



EVERGREEN VALLEY COLLEGE

SUMMARY OF EVC STUDENT SUCCESS DATA

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Student Success Measures

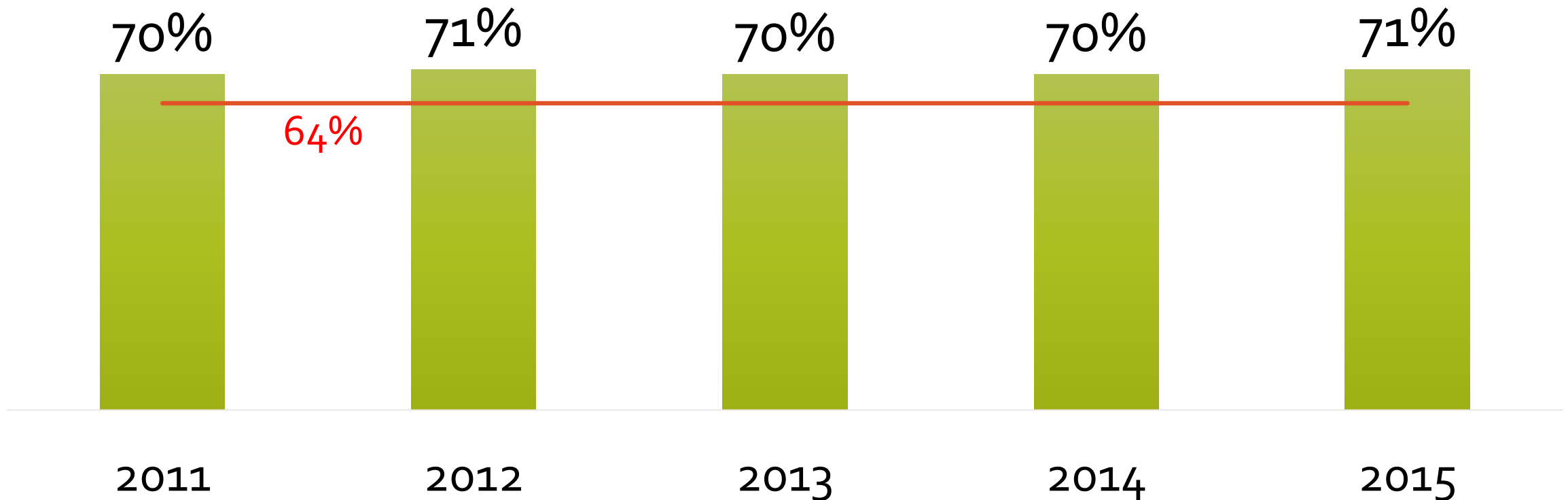
1. Course success and retention rates
2. Program awarded and transfer
3. Basic skills progress
4. Student equity gap

Course Success Rates (Fall)

5-year-average: 70%

Percentage of students who received a grade of C or better in a class

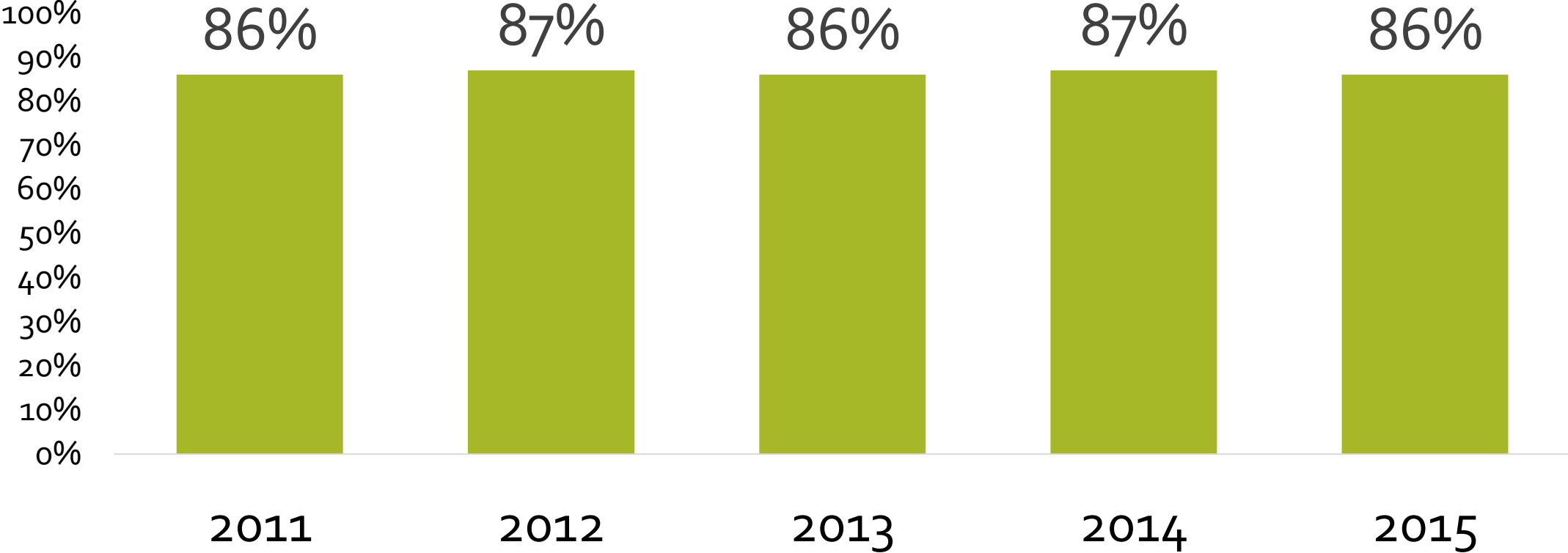
■ Course Success Rate (Fall) — Institutional Set Standard



