

Core Theme 2: Equity
Goal 1: Close Equity Gaps
Measure: 2.1.1
Achievement Gap: Fall-to-Fall Retention

Purpose of Measurement: Fall-to-fall retention is a significant milestone to completion. To identify gaps within this outcome, the strategic indicator measures the percentage point difference between retention rates of two population groups within three focused student characteristics: full time-part time status, historically underrepresented (HU) students-Asian/Caucasian students, and students who received need based financial aid-students who do not receive need based financial aid as a proxy for low-income status.

Current Indicator Status: The achievement gap has increased slightly between full time and part time students. The annual retention rate has increased slightly for HU students, but a gap remains within the rolling three year retention rate. The retention rate for students who received need based financial aid increased 5.3-points from the prior year resulting in a equity gap decrease within the rolling three year retention rate indicator. The small annual retention rate change for full time/part time students and Asian-Caucasian/HU students results in the indicator color remaining unchanged from the prior year, red and green respectively. The retention rate indicator for students who receive need based aid/who do not receive need based aid has transitioned to green status. The college has met mission fulfillment for this indicator as well as the 10% stretch goal.

In the following pages, the retention rate and achievement gap is shown. A chart showing the annual retention rate between the two populations of interest is included below along with a small narrative about each chart. Excluding the full/part time measure, the measures use a rolling 3-year total to smooth out high and low years.

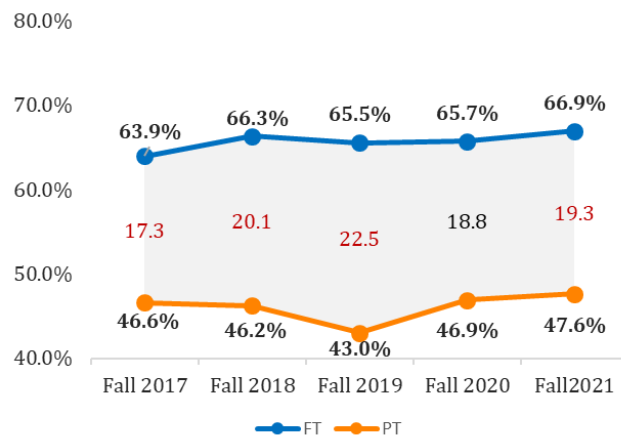
Goal / Measure	Baseline: 3-Yr Average	2020- 21 Update	2021-22 Update	2022-23 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Fall-to-Fall Retention						
Measure 2.1.1a: Comparison between full time and part time students	15.9	22.5	18.8	19.3	15.1	14.3
Measure 2.1.1b: Comparison between historically underrepresented and Asian/Caucasian students	5.8	5.2	4.8	5.0	5.5	5.3
Measure 2.1.1.c: Comparison between students who receive need based financial aid and students who do not receive need based financial aid	3.8	8.3	7.2	1.9	3.6	3.4

Fall-to-Fall Retention by Enrollment Status: Full Time and Part Time
(Each cohort is defined as new / first time at SPSCC)

The retention rate of full time students outpaced part time students resulting in a widening equity gap (Figure A).

Figure A: The annual fall-to-fall retention rate for full time students increased 1.2- points while the retention rate for part time students increased less than 1-point (.7), resulting in a half point widening of the equity gap.

Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.



Fall-to-Fall Retention by Student Race / Ethnicity Groups: Historically Underrepresented (HU) Students and Asian/Caucasian (A/C) Students

(Each cohort is defined as new / first time at SPSCC, full time students. HU students include; Black/African American, Native American, Pacific Islander, Latinx/Hispanic, and multiracial students with a HU identity)

The rolling three year retention rate gap between HU students and A/C students has increased slightly (Figure B). The annual retention rate for HU students has increased slightly while the annual retention rate for A/C students remains flat (Figure C).

Figure B: The **rolling three year retention rate remains flat**. The equity gap has widened slightly for HU. The latest data point incorporates a data methodology adjustment¹, resulting in a slightly higher equity gap compared to prior years. The expectation is the gap will continue to widen as the inclusion of the gap elimination in 2019 processes out of the three year cycle.

Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

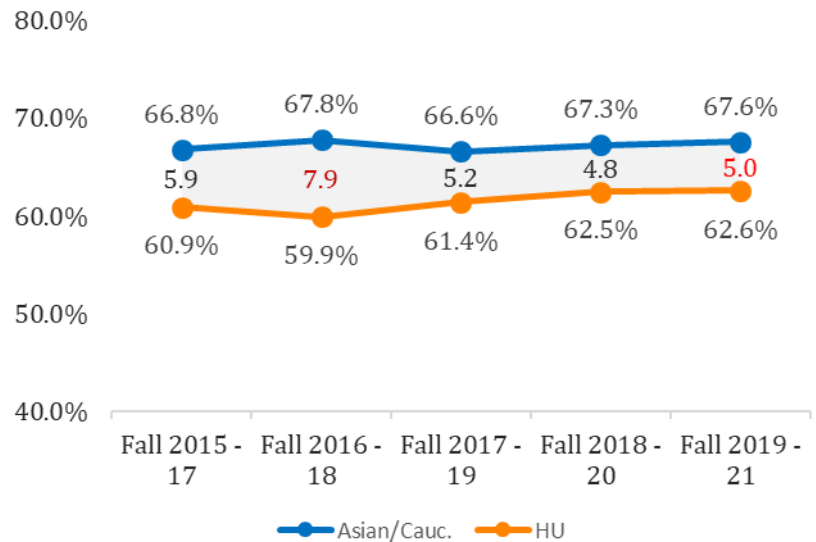
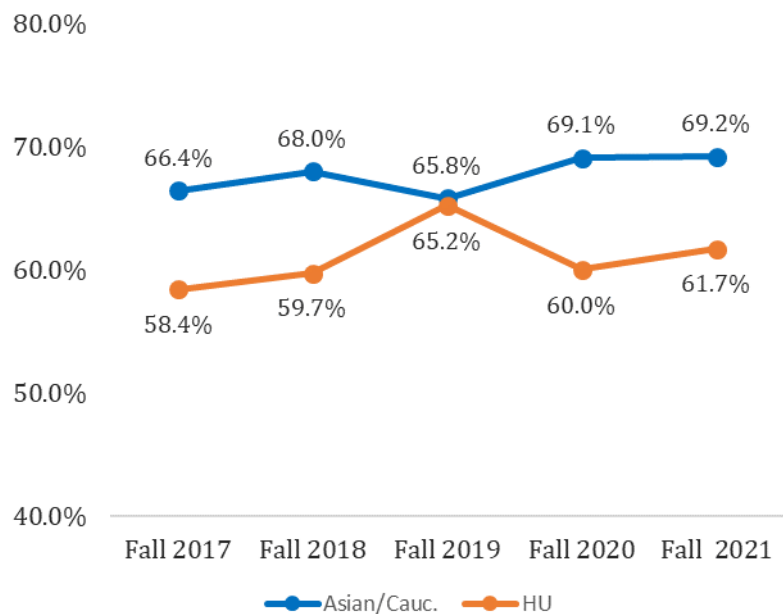


Figure C: the **annual retention rate** for Asian/Caucasian students remains flat from from the prior year. The annual retention rate for historically underrepresented students has increased 1.7-points from the prior year. The annual equity gap has narrowed but falls short of the the 2019 equity gap gains.

The rolling 3-year retention rates (above) include the non-existent gap achieved in 2019, which was due to a substantial increase for HU students and a decrease by A/C students. It is important to increase the annual retention rate for HU students to ensure the rolling three year institutional indicator remains above mission fulfillment



¹ HU methodology change. The 2019, 2020, and 2021 HU cohort has been refined to include only multiracial students who identify as black/African American, Native American, Pacific Islander, or Latinx/Hispanic as part of the multiracial composition.

Fall-to-Fall Retention by Student Need: Students Who Receive Need Based Financial Aid and Students Who Do Not Receive Aid (Low-Income Status)

(Each cohort is defined as new / first time at SPSCC, full time, non-running start students)

The achievement gap between students who receive need based financial aid and students who do not received need based financial aid is eliminated.

Figure D: The **rolling three year retention rate** for students who do not receive need based financial aid has declined by 3.3-points while the rolling three year retention rate for students who receive need based financial aid increased 2-points.

