

DATA OVERVIEW

Data Sources

The primary sources of student data for this report are Management Information System (MIS) referential files that are submitted annually to the California Community College Chancellor's Office (CCCCO) by the district Dean of Educational Services. Because Moreno Valley College (MVC) received its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2010, MVC student information reported in MIS files from the 2010- 2011 academic year to the present indicate that students have been enrolled at MVC. Prior to the 2010 academic year, MIS files identify students as belonging to Riverside Community College (RCC). Any student data appearing in this document that reports student information prior to 2010 are derived from RCC's MIS files and are identified as belonging to MVC students if the majority of units were earned through courses taken at MVC. The United States Census website is the source of information on the population characteristics of the communities that comprise the MVC service area. (The U.S. Census websites are the following: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml and <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>).

Definitions of Population Groups

Data for courses and cohorts were disaggregated for analysis to determine if gaps in achievement exist. The five indicators, access, course completion, basic skills, transfer, and degree and certificate completion, were subdivided into the following seven categories whenever possible: ethnicity, gender, age, disability status, economic status, foster youth status, and veteran status.

Methodology for determining disproportionate impact

To evaluate the college's performance in educating all populations, especially historically disadvantaged populations, this document reports outcome measures, progression measures, and, where appropriate, an analysis of disproportionate impact. The Proportionality Index methodology is used to indicate that disproportionate impact exists.

A particular assessment or placement processes produce disproportionate impact when "the percentage of persons from a particular racial, ethnic, gender, age or disability group . . . are directed to a particular service or placement based on an assessment instrument . . . [are] significantly different from the representation of that group in the population of persons being assessed . . ." (Title 5 Section 55502(d)). Title 5 directs college/districts to determine "whether any method or procedure has a disproportionate impact on a particular group of students." When the college/district has identified that a disproportionate impact exists, then the college/district should develop and implement a plan to correct the disproportionate impact.

In deciding how to measure and report disproportionate impact, the MVC Office of Institutional Effectiveness considered two methodologies proposed by the Chancellor's Office in its March 2014 letter: the proportionality index; and the 80 percent index. The proportionality index (PI) is a ratio that compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort: the higher the PI, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the PI, the lower the attainment rate (See Figure 1).

The 80 percent index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The subgroup with the highest completion rate is typically chosen as the reference group. The 80 percent index is computed by dividing the completion rate of a non-reference subgroup into the completion rate of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.

Proportionality Indices – August 2015

The research team at MVC decided in 2014 to use the proportionality index to measure disproportionate impact rather than the 80 percent index. The reason for this decision was that MVC has a very heterogeneous student population with a reference subgroup, in some cases, that is a very small percentage of the overall student population. The research team also believed that the proportionality index used with cutoffs described in Hao and Malcom-Piqueux's work for the USC Center for Urban Education provided a straightforward approach that the college community could easily understand. These measures used four performance levels that are each associated with a particular range of PIs, as described in Figure 2.

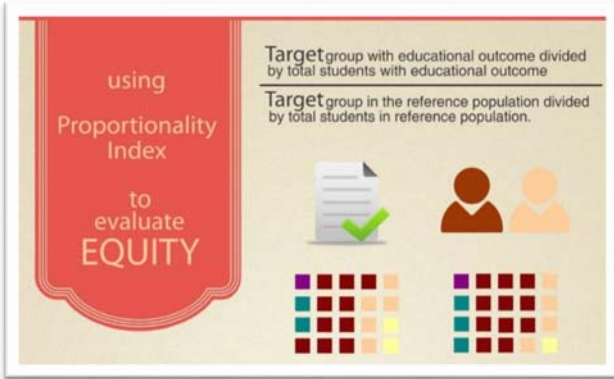


Figure 1. Using the Proportionality Index. Source: Adapted from the Equity Index developed by the Center for Urban Education, Dr. Lan Hao and Dr. Lindsey Malcom-Piqueux.

