

Diablo Valley College

Student Equity Plan

November 24, 2004

DIABLO VALLEY COLLEGE STUDENT EQUITY PLAN

Table of Contents

List of Tables and Figures.....	3
Signature Page.....	4
Executive Summary.....	5
Student Groups.....	6
Community Served.....	6
Access.....	6
Course Completion.....	7
ESL and Basic Skills.....	7
Degrees and Certificates.....	8
Transfer.....	8
Contact Person.....	9
Campus-Based Research.....	10
Introduction	11
1. Access.....	15
2. Course Completion	29
3. ESL and Basic Skills.....	36
4. Degrees and Certificates.....	39
5. Transfer.....	41
Appendix.....	46
Goals and Activities.....	50
Student Access.....	51
Course Completion (<i>Retention</i>).....	52
ESL and Basic Skills Completion.....	53
Degree and Certificate Completion.....	54
Transfer.....	54
Budget.....	55
Evaluation Schedule and Process.....	57

List of Tables

Table 1.	Student Enrollment by Zip Codes, Fall 1997 and Fall 2004.....	16
Table 2.	Ethnic Distribution of the Population and DVC, 2000 and 2003.....	16
Table 3.	Ethnic Distribution of the Population by Cities in Central Contra Costa County, 2000..	19
Table 4a.	DVC Enrollment Count by Ethnicity, Fall 1990 to Fall 2003.....	20
Table 4b.	DVC Proportionate Share of Enrollment by Ethnicity, Fall 1990 to Fall 2003.....	21
Table 5.	Gender Distribution of DVC Students and the General Population, 2000 and 2003.....	22
Table 6a.	DVC Enrollment Count by Gender, Fall 1990 to Fall 2003.....	23
Table 6b.	DVC Proportionate Share of Enrollment by Gender, Fall 1990 to Fall 2003.....	23
Table 7.	Disability of DVC Students and the General Population, 2000 and 2003.....	24
Table 8.	Age Distribution, Census 2000 and DVC Fall 2000 and Fall 2003.....	25
Table 9.	Disability and Age in the General Population of Contra Costa County, 2000.....	26
Table 10.	Disability by Cities and Towns in Contra Costa County, 2000.....	26
Table 11a.	DVC Enrollment Counts by Disability and Non-Disability, Fall 1992 to Fall 2003....	27
Table 11b.	DVC Enrollment Percentages by Disability and Non-Disability.....	27
Table 12.	Disability at DVC’s Peer Institutions, Fall 2003.....	28
Table 13.	Summary of Success Rates by Gender, Fall 1999 to Fall 2003.....	29
Table 14.	Summary of Retention Rates by Gender, Fall 1999 to Fall 2003.....	29
Table 15.	DVC Retention and Success by Gender, Fall 1999 to Fall 2003.....	30
Table 16.	Success Rates by Ethnicity, Fall 1999 to Fall 2003.....	31
Table 17.	Retention Rates by Ethnicity, Fall 1999 to Fall 2003.....	31
Table 18.	DVC Success and Retention by Ethnicity, Fall 1999 to Fall 2003.....	32
Table 19.	DVC Success and Retention by Disability Status, Fall 1999 to Fall 2003.....	34
Table 20.	Persistence Rate for Selected Basic Skills English and ESL, 1999-00 to 2000-02.....	38
Table 21.	Persistence Rate for Selected Basic Skills Mathematics, 1999-00 to 2000-02.....	38
Table 22.	Degrees Awarded by Ethnicity, 1999-00 to 2003-04.....	40
Table 23.	Certificates Awarded by Ethnicity, 1999-00 to 2003-04.....	40
Table 24.	DVC Transfers by Ethnicity to UC and CSU Combined, 1994-95 to 2003-04.....	42
Table 25.	Ethnicity of DVC Transfer Students vs. Ethnicity of Those Enrolled, 2002-03.....	43
Table 26.	Ethnicity of Fall 2000 Potential Transfer and Transfer-Eligible Students.....	44
Table 27.	Transfer Eligible Students as a Percentage of Potential Transfer Students by Ethnicity, Fall 2000 Cohort of Potential Transfer Students Tracked to Spring 2004.....	44
Table 28.	Statistical Significance of Course Success Rates by Ethnicity, Fall 1999 to Fall 2003..	47

List of Figures

Figure 1.	Student Enrollment by Zip Codes, Fall 1997 and Fall 2004.....	16
Figure 2.	Ethnic Distribution of the Population and DVC.....	18
Figure 3.	DVC Enrollment by Ethnicity, Fall 1990 to Fall 2003.....	22
Figure 4.	DVC Enrollment by Gender, Fall 1990 to Fall 2003.....	25
Figure 5.	Difference Between the Success Rates by Ethnicity and DVC’s Average, Fall 1999 to Fall 2003.....	33
Figure 6.	Transfer Eligible Students as a Percentage of Potential Transfer Students by Ethnicity, Fall 2000 Cohort of Potential Transfer Students Tracked to Spring 2004.....	45

**Diablo Valley College
Student Equity Plan**

Signature Page

District: Contra Costa Community College District **College:** Diablo Valley College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

The major objective of the student equity plan is to ensure that all student groups have equal opportunities for access into higher education and equal chance for accomplishing academic success. This report examines five major areas that are related to student access and success, namely:

- Student access to community college education,
- Course completion,
- ESL and basic skills completion,
- Degrees and certificate completion,
- Transfer to four-year institutions.

The major part of the report is devoted to providing evidence of the equities or inequities that may exist at Diablo Valley College with respect to the five areas indicated above. The analysis presented in the report reflects two concepts of comparability:

- Comparability over time using longitudinal trends
- Comparability with an agreed-upon standard or benchmark. These benchmarks are usually related to the institution or to the population it is intended to serve. In some cases, the benchmark may represent best practices at other peer community colleges in California.

Examination of the report reveals the following salient points:

Student Groups

- Three demographic groups are examined in this report, namely gender, ethnicity and disability.
- Two at-risk groups are also examined, students enrolled in ESL and in basic skills courses.

Community Served

- The primary community served by DVC represents the geographical area that occupies the central section of Contra Costa County; and it includes ten incorporated cities and towns.
- Data for the broader community of Contra Costa County has been included in the analysis, because one out of every six DVC students resides in the eastern or western sections of the county.

Access

- DVC has succeeded in enhancing access for all students by gender and ethnicity.

EXECUTIVE SUMMARY (Cont.)

- Ethnic minorities are well represented in the student population at DVC, compared to their proportionate representation in the general population of the college service area.
- Disability data should be enhanced to sharpen the comparison between DVC and its community. Since disability is impacted heavily by age, comparison between DVC and the community as a whole becomes problematic. The majority of DVC students (60%) are younger than 25 years of age, while the majority of the community served (70%) are older than 25 years of age.
- Though the disabled student population at DVC is roughly equivalent to our peer institutions, the Equity Plan includes goals and outreach activities for increasing enrollment of students who have documented disabilities.
- Funding: Operating, Categorical (DSPS), Workability (grant), Partnership For Excellence (PFE)

Course Completion

- There are no significant differences in the course success rates by gender or disability.
- The success rate for African-American students (54%) falls significantly below that of the college as a whole (70%). The disparity of 16% has been found to be statistically significant. This group deserves serious attention.
- The success rate for Hispanics (64%) and Native Americans (61%) also fall below that of the college as a whole. However, the disparities are not as large as those of the African Americans.
- The Equity Plan includes goals for increasing Course Completion and Success for these three groups, including Outreach activities, Early identification of “at risk students”, DVC Summer Institute, the ACES notification system, development of a culturally relevant “Puente”-style program for African American and Native American students, SSS/TRIO student support program, and an Ethnic Studies major.
- Funding: Operating, Categorical (EOPS), PFE, Title III grants

ESL and Basic Skills

- A relatively small percentage (26%) of students in basic skills English completed college level English (English 122), and an even smaller percentage (23%) of ESL students completed college-level English.
- A significantly smaller percentage (4%) of students in basic skills Math completed college level Math (Math 121 and equivalent courses). This group deserves special attention.
- A cohort of basic skills math students persisted to Math 110 (an AA degree applicable course) at a rate of 28.5%, persisted to the next level math course at a rate of 12%, and a significantly smaller percentage (4%) completed transfer level Math course. This group, which contains an over-representation of African American and Hispanic students, deserves special attention.

EXECUTIVE SUMMARY (Cont.)

- In addition to the activities identified in Course Completion (above), the Equity Plan identifies initiatives to reduce class size of basic skills math courses from 42 to 25 students, and to assign Instructional Assistance aides to each of the basic skills math sections to assist students during class time and to provide study groups outside the class time. The plan calls for assessment of the efficacy of these modifications and revision as needed.
- The Math Department has hosted workshops by David Berg, founder of “Making Math Real”.
- The Plan calls for greater utilization of the Learning Communities approach with basic skills courses, starting in Spring 2005. By creating cohorts of students taking two or more classes together, possibilities for increased integration and contact with faculty, students and staff (in and out of the classroom) ought to enhance student success.
- Funding: Operating, Categorical (EOPS), PFE, Title III grants

Degrees and Certificates

- Most of the ethnic groups are well represented in the number of degrees and certificates awarded.
- Fewer AA degrees were awarded to African-American and Asian groups than should be expected based on their proportionate representation in the student population at DVC.
- Fewer certificates were awarded to African Americans and Hispanics than should be expected based on their proportionate representation in the student population at DVC.
- In addition to the initiatives for African American students identified in #2 above and for African American and Hispanic students in #3 above, the Plan calls for increased promotion of the value of the AA/AS degree, even if students are planning on transfer to a 4 year institution.
- Funding: Operating, Categorical (EOPS), PFE, Title III grants

Transfer

- African Americans are significantly under-represented in the total number of student transfers to UC and CSU, and in the number of eligible transfers to four-year institutions.
- Hispanics are also under-represented in the transfers to UC and CSU, and in the transfer eligibility rate. However, this under-representation is not as significant as that of African Americans.
- Whites are under-represented in both the total number of student transfers to UC and

- CSU, and in transfer eligibility.
- (See the initiatives for African American and Hispanic students identified in #2 and #3 above.)
 - Funding: Operating, Categorical (EOPS), PFE, Title III grants

In conclusion, two groups of students deserve serious attention from the college. These two groups are the African-American students and students enrolled in ESL and basic skills courses, especially those enrolled in basic skills mathematics. In addressing the needs of these two groups, one can not ignore that two other groups are also at risk, albeit at a different level. These two groups are the Native American and Hispanic students.

District Official to Contact for Further Information

Bill Oye, Dean of Student Life, Diablo Valley College
(925) 685-1230 ext. 2445
woye@dvc.edu

Campus-Based Research

Student Equity Plan

Introduction

The student equity policy adopted by the Board of Governors in September 1992 requires community college districts in California to develop plans that address specific issues related to student equity. The major goal of the plan is to ensure that all student groups (including ethnic minority groups, gender groups, and disability groups) have equal opportunities for access to higher education and for success in their academic endeavors. To reach student equity, the composition of students who enroll, are retained, transfer, or achieve their occupational goals should mirror the diversity of the population in the college service area.

DVC Commitment

Diablo Valley College is committed to serving the needs of a diverse learning community and has stated such commitment explicitly in its Statement of Philosophy (Diablo Valley College Catalog, 2004-05, p.8):

“The primary objective of Diablo Valley College is the development, growth and success of its students.... In fulfilling these objectives and principles, we affirm our intention: ... to provide the highest possible level of access to a student body that reflects the cultural and socio-economic diversity of our community”

First Equity Plan

Diablo Valley College developed its first student equity plan in 1996. The plan targeted three areas, namely:

- student access from the community
- student and faculty satisfaction with DVC’s climate
- student success through retention, persistence, course completion, degree and certificate completion, ESL and basic skills completion, transfer eligibility and transfer rate.

The first Equity Plan was developed by an 18-member Student Equity Coordinating Council (SECC), that represented a cross section of the college’s constituencies. The SECC based the student equity plan on the following assumption:

“All student groups should succeed in the same proportion as they occur in the student population. If there is at least a 20 percent disparity between the proportion of students in our total student population and the proportion of one group, then we would consider that this student group is disproportionately affected.”¹

¹ Diablo Valley Student Equity Plan Update, March 26, 1996, p.1

Progress Since the Last Plan

Since the development of the first plan eight years ago, several efforts have been made which resulted in improved access and success by a wide range of diverse student groups. This document does not include a comprehensive assessment of these efforts. Nevertheless, the following abbreviated list provides a glimpse of the college's effort to address the complex issues of student equity.