Percentage point differences in red font indicate the gap has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

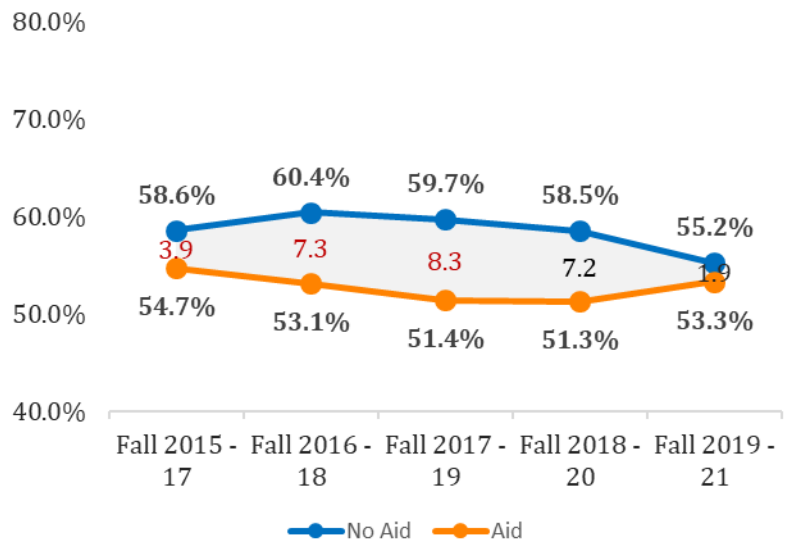
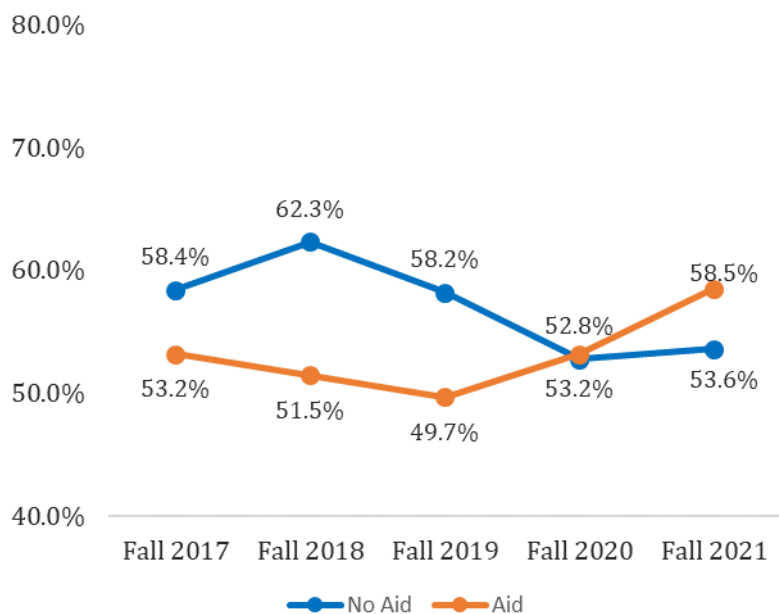


Figure E: The **annual retention rate** equity gap was eliminated last year. The retention rate for the latest 2021 cohort of students who received need based financial aid is almost 5 points higher than students who did not receive need based aid with a retention rate that is flat compared to the prior year.



Core Theme 2: Equity
 Goal 1: Close Equity Gaps
 Measure: 2.1.2 & 2.1.3

Achievement Gap: 3-Year Completion & Mirror Enrollment

Purpose of Measurement: Timely degree completion is critical for students. Most students who earn a degree achieve that goal within three to four years. The completion measure in Core Theme 1 reflects 3-year completion rates for use in federal reporting, whereas this indicator uses a slightly different methodology that includes more students within the cohort. The strategic indicator measures the percentage point difference of the 3-year completion rate between two population groups within three focused student characteristics: full time-part time status, historically underrepresented students-Asian/Caucasian students, and students who received need based financial aid-students who do not receive need based financial aid.

The second measure in this section compares the proportion of historically underrepresented graduates to historically underrepresented students enrolled in fall of the given year. The purpose of this comparison is to ensure the students who graduate represent the diversity of the student body.

Current Indicator Status: The 3-year completion achievement gap has decreased slightly between full time and part time students from the prior year. This indicator remains in a red status because it is above the baseline. The completion rate has declined for both historically underrepresented students and for Asian/Caucasian students resulting in a slight narrowing of the equity gap. This brought the indicator below the baseline, but not quite below mission fulfillment. Completions for students who did not receive need based aid has outpaced completions for students who receive need based aid, resulting in a widening gap. This continued trend has resulted in a red indicator due to rising above the baseline.

