

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 widened due to an increase in full-time student retention and a decrease in part-time student retention. The rolling three-year retention gap between HU and Non-HU students increased slightly. Both populations saw an increased retention rate but the non-HU retention rate increase outpaced the HU retention rate increase, which is more clear in the annual view. Similarly, the retention rate gap between students receiving and not receiving need-based financial aid widened, driven by a larger retention rate increase among those not receiving aid.

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.

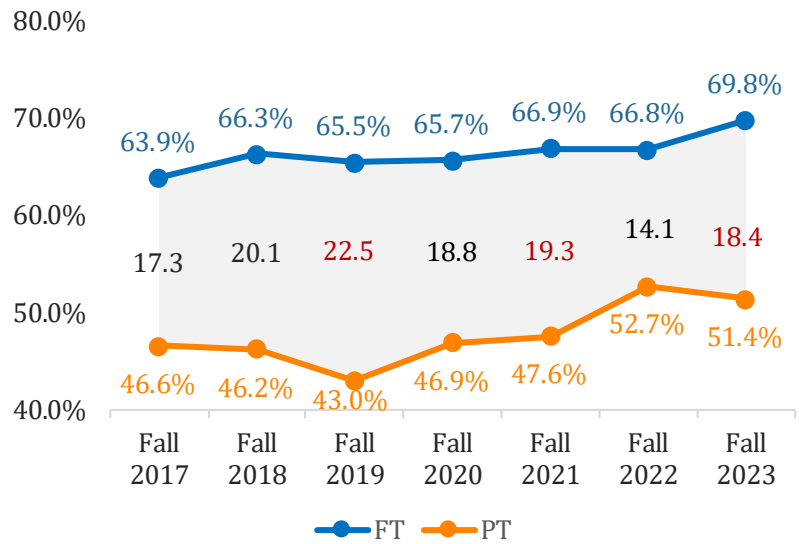
Goal / Measure	Baseline: 3-Yr Average	2020- 21	2021-22	2022-23	2023-24	2024-25	Mission Fulfillment	10% Stretch Goal
<b>Goal 1: Close Equity Gaps – Fall-to-Fall Retention</b>								
Measure 2.1.1a: Comparison between full time and part time students	15.9	22.5	18.8	19.3	14.1	18.4	15.1	14.3
Measure 2.1.1b: Comparison between historically underrepresented and Asian/Caucasian students	5.8	5.2	4.8	5.0	8.2	8.6	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	5.1	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 increased while part-time student retention decreased resulting in a widening equity gap (Figure A).

Figure A: The annual fall-to-fall retention rate for full-time students has increased by three points from the prior year, while the retention rate for part-time students has decreased, reversing a three-year upward trend. This has resulted in a 4.3- point increase 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). Both populations saw an increased retention rate but the non-HU population outpaced the HU population. This is more prominent in the annual retention rate for both populations (Figure C).

Figure B: The **rolling three year retention rate** has increased by 1.7 points for non-HU students and by 1.3 points for HU students. While both population saw an increase in retention, the gap has widened because the non-HU group outpaced the HU group, resulting in a widened 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.