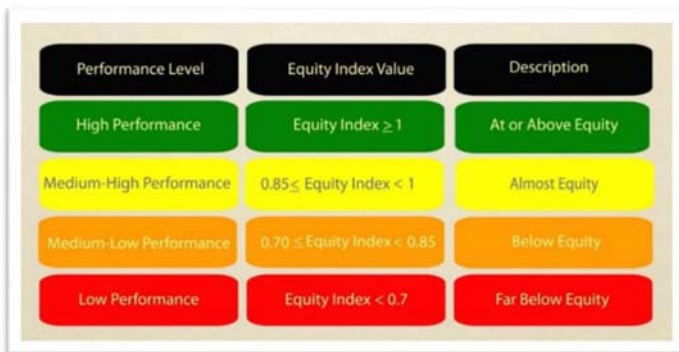


Figure 2. Performance Levels as Indicated by the Proportionality Index. Source: Adapted from Bensimon, Bustillos, & Hao (2006).

DEGREE AND CERTIFICATE COHORT COMPLETION

The cohorts for this indicator examine student progress in completing certain milestones toward certificate or degree achievement. There are five such categories: (1) Career and Technical Education (CTE) Cohort Completion, (2) 30-Unit Success Indicator, (3) Persistence Success Indicator, (4) Student Progress and Achievement Rate (SPAR). Definitions for those who are counted in the cohort and those who are successful cohort completers are given below.

SPAR Cohorts

SPAR cohorts include first-time students who earned a minimum of 6 units and attempted any math or English course in their first three years. SPAR completers achieve any of the following outcomes within six years of entry:

- a. Earned any AA/AS or any Chancellor’s Office approved credit certificate
- b. Transferred to a four-year institution
- c. Achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0

Proportionality Indices for SPAR cohort						
	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Ethnicity						
Asian	1.33	1.18	↓	1.18	50	22
African American/Black	0.99	0.94	↓	0.99	267	94
Filipino	1.06	1.19	↑	1.21	54	24
Hispanic/Latino	0.97	0.88	↓	0.90	751	248
American Indian/Alaska Native	0.52	1.61	↑	0.90	5	3
Native Hawaiian/Pacific Islander	1.38	0.80	↓	1.08	10	3
White	1.07	1.13	↑	1.10	285	120
Unknown/Non-Respondent	0.89	1.21	↑	1.09	218	99
Gender						
Female	1.09	1.01		1.04	970	365
Male	0.87	0.97	↓	0.94	659	240
Unknown	1.09	1.95	↑	1.42	11	8
Age						
Under 20	1.04	1.06		1.05	1347	533
20-24	0.70	0.66	↑	0.66	154	38
25-39	1.02	0.86	↓	0.80	93	30
40 or Over	0.57	0.70	↓	0.74	46	12
DSS Status						
Non-DSS	1.01	1.00		1.01	1587	596
DSS	0.75	0.86	↓	0.78	53	17
Veteran Status						
Non-Veteran	0.99	1.00		0.99	1627	606
Veteran	1.54	1.44	↑	1.43	13	7
Foster Youth Status						
Not Foster Youth	1.00	1.00		1.00	1633	609
Foster Youth	0.87	1.53	↓	1.08	7	4
Economic Status						
Not Economically Disadvantaged	1.00	1.17		1.00	393	172
Economically Disadvantaged	1.00	0.95	↑	1.00	1247	441

Proportionality Indices – August 2015

CTE Cohorts

CTE cohorts include students who complete more than 8 units during the first three years of enrollment in a single discipline having a 2-digit vocational TOP code where at least one of the courses is coded as occupational SAM A, B or C. CTE cohort completers are those students in a CTE cohort that have achieved any of the following outcomes within six years of entry:

