Grossmont College Student Equity Plan Draft
2022-2025

Background & Guidance from the State Chancellor's Office

The Student Equity and Achievement (SEA) Program was established in 2018 and merged three initiatives – Student Success and Support Program, Basic Skills, and Student Equity – into one. While student equity plans existed before 2018, the establishment of the SEA Program led our system to think more holistically regarding our student equity plans. Our first student equity plan submitted after this transition covered the academic years of 2019-2022. According to a study conducted by USC's Race & Equity Center, a majority of student equity plans used colorblind language and included activities that did not target the root causes of existing equity gaps. As a result, the State Chancellor's Office revamped the structure of our student equity plan submissions, calling this restructure "Student Equity Plans 2.0." This new reporting structure encourages colleges to focus on the disproportionately impacted (DI) group with the most severe equity gaps and address that population first. In addition, this new structure allows for changes to be made during the three-year period of the plan (2022-2025) to add other DI groups, additional initiatives and planning, etc. as needed. The new structure allows for more fluidity as we make improvements and are able to focus on other DI populations.

Formation of Student Equity Plan Workgroup

In the spring of 2022, the interim Dean of Student Success & Equity invited members of Planning & Institutional Effectiveness Committee, Strategic Planning Committee (a sub-committee of PIEC), Student Success & Equity Committee, and Guided Pathways Leads to volunteer to participate in the Student Equity Plan Workgroup. Prior to the first meeting of the workgroup, the Student Success & Equity Committee set guiding principles for the workgroup to use in their work on the Student Equity Plan. The workgroup met on March 14th, April 21st, and May 19th and would report back to the Student Success & Equity Committee to present their progress and receive feedback. The workgroup expressed that two hours often did not feel like enough time to work on the SEP, so two retreats were held over the summer to have more dedicated time to working on the SEP.

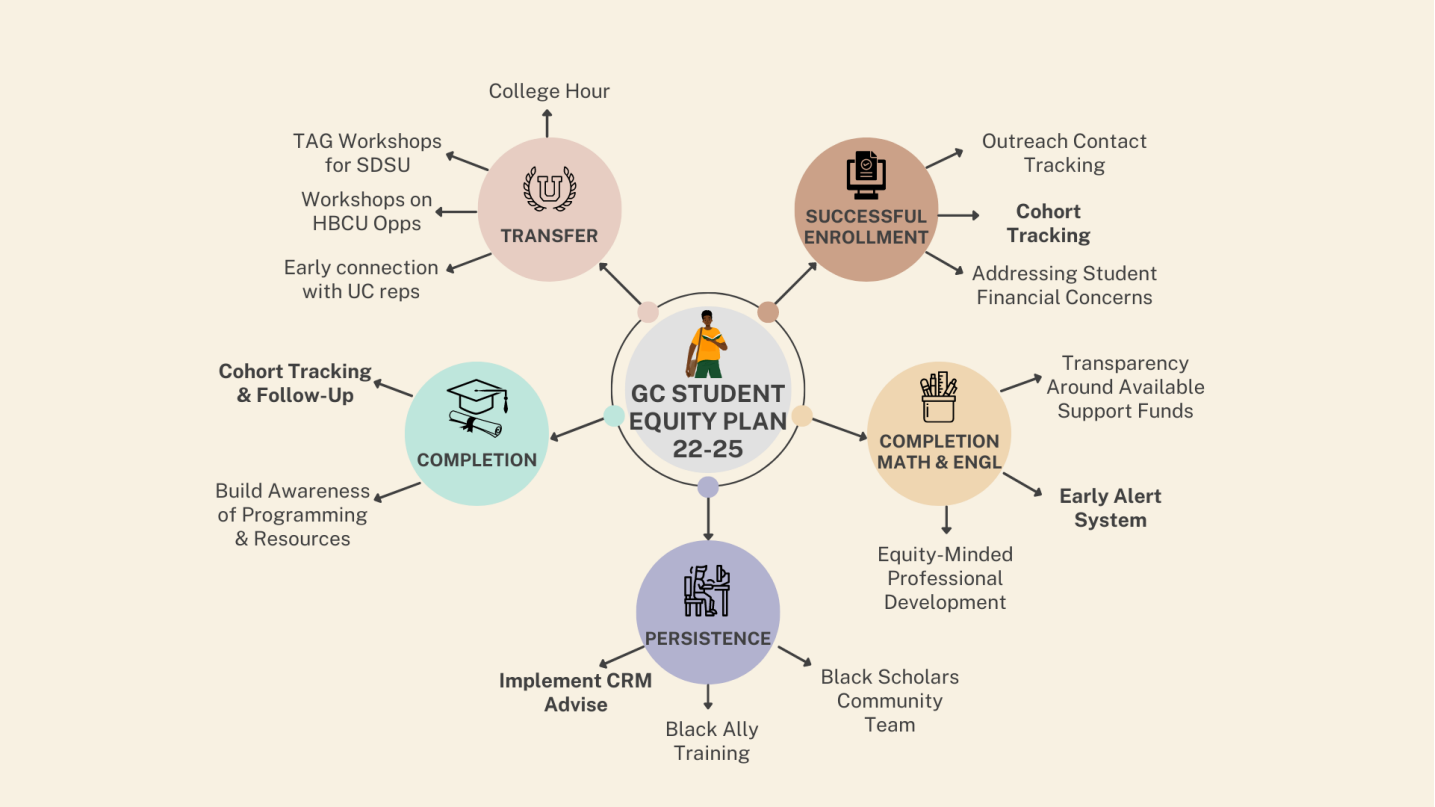
Rationale for Selecting Disproportionately Impacted Student Group of Focus