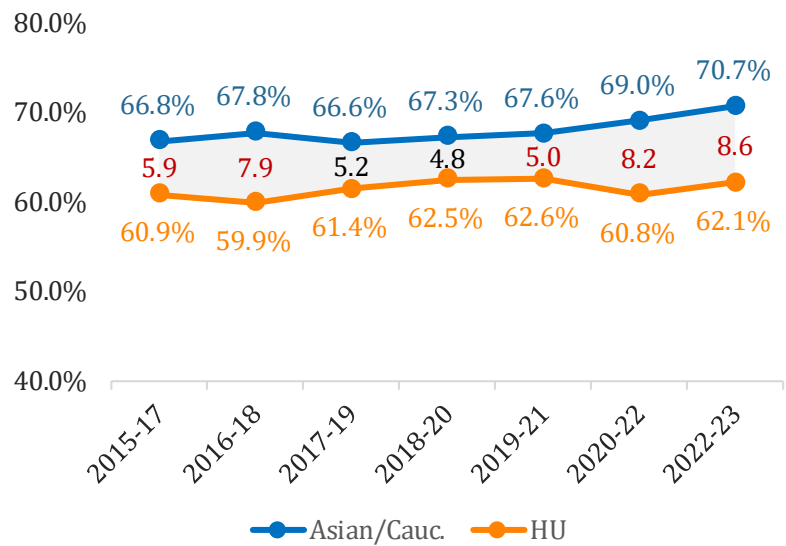
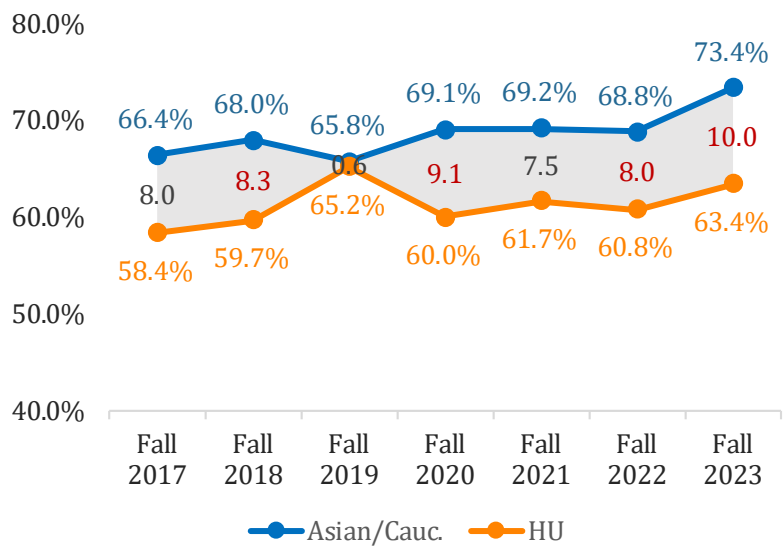


Figure C: the **annual retention rate** for both populations has increased from the prior year. The annual retention rate for non-HU students increased by 4.6-points, while the HU retention rate increased 2.6-points, resulting in a widening annual gap.



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 has widened as a result of a higher retention rate increase for students who did not receive aid (Figure D and E).

Figure D: The **rolling three year retention rate** for students who do not receive need based financial aid has increased by 1.8-points, while the rolling three year retention rate for students who do receive need-based financial aid has remained the same, resulting in an increased equity gap from the rolling 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.

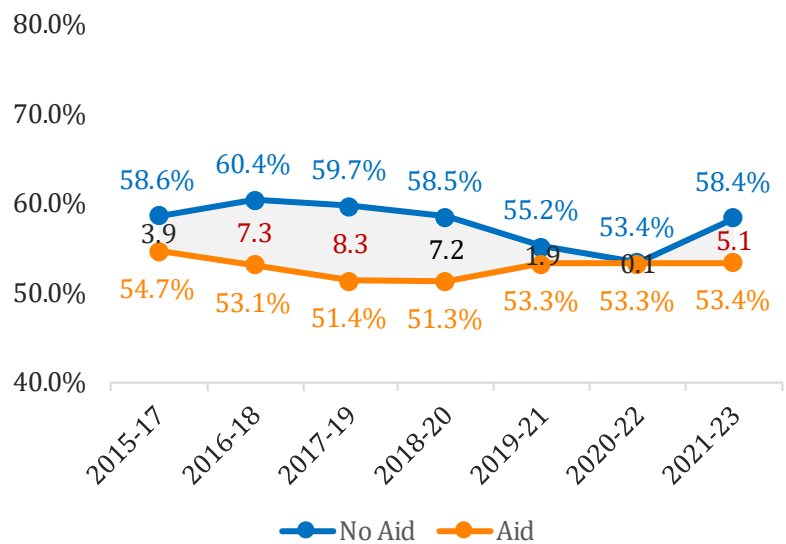
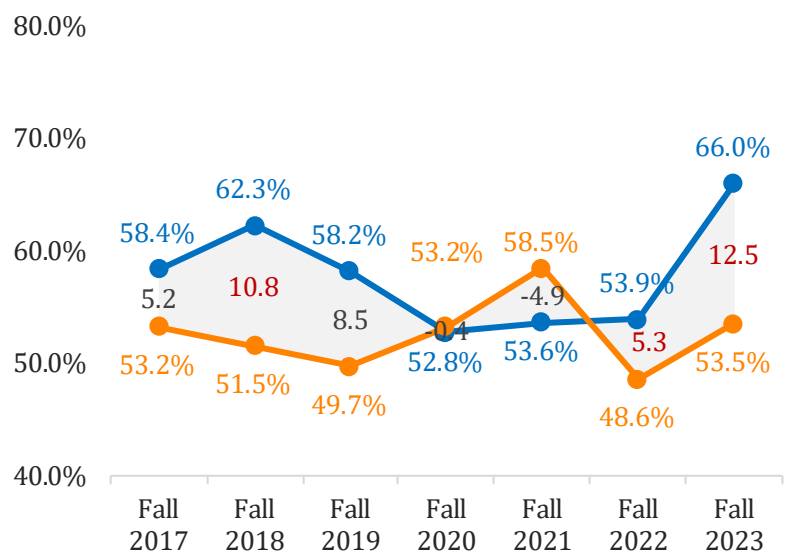