- Student services and college forms are provided in the Spanish language in the Information Center (see their web site at <http://www.dvc.edu/informationcenter/spanish.htm>) and the Financial Aid Office (see <http://www.dvc.edu/financialaid/Spanish%20Index.htm>).
- Students of various ethnic minorities have been hired in several student service areas.
- A consultant on diversity was hired by the college to complete a study of the subject, and a report was prepared in 2002.
- A committee was created to monitor developments in diversity.
- Efforts have been made to enhance the diversity of the faculty, staff and administration at DVC.
- The Puente program was instituted at DVC in spring 1997 to enhance the success and retention of Hispanic students in English courses (116, 118 and 122). The program has been in existence for seven years and has provided excellent results during this period.
- The Office of Planning and Research conducted two studies aimed at enhancing the understanding of the diversity issues. The first study focused on the diversity of students and faculty, while the second study addressed the persistence of students enrolled in ESL and in basic skills English and mathematics courses.

However, there is more room for improvement, particularly in the college's efforts to enhance the success of certain ethnic groups.

This plan

Efforts to revisit the student equity plan began in 2003. In a correspondence sent on June 6, 2003, the state's Human Resources Vice Chancellor outlined the five student success indicators desired in the student equity plan that was expected to be due in July 2004 and every year thereafter. Shortly thereafter, a memo was sent from the Vice Chancellor for Technology, Research, and Information Systems (TRIS) stating that the Chancellor's Office would be attempting to provide the data from the Management Information System (MIS). However, after reviewing the indicators and factoring in recent staffing reductions in the Chancellor's Office, the Vice Chancellor for TRIS revised the extent of data that would be made available in the five areas of the student equity plan, namely: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer.² Due to difficulties involved in systematically identifying the data for certain indicators, three of the five areas were made optional at this time.

²Memorandum dated December 9, 2003 from Patrick Perry and Fusaka Yokotobi, California Community College Chancellor Office regarding Student Equity Plan: Revised Data Requirements.

Despite these difficulties, this plan relies on the data available through the Planning, Research and Student Outcomes office at DVC to address the disparity among various groups. The student equity plan provides a set of broad goals that should be developed further as more reliable data become available.

To address the issues of student equity, the college formed a committee of four persons to develop the plan. These persons are as follows in alphabetical order:

- Les Birdsall, Dean of Mathematics and Computer Science
- Mohamed Eisa, Dean of Planning, Research and Student Outcomes
- William Oye, Dean of Student Life
- Mary Ulrich, President of the Faculty Senate

The committee met several times during the summer and fall terms of 2004 and developed the plan that appears in this document. The plan was presented to the Leadership Council and to the Faculty Senate for information and consultation.

Definitions

The following definitions have guided the collection of data and the discussion that follows.

1. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

2. Course Completion

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. Note: Although Title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines. "Course Completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C or credit completion (CR).

3. ESL and Basic Skills Completion

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such final course. Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to four-year institutions, has a value of three or more units, and meets established academic requirements for rigor in literacy and computational ability.

4. Degree and Certificate Completion

Ratio of the number of students by population group who receive a degree or certification to the number of students in that group with the same informed matriculation goal.

5. Transfer

Ratio of the number by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Information Sources

The analysis presented in this report will be based on the examination of data obtained from four sources:

- U.S. Census Data. This source is used mainly for information related to the population in the county and the college service area.
- Management Information Systems Data Mart from the California Community College Chancellor's Office. This source is used mainly for DVC enrollment head count and demographic breakdown by different student groups.
- Datatel System at Contra Costa Community College District. This source is used mainly for seat count enrollment and for comparing student academic performance (course completion rates) and degrees awarded for different student groups.
- California Postsecondary Education Commission (CPEC), Student Files. This source is used mainly for transfer data to UC and CSU by ethnic groups.

Student groups are limited to breakdowns by gender, ethnicity, and disability. In some cases (e.g., transfers to UC and CSU) the demographic breakdowns were not available for all groups, particularly students with documented disabilities.

1. Access

Access is defined as “the percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served”³.

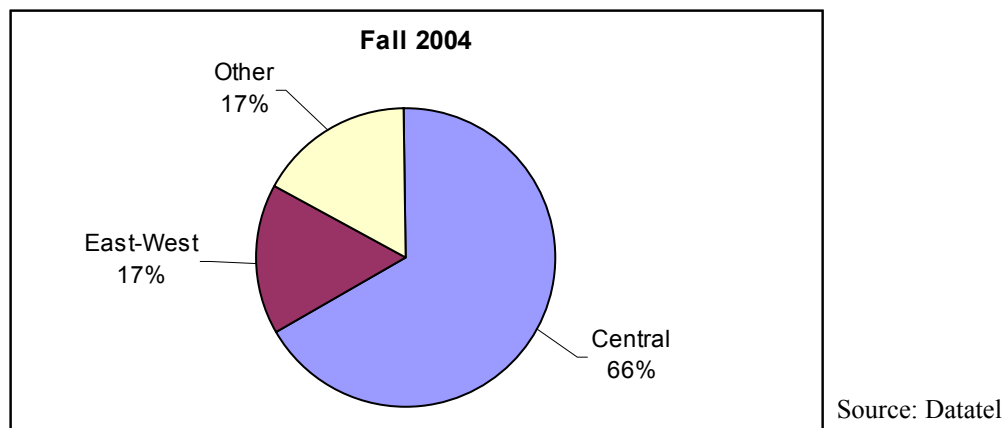
According to Title 5, “where significant under-representation is found to exist in accordance with the standards adopted by the Board of Governors, the plan shall include race-neutral measures for addressing the disparity, and, when legally appropriate, race-conscious measures for addressing the disparity”. Title 5 also requires that the plan must include goals “for the overall student population and for each population group of students as appropriate”, defining “each population group of students” as “American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities”⁴.

Community Served

The Chancellor’s Office acknowledges that it does not “have the capability of defining ‘community served’ for comparison.” Colleges may use the headcount numbers that will be provided or they may use locally produced figures. Furthermore, it is optional to compare student populations against a locally-derived definition of ‘community served’⁵. While DVC considers central Contra Costa County as its service area, the college also enrolls a relatively significant number of students from east and west county. Therefore, census data from the county as a whole are also included in this plan.

Table 1 provides enrollment data for DVC by zip codes for different parts of Contra Costa County and for the surrounding counties in Fall 1997 and Fall 2004. Analysis of the data indicates that 66% of the students enrolled at DVC in fall 2004 reside in the college service area of north central and south central Contra Costa County, while 17% of the students come from east and west county, and the remaining 17% come from outside the county. In summary, four out of each six DVC students reside in central county, one out of each six students reside in Contra Costa County outside the service area, and the remaining one out of six students come from outside the county.

Figure 1. Student Enrollment by Zip Codes, Fall 2004



³College Student Equity Plan: Instructions for Completion, Chancellor’s Office California Community Colleges (June, 2003)

⁴Title 5, Cal. Code of Regulations, Section 54220

⁵Memo from CCC Chancellor’s Office (P. Perry & F. Yokotobi), Dec. 9, 2003

Table 1. Student Enrollment by Zip Codes, Fall 1997 and Fall 2004

County or County Area	Enrollment Count		Percentage of Enrollment	
	Fall 1997	Fall 2004	Fall 1997	Fall 2004
North Central	11,337	10,357	53.6%	51.2%
South Central	2,651	2,538	12.5%	12.5%
Subtotal:Central County	13,988	12,895	66.1%	63.7%
East County	1,926	2,409	9.1%	11.9%
West County	1,348	1,352	6.4%	6.7%
Subtotal:Contra Costa County	17,262	16,656	81.6%	82.3%
Alameda	1,739	1,661	8.2%	8.2%
Solano	1,508	1,266	7.1%	6.3%
Other	640	663	3.0%	3.3%
Total	21,149	20,246	100.0%	100.0%

Source: Datatel

Ethnic Distribution

Table 2 provides information on the ethnic distribution of students at DVC for fall 2000 and fall 2003⁶. This distribution is compared with the ethnic distribution of the general population (US Census 2000) in the state, county, and central county. It is important to acknowledge the difficulty of establishing an accurate count for the “Hispanics” or “Latinos” in the general population. Until the U.S. Census 2000, Hispanics were included as a racial group, despite the fact that this ethnic category represents a culture rather than a race. Beginning with the Census 2000, Hispanics of any race were classified separately. The census recognized the fact that persons of various racial groups identify themselves within the Latino culture. Furthermore, there is a widely-held view that census data tends to undercount the Hispanic/Latino population, as some within this group are not US citizens, and they may associate federal census workers with federal immigration authorities.

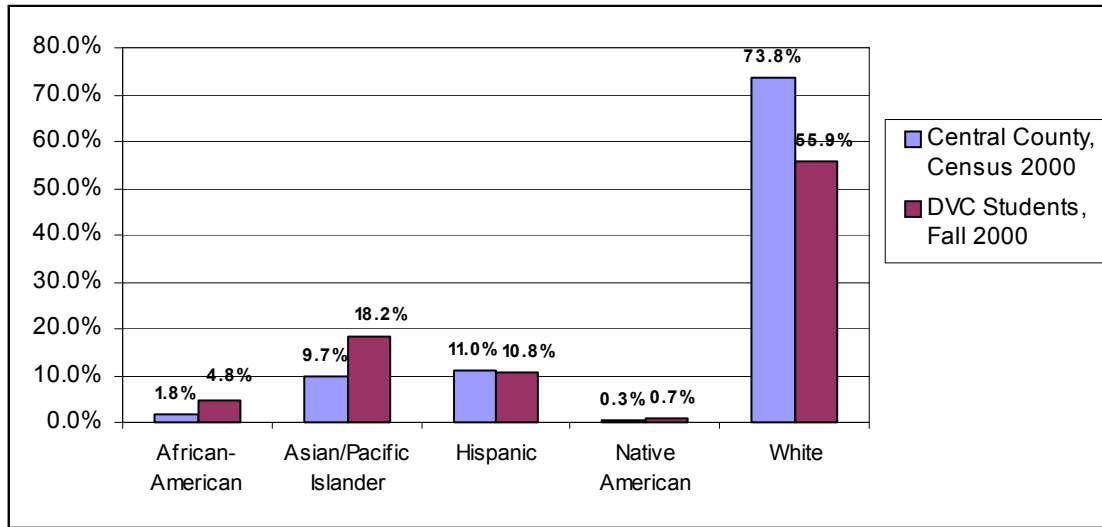
Table 2. Ethnic Distribution of the Population and DVC, 2000 and 2003

Ethnic Group	General Population, Census 2000			DVC Students	
	California	Contra Costa County	Central County	Fall, 2000	Fall, 2003
Total Population.	33,871,648	948,816	409,775	21,365	22,137
African American	6.4%	9.2%	1.8%	4.8%	5.3%
Asian/Pacific Islander	11.1%	11.1%	9.7%	18.2%	18.5%
Native American	0.5%	0.4%	0.3%	0.7%	0.7%
White	46.7%	57.9%	73.8%	55.9%	51.1%
Other	0.2%	0.3%	0.2%	3.3%	3.1%
Two or More Races	2.7%	3.4%	3.2%		
Unknown				6.3%	9.4%
Hispanic/Latino (of any race)	32.4%	17.7%	11.0%	10.8%	11.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: US Census 2000 and Datatel

⁶US Census 2000, Table DP-1. Profile of General Demographic Characteristics: 2000 & California Community Colleges Chancellor’s Office MIS Data for DVC, 2000-01 & 2002-03

Figure 2. Ethnic Distribution of the Population and DVC



Source: US Census 2000 and Datatel

DVC and Central County

Comparison of the ethnic distribution of students at DVC and that of the general population in central county indicates the following:

- **African American** students accounted for 4.8% of DVC’s enrollment in fall 2000 (5.3% in fall 2003), compared to 1.8% in the general population in central county.
- **Asian/Pacific Islander** students represented 18.2% of the enrollment in fall 2000 (18.5% in fall 2003), compared to 9.7% in the general population in central county.
- **Hispanic** students accounted for 10.8% of the enrollment at DVC in fall 2000 (11.9% in fall 2003), compared to 11.0% in the general population in central county.
- **Native American** students represented 0.7% of the enrollment at DVC in fall 2000 (the same percentage for fall 2003), compared to 0.3% in the general population in central county.
- **White** students represented 55.9% of DVC’s enrollment in fall 2000 (51.1% in fall 2003), compared to 73.8% in the general population in central county.
- The remaining percentages represent **other** and **unknown/unreported** ethnicity at DVC, as well as other and two or more races in the general population.

