

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 decrease by more than 5 points between full time and part time students. The annual retention rate has decreased slightly for both populataions, more so for the HU population. A gap remains within the rolling three year retention rate due to the elimination of the gap in 2019. The retention rate for students who received need based financial aid has decreased 5.3-points from the prior year reversing a a tow year upward trend. The rolling three year narrowing of the equity gap continues due to the prior two years of success. The 5 point annual retention rate change for full time/part time students and Asian-Caucasian/HU students results in the indicator color flipping to mission fulfillment and has also reached the stretch goal. The retention rate equity gap indicator between HU and non-HU students has changed to red falling below the three-year baseline. This is due to the 2019 cohort processing out of the dataset. The retention rate indicator for students who receive need based aid/who do not receive need based aid remains in green status. However, the latest annual retention rate indicates a widening of the gap. This annual data will be reflected in the three year totals moving forward. 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 and are full time students.

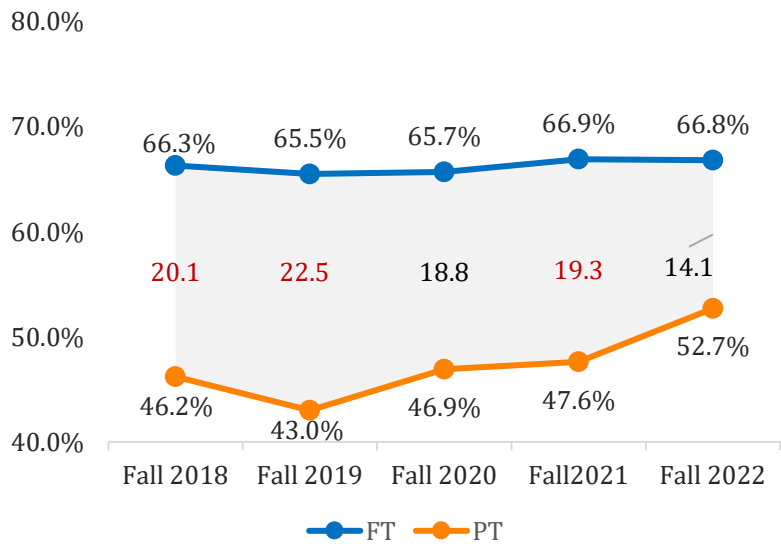
Goal / Measure	Baseline: 3-Yr Average	2020- 21 Update	2021-22 Update	2022-23 Update	2023-24 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Fall-to-Fall Retention							
Measure 2.1.1a: Comparison between full time and part time students	15.9	22.5	18.8	19.3	14.1	15.1	14.3
Measure 2.1.1b: Comparison between historically underrepresented and Asian/Caucasian students	5.8	5.2	4.8	5.0	8.2	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	.1	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 has remained the same from the prior year while the retention rate for part time students continues an upward trend. This has resulted in a 5 point decrease in 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** has increased 1.4 points for non-HU students and decreased 1.8 [points for HU students. This has resulted with a widened equity gap. As expected, the gap widened as the 2019 data has processed out of the three year dataset.

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.