Figure E: The **annual retention rate** equity gap has increased 7.2-points due to a 12-point retention increase for non-need-based aid recipients and 5.2-point increase for need\_based aid recipients. The three-year rolling retention rate masks the need-based retention increase due to annual fluctuations.



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 between full-time and part-time students has increased from the prior year. This indicator remains in a red status because it is above the baseline. The rolling completion rate has increased for historically underrepresented students while remaining the same for Asian/Caucasian students, resulting in a slight narrowing of the equity gap. With a .5-point reduction, the indicator has met mission fulfillment and has changed to green. Completions for students who did not receive need based aid have decreased by more than 2-points, while completion for students who did receive need-based aid remained flat. The resulting decreased gap has set the indicator above mission fulfillment and reached the the 10% mission fulfillment goal and switched the indicator to green status. The proportion of historically underrepresented students continues to increase for enrollment. However, graduate diversity has decreased 3.6-points, widening the equity gap. This indicator was at mission fulfillment last year but has dropped below the baseline, resulting in a 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 short narrative.

Goal / Measure	Baseline: 3-Yr Average	2020- 21	2021-22	2022-23	2023-24	2024-25	Mission Fulfillment	10% Stretch Goal
<b>Goal 1: Close Equity Gaps – Fall-to-Fall Retention</b>								
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	25.1	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	8.1	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	1.2	2.66	2.5
Measure 2.1.3: Proportion of *Historically Underrepresented student graduates mirror	2.9	3.0	3.7	3.3	2.6	6.9	2.76	2.6

the fall enrollments of Historically Underrepresented students. Metric is gap.								
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**3-Year Completion by Student Attendance: Full Time and Part Time**  
*(Each cohort is defined as new/ first time at SPSCC)*

The completion gap has increased slightly between full-time and part-time students (Figure A).

Figure A: The completion rate for both full time and part time students has increased. Completions for full time students out-paced completions for part time students resulting in a widening gap.