The proportion of historically underrepresented students continues to increase for enrollment and graduates. Students who identify as Hispanic or Multiracial have the widest difference (-1.6) between graduates and enrollment. The gap has closed slightly compared to the prior year. The indicator continues to be in red status.

In the following pages, the completion rate and gap is shown. Excluding the full/part time measure, a rolling 3-year total is used to smooth out high and low years. For the two measures that use this rolling total, a chart showing the annual completion rate for the two populations of interest is also shown along with a small narrative.

Goal / Measure	Baseline: 3-Yr Average	2020- 21 Update	2021-22 Update	2022-23 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Fall-to-Fall Retention						
Measure 2.1.2a: Achievement gap: 3-Year Completion, Comparison between all full time and part time students	19.6	24.6	26.6	25.6	18.6	17.7
Measure 2.1.2b: Achievement gap: 3-Year Completion, Comparison between *Historically Underrepresented and Asian/Caucasian students	8.7	7.2	9.1	8.4	8.26	7.9
Measure 2.1.2c: Achievement gap: 3-Year Completion, Comparison between students who receive need based financial aid and students who do not receive need based financial aid.	2.8	-0.8	2.1	3.4	2.66	2.5
Measure 2.1.3: Proportion of *Historically Underrepresented student graduates mirror the fall enrollments of Historically Underrepresented students. Metric is gap.	2.9	3.0	3.7	3.3	2.76	2.6

3-Year Completion by Student Attendance: Full Time and Part Time Status

(Each cohort is defined as new / first time at SPSCC)

The completion gap has decreased slightly between full time and part time students.

Figure A: Completion rates declined 2.4-points for full time students and 1.4-points for part time students resulting in an equity gap decrease of 1-point from the prior year.

The percentage point differences in red font indicate the difference has widened from the prior measurement.

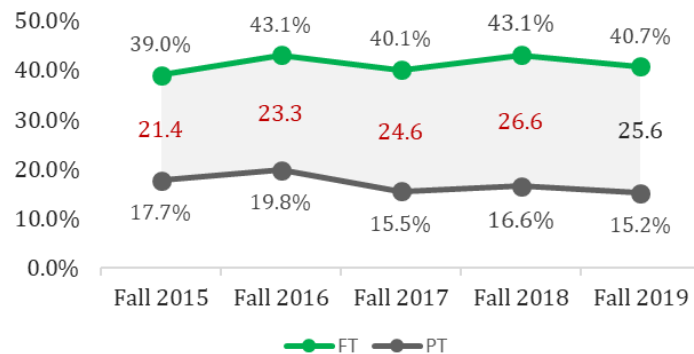
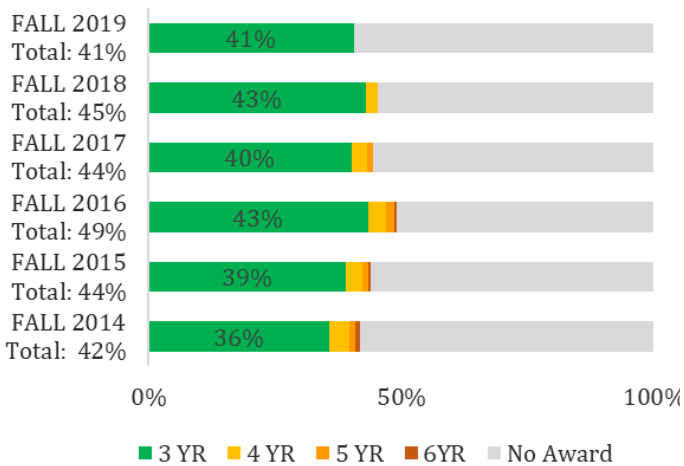
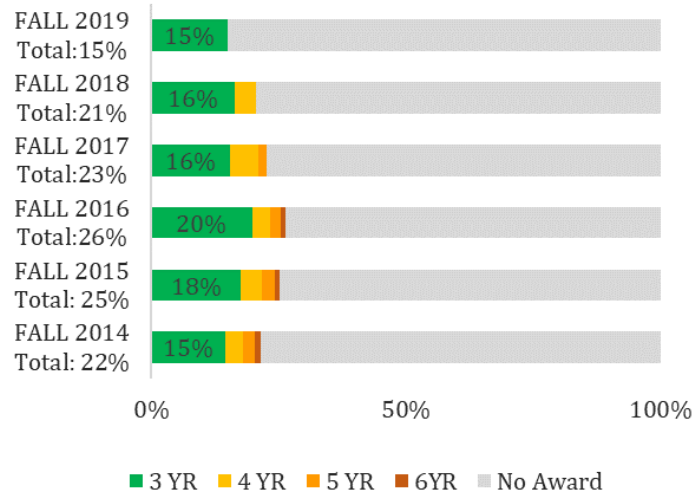


Figure B & Figure C: If a student earns a degree or certificate, it will most likely happen within three or four years regardless of attendance status.