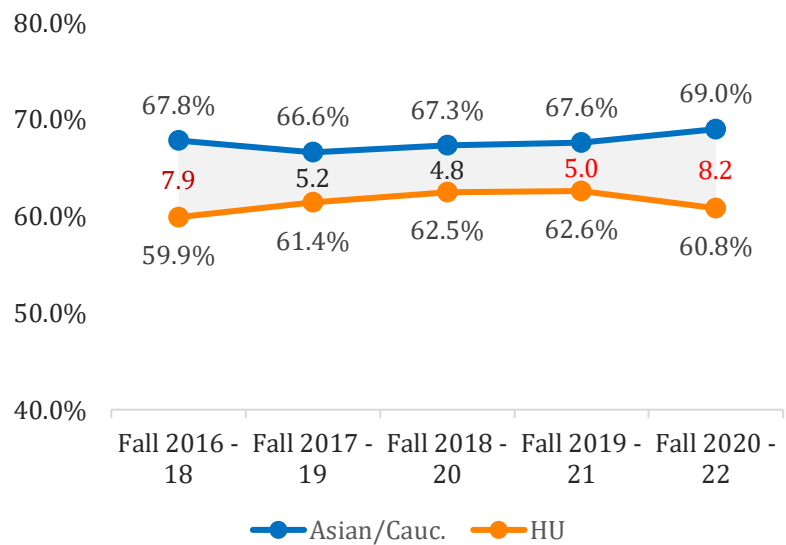
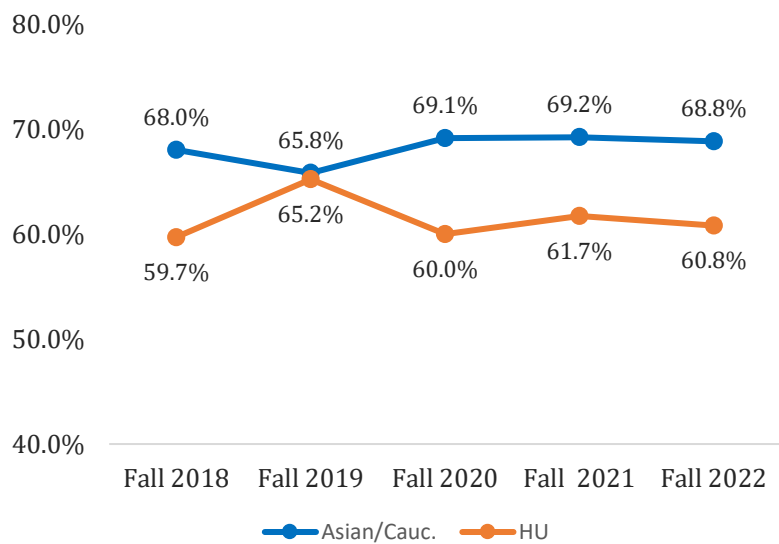


Figure C: the **annual retention rate** for both populations has decreased slightly from the prior year. The annual retention rate for HU students decreased slightly more than the Asian/Caucasian students resulting in an annual .5 point equity gap.



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 decreased by 1.8-points while the rolling three year retention rate for students who receive need based financial aid has remained the same, resulting in an equity gap closure from a three year perspective.

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.

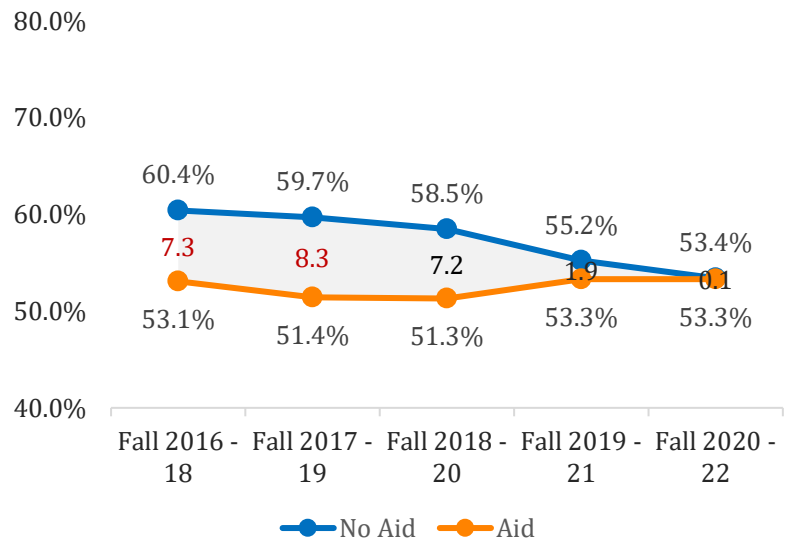
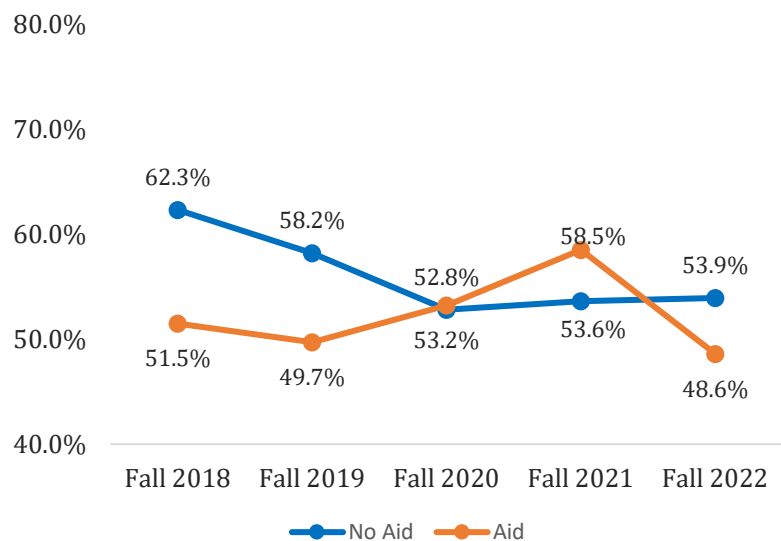