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

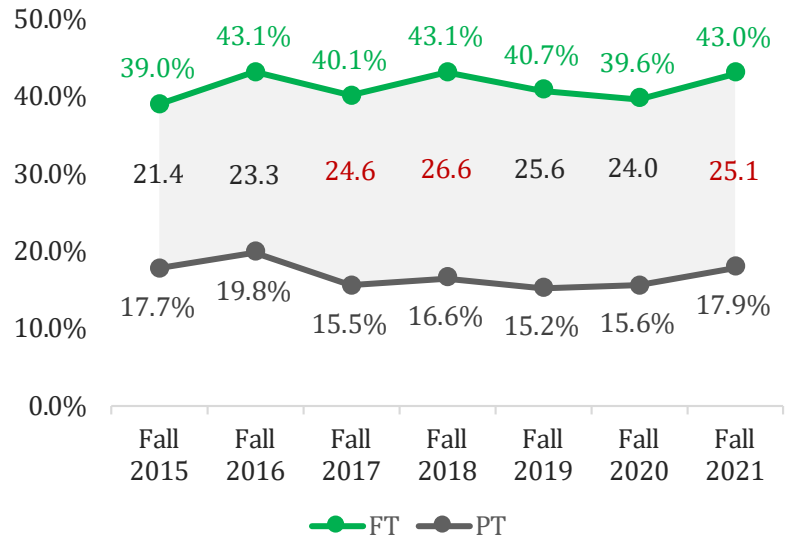
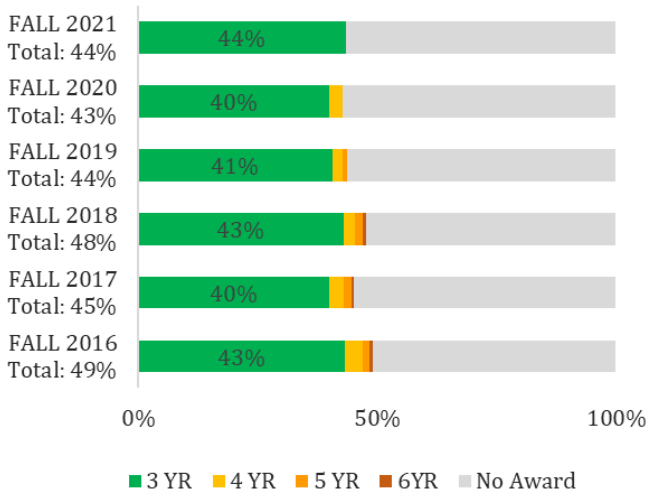
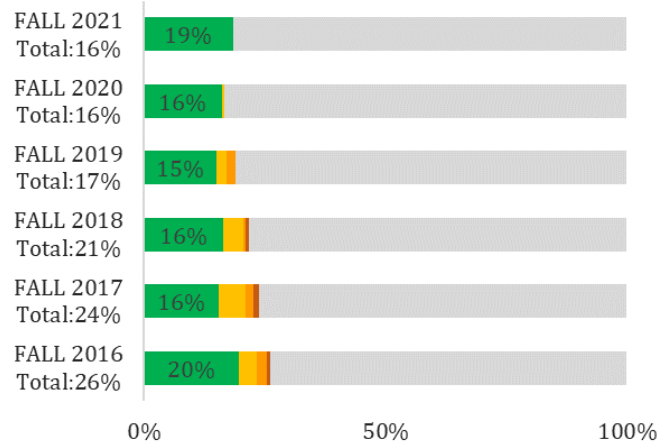


Figure B & Figure C: If a student earns a degree or certificate, it will most likely happen within three or four years regardless of attendance status.

**Full Time Completion Rates: 3 Yr - 6 Yr**



**Part Time Completion Rates: 3 Yr - 6 Yr**



■ 3 YR ■ 4 YR ■ 5 YR ■ 6YR ■ No Award

### 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 increased 5-points (Figure E). This resulted 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 increased slightly resulting in a slight decrease in the equity gap.

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.