- a. Earned any AA/AS or any Chancellor’s Office approved credit certificate
- b. Transferred to a four-year institution
- c. Achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Proportionality Indices for CTE cohort						
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Asian	1.55	1.64	↑	1.37	26	17
African American/Black	1.26	1.03	↓	1.10	97	40
Filipino	1.25	1.42	↑	1.28	23	13
Hispanic/Latino	1.11	1.03	↓	1.02	361	148
American Ind/Alaska Nat	0.39	0.67	↑	0.85	15	4
Pacific Islander	0.74	0.00	↓	0.77	8	0
White	0.93	0.97	↑	0.94	368	143
Other	0.52	0.86	↑	0.96	123	42
Gender						
Female	1.3	1.1		1.1	378	167
Male	0.9	0.9	↓	0.9	620	233
Unknown	0.0	0.8	↑	0.9	23	7
Age						
Under 20	1.40	1.29		1.35	232	119
20-24	1.13	1.09	↓	1.10	275	119
25-39	0.84	0.89	↓	0.76	379	135
40 Or Over	0.67	0.63	↑	0.88	135	34
DSS Status						
Non-DSS	1.00	0.98		0.99	992	389
DSS	1.15	1.56	↓	1.32	29	18
Economic Status						
Not Economically Disadvantaged	0.75	0.71	↓	0.74	544	154
Economically Disadvantaged	1.40	1.33	↓	1.33	477	253
Veteran Status						
Non-Veterans	0.99	0.99		0.99	1015	402
Veterans	1.40	2.09	↑	1.42	6	5
Foster Youth Status						
Not Foster Youth	0.99	1.00		1.00	1018	406
Foster Youth	1.77	0.84	↓	1.27	3	1

Proportionality Indices – August 2015

30+ UNITS COHORTS

Commented [PS1]:

30 Units cohorts include first-time students who earned a minimum of 6 units and attempted any math or English course in their first three years. 30 Units completers are those who have earned at least 30 units.

Proportionality Indices for 30+Units Cohort							
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion	
Asian	1.03	1.02	↓	1.09	50	32	
African American/Black	0.94	0.79	↓	0.85	267	133	
Filipino	0.91	1.27	↑	1.17	54	43	
Hispanic/Latino	1.02	1.01	↓	0.99	751	476	
American Indian/Alaska Native	0.81	0.80	↓	0.96	10	5	
Native Hawaiian/Pacific Islander	1.04	1.59	↑	1.10	5	5	
White	1.07	1.01	↓	1.06	285	180	
Unknown/Non-Respondent	0.90	1.13	↑	1.02	218	155	
Gender							
Female	1.02	1.02	↑	1.02	970	618	
Male	0.97	0.97	↑	0.98	659	402	
Unkown	0.94	1.30	↑	1.09	11	9	
Age							
Under 20	1.03	1.03	↑	1.04	1347	872	
20-24	0.71	0.83	↓	0.76	154	80	
25-39	1.10	0.93	↓	0.87	93	54	
40 or Over	0.86	0.80	↓	0.86	46	23	
DSS Status							
Non -DSS	1.00	1.00	↓	1.00	1587	997	
DSS	1.07	0.96	↓	0.95	53	32	
Economic Status							
Not Economically Disadvantaged	0.85	0.83	↓	0.84	393	204	
Economically Disadvantaged	1.06	1.05	↓	1.07	1247	825	
Veteran Status							
Non-Veterans	1.00	1.00	↑	1.00	1627	1019	
Veterans	1.33	1.35	↑	1.19	13	11	
Foster Youth Status							
Not Foster Youth	1.00	1.00	↑	1.00	1633	1023	
Foster Youth	0.87	1.37	↑	1.08	7	6	

Proportionality Indices – August 2015

PERSISTENCE COHORTS

Persistence cohorts include first-time students who earned a minimum of 6 units and attempted any math or English course in their first three years. Persistence completers enroll in their first three consecutive primary semester terms.