For our 2022-2025 Student Equity Plan our disproportionately impacted group of focus will be our Black/African American student population. However, we will design with both our Black & Latinx students in mind given that many of the supports that might benefit one group will also benefit the other, and that some of our Black students also identify as Latinx, acknowledging our students' intersectional identities. This decision was made by the Student Equity Plan workgroup and the Student Success & Equity Committee after reviewing the outcome data of our students disaggregated by race & ethnicity. Given the State Chancellor's Office encouragement to be more race-specific and race-conscious in our planning, we chose to focus in on outcomes by students' racial-ethnic identities. Our student data shows that our Black & African American students consistently have the lowest outcomes of any other student racial-ethnic group for almost all metrics included in the Student Equity Plan and student journey.

Connection to Grossmont's Vision, Mission, and Strategic Plan

As a college, we revised our vision and mission in 2021 and began our process of working on a new strategic plan for 2022-2028. In our revised vision and mission, we affirmed our commitment to antiracism and equity work, and to working collaboratively to cultivate and equitable student-centered learning environment for our students. Therefore, our Student Equity Plan directly supports our vision and mission, and our college-wide focus on equity and antiracist work. Our 2022-2028 Strategic Plan Goals include educational excellence, completion culture, innovation & effectiveness, operational excellence, and community collaboration. In our discussions around setting these goals, there was discussion around whether we should have a goal concerning equity and antiracism given our revised vision and mission. As a group it was decided that instead of having a separate goal, equity and antiracism should be infused in all five of the goals listed above. Embedding equity into all that we do will better enable us to live up to our mission and make sustainable change. The Student Equity Plan supports our collective goals and serves as an operationalization of the Strategic Plan.

Figure 1. At-A-Glance Graphic of GC Student Equity Plan 2022-2025



Goal #1: Close existing equity gap for our Black/African American students' enrollment rate.

Current Structure

The State Chancellor's Office asks each college to identify the current structures in place - which can include policies, practices, and culture - that impede equitable student success, focusing on the different areas of the college. Our workgroup identified instructional barriers to Black & African American students' successful enrollment which included a deficit mindset towards our Black & African American student population, a lack of or limited flexibility for students in the classroom, a lack of racial diversity amongst instructional faculty, limited integration of OER, the lack of mandated professional development related to equity, the faculty evaluation process, and the lack of an exit/drop survey for students in WebAdvisor. The workgroup identified that in student services, our barriers for Black & African American students' successful enrollment includes a generic, colorblind approach to outreach, a lack of support in the application process, poor communication and/or a lack of follow up with applicants, a lack of or limited flexibility for students in our processes, and a lack of mandated professional development related to equity. The workgroup also identified some aspects of our technology that impede successful enrollment such as having an outdated, difficult to find directory, and issues with our website, self-service, registration, and lack of mobile-friendliness. Finally, our workgroup discussed how the pandemic highlighted the digital divide that exists for our students, with some not having the access to the technology necessary to access community college courses or services.