In summary, ethnic minorities in the general population of central county are well represented in the student body at DVC.

DVC and Contra Costa County

In comparing the ethnic distribution of DVC students with that of the county as a whole, one would find the following results in 2000:

- The percentages of DVC students identified as **Asian/Pacific Islander** (18.2%) and **Native American** (0.7%) were greater than the comparable percentages in the County's general population (11.1% and 0.4%, respectively).
- The percentages of DVC students identified as **African American** (4.8%) and **Hispanic** (10.8%) were less than the comparable percentages in the County as a whole (with the caveat that the Census is likely undercounting the number of "Hispanics"). The comparable percentages for Contra Costa County were 9.2% for African Americans and 17.7% for Hispanics.
- The percentage of **Whites** at DVC (55.9%) is lower than that of the county as a whole (73.8%).

The relatively high percentages of African Americans and Hispanics in the general population of the county are the result of heavy concentrations of these two groups outside the college service area. Since only one out of each six students come from east or west county, one may conclude that these two ethnic groups are not seriously under-represented in DVC's student population.

Ethnic Distribution by Cities

To provide additional details within the DVC service area, the ethnic distribution of the population in the incorporated cities and towns of central county appears in Table 3. Analysis of data in this table indicates that the percentage of ethnic minorities at DVC exceeds that of all cities except the city of Concord. The percentage of Hispanics in Concord in 2000 was 21.8% compared to 10.8% for DVC students in fall 2000. Once again, the ethnic minorities in the general population of individual cities and towns are well represented in the overall student population at DVC.

Table 3: Ethnic Distribution of the Population by Cities in Central Contra Costa County, 2000

City	Total Population	African American		Asian/Pacific Islander		Hispanic		Native American		White		Other	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Clayton	10,762	113	1.0%	586	5.4%	681	6.3%	16	0.1%	9,000	83.6%	366	3.4%
Concord	121,780	3530	2.9%	11,815	9.7%	26,560	21.8%	580	0.5%	74,119	60.9%	5,176	4.3%
Danville	41,715	375	0.9%	3,768	9.0%	1,945	4.7%	66	0.2%	34,618	83.0%	943	2.3%
Lafayette	23,908	129	0.5%	1,977	8.3%	945	4.0%	39	0.2%	20,123	84.2%	695	2.9%
Martinez	35,866	1,181	3.3%	2,420	6.7%	3,660	10.2%	188	0.5%	27,096	75.5%	1,321	3.7%
Moraga	16,290	161	1.0%	2,024	12.4%	775	4.8%	10	0.1%	12,760	78.3%	560	3.4%
Orinda	17,599	79	0.4%	1,620	9.2%	560	3.2%	11	0.1%	14,857	84.4%	472	2.7%
Pleasant Hill	32,837	493	1.5%	3,141	9.6%	2,767	8.4%	101	0.3%	25,139	76.6%	1,196	3.6%
San Ramon	44,722	842	1.9%	6,718	15.0%	3,238	7.2%	142	0.3%	32,356	72.3%	1,426	3.2%
Walnut Creek	64,296	666	1.0%	6,059	9.4%	3,851	6.0%	148	0.2%	51,834	80.6%	1,738	2.7%
Total	409,775	7,569	1.8%	40,128	9.8%	44,982	11.0%	1,301	0.3%	301,902	73.7%	13,893	3.4%
DVC Fall 2000	21,365		4.8%		18.2%		10.8%		0.7%		55.9%		3.3%

Source: CCCC

Longitudinal Trends

Over the past 14 years, the enrollment of ethnic minorities has increased steadily, except for Native Americans, where the population remained approximately the same (Table 4a). The following observations may be made about the longitudinal changes in DVC enrollment by ethnicity between 1990 and 2003:

- **African Americans:** Enrollment at DVC increased from 734 students or 3.2% of the total enrollment in fall 1990 to 1,168 students or 5.3% of the total enrollment in fall 2003.
- **Asians/Pacific Islanders:** Enrollment at DVC increased from 2,453 students or 10.7% of the total enrollment in fall 1990 to 4,094 students or 18.5% of the total enrollment in fall 2003.
- **Hispanics:** Enrollment at DVC increased from 1,454 students or 6.4% of the total enrollment in fall 1990 to 2,640 students or 11.9% of the total enrollment in fall 2003.
- **Native Americans:** Enrollment at DVC fluctuated in the narrow range in the past 14 years. In fall 1990, Native Americans accounted for 145 students, or 0.6% of the total student population at DVC. The comparable figures for fall 2003 were 150 students and 0.7%, respectively.

- **Whites:** Enrollment at DVC decreased sharply from 17,599 students or 76.9% of the total enrollment in fall 1990 to 11,314 students or 51.1% of the total enrollment in fall 2003.
- **Unknown:** The number and percentage of students with unknown or unreported ethnicity increased significantly from 448 students (2.0%) in fall 1990 to 2,086 students (9.4%) in fall 2003. This increase may be due to mixed parenting and to the student’s refusal to respond to the existing ethnic categorizations.

Tables 4a and 4b provide the details of the longitudinal changes in the ethnic distribution of students at DVC over the past 14 years.

Table 4a. DVC Enrollment Count by Ethnicity, Fall 1990 to Fall 2003

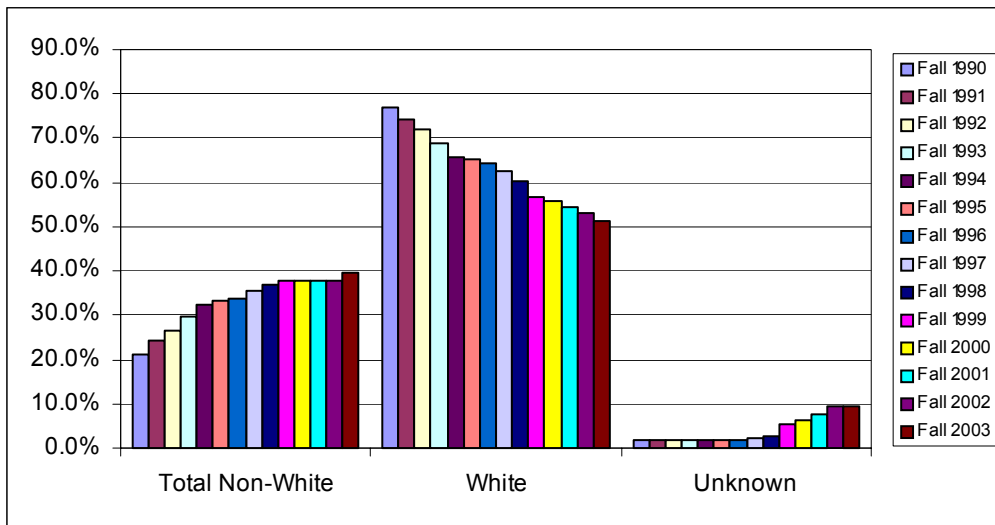
Fall Terms	African-American	Asian/Pacific Islander	Hispanic	Native American	Other	Total Non-White	White	Unknown	Total
1990	734	2,453	1,454	145	39	4,825	17,599	448	22,872
1991	838	2,875	1,683	162	132	5,690	17,460	399	23,549
1992	860	3,184	1,789	148	212	6,193	16,817	388	23,398
1993	806	3,182	1,761	137	247	6,133	14,291	359	20,783
1994	912	3,392	1,996	181	288	6,769	13,711	407	20,887
1995	901	3,464	1,909	192	364	6,830	13,435	380	20,645
1996	886	3,625	2,001	179	407	7,098	13,520	381	20,999
1997	967	3,904	2,150	182	465	7,668	13,477	463	21,608
1998	984	4,151	2,284	173	595	8,187	13,334	573	22,094
1999	1,020	4,024	2,321	171	658	8,194	12,338	1,162	21,694
2000	1,023	3,888	2,311	158	698	8,078	11,943	1,344	21,365
2001	1,047	3,912	2,364	148	725	8,196	11,874	1,667	21,737
2002	1,134	4,201	2,518	159	753	8,765	12,302	2,193	23,260
2003	1,168	4,094	2,640	150	685	8,737	11,314	2,086	22,137
Total	13,280	50,349	29,181	2,285	6,268	101,363	193,415	12,250	307,028

Source: CCCC MIS Data Mart

Table 4b. DVC Proportionate Share of Enrollment by Ethnicity, Fall 1990 to Fall 2003

Fall Terms	African-American	Asian/Pacific Islander	Hispanic	Native American	Other	Total Non-White	White	Unknown	Total
1990	3.2%	10.7%	6.4%	0.6%	0.2%	21.1%	76.9%	2.0%	100.0%
1991	3.6%	12.2%	7.1%	0.7%	0.6%	24.2%	74.1%	1.7%	100.0%
1992	3.7%	13.6%	7.6%	0.6%	0.9%	26.5%	71.9%	1.7%	100.0%
1993	3.9%	15.3%	8.5%	0.7%	1.2%	29.5%	68.8%	1.7%	100.0%
1994	4.4%	16.2%	9.6%	0.9%	1.4%	32.4%	65.6%	1.9%	100.0%
1995	4.4%	16.8%	9.2%	0.9%	1.8%	33.1%	65.1%	1.8%	100.0%
1996	4.2%	17.3%	9.5%	0.9%	1.9%	33.8%	64.4%	1.8%	100.0%
1997	4.5%	18.1%	10.0%	0.8%	2.2%	35.5%	62.4%	2.1%	100.0%
1998	4.5%	18.8%	10.3%	0.8%	2.7%	37.1%	60.4%	2.6%	100.0%
1999	4.7%	18.5%	10.7%	0.8%	3.0%	37.8%	56.9%	5.4%	100.0%
2000	4.8%	18.2%	10.8%	0.7%	3.3%	37.8%	55.9%	6.3%	100.0%
2001	4.8%	18.0%	10.9%	0.7%	3.3%	37.7%	54.6%	7.7%	100.0%
2002	4.9%	18.1%	10.8%	0.7%	3.2%	37.7%	52.9%	9.4%	100.0%
2003	5.3%	18.5%	11.9%	0.7%	3.1%	39.5%	51.1%	9.4%	100.0%
Average	4.3%	16.4%	9.5%	0.7%	2.0%	33.0%	63.0%	4.0%	100.0%

Figure 3. DVC Enrollment by Ethnicity, Fall 1990 to Fall 2003



Source: CCCC MIS Data Mart

In summary, the past fourteen years witnessed a phenomenal growth in the number and percentage of all ethnic minorities (except Native Americans) among the student population at DVC. These ethnic minorities are well represented at DVC. In effect, DVC has succeeded in enhancing the diversity of its students and has undoubtedly been effective in addressing the issue of student access, thus opening the door for upward mobility for all segments of the population.

Gender Distribution

The gender distribution does not indicate the existence of a significant gap between DVC students and that of the general population. The comparison between DVC and the community being served will be followed by examination of the gender distribution trends over time.

DVC and the Community

The following observations may be made about the gender distribution of DVC students, compared to that of the general population of the County, and central county:

- The percentage of **males** enrolled at DVC in fall 2000 (44.8%) was lower than the comparable percentages in central county (48.6%) and the county as a whole (48.8%).
- The percentage of **females** enrolled at DVC in fall 2000 (53.5%) was higher than the comparable percentages in central county (51.4%) and the county as a whole (51.2%).
- The percentage of students with unreported gender represented 1.6% in fall 2000 and 2.6% in fall 2003. For the census data related to the general population, all persons surveyed marked their gender preference, and therefore the unknown category was nonexistent.

Table 5. Gender Distribution of DVC Students and the General Population, 2000 and 2003

Gender	General Population, Census 2000			DVC Students	
	California	Contra Costa	Central County	Fall 2000	Fall 2003
Total Population	33,871,648	948,816	409,775	21,365	22,137
Male	49.8%	48.8%	48.6%	44.8%	44.8%
Female	50.2%	51.2%	51.4%	53.5%	52.6%
Unknown	0.0%	0.0%	0.0%	1.6%	2.6%

Source: US Census 2000 and Datatel

Longitudinal Trends

The following table illustrates DVC Enrollment by Gender from fall 1990 to fall 2003. As the data indicate, the percentages for males are remarkably stable over time. However, there was some reduction in the percentage of females corresponding with an increase in the unknown category resulting from the missing data. It should be further noted that for the past fourteen years, the ratio of females to males has declined slightly from 1.24 to 1.00 in 1990 to 1.18 to 1.00 in 2003, with an average of 1.22 females to each 1.00 males.