Proportionality Indices for Persistence Cohort						
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Asian	0.76	1.08		1.03	50	37
African American/Black	1.04	0.89	↑	0.94	267	164
Filipino	1.17	1.11	↓	1.11	54	41
Hispanic/Latino	0.98	0.99	↓	0.99	751	513
American Indian/Alaska Native	0.75	0.87	↑	1.00	5	3
Native Hawaiian/Pacific Islander	1.05	0.87	↑	0.98	10	6
White	1.08	0.96	↓	1.03	285	187
Unknown/Non-Respondent	0.89	1.17	↓	1.01	218	175
Gender						
Female	1.01	1.02		1.01	970	681
Male	0.99	0.96	↑	0.98	659	436
Unknown	1.00	1.19	↓	0.91	11	9
Age						
Under 20	1.04	1.03		1.03	1347	948
20-24	0.73	0.82	↓	0.76	154	87
25-39	0.93	0.96	↑	0.94	93	61
40 or Over	0.75	0.95	↑	0.97	46	30
DSS Status						
Non -DSS	1.00	1.00		1.00		
DSS	1.00	1.07	↓	1.06		
Economic Status						
Not Economically Disadvantaged	1.00	0.95	↓	0.97	393	255
Economically Disadvantaged	1.00	1.02	↑	1.01	1247	871
Veteran Status						
Non-Veterans	1.00	1.00		1.00	1627	1116
Veterans	1.14	1.12	↑	1.06	13	10
Foster Youth Status						
Not Foster Youth	1.00	1.00		1.00	1633	1120
Foster Youth	1.00	1.25	↓	1.08	7	6

Proportionality Indices – August 2015

TRANSFER COHORTS

Transfer cohorts include students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English. Transfer completers are those cohort students who actually transfer to a 4-year institution after one or more (up to six) years.

Proportionality Indices for Transfer Cohort						
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Asian	1.44	1.08		1.13	50	14
African American/Black	1.15	1.17	↓	1.12	267	81
Filipino	1.22	0.64	↑	1.06	54	9
Hispanic/Latino	0.90	0.85	↓	0.87	751	167
American Indian/Alaska Native	0.38	1.54	↓	0.78	5	2
Native Hawaiian/Pacific Islander	1.77	1.15	↑	1.37	10	3
White	1.04	1.12	↓	1.10	285	83
Unknown/Non-Respondent	0.85	1.20	↑	1.12	218	68
Gender						
Female	1.07	1.02		1.04	970	258
Male	0.89	0.94	↓	0.94	659	162
Unkown	0.94	2.44	↑	1.44	11	7
Age						
Under 20	1.09	1.11		1.09	1347	390
20-24	0.68	0.47	↑	0.64	154	19
25-39	0.47	0.62	↓	0.53	93	15
40 or Over	0.35	0.25	↑	0.40	46	3
DSS Status						
Non -DSS	1.02	1.01	↓	1.01	1587	416
DSS	0.36	0.80	↑	0.61	53	11
Economic Status						
Not Economically Disadvantaged	1.15	1.23	↑	1.10	854	274
Economically Disadvantaged	0.94	0.75	↓	0.93	786	153
Veteran Status						
Non-Veterans	0.99	1.00	↑	0.99	1627	424
Veterans	1.77	0.89	↓	1.46	13	3
Foster Youth Status						
Not Foster Youth	1.00	0.99	↓	1.00	1633	423
Foster Youth	1.10	2.19	↑	1.09	7	4

REMEDIAL COHORTS

The ESL, Math and English cohorts are those credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.

Proportionality Indices – August 2015

- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

The cohort year is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.