Ideal Structure

As part of the Student Equity Plan we are also asked to identify what our ideal structure as a college would look like to equitably support our Black & African American students. Our workgroup identified that for the instructional side of the college we would ideally have fully implemented Guided Pathways, directly follow-up with students interested in particular programs or majors, practice equity minded pedagogy and provide equity-minded curriculum, and have more racial diversity amongst our instructional faculty. For student services, the workgroup identified that ideally we would offer more specific and personalized outreach, provide admission and financial aid application assistance to students at racially diverse and/or majority-minority high schools in our service area, and provide more consistent follow-up after students submit their application. The workgroup raised the prospect of implementing a single sign-on system as one action that might help us achieve our ideal application and onboarding process.

Initiatives & Action Steps

Based on the analyses of our college's current and ideal structure, and a review of related research reports on factors that contribute to Black student success in community college, the workgroup decided to focus on the following projects/initiatives to address our equity gaps around successful enrollment for Black & African American students:

> **Implementation of an outreach contact tracking system** that would allow for outreach, success coach, and counseling teams to track how students heard about us, what parts of onboarding students have completed, and whether or not students have been contacted regarding their onboarding status and resources available to them. Having a system where applicants are identified and tracked would also allow for planning of race-specific community outreach, and easier collection of data on students who applied but did not enroll. In year one, we would identify the data needs of both outreach and counseling related to onboarding. In year two, we would work with IT to ensure implementation and access to the system and/or report where the data would be housed. In year three, we would implement the tracking system.
>
> **Implementation of a cohort tracking system** that would allow us to track the outcomes of our students by key metrics related to their progress & completion. In year one, we would identify the metrics of focus. In year two, we would collaborate with IT and RPIE to develop a dashboard or report. In year three, we would implement.
>
> **Address student financial concerns** by having first-time students develop and plan for how to afford college and complete mandatory orientation over the summer. This effort would be a partnership between financial aid, counseling, and outreach. To implement this initiative, we would first develop "how to afford college" workshops and videos in year one of the student equity plan. In year two, we would aim to have 10% of first time students complete a financial plan. In year three, we would aim to have 25% of first time students complete a financial plan.

Goal #2: Close existing equity gap for our Black/African American students' completion of transfer-level math and English in their first year.

Current Structure

The State Chancellor's Office asks each college to identify the current structures in place - which can include policies, practices, and culture - that impede equitable student success, focusing on the different areas of the college. Our workgroup identified instructional barriers to Black & African American students' completion of transfer-level math and English in the first year which included, not monitoring equity data related to transfer-level course success nor developing targeted PD to address where gaps exist, not enough tutoring and/or support programs that focus on the individual student, and inconsistency in how students are counseled, by instructional faculty, to take math and English. The workgroup identified that in student services, our barriers for Black & African American students' completion of transfer-level math and English in the first year includes not enough target outreach that directs students to take transfer-level courses in their first year, lack of communication with local high schools regarding these requirements, no targeted outreach efforts for our Black & African American students, and not prioritizing working and part-time students when scheduling support services. The workgroup also identified that for instructional faculty that would like to implement more equity-minded practices in the classroom, such *Ungrading*, our LMS Canvas does not support non-traditional grading practices.

Ideal Structure

As part of the Student Equity Plan we are also asked to identify what our ideal structure as a college would look like to equitably support our Black & African American students. Our workgroup identified that for the instructional side of the college we would ideally have more tutoring services, embedded tutors, and student support, smaller class sizes, more diversity amongst instructional faculty, and establish a system so that when a student is in danger of not completing the class, faculty – especially part-time faculty - have a clear sense of what resources are available to support them. For student services, the workgroup identified that ideally we would have more focused outreach on building confidence to take transfer-level math & English via academic advisors, success coaches, etc., and more follow-up with students who did not enroll in transfer-level math or English in their first primary term.

Initiatives & Action Steps

Based on the analyses of our college's current and ideal structure, and a review of related research reports on factors that contribute to Black student success in community college, the workgroup decided to focus on the following projects/initiatives to address our equity gaps around completion of transfer-level math and English in the first year for Black & African American students:

> **More transparency around available funding** or process for requesting funds to provide student support to ensure students have access to all resources available to them.
>
> **Early Alert System** to provide the data necessary to intervene when a student may be struggling in a course. Such a system could be kept simple and mimic other processes that work well for gathering course data such as grade submission, attendance at census, etc.
>
> **Professional Development on Equity-Minded Practices** (e.g. flipped classroom, upgrading, culturally relevant pedagogy, etc.) to better support students from marginalized backgrounds and students of varying experience and comfort with Math and English content. This could be accomplished via our Equity Leadership Institute and/or a Teaching and Learning Center.

