall Terms

| Target Populations | Student Athlete | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-----------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 720 | 96.3% | 674 | 93.7% | 549 | 99.6% |
| | Yes | 28 | 3.7% | 45 | 6.3% | 2 | 0.4% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 11,807 | 99.0% | 12,498 | 98.9% | 9,549 | 99.8% |
| | Yes | 124 | 1.0% | 134 | 1.1% | 21 | 0.2% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,737 | 98.9% | 12,438 | 98.8% | 10,384 | 99.9% |
| | Yes | 142 | 1.1% | 152 | 1.2% | 15 | 0.1% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Table 19. ESL Student for Black or African American and Hispanic Students in Fall Terms

| Target Populations | ESL Student | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|-------------|---------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| Black/African American | No | 745 | 99.6% | 717 | 99.7% | 548 | 99.5% |
| | Yes | 3 | 0.4% | 2 | 0.3% | 3 | 0.5% |
| | Total | 748 | 100.0% | 719 | 100.0% | 551 | 100.0% |
| Hispanic | No | 10,744 | 90.1% | 11,420 | 90.4% | 9,100 | 95.1% |
| | Yes | 1,187 | 9.9% | 1,212 | 9.6% | 470 | 4.9% |
| | Total | 11,931 | 100.0% | 12,632 | 100.0% | 9,570 | 100.0% |
| Other | No | 12,515 | 97.2% | 12,242 | 97.2% | 10,218 | 98.3% |
| | Yes | 364 | 2.8% | 348 | 2.8% | 181 | 1.7% |
| | Total | 12,879 | 100.0% | 12,590 | 100.0% | 10,399 | 100.0% |
| Total | Total | 25,558 | 100.0% | 25,941 | 100.0% | 20,520 | 100.0% |

Student Outcomes

Success rates and fall-to-spring retention were examined for the target populations, and they were assessed by membership in special population programs.

Success Rates

Table 20 shows the overall course success rates for the target subpopulations over the fall terms from the last three academic years. The pattern of success rates across terms reveals the impact of the implementation of the EW grades as the result of the COVID-19 pandemic. Tables 21 through 24 break out the success rates by special population programs. In order to provide more stable estimates, these success rates are aggregated over the selected terms. Three findings relating to success rates stand out:

1. Hispanic students participating in EOPS had higher success rates than did Hispanic students who were not part of EOPS.
2. Hispanic students participating in TRIO had higher success rates than did Hispanic students who did not participate in TRIO.
3. Black or African American students in Umoja had higher success rates than did Black or African American students who were not in Umoja.

Table 20. Success Rates for Black or African American and Hispanic Students in Fall Terms

| Target Populations | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|---------|--------------|---------|--------------|---------|--------------|
| | Number | Success Rate | Number | Success Rate | Number | Success Rate |
| Black/African American | 748 | 54.7% | 719 | 57.7% | 551 | 75.2% |
| Hispanic | 11,931 | 62.1% | 12,632 | 61.0% | 9,570 | 75.0% |
| Other | 12,879 | 71.4% | 12,590 | 70.5% | 10,399 | 83.5% |

Table 21. Success Rates for Black or African American and Hispanic Students by EOPS Student in Fall Terms from 2018 to 2020

| Target Populations | EOPS Student | | | |
|------------------------|--------------|--------------|--------|--------------|
| | No | | Yes | |
| | Number | Success Rate | Number | Success Rate |
| Black/African American | 1,950 | 61.4% | 68 | 62.3% |
| Hispanic | 32,893 | 64.1% | 1,240 | 70.9% |
| Other | 35,378 | 74.7% | 490 | 72.1% |

Table 22. Success Rates for Black or African American and Hispanic Students by Puente Student in Fall Terms from 2018 to 2020

| Target Populations | Puente Student | | | |
|------------------------|----------------|--------------|--------|--------------|
| | No | | Yes | |
| | Number | Success Rate | Number | Success Rate |
| Black/African American | 2,018 | 61.6% | 0 | 0.0% |
| Hispanic | 34,083 | 65.3% | 50 | 63.3% |
| Other | 35,867 | 74.4% | 1 | 100.0% |