Summary for Remedial Math cohorts

Proportionality Indices for Remedial Math Cohort						
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Asian	0.73	1.04	↑	1.20	26	7
African American/Black	0.78	0.55	↓	0.66	245	35
Filipino	1.30	1.85	↑	1.57	25	12
Hispanic/Latino	1.09	1.06	↓	1.04	619	170
American Indian/Alaska Native	0.00	0.00	↔	0.68	2	0
Native Hawaiian/Pacific Islander	1.39	0.96	↓	0.90	8	2
White	1.16	1.18	↑	1.17	244	75
Unknown/Non-Respondent	0.84	1.09	↑	1.04	109	31
Gender						
Female	1.02	1.01	↓	1.03	790	207
Male	0.97	0.99	↑	0.95	478	123
Unknown	0.81	0.77	↓	1.36	10	2
Age						
Under 20	1.03	1.10	↑	1.15	687	196
20-24	0.97	0.89	↓	0.86	277	64
25-39	1.05	0.98	↓	0.80	228	58
40 or Over	0.68	0.63	↓	0.66	86	14
DSS Status						
Non-DSS	1.01	1.00	↓	1.02	1224	318
DSS	0.73	1.00	↑	0.58	54	14
Economic Status						
Not Economically Disadvantaged	1.08	1.06	↓	1.06	507	140
Economically Disadvantaged	0.94	0.96	↑	0.96	771	192
Veteran Status						
Non-Veteran	0.99	0.99	↑	0.99	1270	328
Veteran	1.62	1.92	↑	1.51	8	4
Foster Youth Status						
Not Foster Youth	0.99	1.00	↑	1.01	1275	332
Foster Youth	1.18	0.00	↓	0.47	3	0

Proportionality Indices – August 2015

Summary for Remedial English Cohorts

Proportionality Indices for Remedial English Cohort						
Ethnicity	Cohort ending in 2013	Cohort ending in 2014	Change	5-yr. average	2014 Cohort at Census	2014 Cohort Successful Completion
Asian	1.13	1.21	↑	1.29	51	24
African American/Black	0.78	0.70	↓	0.79	324	88
Filipino	1.14	1.66	↑	1.46	48	31
Hispanic/Latino	1.05	1.09	↑	1.01	776	330
American Indian/Alaska Native	0.83	1.29	↑	0.94	6	3
Native Hawaiian/Pacific Islander	1.24	0.97	↓	0.98	8	3
White	1.15	1.01	↓	1.08	283	111
Unknown/Non-Respondent	0.91	0.81	↓	0.94	121	38
Gender						
Female	1.08	1.03	↓	1.07	975	391
Male	0.87	0.94	↑	0.89	633	231
Unkown	1.24	1.72	↑	1.53	9	6
Age						
Under 20	1.12	1.13	↑	1.11	1060	465
20-24	0.75	0.66	↓	0.75	313	80
25-39	0.74	0.96	↑	0.85	188	70
40 or Over	0.57	0.60	↑	0.71	56	13
DSS Status						
Non -DSS	1.01	1.00	↓	1.01	1552	603
DSS	0.79	0.99	↑	0.89	65	25
Economic Status						
Not Economically Disadvantaged	1.05	1.04	↓	1.02	652	263
Economically Disadvantaged	0.96	0.97	↑	0.99	965	365
Veteran Status						
Non-Veterans	1.00	0.99	↓	1.00	1605	620
Veterans	0.91	1.72	↑	1.25	12	8
Foster Youth Status						
Not Foster Youth	1.00	1.00	↓	1.00	1614	626
Foster Youth	0.80	1.72	↑	0.85	3	2

Proportionality Indices – August 2015

ACCESS

Access compare the percentage of each population group that is enrolled at the college to the percentage of each group in the adult population within the community served.