Full Time Completion Rates: 3 Yr - 6 Yr



Part Time Completion Rates: 3 Yr - 6 Yr



3-Year Completion by Student Race / Ethnicity Groups: Historically Underrepresented (HU) Students and Asian/Caucasian (A/C) Students

(Each cohort is defined as new / first time at SPSCC, full time students. HU students include; Black/African American, Native American, Pacific Islander, Latinx/Hispanic, and multiracial students with a HU identity)

Annual completions for HU students has dropped slightly from the prior year while non-HU population completions dropped more than 4-points resulting in a narrowing equity gap for the rolling three year completion rate.

Figure D: The **rolling three-year completion rate** for Asian/Caucasian students has decreased by 1.4-points while completion rates for historically underrepresented students has declined slightly less than 1-point resulting in a slight decrease of the equity gap by .7 of a point. The latest data point incorporates a data methodology adjustment.¹

The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

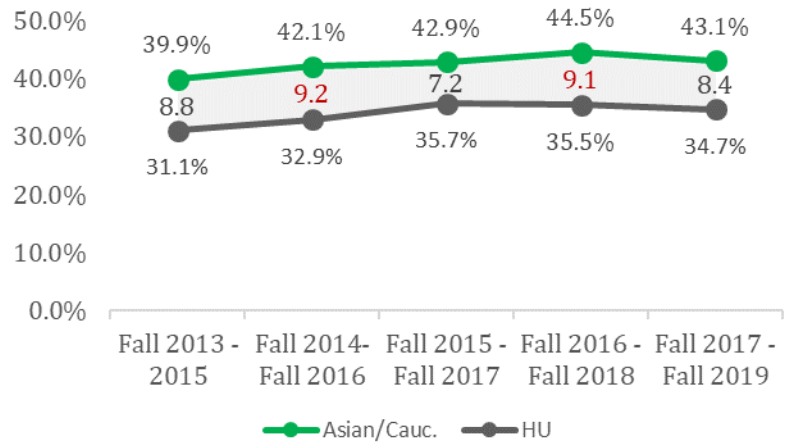
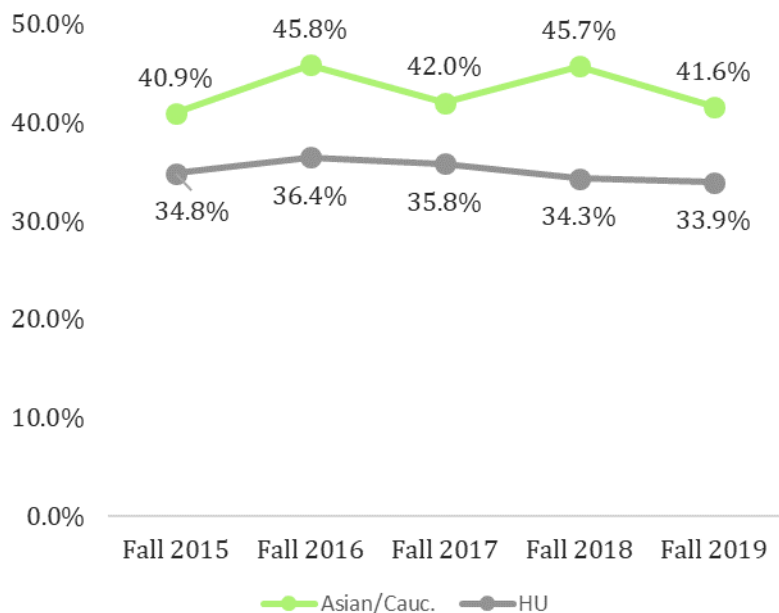


Figure E: **Annual completion rates** for Asian/Caucasian students decreased by 4.1-points while completion rates for historically underrepresented students declined slightly for the fourth year in a row, resulting in a flat trend over the last five years.



¹ HU methodology change. The 2019, 2020, and 2021 HU cohort has been refined to include only multiracial students who identify as black/African American, Native American, Pacific Islander, or Latinx/Hispanic as part of the multiracial composition.