Table 23. Success Rates for Black or African American and Hispanic Students by TRIO Student in Fall Terms from 2018 to 2020

| Target Populations | TRIO Student | | | |
|------------------------|--------------|--------------|--------|--------------|
| | No | | Yes | |
| | Number | Success Rate | Number | Success Rate |
| Black/African American | 2,008 | 61.6% | 10 | 60.8% |
| Hispanic | 33,672 | 65.0% | 461 | 74.1% |
| Other | 35,655 | 74.4% | 213 | 75.6% |

Table 24. Success Rates for Black or African American and Hispanic Students by Umoja Student in Fall Terms from 2018 to 2020

| Target Populations | Umoja Student | | | |
|------------------------|---------------|--------------|--------|--------------|
| | No | | Yes | |
| | Number | Success Rate | Number | Success Rate |
| Black/African American | 1,967 | 60.8% | 51 | 75.3% |
| Hispanic | 34,075 | 65.3% | 58 | 61.4% |
| Other | 35,826 | 74.4% | 42 | 74.3% |

Fall-to-spring Retention Rates

The overall fall-to-spring retention rates for the target subpopulations using fall cohorts of new students are summarized in Table 25. Tables 26 and 27 break out fall-to-spring retention rates by EOPS and TRIO participation. In order to provide more stable estimates, these fall-to-spring retention rates are aggregated over those terms. Because fall-to-spring retention necessitates restricting to first-time students, the for the Puente and Umoja special population programs were too small to include in this analysis. These findings reveal three points:

1. Black or African American students and Hispanic students did not see the increasing fall-to-spring retention rates that other students did over this three-year time span.
2. For Hispanic students, participating in EOPS was associated with higher fall-to-spring retention rates.
3. For Hispanic students, TRIO participation was associated with higher fall-to-spring retention rates.

Table 25. Fall-to-spring Retention Rates for Black or African American and Hispanic Students in Fall Terms

| Target Populations | 2018-19 | | 2019-20 | | 2020-21 | |
|------------------------|---------|----------------|---------|----------------|---------|----------------|
| | Number | Fall-to-spring | Number | Fall-to-spring | Number | Fall-to-spring |
| Black/African American | 189 | 61.4% | 164 | 58.5% | 98 | 59.2% |
| Hispanic | 2,469 | 69.9% | 2,298 | 68.0% | 1,786 | 68.3% |
| Other | 2,410 | 67.8% | 2,149 | 71.0% | 1,802 | 72.1% |

Table 26. Fall-to-Spring Retention Rates of First-Time Students for Black or African American and Hispanic Students by EOPS Student in Fall Terms from 2018 to 2020

| Target Populations | EOPS Student | | | |
|------------------------|--------------|-------------------------------|--------|-------------------------------|
| | No | | Yes | |
| | Number | Fall-to-Spring Retention Rate | Number | Fall-to-Spring Retention Rate |
| Black/African American | 434 | 59.7% | -- | -- |
| Hispanic | 6,285 | 68.3% | 268 | 81.0% |
| Other | 6,286 | 70.0% | 75 | 78.7% |

Table 27. Fall-to-Spring Retention Rates of First-Time Students for Black or African American and Hispanic Students by TRIO Student in Fall Terms from 2018 to 2020

| Target Populations | TRIO Student | | | |
|------------------------|--------------|-------------------------------|--------|-------------------------------|
| | No | | Yes | |
| | Number | Fall-to-Spring Retention Rate | Number | Fall-to-Spring Retention Rate |
| Black/African American | 449 | 59.9% | -- | -- |
| Hispanic | 6,497 | 68.6% | 56 | 94.6% |
| Other | 6,336 | 70.0% | -- | -- |