Summary for Access, MVC-only

Proportionality Indices for Access - MVC non-PSET					
Ethnicity	Fall 2013	Fall 2014	Change	5-yr. average	Fall 2014 Census
Asian	1.05	1.00	↓	1.09	521
African American/Black	1.33	1.31	↓	1.40	1165
Hispanic/Latino	1.09	1.12	↑	1.03	4945
American Indian/Alaska Native	0.61	0.47	↓	0.69	14
Native Hawaiian/Pacific Islander	0.48	0.63	↑	0.63	21
Two or More Races	1.85	1.91	↑	1.71	363
White	0.57	0.53	↓	0.62	1142
Gender					
Female	1.17	1.17	↑	1.19	4916
Male	0.82	0.81	↓	0.79	3300
Age					
Under 20	0.82	0.78	↓	0.86	2228
20-24	4.42	4.38	↓	4.23	3359
25-39	1.11	1.16	↑	1.11	2021
40 or Over	0.20	0.22	↑	0.22	649

Summary for Access, PSET only

Proportionality Indices for Access -PSET					
Ethnicity	Fall 2013	Fall 2014	Change	5-yr. average	Fall 2014 Census
Asian	0.56	0.23	↓	0.41	13
African American/Black	0.64	0.49	↓	0.64	33
Hispanic/Latino	0.89	1.01	↑	0.82	354
American Indian/Alaska Native	2.14	2.10	↓	1.40	5
Native Hawaiian/Pacific Islander	1.39	0.76	↓	1.01	2
Two or More Races	1.56	1.10	↓	1.11	18
White	1.32	1.31	↓	1.51	270
Gender					
Female	0.44	0.47	↑	0.47	167
Male	1.56	1.52	↓	1.53	529
Age					
Under 20	0.46	0.36	↓	0.33	87
20-24	3.89	4.17	↑	2.97	250
25-39	0.94	2.05	↑	1.12	307
40 or over	0.38	0.24	↓	0.40	60

COURSE COMPLETION

The course *Completion Percentage (%)* is determined by the ratio of the number of successful students enrolled in credit courses by population group at the end of the term (“Comp. Count”) compared to the number of students enrolled in courses on the census day of the term (“Census Count”). The *Completion Count* (“Comp. Count”) data total the successful completion of a credit course for which a student received a grade of A, B, C, or Credit.

Course completion is considered in four categories: (1) all credit courses, (2) transfer-level courses, one-level-below-transfer courses (in mathematics and English), (3) basic skills courses, and (4) career and technical education (CTE) courses.

Summary for Overall Course Successful Completion

Proportionality Indices for Overall Course Completion						
Ethnicity	2012-2013	2013-2014	Change	5-yr. average	2013-14	2013-14
					Census Count	Completion Count
Asian	1.09	1.11	↑	1.08	2718	2179
African-American/Black	0.85	0.85	↑	0.84	6404	3936
Hispanic / Latino	0.98	0.99	↑	0.98	24278	17342
American Indian / Alaska Native	1.06	1.11	↑	1.09	89	71
Native Hawaiian / Pacific Islander	0.85	1.06	↑	0.96	81	62
Two or More Races	0.96	0.95	↓	0.96	1940	1323
White	1.14	1.12	↓	1.14	6874	5551
Unknown / Non-Respondent	1.07	1.07	↑	1.04	443	340
Gender						
Female	0.98	1.00		0.98	24131	17442
Male	1.02	0.99	↑	1.02	18499	13212
Unknown / Non-Respondent	1.05	1.06	↓	1.07	197	150
Age						
19 or younger	0.97	1.00		0.98	12069	8653
20-24	0.95	0.96	↑	0.94	17458	12062
25-39	1.07	1.06	↑	1.08	10299	7855
40 and over	1.10	1.03	↓	1.10	3001	2234
Unknown	1.36	N/A	↓	1.37	0	0
DSS Status						
Non-DSS students	1.01	1.00		1.00	40638	29301
DSS students	0.91	0.95	↓	0.92	2189	1503
Economic Status						
Non -Economically	1.13	1.09		1.11	10090	7884
Economically Disadvantaged	0.94	0.97	↓	0.94	32737	22920
Veteran Status						
Non -Veterans	1.00	1.00		1.00	40890	29417
Veterans	0.98	1.00	↓	1.01	1937	1387
Foster Youth Status						
Non -Foster Youth	1.00	1.01		1.00	41723	30183
Foster Youth	0.88	0.78	↓	0.84	1104	621