Table 6a. DVC Enrollment Count by Gender, Fall 1990 to Fall 2003

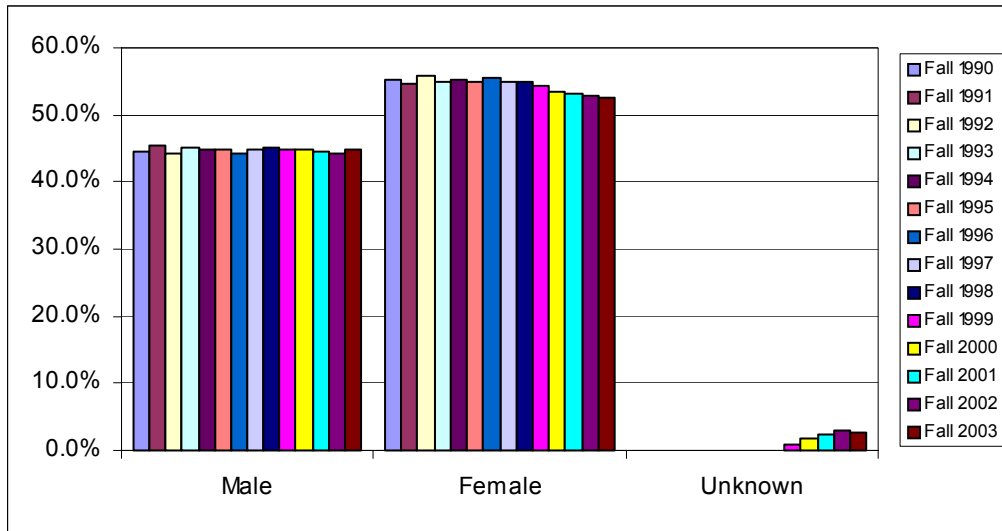
Fall Terms	Male	Female	Unknown	Total	Female to Male Ratio
1990	10,207	12,665	0	22,872	1.24
1991	10,668	12,881	0	23,549	1.21
1992	10,344	13,054	0	23,398	1.26
1993	9,356	11,427	0	20,783	1.22
1994	9,354	11,533	0	20,887	1.23
1995	9,284	11,361	0	20,645	1.22
1996	9,323	11,676	0	20,999	1.25
1997	9,713	11,895	0	21,608	1.22
1998	9,960	12,134	0	22,094	1.22
1999	9,721	11,809	164	21,694	1.21
2000	9,574	11,440	351	21,365	1.19
2001	9,674	11,553	510	21,737	1.19
2002	10,298	12,304	658	23,260	1.19
2003	9,915	11,655	567	22,137	1.18
Total	137,391	167,387	2,250	307,028	1.22

Table 6b. DVC Proportionate Share of Enrollment by Gender, Fall 1990 to Fall 2003

Fall Terms	Male	Female	Unknown	Total
1990	44.6%	55.4%	0.0%	100.0%
1991	45.3%	54.7%	0.0%	100.0%
1992	44.2%	55.8%	0.0%	100.0%
1993	45.0%	55.0%	0.0%	100.0%
1994	44.8%	55.2%	0.0%	100.0%
1995	45.0%	55.0%	0.0%	100.0%
1996	44.4%	55.6%	0.0%	100.0%
1997	45.0%	55.0%	0.0%	100.0%
1998	45.1%	54.9%	0.0%	100.0%
1999	44.8%	54.4%	0.8%	100.0%
2000	44.8%	53.5%	1.6%	100.0%
2001	44.5%	53.1%	2.3%	100.0%
2002	44.3%	52.9%	2.8%	100.0%
2003	44.8%	52.6%	2.6%	100.0%
Average	44.7%	54.5%	0.7%	100.0%

Source: CCCCO MIS Data Mart

Figure 4. DVC Enrollment by Gender, Fall 1990 to Fall 2003



In summary, both genders are well represented in the student population at DVC. There is no significant disparity between the proportionate share of the genders in DVC’s student population compared to their respective representation in the general population.

Disability

The following table shows the count and percentages of the distribution of persons with disabilities from the non-institutionalized population in the general population and at DVC.

Table 7. Disability of DVC Students and the General Population, 2000 and 2003

Disability	General Population, Census 2000			DVC Students	
	California	Contra Costa	Central County	Fall, 2000*	Fall, 2003*
Non-Institutionalized Population 21 to 64 years	19,210,794	555,146	243,416	21,365	22,137
Persons With a Documented Disability**	20.0%	16.4%	13.2%	3.9%	4.6%

Source: U.S. Census, CCCC Data Mart

* DVC’s population includes all ages

**DVC’s count of “students with documented disabilities” includes students who have chosen to identify themselves to the college and have provided the necessary documentation for the provision of academic accommodations and other services.

Disabled students account for less than 4% of the overall student population at DVC, compared to more than 13% in the general population in Central County in 2000. However, there is probably a larger proportion of students with “invisible disabilities” (such as learning disabilities, attention deficit disorder, head injury, health-related disabilities, etc.) at DVC who decline to disclose their conditions to the college and are therefore not counted in the statistics. One can only speculate about the reasons these students choose not to disclose their status. These reasons may include a desire to avoid social stigma, embarrassment, or a concern about how others may perceive them. Many students who have been to some degree “segregated” in special education in K-12 may attempt to blend in at DVC. Also, it may be that many potential students have been advised away from pursuing higher education because they appear to lack the “ability to benefit” from DVC’s classes and programs. Some may have been encouraged to pursue vocational training or rehabilitation services which appear to be a better fit. In effect, the number and percentage of disabled students enrolled at DVC is likely to be understated, compared to their representation in the general population of central county and the county as a whole. However, it is important to note that the percentage of disabled students in the general population of central county (13.2%) is lower than the comparable percentages for the county (16.4%) and the state (20.0%).

Disability and Age

In addition to these possible explanations of the apparent disparity between the percentage of the DVC students with disabilities compared with the percentage in the central county service area, it may be useful to consider the following table comparing the ages of DVC students with that of the general population. As expected, the distribution of persons by age at DVC and in the general population are different due to the nature of post-secondary institutions that tend to attract a larger portion of persons in the younger age categories. While 60% of the students at DVC are younger than 25 years of age, only 34.3% of the population in the county falls into this age group. In contrast, the proportion of DVC students at the age of 35 and above (25.3%) represents less than one-half of their proportionate share in the general population in the county (53%).

Table 8. Age Distribution, Census 2000 and DVC Fall 2000 and Fall 2003

Age	General Population, Census 2000			DVC Students	
	California	Contra Costa	Central County	Fall 2000	Fall 2003
Total Population	33,871,648	948,816	409,775	21,365	22,137
<20 Years	30.1%	29.0%	26.1%	30.0%	29.9%
20-24 Years	7.0%	5.3%	4.7%	28.2%	31.0%
25-34 Years	15.4%	13.3%	12.4%	16.3%	16.0%
35+ Years	47.4%	52.5%	56.8%	25.3%	23.1%
Unknown Age	0.0%	0.0%	0.0%	0.2%	0.1%

Source: U.S. Census 2000, CCCCCO MIS Data Mart

Table 9 is constructed from the disability data of the U.S. Census 2000. This table illustrates the positive correlation between age and disability. As Table 7 indicated, the percentage of DVC students with documented disability was relatively small, like the percentage of disability in the general population of young persons (5 to 20 years). Table 8 showed that persons at the age of 20 or less represent 30% of the student population at DVC. Disability statistics will reflect the fact that a high proportion of DVC students are young.

Table 9. Disability and Age in the General Population of Contra Costa County, 2000

Category	Age		
	5 to 20 Years	21 to 64 Years	65+ Years
Total Population Count	218,776	555,146	103,969
Population With Disability	15,112	91,254	41,206
Percentage of Population With Disability	6.9%	16.4%	39.6%

Source: U.S. Census 2000

Disability by Cities

The highest levels of disability among the non-institutionalized population 21-64 years of age in Contra Costa County exist in Concord (19%), Martinez (15%), Pleasant Hill (12%) and Walnut Creek (12%). In contrast, a relatively lower level of disability exists in Moraga (8%), Lafayette (8%) and Danville (9%). Apparently, communities with older populations would tend to have a higher percentage of disabled persons.

Table 10. Non-Institutionalized Population Disability by Cities and Towns in Contra Costa County, 2000

City	Non-institutionalized Population aged 21-64	Disability Count	Disability Percentage
Clayton	6,656	635	9.50%
Concord	72,918	13,984	19.20%
Danville	24,812	2,155	8.70%
Lafayette	13,747	1,147	8.30%
Martinez	22,211	3,409	15.30%
Moraga	8,787	666	7.60%
Orinda	9,398	834	8.90%
Pleasant Hill	20,428	2,428	11.90%
San Ramon	28,776	2,738	9.50%
Walnut Creek	35,683	4,226	11.80%
Total	243,416	32,222	13.20%

Source: U.S. Census 2000

Longitudinal Trends

Tables 11a and 11b provide information on the enrollment count and percentage of nine different categories of disability over a period of 12 fall terms (1992 to 2003). Analysis of data in these two tables indicates the following:

- The total number and percentage of students with documented disability increased steadily from 501 students (2.1% of total enrollment) in 1992 to 1,008 students (4.6% of total enrollment) in fall 2003.
- The largest type of disability has been the learning disability which accounts for 37% of the total disabled students between 1992 and 2003.
- The number and percentage of “Other Disability” has grown at a much faster rate than the rate of growth in other categories. On the average, this category accounts for 28% of total disabilities for the period of 1992 to 2003.

Table 11a. DVC Enrollment Counts by Disability and Non-Disability, Fall 1992 to Fall 2003

Fall Terms	Acquired Brain Injury	Developmentally Disabled	Hearing Impaired	Learning Disabled	Mobility Impaired	Psychological Disability	Speech or Language Impaired	Visually Impaired	Other Disability	Total Disabled	Not Disabled	Total
1992	19	35	22	304	67	0	3	12	39	501	22,897	23,398
1993	25	53	17	278	82	31	2	15	37	540	20,243	20,783
1994	28	58	15	319	101	54	1	13	95	684	20,203	20,887
1995	41	78	26	330	115	72	0	15	150	827	19,818	20,645
1996	34	69	26	306	88	57	1	17	206	804	20,195	20,999
1997	36	70	21	314	107	71	2	21	286	928	20,680	21,608
1998	30	77	32	281	103	73	2	37	300	935	21,159	22,094
1999	26	19	28	258	102	57	0	29	330	849	20,845	21,694
2000	29	45	21	278	95	57	0	21	286	832	20,533	21,365
2001	34	43	21	287	88	73	2	17	282	847	20,890	21,737
2002	35	56	11	271	91	76	2	26	326	894	22,366	23,260
2003	34	70	21	299	99	118	1	32	334	1,008	21,129	22,137
Total	371	673	261	3,525	1,138	739	16	255	2,671	9,649	250,958	260,607
% of Total Disabled	3.8%	7.0%	2.7%	36.5%	11.8%	7.7%	0.2%	2.6%	27.7%			

Table 11b. Proportionate Share of Different Types of Disability, Fall 1992 to Fall 2003

Fall Terms	Acquired Brain Injury	Developmentally Disabled	Hearing Impaired	Learning Disabled	Mobility Impaired	Psychological Disability	Speech or Language Impaired	Visually Impaired	Other Disability	Total Disabled
1992	3.8%	7.0%	4.4%	60.7%	13.4%	0.0%	0.6%	2.4%	7.8%	100.0%
1993	4.6%	9.8%	3.1%	51.5%	15.2%	5.7%	0.4%	2.8%	6.9%	100.0%
1994	4.1%	8.5%	2.2%	46.6%	14.8%	7.9%	0.1%	1.9%	13.9%	100.0%
1995	5.0%	9.4%	3.1%	39.9%	13.9%	8.7%	0.0%	1.8%	18.1%	100.0%
1996	4.2%	8.6%	3.2%	38.1%	10.9%	7.1%	0.1%	2.1%	25.6%	100.0%
1997	3.9%	7.5%	2.3%	33.8%	11.5%	7.7%	0.2%	2.3%	30.8%	100.0%
1998	3.2%	8.2%	3.4%	30.1%	11.0%	7.8%	0.2%	4.0%	32.1%	100.0%
1999	3.1%	2.2%	3.3%	30.4%	12.0%	6.7%	0.0%	3.4%	38.9%	100.0%
2000	3.5%	5.4%	2.5%	33.4%	11.4%	6.9%	0.0%	2.5%	34.4%	100.0%
2001	4.0%	5.1%	2.5%	33.9%	10.4%	8.6%	0.2%	2.0%	33.3%	100.0%
2002	3.9%	6.3%	1.2%	30.3%	10.2%	8.5%	0.2%	2.9%	36.5%	100.0%
2003	3.4%	6.9%	2.1%	29.7%	9.8%	11.7%	0.1%	3.2%	33.1%	100.0%
Average	3.8%	7.0%	2.7%	36.5%	11.8%	7.7%	0.2%	2.6%	27.7%	100.0%

Peer Institutions

To better understand the size of disability enrollment, it may be useful to place it in the context of DVC’s peer institutions. These institutions are public community colleges in California with head count enrollment of 20,000 or more students, in a representative variety of geographical locations in the state. Benchmarking of DVC against its peers provides useful information and insights in understanding the enrollment patterns of disabled students. Compared to its peers, DVC serves a relatively large percentage (4.6%) of disabled students. The percentage of disabled students at DVC is higher than three peer colleges’ and is on parity with those at DeAnza and Fresno City.