Goal #3: Close existing equity gap for our Black/African American students' term persistence rate.

Current Structure

The State Chancellor's Office asks each college to identify the current structures in place - which can include policies, practices, and culture - that impede equitable student success, focusing on the different areas of the college. Our workgroup identified instructional barriers to Black & African American students' term persistence which included, lack of an early alert system where instructors could systematically notify student services if a student in their course is struggling, non-mandated antiracism professional development, difficulty incentivizing non-mandatory antiracism-focused trainings, no structure for faculty to request a syllabi review, lack of Black and African American tutors and embedded tutors, lack of racial-ethnic diversity amongst instructional faculty, deficit-assumptions towards students around academic integrity. Also, faculty must choose to request data on their own section-level course retention, a leading indicator for term persistence, and cannot access it themselves. Therefore, most faculty do not regularly review their own section-level data.

The workgroup identified that in student services, our barriers for Black & African American students' completion of transfer-level math and English in the first year includes structural issues such as being reactive instead of proactive when students are failing classes and support for Black & African American students primarily relying on Umoja which is underfunded and under supported. Additionally, success coaching is under supported and does not have enough resources to target support to Black & African American students. There is no systematic way for students to reach out for help and students are only monitored once they've been put on probation or been dismissed. Once students are on probation, we do not have a disaggregated list to be intrusive in our support for our Black & African American students. We do not have a dashboard to upload cohorts of students who are on probation to be intentional with our support. Another current structure identified was that case management for counseling is only available for students enrolled in specific programs such as FYE (First Year Experience) and Umoja. Otherwise, counselors are first come, first served and it's difficult to see the same counselor multiple times. Additionally, the complaint process through Student Affairs is not a streamlined process. Students who may experience a racist or unsupportive person or environment do not have an avenue to voice their concerns. The only process we currently have is through student conduct, which is hard to navigate and locate. Other structures that were identified included, our process for supporting students who may have an outstanding fee (e.g. library late fees), needing to revise the student code of conduct to be more student-friendly, a needed shift from a deficit to assest-based mindset towards students, and that our marketing needs to reflect our Black & African American students too so that they can see themselves as part of our community.

Ideal Structure

As part of the Student Equity Plan, we are also asked to identify what our ideal structure as a college would look like to equitably support our Black & African American students. Our workgroup identified that for the instructional side of the college we would ideally have an automatic alert system for instructional support (e.g., tutors, coaches, counseling, etc.), progress reports for all faculty on their retention rates for Black & African American students, incentivized, antiracist, action-oriented professional development for faculty, clear resources on syllabi review and alternative grading strategies, more Black & African American instructional faculty and embedded tutors, and a generous reading of student behavior around academic integrity. For student services, the workgroup identified that ideally we would have pre-emptive student support, a software system for different services to communicate about wrap-around support for Black & African American students, "Umoja-fy" programs so they are less dependent on Umoja for support, success coach specifically assigned to support Black & African American students, a report listing Black & African American students on probation or dismissal to offer services, a case management system for counseling Black & African American students who are not in a special program (e.g. Umoja), and a student advocate for Black & African American students to help with the complaint process. Our workgroup also highlighted that a centralized reporting system that can coordinate various reports from campus programs, and a student code of conduct with more compassionate language wold help us work towards our ideal.

Initiatives and Action Steps

Black Scholars Community Team to provide support to our currently enrolled Black & African American students. In year one, we would create a Black Scholars Community Team which would include Umoja counselors, success coach, financial aid advisor, instructional faculty adviser, and faculty champions. Two additional part-time counselors and an additional success coach would be hired. This team would set goals and expectations, create a tracking system for participating students, and plan out whehn to reach out to students in the semester to provide support. The team would also receive professional development to better understand how to support our Black & African American student population. In year two, we would have our first cohort of students and track the percentage that were retained from fall to spring. There would be ongoing PD for the organizing team and a summer retreat to check in and evaluate efforts. Students would participate in cultural engagement activities and create CEPs with the counselors. In the spring of the second year, there would be follow up with students who were enrolled in fall but were not yet enrolled in spring. In year three, follow-up services would be provided to students and term persistence would continue to be tracked. The team would do grad check-ins with members of the cohort that were eligible for graduation. If the team is successful and student outcomes are improving, this effort could be expanded to other student communities. Focus groups would be conducted with students and faculty to be able to qualitatively assess the effectiveness of the teams and areas of growth.