Figure E: The **annual retention rate** equity gap was eliminated in fall 2020 and continued last year. The retention rate for the latest 2022 cohort of students who received need based financial aid is more than 5 points lower than students who did not receive need based aid. The three year rolling retention rates masks this annual decline due to the successful prior years.



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 rolling completion rate has declined slightly for both historically underrepresented students and for Asian/Caucasian students resulting in a slight widening of the equity gap. The indicator remains in yellow status because it is still below the baseline. Completions for students who did not receive need based aid and for students who did receive need based aid has decreased slightly for both populations. The narrowing of the equity gap is due to the annual completion rate difference between the two populations. The indicator remains in red status. The proportion of historically underrepresented students continues to increase for enrollment and graduates. The gap continues to narrow resulting in a gap that is below the baseline. The indicator has reached mission fulfillment and has met the stretch goal as well.

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	2023-24 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	24.0	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	8.6	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	-.8	2.1	3.4	3.1	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	2.6	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: The completion rate for full time students has decreased slightly while the rate for part time students increased slightly resulting in a narrowing equity gap of 1.6 points.

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

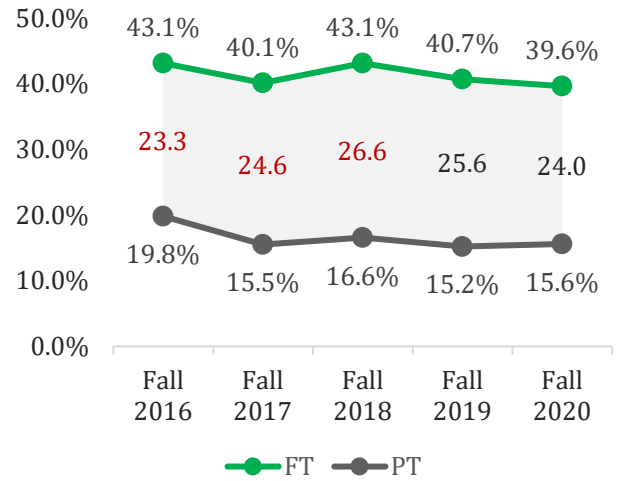
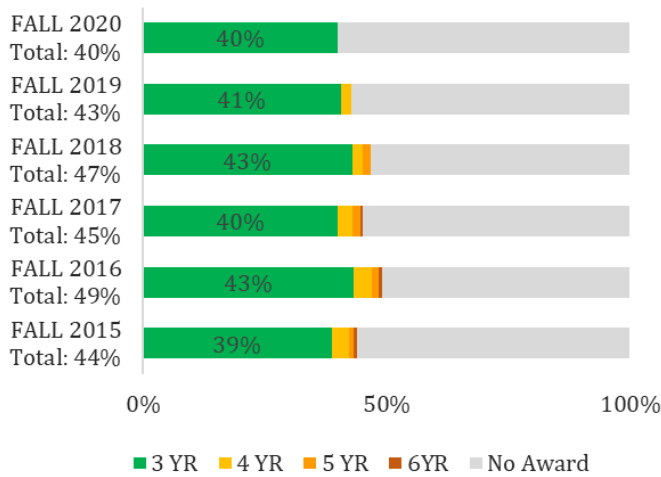
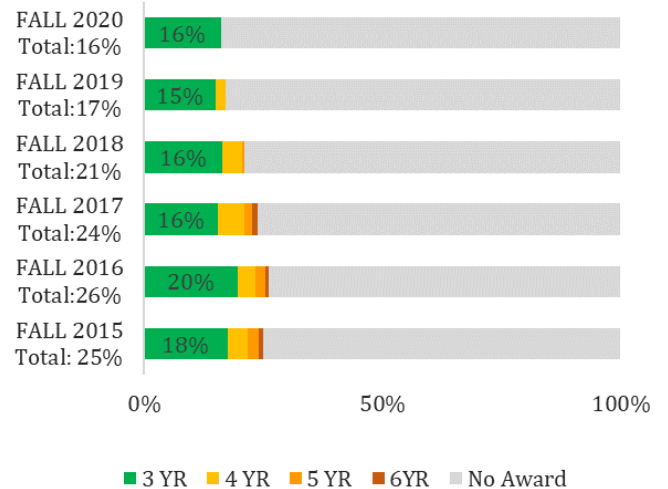