Course Retention Rates (Fall)

5-year-average: 87%

Percentage of students who did not withdraw from a course

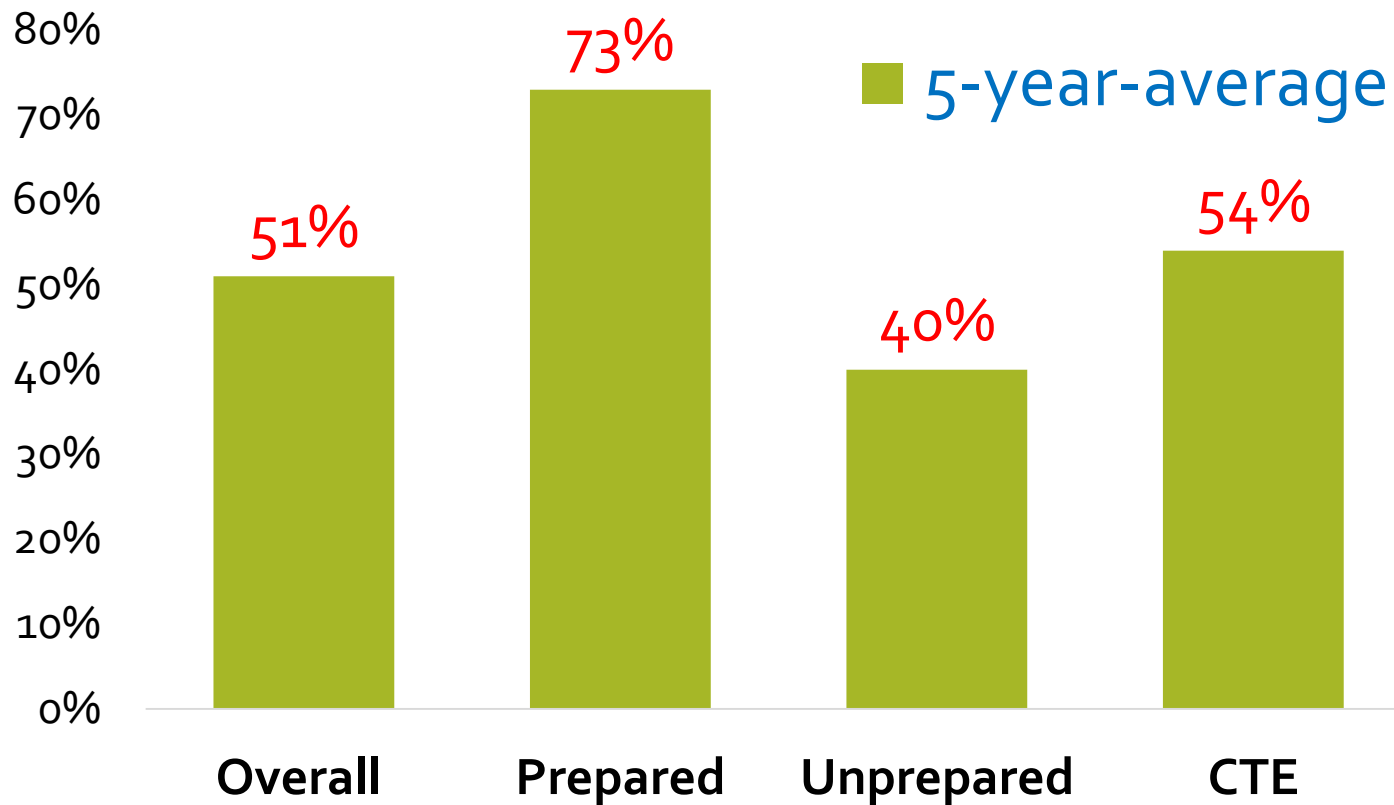


Numbers of Degree, Certificate, and Transfer

5-year-average:

