

# Research Briefs

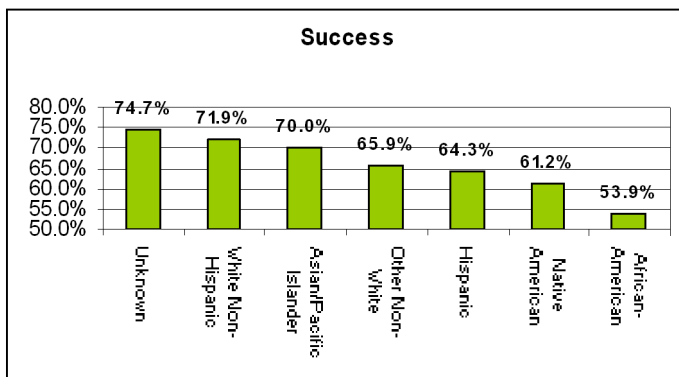
## Student Outcomes by Ethnicity

### How Do Groups Compare?

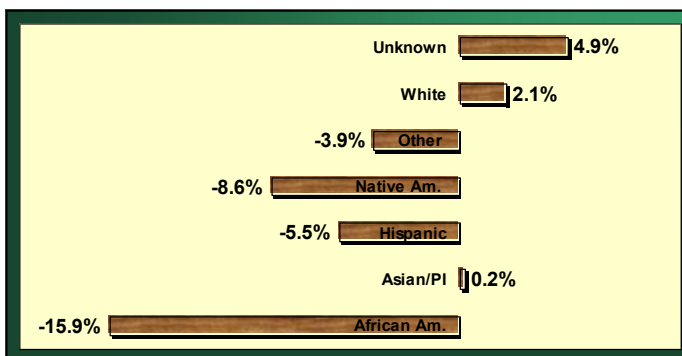
How do various ethnic groups of DVC students compare in course success, earning degrees and certificates, and transferring to UC and CSU? The purpose of this third issue of Research Briefs is to answer these three questions and draw some conclusions about institutional effectiveness and necessary actions.

#### Course Success

Success Rates by Ethnicity at DVC, Fall 1999 to Fall 2003



Differences between the Success Rates by Ethnicity and DVC's Average, Fall 1999 to Fall 2003

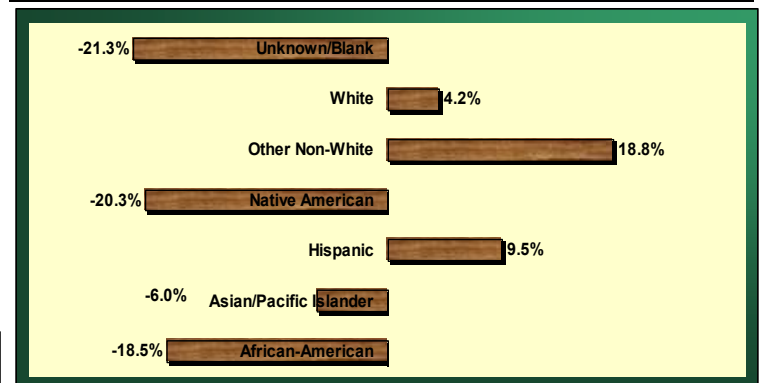


Success rates for African Americans, Native Americans and Hispanics fell below that of the overall average for the college, Fall 1999 to Fall 2003. African-American students' average success rate of 53.9% fell below the 69.8% for the college and represents a significant gap of almost 16 percentage points. Native American students' average success rate of 61.2% fell below that of the college by 8.6%.