Table 12. Disability at DVC’s Peer Institutions, Fall 2003

Type of Disability	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Diablo Valley
Acquired Brain Injury	15	81	36	69	43	34
Developmentally Delayed Learner	4	287	114	10	3	70
Hearing Impaired	29	28	35	19	48	21
Learning Disabled	343	156	239	260	135	299
Mobility Impaired	80	332	66	106	74	99
Other Disability	498	254	382	103	64	334
Psychological Disability	130	65	146	53	90	118
Speech/Language Impaired	1	2	2	1	8	1
Visually Impaired	26	26	28	9	13	32
Total Disabled	1,126	1,231	1,048	630	478	1,008
Total Enrollment	30,614	26,623	22,469	23,067	22,778	22,137
Disability as a Percentage of Enrollment	3.7%	4.6%	4.7%	2.7%	2.1%	4.6%

Source: CCCCCO Data Mart

In the event that the college made a determination of significant under-representation of students with disabilities, it would be useful to consider various kinds of outreach efforts the college might undertake in order to attract greater numbers of people with disabilities. It would also give the college an opportunity to promote the availability of services and accommodations through the DSS program, and perhaps to highlight the availability of technology and equipment designed to increase academic access. The college’s grant funds (such as “Workability”) may be used to attract people with disabilities seeking support with work-related issues. DSS staff may also arrange meetings with area Vocational Rehabilitation counselors to highlight services and programs on campus, in order to increase referrals and collaboration.

In summary, while the percentage of disabled persons at DVC is lower than their proportionate representation in the general populations, there are justifications for such disparity. Furthermore, DVC serves a relatively larger percentage of disabled students, compared to its peers.

2. Course Completion

This section includes a discussion of the course success rates by gender, ethnicity and disability. Course success rates for each group are compared with the average for all groups.

Success and Retention by Gender

The following tables provide data on course success and retention rates⁷ by gender over a period of five academic terms, fall 1999 to fall 2003. Several observations may be made about the data. However, the differences between genders were not statistically significant.

- The average success rates for females stood at 71.9%, compared to the average of 69.8% for the college as whole, a difference of 2.1% in favor of the females. During this period, the average retention rate for females (81.1%) exceeded that of the college (80.2%) by a small margin of only 0.9%.
- The average success rate for males fell below that for the college as a whole. For males, the average success rate was 67.4%, compared to 69.8% for DVC, a difference of 2.4% in favor of the College. During this period, the average retention rates for males (79.2%) fell below that of the college (80.2) by a small margin of 1.0%.
- Examination of the longitudinal data for the past five years indicates a consistent pattern for the success and retention rates with females scoring above the average, while males scored below the average for the college as a whole.

Table 13. Summary of Success Rates by Gender, Fall 1999 to Fall 2003

Gender	Total Enrollment	Success		Difference (Gender Groups Compared to the Average)
		Count	Rate	
Females	160,067	115,136	71.9%	2.1%
Males	142,626	96,137	67.4%	-2.4%
Unknown	6,008	4,194	69.8%	0.0%
Average	308,701	215,467	69.8%	

Table 14. Summary of Retention Rates by Gender, Fall 1999 to Fall 2003

Gender	Total Enrollment	Retention		Difference (Gender Groups Compared to the Average)
	Count	Count	Rate	
Females	160,067	129,761	81.1%	0.9%
Males	142,626	112,954	79.2%	-1.0%
Unknown	6,008	4,912	81.8%	1.5%
Average	308,701	247,627	80.2%	

Source: Datatel

⁷Success rate = Number of students (seat count) with grades of A, B, C, CR, divided by the number with any grade. Retention rate = Number of students with any grade except W, divided by the number with any grade.

Table 15. DVC Retention and Success by Gender, Fall 1999 to Fall 2003

Fall 1999					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	31,225	26,005	83.3%	22,953	73.5%
Male	27,396	22,057	80.5%	18,683	68.2%
Unknown	463	371	80.1%	312	67.4%
Total	59,084	48,433	82.0%	41,948	71.0%
Fall 2000					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	31,661	24,881	78.6%	22,014	69.5%
Male	27,490	21,093	76.7%	18,028	65.6%
Unknown	943	756	80.2%	651	69.0%
Total	60,094	46,730	77.8%	40,693	67.7%
Fall 2001					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	32,261	25,114	77.8%	22,828	70.8%
Male	28,772	21,931	76.2%	19,082	66.3%
Unknown	1,273	1,023	80.4%	914	71.8%
Total	62,306	48,068	77.1%	42,824	68.7%
Fall 2002					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	33,607	27,592	82.1%	24,555	73.1%
Male	29,875	23,937	80.1%	20,182	67.6%
Unknown	1,776	1,457	82.0%	1,244	70.0%
Total	65,258	52,986	81.2%	45,981	70.5%
Fall 2003					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	31,313	26,169	83.6%	22,786	72.8%
Male	29,093	23,936	82.3%	20,162	69.3%
Unknown	1,553	1,305	84.0%	1,073	69.1%
Total	61,959	51,410	83.0%	44,021	71.0%
Grand Total Fall 1999 to Fall 2003					
Gender	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Female	160,067	129,761	81.1%	115,136	71.9%
Male	142,626	112,954	79.2%	96,137	67.4%
Unknown	6,008	4,912	81.8%	4,194	69.8%
Total	308,701	247,627	80.2%	215,467	69.8%

Source: Datatel

Note: Total Enrollments differ from the CCCCO MIS Data Mart's due to filtering at the State level.

Success and Retention by Ethnicity

The following tables provide data on the success and retention rates by ethnic groups for a period of five years, fall 1999 to fall 2003. Some observations follow:

- **African Americans:** The average success rate of 53.9% fell below the 69.8% for the college and it represents a significant gap of almost 16 percentage points. The average retention rate (70.8%) also fell below that of the college as a whole by 9.4%.
- **Hispanics:** The average success rate stood at 64.3%, compared to 69.8% for the college, a moderate difference of 5.5%. The average retention rate (77.0%) also fell below that of the college as a whole by 3.2%.
- **Native Americans:** The average success rate of 61.2% fell below that of the college by 8.6%. Furthermore, the average retention rate (74.1%) also fell below that of the college as a whole by 6.1%.
- The average success and retention rates for **Asian/Pacific Islander and White students** were higher than that of the college as a whole.

In summary, the success and retention rates for African Americans, Native Americans and Hispanics fell below that of the overall average for the college. This pattern was consistent for the past five years.

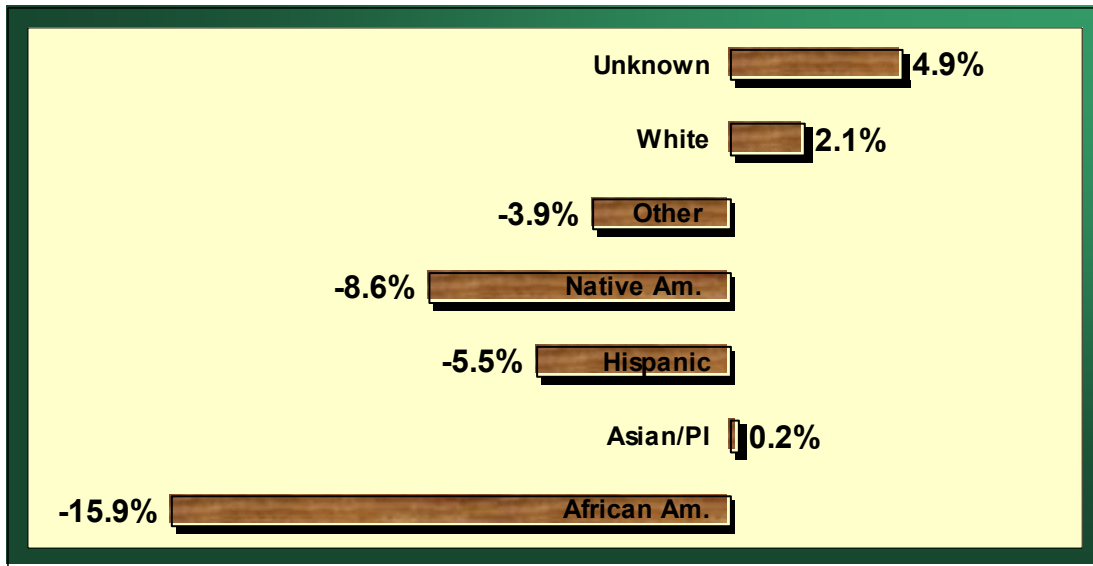
Table 16. Success Rates by Ethnicity, Fall 1999 to Fall 2003

Ethnic Groups	Enrollment	Success		Difference (Ethnic Groups Compared to the Average)
	Count	Count	Rates	
African Americans	15,298	8,252	53.9%	-15.9%
Asians/Pacific Islanders	60,016	42,039	70.0%	0.2%
Hispanics	33,835	21,759	64.3%	-5.5%
Native Americans	2,143	1,311	61.2%	-8.6%
Other Non-Whites	10,914	7,192	65.9%	-3.9%
Whites	157,786	113,462	71.9%	2.1%
Unknown/Unreported	28,709	21,452	74.7%	4.9%
Average	308,701	215,467	69.8%	

Table 17. Retention Rates by Ethnicity, Fall 1999 to Fall 2003

Ethnic Groups	Enrollment	Retention		Difference (Ethnic Groups Compared to the Average)
	Count	Count	Rates	
African Americans	15,298	10,838	70.8%	-9.4%
Asians/Pacific Islanders	60,016	48,463	80.8%	0.5%
Hispanics	33,835	26,060	77.0%	-3.2%
Native Americans	2,143	1,587	74.1%	-6.2%
Other Non-Whites	10,914	8,515	78.0%	-2.2%
Whites	157,786	128,067	81.2%	0.9%
Unknown/Unreported	28,709	24,097	83.9%	3.7%
Average	308,701	247,627	80.2%	

Figure 5. Difference between the Success Rates by Ethnicity and DVC's Average, Fall 1999 to Fall 2003



Source: Datatel

Table 18. DVC Success and Retention by Ethnicity, Fall 1999 to Fall 2003

Fall 1999					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	2,825	2,030	71.9%	1,539	54.5%
Asian/Pacific Islander	11,991	9,954	83.0%	8,608	71.8%
Hispanic	6,478	5,175	79.9%	4,369	67.4%
Native American	456	340	74.6%	273	59.9%
Other Non-White	2,010	1,592	79.2%	1,331	66.2%
White Non-Hispanic	31,897	26,566	83.3%	23,469	73.6%
Unknown	3,427	2,776	81.0%	2,359	68.8%
Total	59,084	48,433	82.0%	41,948	71.0%

Fall 2000					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	2,918	1,987	68.1%	1,475	50.5%
Asian/Pacific Islander	11,849	9,270	78.2%	8,046	67.9%
Hispanic	6,449	4,876	75.6%	4,050	62.8%
Native American	458	316	69.0%	261	57.0%
Other Non-White	2,227	1,693	76.0%	1,448	65.0%
White Non-Hispanic	31,638	24,963	78.9%	22,218	70.2%
Unknown	4,555	3,625	79.6%	3,195	70.1%
Total	60,094	46,730	77.8%	40,693	67.7%

Table 18. DVC Success and Retention by Ethnicity, Fall 1999 to Fall 2003

Fall 2001					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	3,145	2,035	64.7%	1,623	51.6%
Asian/Pacific Islander	11,952	9,310	77.9%	8,267	69.2%
Hispanic	6,753	4,889	72.4%	4,226	62.6%
Native American	428	317	74.1%	272	63.6%
Other Non-White	2,279	1,724	75.6%	1,503	65.9%
White Non-Hispanic	31,756	24,858	78.3%	22,430	70.6%
Unknown	5,993	4,935	82.3%	4,503	75.1%
Total	62,306	48,068	77.1%	42,824	68.7%