Host Black Ally Training for the campus community. In year one the PD office would reach out to Dr. Wendy Steward and Shawtae Mitchum at MiraCosta College to host a training at our campus. This would take on a train the trainer model where a group of GC employees would be trained and then host trainings for other campus members that were unable to attend the initial training. This first cohort of trainees would go on to become the trainers and would help to determine incentives for participation. In year two, we'd aim to have a certain percentage of our campus community attend the trainings offered by our GC trainer cohort. Administrators would ask employees from their areas to attend, and we would systematically track who has attended a training. In year three, we would ensure that there is representation from across departments and campus in terms of who has been trained. Departments where there is low representation would be reached out to and encouraged to attend.

Implement CRM Advise to use as our early alert system. An early alert system would eventually lead to higher persistence rates for students. In year one, we would connect with IT and the Technology committee to begin discussions regarding implementation of CRM Advise. We would request a demo from the company and determine what data might be needed and where it is located in our systems to be able to connect to CRM Advise. In year two, we would pilot CRM Advise with Black & African American students enrolled in Math and English courses, and track their grades and attendance. We would develop a partnership with tutoring to be able to provide resources to students in the pilot. Instructors would receive more scaffolding and support around various teaching methods including culturally responsive practices. In year three, we would address any issues that arose in the pilot and then implement CRM Advise college-wide.

Goal #4: Close existing equity gap for our Black & African American students' completion rate.

Current Structure

The State Chancellor's Office asks each college to identify the current structures in place - which can include policies, practices, and culture - that impede equitable student success, focusing on the different areas of the college. Our workgroup identified instructional barriers to Black & African American students' completion of education goal which included, homogenous curriculum content, lack of diversity amongst instructional faculty, non-required faculty training in DEI areas, no consideration of DEI content or practices in faculty evaluation, no neutral place for students to report bias from instructors, lack of faculty preparation to provide pathway advice to students, language in policies and official documents (e.g. syllabi) is not student-friendly, and a lack of short-term courses, hyflex courses, and course scheduling that would accommodate students with different schedules. The workgroup identified that in student services, our barriers for Black & African American students' completion of education goal includes students being treated poorly when seeking services, lack of interactive education planning software/platform for students to keep track of their progress or conduct an unofficial degree audit, and no central space for students to access resources and just hang out. The workgroup also identified that because of staffing shortages and lack of clarity around processes and course sequence, it takes a long time for students to access courses, services and appointments in order to complete all necessary steps to graduate. Because our systems do not make sense to students and are laborious, students are left feeling like they are getting the run-around.

Ideal Structure

As part of the Student Equity Plan we are also asked to identify what our ideal structure as a college would look like to equitably support our Black & African American students. Our workgroup identified that for the instructional side of the college we would ideally have curricula that are inclusive of and reflect the identities of our student population, more diverse instructional faculty, required DEI training for faculty, inclusion of DEI in faculty evaluations, a safe place for students to report bias from instructors, training for faculty to provide pathways advice, student friendly language across departments, and course schedules and modalities that would accommodate a variety of student schedules. For student services, the workgroup identified that ideally we would provide excellent customer service to students and other community members, student access to unofficial degree audit, a central location for students to gather informally, and clear, student-friendly processes.

Initiatives & Action Steps

Build student & employee awareness of programs for students. We would do this by first gathering data on how students and employees learn about the services we provide for students, and which avenues of communication might be preferred based on audience. In year one, we would partner with CPIE and the Director of College & Community Relations to create and administer a survey that would capture this information. Based on the data collected, a communication plan would be developed to ensure that our entire campus community is aware of available student resources. In year two, this communication plan would be implemented. In year three, we would assess the effectiveness of the plan, via follow-up surveys, and revise as needed.