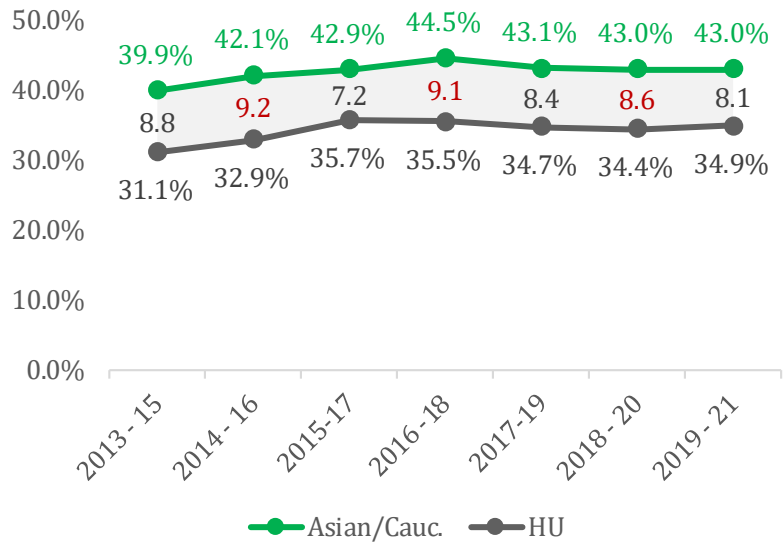
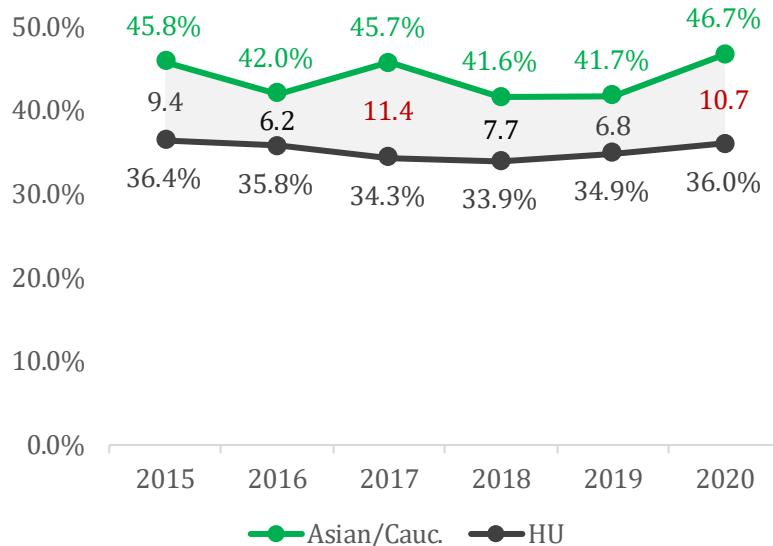


Figure E: **Annual completion rates** for A/C students increased by five points but only slightly for historically underrepresented students. The official three-year indicator decreased because the 2017 gap rolled out of the equation and the narrower 2020 gap rolled in, resulting in the decreased retention gap above.



### 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 (Figure F). The annual completion rate has reversed a downward trend with aid recipients having a higher completion rate than non-aid recipients (Figure G).

Figure F: The difference in the **rolling three-year completion rate** between students who received need based financial aid and students who did not has narrowed. This is due to a slightly higher annual increase in the completion rate among aid recipients compared to students who did not receive 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.

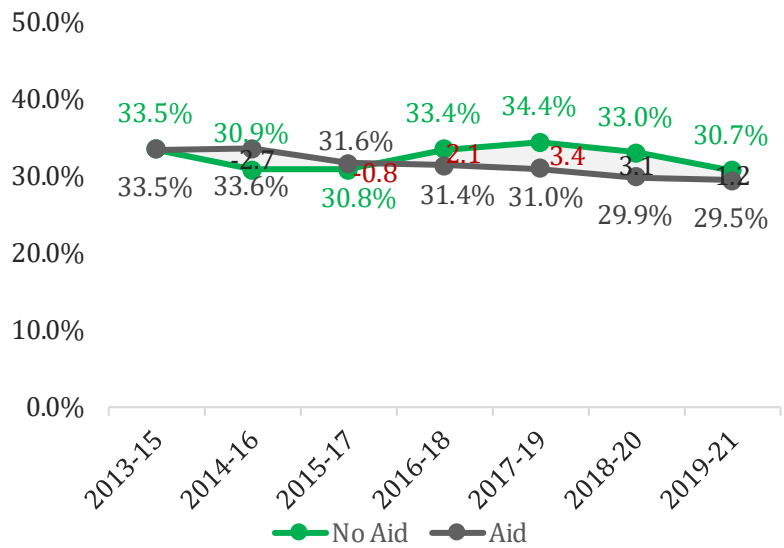
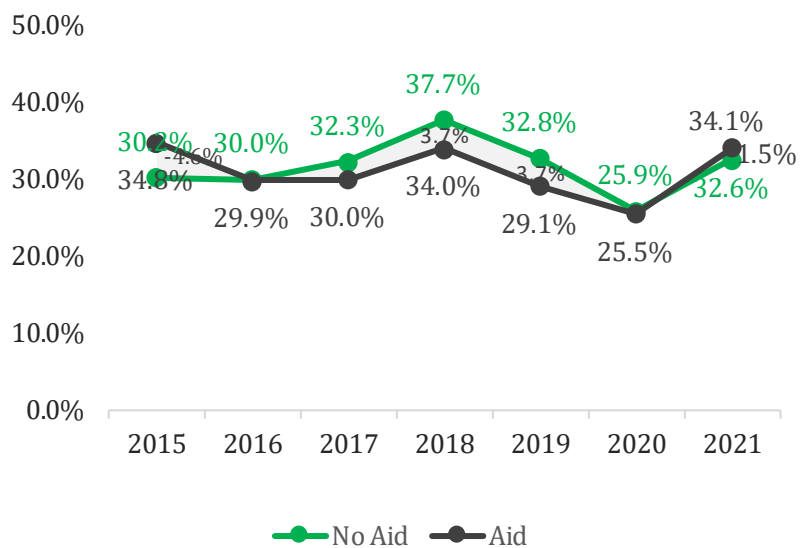