Proportionality Indices – August 2015

Summary for Basic Skills Course Completion

Proportionality Indices for Basic Skills Course Completion							
Ethnicity	2012-	2013-	Change	5-yr. average	2013-14	2013-14	
	2013	2014			Census	Completion	
					Count	Count	
Asian	1.16	1.29	↑	1.21	230	191	
African-American/Black	0.84	0.82	↓	0.84	958	505	
Hispanic / Latino	1.05	1.05	↓	1.04	3198	2144	
American Indian / Alaska Native	1.59	0.78	↓	0.93	14	7	
Native Hawaiian / Pacific Islander	1.35	1.34	↓	1.26	7	6	
Two or More Races	0.98	0.74	↓	0.94	160	76	
White	0.94	1.00	↑	1.02	408	262	
Unknown / Non-Respondent	0.69	0.98	↑	0.97	27	17	
Gender							
Female	1.03	1.02	↓	1.02	2995	1967	
Male	0.95	0.96	↑	0.97	1979	1223	
Unknown / Non-Respondent	1.29	1.00	↓	1.02	28	18	
Age							
19 or younger	0.98	1.05	↑	1.04	1949	1314	
20-24	1.04	0.97	↓	0.98	1753	1096	
25-39	0.98	0.99	↑	0.96	929	588	
40 and over	1.01	0.88	↓	0.97	371	210	
DSS Status							
Non-DSS students	1.02	1.01	↓	1.02	4612	2990	
DSS students	0.82	0.87	↑	0.85	390	218	
Economic Status							
Non -Economically Disadvantaged	1.10	1.02	↓	1.07	800	522	
Economically Disadvantaged	0.98	1.00	↑	0.98	4202	2686	
Veteran Status							
Non -Veterans	1.00	1.00	↑	1.00	4826	3109	
Veterans	0.93	0.88	↓	0.99	176	99	
Foster Youth Status							
Non -Foster Youth	1.01	1.01	↑	1.01	4808	3115	
Foster Youth	0.91	0.75	↓	0.89	194	93	

Proportionality Indices – August 2015

Summary for CTE Course Completion PSET

Proportionality Indices for CTE PSET Course Completion						
Ethnicity	2012-2013	2013-2014	Change	5-yr. average	2013-14	2013-14
					Census Count	Completion Count
Asian	1.01	1.01	↑	1.00	117	104
African-American/Black	0.93	0.87	↓	0.91	189	144
Hispanic / Latino	0.97	0.95	↓	0.96	1472	1231
American Indian / Alaska Native	1.07	1.09	↑	1.05	23	22
Native Hawaiian / Pacific Islander	1.02	1.00	↓	1.02	16	14
Two or More Races	0.95	0.92	↓	0.96	87	70
White	1.03	1.07	↑	1.04	1281	1207
Unknown / Non-Respondent	1.04	1.06	↑	1.03	28	26
Gender						
Female	0.99	0.98	↓	1.00	659	569
Male	1.00	1.00	↑	1.00	2537	2234
Unknown / Non-Respondent	1.01	1.01	↓	1.03	17	15
Age						
19 or younger	0.87	0.86	↓	0.81	475	360
20-24	0.93	0.95	↑	0.93	1156	959
25-39	1.03	1.08	↑	1.05	1304	1231
40 and over	1.05	1.10	↑	1.06	278	268
Unknown	1.07	N/A		1.07	0	0.00
DSS Status						
Non-DSS students	1.00	1.00	↑	1.00	3186	2803
DSS students	0.89	0.63	↓	0.76	27	15
Veteran Status						
Non -Veterans	1.00	1.00	↑	1.00	3030	2665
Veterans	0.92	0.95	↑	0.95	183	153
Foster Youth Status						
Non -Foster Youth	1.00	1.00	↑	1.00	3187	2800
Foster Youth	0.92	0.79	↓	0.82	26	18