#### Degrees and Certificates

Associate Degrees by Ethnicity at DVC, Fall 1999 to Fall 2003  
Percentage of Difference in DVC Degrees by Ethnicity, Fall 1999 to Fall 2003

Ethnicity	Number of Associate Degrees	Percentage of Awards	Percentage of Enrollment	Percentage of Difference*
African-American	142	4.4%	5.4%	-18.5%
Asian/Pacific Islander	549	17.0%	18.1%	-6.0%
Hispanic	378	11.7%	10.7%	9.5%
Native American	18	0.6%	0.7%	-20.3%
Other Non-White	115	3.6%	3.0%	18.8%
White	1,826	56.6%	54.3%	4.2%
Unknown/Blank	198	6.1%	7.8%	-21.3%
Total	3,226	100.0%	100.0%	



In the period Fall 1999 to Fall 2003, there were fewer AA degrees awarded to African-American and Native American students than would be expected based on their percent of students enrolled. The percentage of difference for African-American students was -18.4%, and that for Native American students was -12.9%. The percentage of difference of Asian/Pacific Islander (-6.0%) and Unknown students (-22.1) probably represents a lower interest in getting an Associate Degree than in transferring to a four-year institution, especially considering that Unknown students include most of the international students. Hispanic and White students demonstrated a comparably greater interest in obtaining an Associate degree. The value for all students of obtaining the AA or AS degree, even if they are planning on transfer to a four-year institution, needs to be promoted much more effectively. DVC needs to continue its constant review of Certificates, and also the A.S. degrees, with a view to making them relevant to the exigencies of the job marketplace.

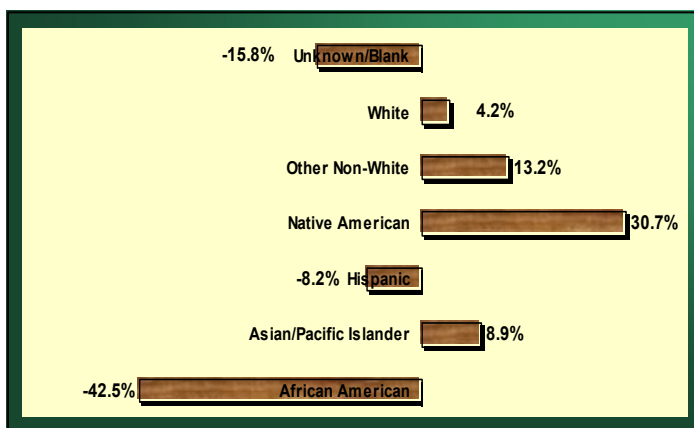
\*Percentage of awards less percentage of enrollment, over percentage of enrollment

# Student Outcomes by Ethnicity

## Certificates by Ethnicity at DVC, Fall 1999 to Fall 2003

Ethnicity	Number of Certificates	Percentage of Awards	Percentage of Enrollment	Percentage of Difference*
African American	44	3.1%	5.4%	-42.5%
Asian/Pacific Islander	281	19.7%	18.1%	8.9%
Hispanic	139	9.8%	10.7%	-8.2%
Native American	13	0.9%	0.7%	30.7%
Other Non-White	48	3.4%	3.0%	13.2%
White	806	56.6%	54.3%	4.2%
Unknown/Blank	94	6.6%	7.8%	-15.8%
Total	1,425	100.0%	100.0%	

## Percentage of Difference in DVC Certificates by Ethnicity, Fall 1999 to Fall 2003



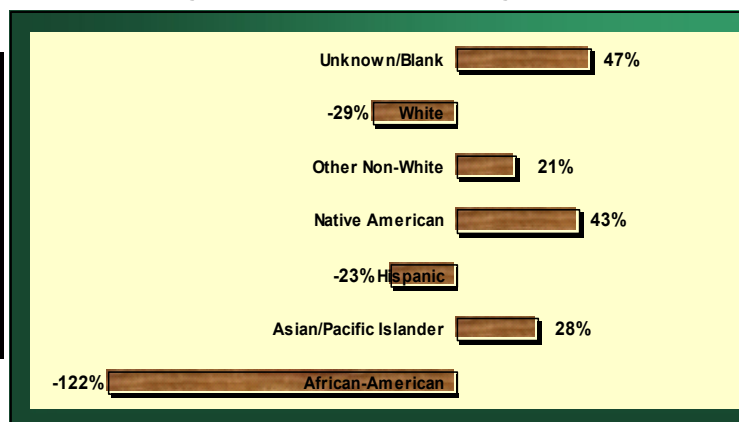
There were fewer certificates awarded to African-American and Hispanic students than would be expected based upon their proportionate share of enrollment. The percentage of difference from the average for African-American students (-42.5%) is very high. The percentage of difference for Asian/Pacific Islander (8.9%) and Unknown students (-15.8%) seems to demonstrate a greater interest in certificates than in degrees among this group. Native American, Other-Non-White, and White students demonstrated a relatively greater interest in obtaining a certificate.