Figure G: The **annual completion rate** for both aid categories have reversed a downward trend. Students who received aid now have a slightly higher completion rate than students who did not receive aid.





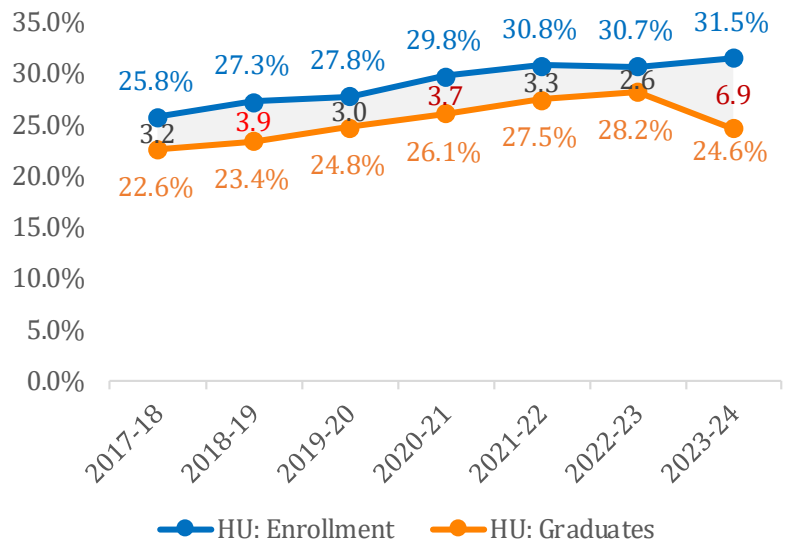
## The Proportion of Historically Underrepresented Students Who Received a Degree or Certificate Mirror the Proportion of Historically Underrepresented Fall Enrollment

(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 widened substantially due to a less diverse graduating class (Figure H).

Figure H: The diversity of SPSCC enrollments continues to rise. However, the upward diversity trend of graduates has reversed with a 3.6-point decline, resulting in a substantial gap between the two population.

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 for classified staff and administrative & exempt employees. The diversity of faculty has decreased, reversing an upward trend.

Goal / Measure	Baseline: 3-Yr Average	2020-21 Update	2021-22 Update	2022-23 Update	2023-24 Update	2024-25	Mission Fulfillment	10% Stretch Goal
<b>Goal 1: Close Equity Gaps – Fall-to-Fall Retention</b>								
Measure 2.2.1: Faculty by ethnic demographics	12.5%	12.4%	12.4%	15.5%	21.2%	16.0%	13.1%	13.8%
Measure 2.2.1: Classified staff by ethnic demographics	19.5%	25.2%	26.2%	27.1%	28.9%	33.3%	20.5%	21.5%
Measure 2.2.1: Administrative / Exempt by ethnic demographics	22.8%	22.4%	23.7%	26.5%	31.9%	34.0%	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 decreased 5.2-points, reversing an upward trend. Administrative/exempt diversity has increased 2.1-points. Classified staff diversity has increased 4.4-points.