Figure B & Figure C: If a student earns a degree or certificate, it will most likely happen within three or four years regardless of attendance status.

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 increased slightly from the prior year while non-HU population completions remains the same (Figure E) resulting in a slight expansion of the equity gap for the rolling three year completion rate (Figure D).

Figure D: The **rolling three-year completion rate** for A/C students remains the same as the prior year and the completion rate for HU students has decreased slightly resulting in a slight increase of the equity gap. The latest two data points 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.

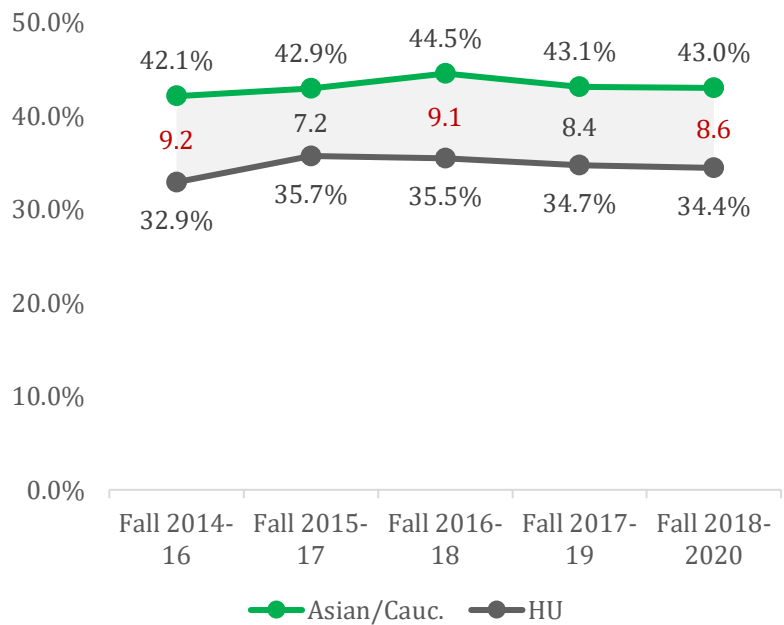
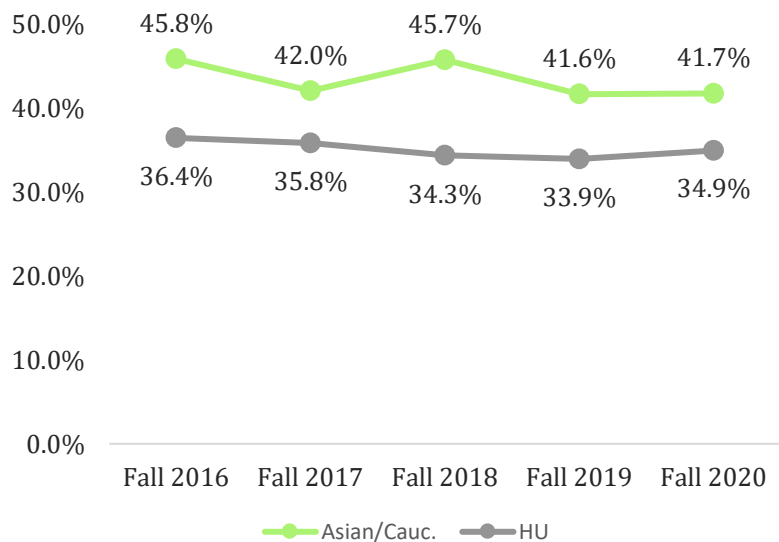