- Number of degrees: 513
- Number of certificates: 72
- Number of transferred: 663

Completion of Degree, Certificate, and/or Transfer (cohort)

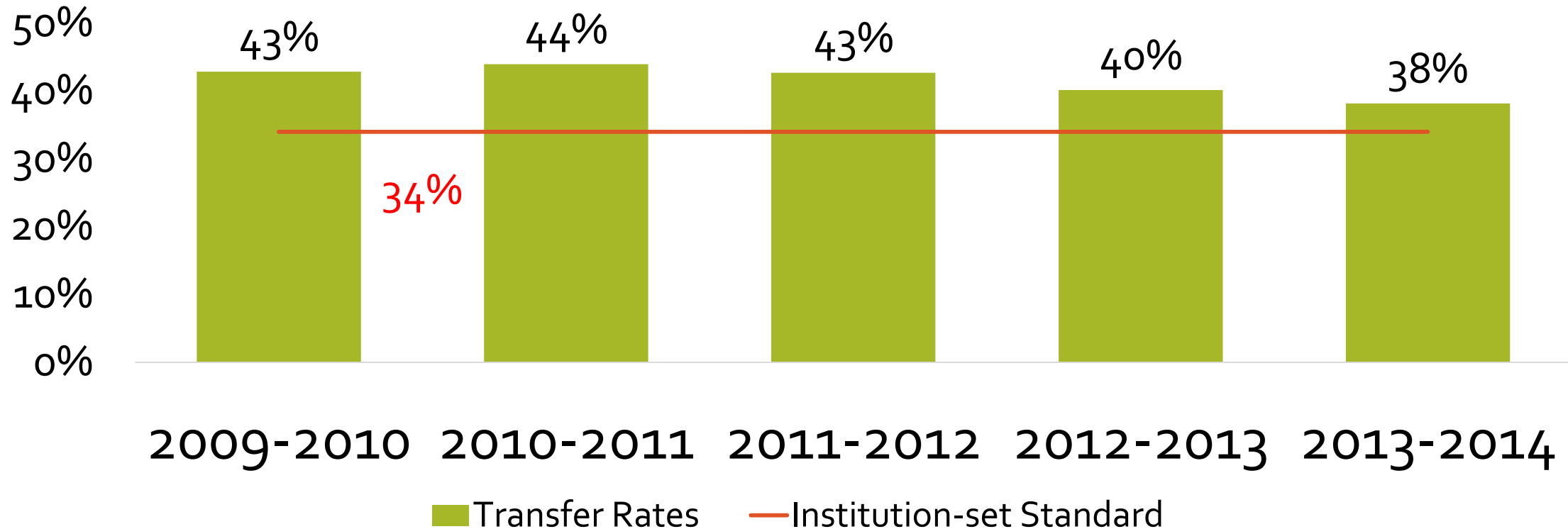


Percentage of degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer

Transfer Rates (cohort)