Fall 2002					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	3,193	2,351	73.6%	1,813	56.8%
Asian/Pacific Islander	12,299	10,018	81.5%	8,677	70.6%
Hispanic	7,049	5,449	77.3%	4,518	64.1%
Native American	425	315	74.1%	255	60.0%
Other Non-White	2,381	1,891	79.4%	1,595	67.0%
White Non-Hispanic	32,240	26,400	81.9%	23,264	72.2%
Unknown	7,671	6,562	85.5%	5,859	76.4%
Total	65,258	52,986	81.2%	45,981	70.5%

Fall 2003					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	3,217	2,435	75.7%	1,802	56.0%
Asian/Pacific Islander	11,925	9,911	83.1%	8,441	70.8%
Hispanic	7,106	5,671	79.8%	4,596	64.7%
Native American	376	299	79.5%	250	66.5%
Other Non-White	2,017	1,615	80.1%	1,315	65.2%
White Non-Hispanic	30,255	25,280	83.6%	22,081	73.0%
Unknown	7,063	6,199	87.8%	5,536	78.4%
Total	61,959	51,410	83.0%	44,021	71.0%

Grand Total Fall 1999 to Fall 2003					
Ethnicity	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
African-American	15,298	10,838	70.8%	8,252	53.9%
Asian/Pacific Islander	60,016	48,463	80.8%	42,039	70.0%
Hispanic	33,835	26,060	77.0%	21,759	64.3%
Native American	2,143	1,587	74.1%	1,311	61.2%
Other Non-White	10,914	8,515	78.0%	7,192	65.9%
White Non-Hispanic	157,786	128,067	81.2%	113,462	71.9%
Unknown	28,709	24,097	83.9%	21,452	74.7%
Total	308,701	247,627	80.2%	215,467	69.8%

Success and Retention by Disability

The following table provides data on the success and retention rates by disability and non-disability for a period of five years, fall 1999 to fall 2003.

- The five-year average success rate of 67.6% for disabled students fell slightly below the 69.4% for the college and it represents a small gap of 1.8 percentage points. The average retention rate (78.6%) also fell slightly below that of the college as a whole (79.5%) by 0.9%.
- The success rate for disabled students has improved gradually over five years, from 65.2% in fall 1999 to 69.8% in fall 2003. The success rate for regular students also increased during the same period from 67.4% in 1999 to 71.0% in 2003.

In summary, the success and retention rates for students declaring a disability were only slightly below that of the overall average for the college. The disparity between the success rate of disabled students and that of non-disabled students, or DVC as a whole, does not appear to be significant.

Table 19. DVC Success and Retention by Disability Status, Fall 1999 to Fall 2003

Fall 1999					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	3,605	2,756	76.4%	2,352	65.2%
No Disability	60,389	46,754	77.4%	40,724	67.4%
Total	63,994	49,510	77.4%	43,076	67.3%

Fall 2000					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	3,490	2,673	76.6%	2,294	65.7%
No Disability	59,150	46,196	78.1%	40,495	68.5%
Total	62,640	48,869	78.0%	42,789	68.3%

Fall 2001					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	3,313	2,572	77.6%	2,258	68.2%
No Disability	57,898	44,910	77.6%	40,202	69.4%
Total	61,211	47,482	77.6%	42,460	69.4%

Fall 2002					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	3,403	2,747	80.7%	2,366	69.5%
No Disability	62,589	50,914	81.3%	44,064	70.4%
Total	65,992	53,661	81.3%	46,430	70.4%

Table 19. DVC Success and Retention by Disability Status, Fall 1999 to Fall 2003

Fall 2003					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	3,366	2,746	81.6%	2,349	69.8%
No Disability	59,023	49,076	83.1%	41,934	71.0%
Total	62,389	51,822	83.1%	44,283	71.0%

Grand Total Fall 1999 to Fall 2003					
Disability	Total Enrollments	Retained	Retention Rate	Succeeded	Success Rate
Disability	17,177	13,494	78.6%	11,619	67.6%
No Disability	299,049	237,850	79.5%	207,419	69.4%
Total	316,226	251,344	79.5%	219,038	69.3%

Source: Datatel

Establishing a Criterion for Significance

In the absence of guidelines from the Chancellor’s Office regarding the degree of significance for the disparity in success rates, the following criteria are suggested:

- **Simplicity:** The computation should be simple to perform and the results easily understood by all audiences.
- **Legal Constraints:** The methodology should be constrained by legal advice from the Chancellor’s Office.
- **Statistical Tests:** Statistical tests may be used but they are not required. However statistical tests were carried out at the 0.05 and 0.10 levels. These tests confirmed earlier observations that the college should focus on improving the success and retention rates for the African American, Native American, and possibly the Hispanic students. (See Appendix for tests of statistical significance, Fall 1999 to Fall 2003.)
- **Educational Significance:** There is a need for a focus on the practical and educational significance of any observed differences between groups.

In summary, the following observations may be made about course success rates at DVC.

- There are no significant differences in the success rate by gender and disability status.
- The success rates for Hispanic students falls below that of the overall student population, but the disparity is not significant.
- The success rate for African-American students falls significantly below that of the college as a whole. Serious attention should be directed toward closing the gap in the success rate for this group.
- The success rate for Native American students fluctuated from term to term due to the smaller number of students in this group. Some attention must be directed toward closing the success gap for this group as well.

3. ESL and Basic Skills Completion

This section addresses the persistence of students who enroll in the final basic skills and English as a Second Language (ESL) courses, into college-level courses. The analysis presented below is based on a study of a cohort of under-prepared students in fall 1999 who were tracked for two years. The persistence rate represents the percentage of students enrolled in a basic skills or ESL course who were able to complete (with a grade of “C” or better) a higher level course at DVC within two years. Basic skills courses are two levels below college-level courses.

Basic skills and ESL courses at DVC include the following:

English 096—Introduction to College Reading and Study Skills (3 units)
English 098—Introduction to College Writing (3 units)

ESL 096A—Introduction to College Reading and Study Skills (3 units)
ESL 098A—Introduction to College Writing (3 units)

Math 065— Arithmetic and Problem Solving (4 units)
Math 066—Pre-algebra and Problem Solving (4 units)
Math 075— Arithmetic and Pre-Algebra (4 units)

Developmental courses that are one level below college level courses include:

English 116—College Reading Development (3 units)
English 118—College Writing Development (3 units)

Math 110—Elementary Algebra (4 units)
Math 120—Intermediate Algebra (4 units)

College-level courses in English and Mathematics are as follows:

English 122— Freshman English: Composition and Reading (3 units)

Math 121— Plane Trigonometry (3 units)
Math 124—Mathematics for Liberal Arts (3units)
Math 135—College Algebra (3 units)
Math 142—Elementary Statistics with Probability (4 units)
Math 181—Finite Mathematics (3 units)

Detailed analysis of the information presented in this section may be found in the Institutional effectiveness Fact Book, 2003 (pages 104 to 137).

The following observations may be made about the persistence of basic skills and ESL students:

- Enrollment in basic skills courses as a percentage of total enrollment in California’s

- More than 50% of the students enrolled in basic skills math and approximately 40% of the students enrolled in basic skills English are of a young age (less than 20 years old). In contrast, 70% of the students enrolled in ESL courses were adult learners of age 25 years and older.
- White students represent approximately one-half of the students enrolled in basic skills math and one-third of the students in basic skills English; Asians and Hispanics were the dominant ethnic groups in ESL. On the other hand, African Americans and Hispanics had a disproportionately larger representation in basic skills math and basic skills English, compared to their representation in the general student population at DVC.
- A 1999-00 cohort of 330 ESL students that completed the highest level of DVC's ESL courses were tracked for two years, 77 or 23% of them persisted to and were successful in English 122 (DVC's college level English course).
- A similar cohort of 468 basic skills English students that completed English 96 or English 98 (basic skills English) progressed to the next level at a rate of 35% and persisted to college level English at a rate of 26%.
- During the same time period, a cohort of 543 basic skills math students persisted to Math 110 (an AA Degree applicable course) at a rate of 28.5%, persisted to the next level math course at a rate of 12% and to a transfer level math course at a rate of 4%.
- The persistence rate of the ESL students and the basic skills English students to a college level English class are practically the same. However, the persistence rate of the basic skills math students continue to be considerably less than the other two.
- DVC's total basic skills improvement rate (percentage of students enrolled in basic skills who successfully complete a higher-level course in the same discipline within three years) has moved up each year between 1994-95 (20.96%) and 1999-2000 (32.45%). Historically, the overall improvement rate for DVC has been higher than that of the state.

It is clear that students in all three of these categories are the at-risk students. To improve the persistence of these at risk students the DVC faculty are trying several new approaches.

- Instructional Assistance aides have been assigned to each of the basic skills English, ESL and math sections to assist students during class time and to provide study groups outside the class time.
- The class size of the basic skills and ESL courses have been reduced to 25 students (down from 42 for math).

- In the spring 2005 semester, a Learning Community group will be established linking a basic skills math class with a basic skills English class.
- The DVC math department has provided workshops for the faculty presented by David Berg the founder of “Making Math Real”.

Table 20. Persistence Rate for Selected Basic Skills English and ESL, 1999-00 to 2000-02*

Basic Skills Courses	Count/ Percent	Total Enrollment in Basic Skills	Persistence Rate for Two Years		
			English 116	English 118	English 122
English 096	Count	247	91	75	61
	%	100.0%	36.8%	30.4%	24.7%
English 098	Count	221	73	90	62
	%	100.0%	33.0%	40.7%	28.1%
Total English	Count	468	164	165	123
	%	100.0%	35.0%	35.3%	26.3%
ESL 096A	Count	174	55	53	35
	%	100.0%	31.6%	30.5%	20.1%
ESL 098A	Count	156	56	60	42
	%	100.0%	35.9%	38.5%	26.9%
Total ESL	Count	330	111	113	77
	%	100.0%	33.6%	34.2%	23.3%
Grand Total for English and ESL	Count	708	275	278	200
	%	100.0%	38.8%	39.3%	28.2%

Table 21. Persistence Rate for Selected Basic Skills Mathematics, 1999-00 to 2000-02*

Basic Skills Courses	Count/ Percent	Total Enrollment in Basic Skills	Persistence Rate for Two Years		
			Math 110, 110A, 110B	Math 120, 120A, 120B	Math 121,124, 135, 142, 181
Math 065	Count	91	14	8	3
	%	100.0%	15.4%	8.8%	3.3%
Math 066	Count	108	30	8	2
	%	100.0%	27.8%	7.4%	1.9%
Math 075	Count	344	111	49	18
	%	100.0%	32.3%	14.2%	5.2%
Total Basic Skills Math	Count	543	155	65	23
	%	100.0%	28.5%	12.0%	4.2%

*End of term data

Source: Datatel

4. Degrees and Certificates

This section includes a discussion of the degrees and certificates awarded by ethnicity. The proportionate share for each ethnic group is compared with the proportionate representation of that group in the overall student population at DVC. Data for this section covers a five-year period, 1999-2000 to 2003-04.

Associate of Arts Degree

In Table 22 the ethnicity percent of students who received an AA Degree from DVC in the period 1999-2000 to 2003-2004 is compared with the ethnicity percent of the total college enrollment in the same period.

Table 22. Degrees Awarded by Ethnicity, 1999-00 to 2003-04

Ethnicity	Number of Associate Degrees	Percentage of Awards	Percentage of Enrollment	Percentage of Difference*
African-American	142	4.4%	5.4%	-18.4%
Asian/Pacific Islander	549	17.0%	18.1%	-6.0%
Hispanic	378	11.7%	10.7%	9.6%
Native American	18	0.6%	0.7%	-12.9%
Other Non-White	115	3.6%	3.0%	19.8%
White	1,826	56.6%	54.3%	4.2%
Unknown/Blank	198	6.1%	7.8%	-22.1%
Total	3,226	100.0%	100.0%	

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

Source: Datatel

The following observations may be made about Table 22:

- There were fewer AA Degrees given to the African-Americans and Native Americans than should be expected based on their percent of students enrolled.
- The percentage of difference of Asian/Pacific Islanders probably represents a lower interest in getting an Associate Degree than in transferring to a four-year institution.
- Hispanic and White students demonstrated a comparably greater interest in obtaining an Associate Degree.