Proportionality Indices – August 2015

Summary for CTE Course Completion MVC-only

Proportionality Indices for CTE MVC-only Course Completion						
Ethnicity	2012-2013	2013-2014	Change	5-yr. average	2013-14	2013-14
					Census Count	Completion Count
Asian	1.14	1.09	↓	1.11	540	436
African-American/Black	0.84	0.82	↓	0.84	1334	810
Hispanic / Latino	0.99	1.00	↑	1.00	3738	2789
American Indian / Alaska Native	0.95	1.24	↑	1.05	13	12
Native Hawaiian / Pacific Islander	0.53	1.18	↑	0.91	8	7
Two or More Races	0.97	0.99	↑	0.95	377	278
White	1.12	1.12	↓	1.10	1430	1189
Unknown / Non-Respondent	1.11	1.16	↑	1.08	64	55
Gender						
Female	1.03	1.03	↑	1.03	4624	3549
Male	0.96	0.95	↓	0.95	2849	2003
Unknown / Non-Respondent	0.75	1.04	↑	0.99	31	24
Age						
19 or younger	0.91	0.91	↑	0.92	1252	848
20-24	0.97	0.96	↓	0.97	2763	1965
25-39	1.08	1.08	↓	1.07	2629	2110
40 and over	1.02	1.02	↑	1.05	860	653
DSS Status						
Non-DSS students	1.00	1.00	↓	1.00	7069	5242
DSS students	0.98	1.03	↑	1.00	435	334
Veteran Status						
Non -Veterans	1.00	1.00	↑	1.00	7085	5254
Veterans	1.05	1.03	↓	1.07	419	322
Foster Youth Status						
Non -Foster Youth	1.00	1.01	↑	1.01	7268	5448
Foster Youth	0.90	0.73	↓	0.83	236	128

Proportionality Indices – August 2015

Summary for Transfer Course Completion

Proportionality Indices for Transfer Course Completion						
Ethnicity	2012-2013	2013-2014	Change	5-yr. average	2013-14	2013-14
					Census Count	Completion Count
Asian	1.11	1.10	↓	1.09	2176	1737
African-American/Black	0.87	0.87	↑	0.87	4837	3072
Hispanic / Latino	0.99	1.00	↑	0.99	17516	12686
American Indian / Alaska Native	0.97	1.12	↑	1.05	49	40
Native Hawaiian / Pacific Islander	0.69	1.00	↑	0.90	59	43
Two or More Races	0.99	0.98	↓	0.97	1520	1079
White	1.11	1.09	↓	1.09	4795	3806
Unknown / Non-Respondent	1.09	1.08	↓	1.05	358	280
Gender						
Female	1.01	1.01	↑	1.01	18208	13417
Male	0.99	0.98	↓	0.98	12955	9213
Unknown / Non-Respondent	0.90	1.06	↑	1.06	147	113
Age						
19 or younger	1.01	1.02	↑	1.01	8339	6153
20-24	0.97	0.96	↓	0.96	13368	9317
25-39	1.03	1.04	↑	1.03	7440	5641
40 and over	1.04	1.04	↑	1.05	2163	1632
DSS Status						
Non-DSS students	1.00	1.00	↓	1.00	29700	21574
DSS students	0.98	1.00	↑	0.99	1610	1169
Veteran Status						
Non -Veterans	1.00	1.00	↑	1.00	29836	21653
Veterans	1.03	1.02	↓	1.05	1474	1090
Foster Youth Status						
Non -Foster Youth	1.00	1.01	↑	1.00	30506	22272
Foster Youth	0.91	0.81	↓	0.89	804	471
Economic Status						
Non -Economically Disadvantaged	1.07	1.05	↓	1.05	6579	5023
Economically Disadvantaged	0.98	0.99	↑	0.98	24731	17720