Contact tracking & follow up focused on students that are nearing completion of 60 units. This would provide needed support to students that are beyond their first year and may be unsure of the requirements and paperwork needed in order to graduate or complete their education goal. Since our Black & African American student population is smaller than other racial-ethnic student populations on campus, we could pilot such a system with this demographic to then scale and provide support to all students, following students from the start to the end of their educational journeys with us. In year one we would assess our current outcomes for completion and disaggregate by key demographics. We would conduct exit surveys and assess student engagement and usage of services. In year two, the cohort coordinator would monitor cohort data and implement a tracking system or process. In year three the cohort coordinator would continue to monitor cohort data and needed adjustments would be made to the tracking system or process.

Goal #5: Close existing equity gap for our Black & African American students' transfer rate.

Current Structure
The State Chancellor's Office asks each college to identify the current structures in place - which can include policies, practices, and culture - that impede equitable student success, focusing on the different areas of the college. Our workgroup identified instructional barriers to Black & African American students' transfer to 4-year institutions which included, unclear pathways to transfer, lack of information on credit transfer policies, students taking too many units, and lack of flexibility in course scheduling when it comes to course times and course modalities. The workgroup identified that in student services, our barriers for Black & African American students' transfer to 4-year institutions includes unclear pathways to transfer, hard to navigate and potentially overwhelming transfer webpage, lack of information on transfer and career options, and a lack of emphasis and reminders for transfer-related deadlines.

Ideal Structure
As part of the Student Equity Plan we are also asked to identify what our ideal structure as a college would look like to equitably support our Black & African American students. Our workgroup identified that for both instruction and student services we would ideally have a clear outline of steps necessary to transfer successfully, in addition to courses needed, readily available to students.

Initiatives & Action Steps
Based on the analyses of our college's current and ideal structure, and a review of related research reports on factors that contribute to Black student success in community college, the workgroup decided to focus on the following projects/initiatives to address our equity gaps around transfer for Black & African American students:

College Hour would provide daily opportunities to engage with our students, and build community amongst faculty, classified professionals, and administrators. College hour would also provide space for culturally relevant engagement, cross-departmental collaborations, deadline campaigns (to provide support when a particular deadline is approaching), and education planning workshops. The success of college hour would be measured by student attendance and engagement. The implementation of college hour would be a collaboration between the VP of Academic Affairs, instructional operations, calendar committee, and the director of student engagement. In year one, we would work towards getting approval to have a more frequent college hour, moving from once a month to a daily or weekly occurrence. In year two, we would create the content for college hour. In year three, we would implement college hour and gather feedback from the campus community on their experiences and make adjustments as needed.

HBCU Transfer Opportunity Workshops where we'd host panels of students who have made the transfer to HBCUs to share their experiences, host a HBCU college fair, and potentially take students to tour HBCUs.

Transfer workshops on TAG non-competitive majors to SDSU to help students make more informed choices when applying and better their chances of making the transfer to SDSU.

Connect students with UC Representatives early on so that students receive information on transfer as early as possible to help them plan. UC representatives could be invited to do presentations in the UMOJA or Athletics learning community courses, and current UC African American students could be invited to a panel where they discuss their experiences.

Appendix A. Student Equity Data Tables

Successful Enrollment (Enrollment Rate: percent of applicants that go on to register for classes)

The first graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present. The second graph shows the enrollment rate for each racial/ethnic group overtime. The last graph show the sample sizes for that population & metric.

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021
American Indian/Alaska Native	N	N	N	N	N	N
Asian	N	N	N	N	N	N
Black or African American	Y (29)	Y (43)	Y (58)	Y (43)	Y (22)	Y (44)
Filipino	Y (19)	N	Y (18)	N	Y (18)	Y (20)
Hispanic	N	N	N	N	N	N
Pacific Islander or Hawaiian Native	N	N	N	N	N	N
White	N	N	N	N	N	N
Two or More Races	Y (46)	N	N	Y (70)	N	N
Unknown/Non-Respondent	N	N	Y (9)	Y (22)	Y (48)	N
Multiple Values Reported	N	N	N	N	N	N
subgroup_outcome_rate	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
American Indian/Alaska Native	41%	38%	42%	36%	48%	53%
Asian	41%	42%	41%	41%	39%	38%
Black or African American	33%	32%	30%	32%	35%	34%
Filipino	31%	34%	34%	37%	32%	35%
Hispanic	41%	39%	39%	40%	39%	44%
Pacific Islander or Hawaiian Native	48%	46%	42%	50%	32%	33%
White	39%	39%	42%	41%	42%	47%
Two or More Races	36%	36%	37%	35%	38%	44%
Unknown/Non-Respondent	28%	33%	21%	23%	32%	36%
Multiple Values Reported	45%	56%	50%	43%	47%	62%