The proportionate number of degrees and certificates awarded to African-American students needs to be increased. A culturally relevant program especially for these students would improve their chance to receive degrees and certificates. If basic skills courses expressly for African-American students were established, persistence would probably improve.

## Transfer

### Transfers by Ethnicity from DVC to UC and CSU Combined, 2002-03

Ethnicity	Transfers Count	Percentage of Transfers	Percentage of Enrollment	Percentage of Difference*
African-American	37	2.3%	5.1%	-122%
Asian/Pacific Islander	424	26.3%	18.8%	28%
Hispanic	139	8.6%	10.6%	-23%
Native American	17	1.1%	0.6%	43%
Other Non-White	63	3.9%	3.1%	21%
White	662	41.0%	53.0%	-29%
Unknown/Blank	272	16.9%	8.9%	47%
Total	1,614	100.0%	100.0%	



The college's efforts should focus on increasing the number of transfers among the African-American and Hispanic students. Although the number of African-American transfers grew by 11% from 1994-95 to 2003-04, this group accounted for only 2.7% of the total transfers to UC and CSU. Their percentage of difference was huge: -122%. Another under-represented group is Hispanic students, who represented 8.6% of the transfers to UC and CSU over the past ten years. Their percentage of difference is -23%. Whites accounted for an average of 47% of the transfers to UC and CSU in the past ten years. However, the percentages of transfers for this group have declined steadily from 57% in 1994-95 to only 41% in 2003-04, and White student percentage of difference is -29%. Asian students accounted for 23% of the transfers to UC and CSU over the same period, and their number of transfers has increased by 37.8%. This group is over-represented in transfers to UC and CSU. Unknown students, who include most of DVC's international students, have grown by 19.5% over ten years, and their percentage of difference is 47%. Native Americans represent less than 1% of the transfers to UC and CSU, and their numbers are too small to permit definite conclusions to be drawn about the direction of change for this group.

## Conclusions

Diablo Valley College needs to address the low performance of African-American students in all the above categories of student outcomes: course completion, degrees and certificates, transfer to UC and CSU, and transfer eligibility. There should be a major campaign to raise these students' performance, and it needs to take place on all fronts: counseling, faculty advising, student services, financial aid, study groups, tutoring, specially-tailored courses, and special programs. The performance of Hispanic students needs to be carefully monitored to keep standards high in all the above areas of student outcomes. The performance of White students in transfer to UC and CSU needs attention. The percentages of White student transfers to state institutions have declined independently of their already-existing decline in proportional enrollment. Native American students present a special case: their numbers are too low for firm conclusions to be drawn. The value for all students of obtaining the AA or AS degree, even if they are planning on transfer to a four-year institution, needs to be promoted much more effectively. DVC needs to continue its constant review of Certificates, and also the A.S. degrees, with a view to making them relevant to the exigencies of the job marketplace. This is a serious situation which needs to be addressed by: establishing early outreach efforts to middle school students; expanding financial aid outreach; promoting the DVC Summer Institute; establishing a culturally relevant program for African-American and Native American students; using as a model the Puente program for Hispanic students; applying for a grant to offer additional support services to qualified low income, first generation and disabled students; and implementing the planned Ethnic Studies major.