Certificates

In Table 23 the ethnicity percent of students who received a certificate from DVC in the period 1999-2000 to 2003-2004 is compared with the ethnicity percent of the total college enrollment in the same period.

Table 23. Certificates Awarded by Ethnicity, 1999-00 to 2003-04

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 awards less percentage of enrollment over percentage of enrollment

Source: Datatel

The following observations may be made about Table 23:

- There were fewer certificates awarded to **African-Americans** and **Hispanics** than should be expected based on their proportionate share of enrollment.
- The percentage of difference for **Asian/Pacific Islanders** 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.

5. Transfer

The discussion in this section addresses two major items, namely Student Transfer to the University of California (UC) and California State University (CSU), and Transfer-eligibility of students. The focus of the analysis is placed on the ethnic distribution of students.

Transfer to UC and CSU

Table 24 indicates the ethnic distribution of students who transferred to UC and CSU from 1994-95 to 2003-04. The following observations may be made:

- **African Americans** accounted for 2.7% of the total transfers to UC and CSU. The number of transfers during this period has fluctuated widely with no discernable pattern. This ethnic group has historically been under-represented in the transfers to UC and CSU. However, the number of transfers grew by 11% by 2003-04, compared to that of ten years earlier.
- **Asians/Pacific Islanders** accounted for 23% of the transfers to UC and CSU over a period of ten years. The number of transfers has increased by 37.8% during this period. This group has historically been over-represented in the transfers to UC and CSU.
- **Hispanics** represented 8.6% of the transfers to UC and CSU over the past ten years. The number of transfers grew at a modest rate of 12% during this period. Historically, this group has been under-represented in the transfers to UC and CSU. However, such under-representation is not as significant as that of African Americans.
- **Native Americans** represent less than 1% of the transfers to UC and CSU. The number and percentage of transfers fluctuated during the period of 1994-95 to 2003-04. However, since the numbers are too small, no definite conclusions can be drawn about the direction of the change in transfer for this group.
- **“Others”** represent mostly international students. The number of transfers from this group has increased almost fourfold in the past ten years.
- **Whites** accounted for an average of 47% of the transfers to UC and CSU in the past 10 years. However, the percentages of transfers for this group have declined steadily from 57% in 1994-95 to only 41% in 2003-04.

In summary, the college’s efforts should focus on increasing the number of transfers among the African-American and Hispanic students.

Table 24. DVC Transfers by Ethnicity to UC and CSU Combined, 1994-95 to 2003-04

Year	African-American	Asian-Pacific Islander	Hispanic	Native American	Other	White	Unknown	Total
1994-95	53	315	154	16	21	969	185	1,713
1995-96	62	355	146	11	55	900	203	1,732
1996-97	47	334	139	17	27	793	202	1,559
1997-98	48	318	118	11	33	744	190	1,462
1998-99	45	336	117	14	45	672	274	1,503
1999-00	32	386	129	10	54	732	222	1,565
2000-01	41	385	144	6	71	653	318	1,618
2001-02	17	403	117	35	68	668	327	1,635
2002-03	37	424	139	17	63	662	272	1,614
2003-04	59	434	172	11	80	669	221	1,646
Total Count	441	3,690	1,375	148	517	7,462	2,414	16,047
% of Each Group	2.7%	23.0%	8.6%	0.9%	3.2%	46.5%	15.0%	100.0%
Change: 1994-95 to 2003-04	11.3%	37.8%	11.7%	-31.3%	281.0%	-31.0%	19.5%	-3.9%

Year	African-American	Asian-Pacific Islander	Hispanic	Native American	Other	White	Unknown	Total
1993-94	2.4%	16.5%	7.3%	1.3%	0.9%	59.3%	12.2%	100.0%
1994-95	3.1%	18.4%	9.0%	0.9%	1.2%	56.6%	10.8%	100.0%
1995-96	3.6%	20.5%	8.4%	0.6%	3.2%	52.0%	11.7%	100.0%
1996-97	3.0%	21.4%	8.9%	1.1%	1.7%	50.9%	13.0%	100.0%
1997-98	3.3%	21.8%	8.1%	0.8%	2.3%	50.9%	13.0%	100.0%
1998-99	3.0%	22.4%	7.8%	0.9%	3.0%	44.7%	18.2%	100.0%
1999-00	2.0%	24.7%	8.2%	0.6%	3.5%	46.8%	14.2%	100.0%
2000-01	2.5%	23.8%	8.9%	0.4%	4.4%	40.4%	19.7%	100.0%
2001-02	1.0%	24.6%	7.2%	2.1%	4.2%	40.9%	20.0%	100.0%
2002-03	2.3%	26.3%	8.6%	1.1%	3.9%	41.0%	16.9%	100.0%
2003-04	3.6%	26.4%	10.4%	0.7%	4.9%	40.6%	13.4%	100.0%

Source: CPEC

Transfer to UC and CSU in 2002-03

Table 25 includes the number of transfers from Diablo Valley College to UC and CSU for the 2002-03 academic year. It is apparent that African Americans, White and Hispanic students are under-represented in the transfers to UC and CSU. However, African-Americans need the most attention for improved transfers.

Table 25. Ethnicity of DVC Transfer Students vs. Ethnicity of Enrolled Students, 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%	29%
Hispanic	139	8.6%	10.6%	-23%
Native American	17	1.1%	0.6%	45%
Other Non-White	63	3.9%	3.1%	21%
White	626	41.0%	53.0%	-29%
Unknown/Blank	272	16.9%	8.9%	47%
Total	1,614	100.0%	100.0%	

*Transfer percentage less enrollment percentage over transfer percentage

Source: CPEC; Datatel

Transfer Eligibility

The number of transfer-eligible students represents an effective measure of the degree of students' academic preparedness for transfer to four-year institutions. Transfer-eligible students are those who completed 56 or more units, with a GPA of 2.0 or better, and with a successful completion of both transfer courses in English and mathematics.

The number of transfer-eligible students is usually compared with the number of transfer-potential students to indicate the degree of progress made toward transfer over time. The number of transfer potential students represents a cohort of students in a particular term enrolled in 12 or more units, with a stated goal of transfer to four-year institutions. These students are then traced through subsequent terms to see which became transfer-eligible.

Table 26 indicates the ethnic distribution of the cohort of fall 2000 potential transfers who became transfer-eligible by spring 2004. The following observations may be made about the data.

- **African Americans:** The proportionate share of transfer-eligible students (1.3%) fell significantly below the comparable rate (4.8%) for potential-transfer students. This represents a significant under-representation for this group.
- **Asian/Pacific Islanders:** The proportionate share of transfer-eligible students (28.5%) was higher than the comparable rate for the potential-transfer students (22.2%). Historically, this group has had a high level of transfer, and it is reflected in the higher percentage of eligible transfer over potential transfer (6.3%).
- **Hispanics:** The proportionate share of eligible transfers (8.2%) was below the comparable rate for the transfer potential students (9.9%). The gap between the two rates is not as wide as that of Whites, Unknowns, or African Americans.

- **Native Americans:** The proportionate shares of eligible and potential transfers are almost the same at 0.8% and 0.7%, respectively.
- **Whites:** The proportionate share of eligible transfers (41.4%) fell below that of potential transfers (46.1%). White students had the greatest loss of proportionate representation between potential for, and eligibility for, transfer (-4.7%).

Table 26. Ethnicity of Fall 2000 Potential Transfer and Transfer-Eligible Students

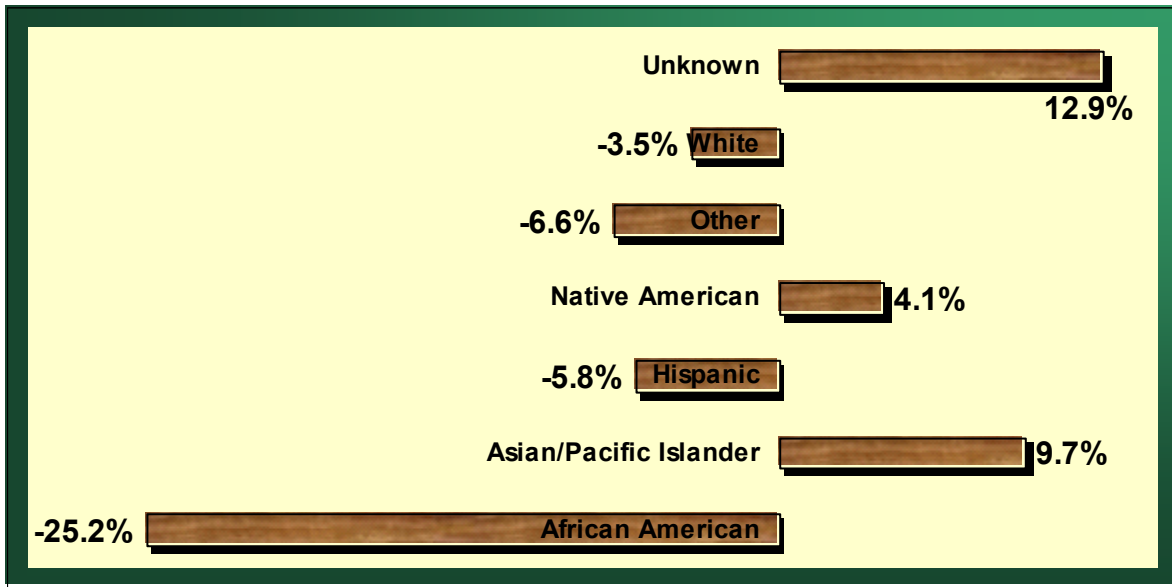
Ethnicity	Potential Transfer		Eligible Transfer		Difference Percentage (Eligible Less Potential)	Percentage of Difference: (Eligible Less Potential) over Potential
	Count	%	Count	%		
African-American	176	4.8%	16	1.3%	-3.5%	-73.5%
Asian/Pacific Islander	819	22.2%	361	28.5%	6.3%	28.4%
Hispanic	364	9.9%	104	8.2%	-1.7%	-16.8%
Native American	26	0.7%	10	0.8%	0.1%	12.0%
Other Non-White	173	4.7%	48	3.8%	-0.9%	-19.2%
White	1,699	46.1%	524	41.4%	-4.7%	-10.2%
Unknown/Blank	430	11.7%	203	16.0%	4.4%	37.5%
Total	3,687	100.0%	1,266	100.0%		

Table 27. Transfer Eligible Students as a Percentage of Potential Transfer Students by Ethnicity, Fall 2000 Cohort of Potential Transfer Students Tracked to Spring 2004

Ethnicity	Transfer Potential	Transfer Eligible	Percentage: Eligible Over Potential	Difference: Ethnic Group Less Average
African American	176	16	9.1%	-25.2%
Asian/Pacific Islander	819	361	44.1%	9.7%
Hispanic	364	104	28.6%	-5.8%
Native American	26	10	38.5%	4.1%
Other	173	48	27.7%	-6.6%
White	1,699	524	30.8%	-3.5%
Unknown	430	203	47.2%	12.9%
Total/Average	3,687	1,266	34.3%	

Source: Datatel

Figure 6. Transfer Eligible Students as a Percentage of Potential Transfer Students by Ethnicity, Fall 2000 Cohort of Potential Transfer Students Tracked to Spring 2004



Source: Datatel

Appendix

Statistical Significance of Course Success Rates by Ethnicity Fall 1999 to Fall 2003

Table 28. Statistical Significance of Course Success Rates by Ethnicity, Fall 1999 to Fall 2003

Statistics	Afr-Am	Asian	Hispanic	Native Am	Other	White	Unknown	Total and Statistics
Valid Course Count	501	675	678	234	475	763	484	767
Fall 1999 Success Rate	0.54	0.71	0.68	0.56	0.67	0.72	0.66	0.71
Median	0.50	0.73	0.71	0.60	0.69	0.73	0.75	0.71
St. Deviation	0.38	0.26	0.31	0.44	0.35	0.20	0.37	0.18
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Difference from Average	-0.17	0.00	-0.03	-0.15	-0.04	0.01	-0.05	
Group	2-Tailed P-Value of a Z-Test	1-Tailed P-Value of a Z-Test		Significant at the .10 Level	Significant at the .05 Level			
Overall	0.830471	0.415235	Average	0.71	0.71			
Afr-Am	0.045540	0.022770	Break	0.56	0.53			
Asian	0.830471	0.415235	Difference	-0.15	-0.18			
Hispanic	0.687625	0.343813	p-value	0.09647918	0.0406811	(z-test with 2-tailed p-value)		
Native Am	0.084031	0.042015	Notes:					
Other	0.630621	0.315310	African-American CSR has a -0.17 difference from Average CSR; it is therefore statistically significant at the 0.10 level. The Native American difference of -0.15 is just at the point of being statistically significant at the 0.10 level.					
White	0.866858	0.433429						
Unknown	0.570586	0.285293						

Statistics	Afr-Am	Asian	Hispanic	Native Am	Other	White	Unknown	Total and Statistics
Valid Course Count	498	690	673	252	484	753	432	763
Fall 2000 Success Rate	0.57	0.73	0.69	0.55	0.70	0.73	0.66	0.72
Median	0.54	0.75	0.72	0.50	0.80	0.74	0.75	0.73
St. Deviation	0.37	0.25	0.30	0.45	0.35	0.19	0.37	0.17
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Difference from Average	-0.15	0.01	-0.03	-0.17	-0.02	0.01	-0.06	
Group	2-Tailed P-Value of a Z-Test	1-Tailed P-Value of a Z-Test		Significant at the .10 Level	Significant at the .05 Level			
Overall	0.819000	0.409500	Average	0.72	0.72			
Afr-Am	0.077379	0.038689	Break	0.57	0.55			
Asian	0.857058	0.428529	Difference	-0.15	-0.17			
Hispanic	0.671719	0.335859	p-value	0.07737899	0.0414422	(z-test with 2-tailed p-value)		
Native Am	0.041442	0.020721	Notes:					
Other	0.725846	0.362923	African-American CSR has a -0.15 difference from Average CSR, and Native American CSR has a -0.17 difference. African-American CSR is statistically significant at the 0.10 level, and Native American CSR at the 0.05 level.					
White	0.857058	0.428529						
Unknown	0.491131	0.245565						

Source: Datatel

Table 27. Statistical Significance of Course Success Rates by Ethnicity, Fall 1999 to Fall 2003 (Cont.)