Sample Sizes	2016	2017	2018	2019	2020	2021
American Indian/Alaska Native	32	24	19	22	25	17
Asian	335	427	439	441	395	215
Black or African American	566	713	605	603	493	410
Filipino	271	379	322	318	256	205
Hispanic	1280	1720	1600	1565	1921	1298
Pacific Islander or Hawaiian Native	44	44	38	34	50	21
White	2552	2997	2863	2698	2331	2360
Two or More Races	1448	1819	1783	1743	1379	1303
Unknown/Non-Respondent	54	61	48	141	618	117
Multiple Values Reported	31	9	8	28	38	13

Completed Both Transfer-Level Math & English within the District in the First Year

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021
American Indian/Alaska Native	N	N	N	N	Y (4)	N
Asian	N	Y(12)	Y (12)	N	Y (14)	N
Black or African American	Y (13)	Y (22)	Y (15)	Y (28)	Y (18)	N
Filipino	N	N	N	N	N	N
Hispanic	N	N	Y (36)	N	N	N
Pacific Islander or Hawaiian Native	N	N	N	N	Y (3)	Y (3)
White	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N
Unknown/Non-Respondent	N	Y (3)	Y (4)	Y (6)	Y (20)	Y (13)
Multiple Values Reported	N/A	N/A	N/A	N/A	N	N/A

subgroup_outcome_rate	2016	2017	2018	2019	2020	2021
American Indian/Alaska Native	8%	11%	21%	6%	0%	30%
Asian	8%	6%	6%	17%	15%	26%
Black or African American	3%	3%	5%	6%	13%	20%
Filipino	14%	20%	12%	27%	35%	31%
Hispanic	8%	9%	8%	16%	19%	21%
Pacific Islander or Hawaiian Native	9%	17%	19%	15%	6%	0%
White	8%	10%	11%	16%	23%	21%
Two or More Races	7%	10%	13%	16%	21%	22%
Unknown/Non-Respondent	8%	3%	3%	8%	13%	14%
Multiple Values Reported	N/A	N/A	N/A	N/A	100%	N/A

Sample Size	2016	2017	2018	2019	2020	2021
American Indian/Alaska Native	12	9	14	17	18	10
Asian	358	310	317	296	240	111
Black or African American	270	298	298	266	232	166
Filipino	143	163	157	162	120	91
Hispanic	1514	1481	1538	1467	1442	1296
Pacific Islander or Hawaiian Native	23	23	21	20	18	10
White	1989	1755	1713	1578	1450	1519
Two or More Races	336	284	291	279	201	171
Unknown/Non-Respondent	36	40	64	75	277	168
Multiple Values Reported	N/A	N/A	N/A	N/A	1	N/A

Persisted First Primary Term to Subsequent Primary Term

primary_disagg_subgroup	2015	2016	2017	2018	2019	2020
American Indian/Alaska Native	N	N	Y (4)	N	N	Y (7)
Asian	N	N	N	N	N	N
Black or African American	Y (37)	Y (24)	Y (25)	Y (21)	Y (26)	Y (22)
Filipino	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N
Pacific Islander or Hawaiian Native	N	N	N	N	N	N
White	N	N	N	N	N	N
Two or More Races	Y (22)	N	N	N	N	N
Unknown/Non-Respondent	N	N	N	N	N	Y (71)
Multiple Values Reported	N/A	N/A	N/A	N/A	N/A	N

subgroup_outcome_rate	2015	2016	2017	2018	2019	2020
American Indian/Alaska Native	40%	67%	33%	64%	77%	33%
Asian	85%	80%	76%	71%	67%	69%
Black or African American	60%	63%	64%	64%	62%	61%
Filipino	84%	78%	83%	81%	78%	85%
Hispanic	72%	72%	71%	71%	73%	69%
Pacific Islander or Hawaiian Native	86%	78%	52%	67%	70%	50%
White	70%	70%	72%	70%	70%	74%
Two or More Races	65%	69%	69%	69%	69%	76%
Unknown/Non-Respondent	80%	78%	68%	69%	75%	46%
Multiple Values Reported	N/A	N/A	N/A	N/A	N/A	100%