5-year-average: 42%

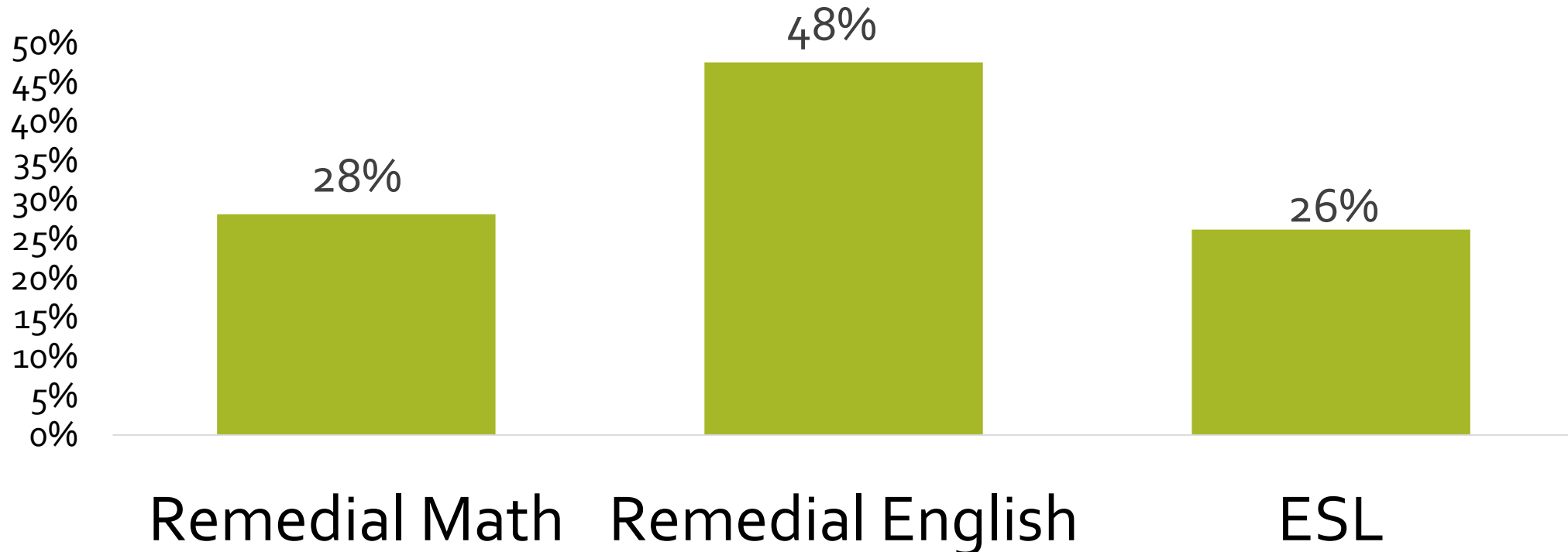
Number of students who enroll at a Bachelors-granting institution divided by the total size of the Transfer Cohort. The method tracks cohorts of first-time college students for six years to determine if they show "behavioral intent to transfer".



Basic Skills to College Level Progress

5-year-average:

Percentage of students who started in basic skills and completed a college level course within six years



STUDENT EQUITY

Methodology: Disproportionate Impact Index

- Disproportionate Impact Index : The ratio between the **outcome** of a subgroup to the **presence** of that subgroup.

Example

- **Disproportionate Impact Index of course success for Hispanic**

Proportion of Hispanics among who received C or better in a course

Proportion of Hispanics among who enrolled in a course

$$= \frac{36\%}{40\%} = 0.9$$

Interpretation: Disproportionate Impact Index

Proportionality Index	Interpretation
1.0	Proportions of subgroups among the population of successful students are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

Bensimon and Malcom-Piqueux (2014) specified a cutoff of **0.85** to identify performance below equity when proportionality is used as a performance measure.

Student Equity Gap (included in the current report)

Measures	Disproportionately impacted
Course success rate	<ul style="list-style-type: none"> ➤ foster youth ➤ Individuals with disabilities ➤ Veterans
Degree/certificate completion rate (cohort)	<ul style="list-style-type: none"> ➤ White ➤ Males ➤ Individuals with disabilities
Transfer	<ul style="list-style-type: none"> ➤ Black or African American ➤ Hispanic or Latino ➤ White ➤ Individuals with disabilities
Basic skills to college level progress-ESL (cohort)	<ul style="list-style-type: none"> ➤ Hispanic or Latino ➤ Individuals with disabilities
Basic skills to college level progress- Remedial English (cohort)	<ul style="list-style-type: none"> ➤ Individuals with disabilities
Basic skills to college level progress-Remedial Math (cohort)	<ul style="list-style-type: none"> ➤ Black or African American ➤ Individuals with disabilities

Student Equity Gap (updated with new data)

Measures	Disproportionately impacted
Course success rate	➤ Black or African American
Degree/certificate completion rate (cohort)	<ul style="list-style-type: none"> ➤ American Indian / Alaska Native ➤ Native Hawaiian or other Pacific Islander ➤ Some other race
Transfer	<ul style="list-style-type: none"> ➤ Black or African American ➤ Hispanic or Latino ➤ White ➤ Individuals with disabilities
Basic skills to college level progress-ESL (cohort)	➤ Hispanic or Latino
Basic skills to college level progress- Remedial English (cohort)	<ul style="list-style-type: none"> ➤ Black or African American ➤ Hispanic or Latino ➤ Individuals with disabilities
Basic skills to college level progress-Remedial Math (cohort)	<ul style="list-style-type: none"> ➤ Black or African American ➤ Foster youth