3-Year Completion by Student Need: Students Who Received Need Based Financial Aid and Students Who Did Not Receive Aid

(Each cohort is defined as new / first time at SPSCC, full time, non-running start students)

The rolling three year completion rate for students who did not receive need based financial aid increased slightly from the prior year and continues an upward trend. The annual completion rate for students declined almost 5 points in both categories.

Figure F: The equity gap for the **rolling three-year completion rate** between students who received need based financial aid and students who do not receive need based financial aid has widened between the two populations. This is a result of a completion rate increase for students who do not receive need based aid and a completion rate decrease for students who do receive need based aid.

The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

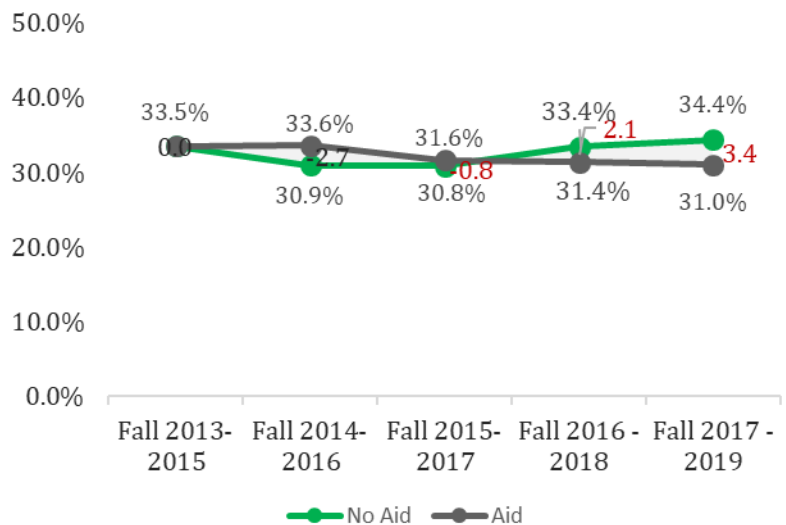
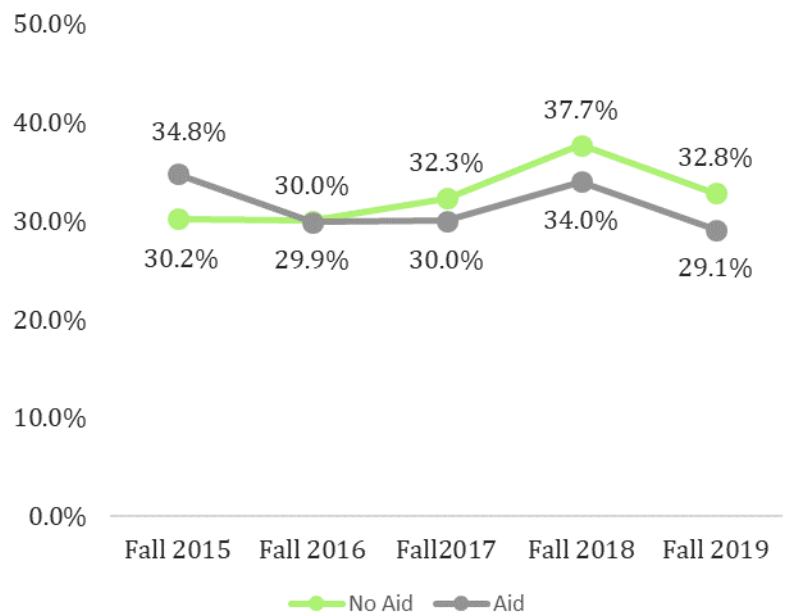


Figure G: The **annual completion rate** for both aid categories decreased from the prior year by 4.9- points.



The Proportion of Historically Underrepresented Students Who Received a Degree or Certificate Mirror the Proportion of Historically Underrepresented Fall Enrollment
(The annual proportion of HU students earning a degree/certificate compared to the fall enrollment of degree-seeking HU students)

The gap between the two populations has narrowed slightly comparing the proportion of HU graduates to enrollments.

Figure H: The diversity of SPSCC graduates and fall enrollment continues to rise. The gap between graduates and enrollment has decreased slightly this year.

The percentage point differences in red font indicate the difference has widened from the prior measurement, while black font indicates the gap has narrowed or maintained.