Sample Size	2015	2016	2017	2018	2019	2020
American Indian/Alaska Native	5	12	9	14	17	18
Asian	314	358	310	317	296	240
Black or African American	321	270	298	298	266	232
Filipino	179	143	163	157	162	120
Hispanic	1508	1514	1481	1538	1467	1442
Pacific Islander or Hawaiian Native	14	23	23	21	20	18
White	1871	1989	1755	1713	1578	1450
Two or More Races	302	336	284	291	279	201
Unknown/Non-Respondent	35	36	40	64	75	277
Multiple Values Reported	N/A	N/A	N/A	N/A	N/A	1

Attained the Vision for Success Definition of Completion within Three Years

primary_disagg_subgroup	2013	2014	2015	2016	2017	2018

American Indian/Alaska Native	Y (1)	N	N	N	Y (1)	N
Asian	N	N	N	N	N	N
Black or African American	Y (9)	N	Y (9)	N	Y (10)	Y (14)
Filipino	N	N	N	N	N	N
Hispanic	Y (36)	N	N	Y (43)	Y (33)	Y (31)
Pacific Islander or Hawaiian Native	Y (2)	N	N	N	Y (3)	N
White	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N
Unknown/Non-Respondent	Y (3)	N	Y (3)	N	N	N

subgroup_outcome_rate	2013	2014	2015	2016	2017	2018
American Indian/Alaska Native	0%	6%	0%	8%	0%	14%
Asian	13%	14%	17%	20%	16%	20%
Black or African American	3%	6%	4%	7%	6%	5%
Filipino	9%	7%	10%	11%	15%	11%
Hispanic	4%	5%	6%	6%	7%	8%
Pacific Islander or Hawaiian Native	0%	6%	7%	4%	0%	10%
White	6%	6%	6%	8%	9%	10%
Two or More Races	8%	6%	7%	7%	7%	11%
Unknown/Non-Respondent	2%	9%	0%	8%	15%	6%

Sample Size	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
American Indian/Alaska Native	12	17	5	12	9	14
Asian	295	317	314	358	310	317
Black or African American	292	327	321	270	298	298
Filipino	139	149	179	143	163	157
Hispanic	1380	1583	1508	1514	1481	1538
Pacific Islander or Hawaiian Native	19	16	14	23	23	21
White	1727	1941	1871	1989	1755	1713
Two or More Races	271	317	302	336	284	291
Unknown/Non-Respondent	55	55	35	36	40	64

Transferred to a Four-Year Institution within Three Years

primary_disagg_subgroup	2012	2013	2014	2015	2016	2017
American Indian/Alaska Native	Y (2)	Y (2)	Y (2)	Y (1)	Y (2)	N

Asian	Y (26)	Y (23)	Y (23)	Y (16)	Y (20)	Y (20)
Black or African American	N	Y (8)	N	N	N	N
Filipino	N	N	N	N	N	N
Hispanic	N	Y (23)	N	N	N	N
Pacific Islander or Hawaiian Native	N	N	N	N	N	N
White	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	Y (11)
Unknown/Non-Respondent	N	N	N	Y (4)	N	Y (4)

subgroup_outcome_rate	2012	2013	2014	2015	2016	2017
American Indian/Alaska Native	0%	0%	0%	0%	0%	25%
Asian	7%	8%	8%	12%	13%	11%
Black or African American	19%	13%	16%	25%	17%	17%
Filipino	36%	33%	37%	44%	34%	30%
Hispanic	19%	17%	19%	20%	21%	20%
Pacific Islander or Hawaiian Native	15%	29%	25%	43%	9%	14%
White	24%	24%	22%	21%	26%	27%
Two or More Races	20%	29%	20%	21%	20%	15%
Unknown/Non-Respondent	21%	11%	15%	5%	11%	8%

Sample Size	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
American Indian/Alaska Native	5	7	7	1	5	4
Asian	176	180	182	170	197	176
Black or African American	168	113	150	140	135	157
Filipino	50	60	71	68	62	63
Hispanic	638	569	703	624	675	672
Pacific Islander or Hawaiian Native	13	14	8	7	11	14
White	934	765	880	900	943	888
Two or More Races	138	115	137	126	175	142
Unknown/Non-Respondent	44	36	26	20	19	25