Figure E: **Annual completion rates** for A/C students remains the same as the prior year while completion rates for historically underrepresented students increased 1 point reversing a four year downward trend.



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 has declined for both populations both in the rolling three-year completion rate and annual completion rate. The narrowing gap is a result of the declining completion rate for students who received need based aid is not as pronounced as students who did not receive need based financial aid.

Figure F: The difference in 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 narrowed slightly between the two populations. This is a result of an annual decreased completion rate for students who do receive aid being more pronounced than the decreased annual completion rate for students who did received need based financial 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.

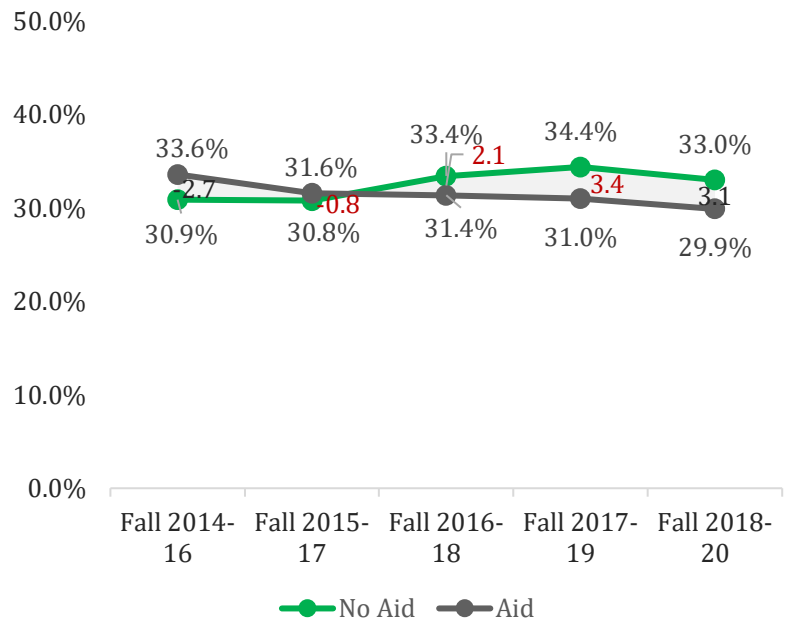
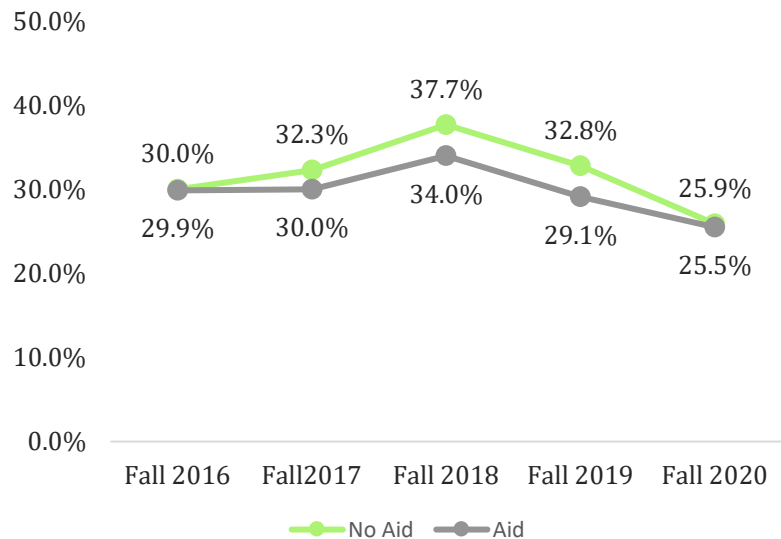