Statistics	Afr-Am	Asian	Hispanic	Native Am	Other	White	Unknown	Total and Statistics
Valid Course Count	516	728	704	233	510	801	466	810
Fall 2001 Success Rate	0.56	0.74	0.66	0.65	0.69	0.72	0.72	0.72
Median	0.50	0.76	0.67	1.00	0.75	0.73	1.00	0.71
St. Deviation	0.35	0.25	0.31	0.43	0.35	0.18	0.37	0.16
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Difference from Average	-0.16	0.02	-0.06	-0.07	-0.03	0.00	0.00	
Group	2-Tailed P-Value of a Z-Test	1-Tailed P-Value of a Z-Test		Significant at the .10 Level	Significant at the .05 Level			
Overall	0.747613	0.373806	Average	0.72	0.72			
Afr-Am	0.034142	0.017071	Break	0.59	0.57			
Asian	0.836027	0.418014	Difference	-0.13	-0.15			
Hispanic	0.394812	0.197406	p-value	0.0747939	0.03822143	(z-test with 2-tailed p-value)		
Native Am	0.336355	0.168178	Notes:					
Other	0.579298	0.289649	African-American CSR has a -0.16 difference from Average CSR; it is therefore statistically significant at the 0.05 level.					
White	0.747613	0.373806						
Unknown	0.747613	0.373806						

Statistics	Afr-Am	Asian	Hispanic	Native Am	Other	White	Unknown	Total and Statistics
Valid Course Count	547	741	700	244	510	806	515	815
Fall 2002 Success Rate	0.60	0.73	0.67	0.60	0.68	0.75	0.70	0.74
Median	0.58	0.75	0.67	0.75	0.75	0.75	0.83	0.74
St. Deviation	0.36	0.26	0.29	0.44	0.36	0.18	0.36	0.16
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Difference from Average	-0.14	-0.01	-0.07	-0.14	-0.06	0.01	-0.04	
Group	2-Tailed P-Value of a Z-Test	1-Tailed P-Value of a Z-Test		Significant at the .10 Level	Significant at the .05 Level			
Overall	0.841464	0.420732	Average	0.74	0.74			
Afr-Am	0.119327	0.059663	Break	0.59	0.57			
Asian	0.800906	0.400453	Difference	-0.15	-0.17			
Hispanic	0.464568	0.232284	p-value	0.07818791	0.040224553	(z-test with 2-tailed p-value)		
Native Am	0.119327	0.059663	Notes:					
Other	0.526590	0.263295	African-American and Native American course success rates are only one point from being statistically significant at the 0.05 level.					
White	0.876185	0.438093						
Unknown	0.647271	0.323636						

Table 27. Statistical Significance of Course Success Rates by Ethnicity, Fall 1999 to Fall 2003 (Cont.)

Statistics	Afr-Am	Asian	Hispanic	Native Am	Other	White	Unknown	Total and Statistics
Valid Course Count	521	714	658	213	479	784	521	792
Fall 2003 Success Rate	0.62	0.76	0.70	0.67	0.68	0.76	0.75	0.75
Median	0.60	0.79	0.75	1.00	0.79	0.78	1.00	0.76
St. Deviation	0.36	0.24	0.29	0.42	0.36	0.18	0.34	0.17
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Difference from Average	-0.13	0.01	-0.05	-0.08	-0.07	0.01	0.00	
Group	2-Tailed P-Value of a Z-Test	1-Tailed P-Value of a Z-Test		Significant at the .10 Level	Significant at the .05 Level			
Overall	0.754661	0.377330	Average	0.75	0.75			
Afr-Am	0.091103	0.045552	Break	0.62	0.60			
Asian	0.800906	0.400453	Difference	-0.13	-0.15			
Hispanic	0.464568	0.232284	p-value	0.0911033	0.0499584	(z-test with 2-tailed p-value)		
Native Am	0.289163	0.144582	Notes:					
Other	0.344506	0.172253	African-American CSR has a -0.13 difference from Average CSR; it therefore is statistically significant at the 0.10 level.					
White	0.800906	0.400453						
Unknown	0.754661	0.377330						

**Goals and Activities
For Each Success Indicator**

GOALS AND ACTIVITIES

This section of the plan includes five major goals that are expected to be implemented over the next five years. These goals are related to the five indicators of success addressed in the student equity plan.

Goal 1. Indicator for Student Access

To enhance access for disabled students.

Activities

- Enhanced outreach efforts, such as making contact with area Vocational Rehabilitation counselors to highlight services and programs on campus.
- Disability Support Services (DSS) staff will compile lists of contacts and establish timelines for completing outreach.
- In these outreach contacts, highlight the availability of services, technology and equipment designed to increase academic success, as well as support for people with disabilities seeking assistance with work-related issues.
- DSS staff will work collaboratively with Outreach/Relations with Schools office and Information Center to assure that information about DSS is readily available to prospective students visiting campus.
- DSS staff will accompany the outreach staff on school visits and community presentations.
- DSS staff will work collaboratively with the office of public relations to create effective marketing campaign, utilizing print publications, the college web site and other media.

Expected Outcomes

- Continued increase in the number of disabled students who can document their eligibility to receive services and accommodations on campus.

Goal 2. Indicator for Course Completion

To achieve equity in the course completion rates for African American, Native American and Hispanic students.

Activities

The activities indicated below aim at identifying at-risk” students early and developing strategies to address their needs. These activities include the following:

- Establish early outreach efforts to middle school students through the Educational Talent Search (funded through the Federal TRIO program).
- Expand financial aid outreach using the recently completed analysis of student success by zip codes in the college service area, funded by state BFAP monies.
- Promote DVC Summer Institute, sponsored by EOPS/CARE, which provides an intensive six-week college readiness program to strengthen college English and math skills for students identified as educationally disadvantaged, low income and first-generation college students. The Summer Institute also includes a counseling course to provide students with a plan for understanding and succeeding in college (Counseling 120 – Student Success). The Summer Institute can serve to bridge the gap between high school and college.
- Adopt the A.C.E.S. notification system (built on EOPS model, piloted at Contra Costa College with Title III funds). This electronic communication system will enable more timely and effective communication between faculty and counselors regarding the observation of performance issues and absences, as well as the need for some form of intervention (meeting with counselor, attendance at workshop, etc.)
- Using the model of the Puente program with Hispanic students, explore the possibility of establishing a culturally relevant program for African-American and Native American students. Visit existing programs at Chabot College and San Francisco City College to gather material and insights for developing a program at DVC. (Since its inception in 1997, the Puente program has had a proven success record for Hispanic students. Components include establishing campus mentors and group activities, as well as supporting transfer aspirations through a Counseling course – Counseling 130 - and taking field trips to four-year institutions.
- Apply for (and possibly implement) a Student Support Services (SSS/TRIO) program (Title III grant) to offer additional support services to qualified low income, first generation and disabled students.
- Implement the planned Ethnic Studies major.

Expected Outcomes

- Reduce the disparity in success rates among student groups to a maximum of five percentage points by 2010.
- Achieve a 75% aggregate success rate for all students by 2010.

Goal 3. Indicator for ESL and Basic Skills Completion

To improve the persistence rate of all students in basic skills math.

Activities

It has been noted that African-American and Hispanic students had a disproportionately larger representation in the basic skills classes, compared to their representation in the general student population. (See above for #2 with respect to African-American and Hispanic students.) The following are the activities for this goal:

- Assess the contribution of reduced class sizes to student success and consider further modifications. (The class size of basic skills courses has been reduced to 25 students down from 42 for math.)
- Evaluate the efficacy of the use of instructional assistants in basic skills math courses and consider further modifications, if necessary. Note: Instructional Assistance aides have been assigned to each of the basic skills math sections to assist students during class time and to provide study groups outside the class time.
- Present workshops for the math faculty by David Berg, founder of “Making Math Real”.
- Make greater utilization of the Learning Communities approach with basic skills courses starting in Spring, 2005. Create cohorts of students taking two or more classes together, so that they may have more contact and integration with each other and with faculty and staff outside of class. Consider inclusion of a Counseling course, such as 120 (Student Success) or PSYCH 115 (Resilience and Student Success) in the mix of classes, in order to support students in basic skills who may be struggling with math anxiety or in need of basic study skills.

Expected Outcome

- By 2010, improve persistence rates in basic skills math as follows:
 - ⇒ From math 110 (an AA degree applicable course) to the next level math (math 120)– increase by 10%
 - ⇒ From math 120 to the transfer level math – increase by 5%

Goal 4. Indicator for Degree and Certificate Completion

Increase the number of degrees and certificates awarded to African American students.

Activities

- See above for #2, with respect to African American students.
- Improve persistence through basic skills classes for African American students (see #3 above).
- Promote the value of obtaining the AA/AS degree, even if students are planning on transfer to a 4 year institution

Expected Outcome

- By 2010, to increase the percentage of degrees awarded to African Americans to meet or exceed the percentage of their proportionate representation in the overall student enrollment at DVC.

Goal 5. Indicator for Transfer

Increase the number of African American (significant under-representation) and Hispanic students (moderately under-represented) who transfer to UC and CSU.

Activities

- See #2 and #3 above for activities to improve outcomes with these two groups.

Expected Outcomes

- Increase the number of African American students who transfer to US and CSU by 10% by 2010.
- Increase in the number of Hispanic students who transfer to UC and CSU by 10%, by 2010.
- Increase the number of eligible transfers among African Americans and Hispanic students by 10% for each group.

Budget
Source of Funding for Activities

Budget

Sources of Funding for Activities

The following sources of funds may be used to implement the goals of the student equity plan:

- College Operating Funds
- Categorical funds
 - ⇒ Disabled Student Services (DSPS)
 - ⇒ Extended Opportunity Programs and Services (EOPS)
- Board Financial Assistance Program (BFAP)
- Partnership for Excellence funds
 - ⇒ A replication of the Puente program for African American students
 - ⇒ Learning Communities
- Basic Skills
 - ⇒ Title III funds (Federal grants)
 - ⇒ Educational Talent Search (ETS)
 - ⇒ SSS/TRIO programs
- Workability III grant

Evaluation Schedule and Process

Evaluation Schedule and Process

Follow-up will take place according to the following schedule and procedures.

Academic Year, 2007-2008

The college will assess progress toward achieving the goals of the student equity plan. Assessment methods may include the following:

- Utilize focus groups to discuss improvements and changes needed.
- Conduct surveys of students in targeted groups.
- Compare course success rates with the data for the previous five years.
- Compare the number of degrees and certificates earned by different groups with that of the previous five years.
- Compare the number of transfers from various groups with that of the previous five years.
- Compare the number of transfer-eligible for various groups with that of the previous five years.

Academic Year, 2010-2011

The college will assess progress toward achieving the goals of the student equity plan based on the methods indicated above.