Figure G: The **annual completion rate** for both aid categories continues a downward trend. The completion rate for students who did receive aid has decreased almost 7 points and the completion rate for students who did receive aid has decreased from the prior year by 3.6 points.

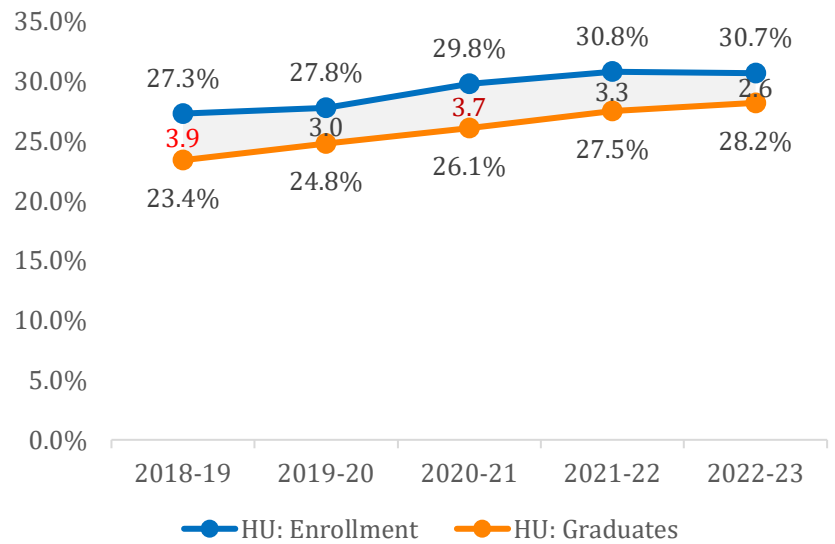


The Proportion of Historically Underrepresented Students Who Received a Degree or Certificate Mirror the Proportion of Historically Underrepresented Fall Enrollment
 (The annual proportion of HU students earning a degree/certificate compared to the fall enrollment of degree-seeking HU students)

The gap between the two populations continues to narrow comparing the proportion of HU graduates to HU enrollments.

Figure H: The diversity of SPSCC graduates and fall enrollment continues to rise. The gap between graduates and enrollment continues to narrow.

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.



Core Theme 2: Equity
 Goal 2: Increase the ethnic diversity of faculty, staff, and admin./exempt employees
 Measure: 2.2.1-3
Employee Demographics

Purpose of Measurement: SPSCC stresses the importance that the employees of the college are reflective of the students and surrounding community we serve.

Current Indicator Status: The diversity of all employee classifications has increased and have reached mission fulfillment and have exceeded the stretch goal as well.

Goal / Measure	Baseline: 3-Yr Average	2020- 21 Update	2021-22 Update	2022-23 Update	2023-24 Update	Mission Fulfillment	10% Stretch Goal
Goal 1: Close Equity Gaps – Fall-to-Fall Retention							
Measure 2.2.1: Faculty by ethnic demographics	12.5%	12.4%	12.4%	15.5%	21.2%	13.1%	13.8%
Measure 2.2.1: Classified staff by ethnic demographics	19.5%	25.2%	26.2%	27.1%	28.9%	20.5%	21.5%
Measure 2.2.1: Administrative / Exempt by ethnic demographics	22.8%	22.4%	23.7%	26.5%	31.9%	23.9%	25.1%

Employee Demographics
(The annual proportion of non-white full time employees)

The diversity of all employee classifications have increased from the prior year.

Faculty diversity has increased 5.7 points and Administrative/exempt diversity has increased 5.4 points. Classified staff diversity has increased 1.8 points.

