



Data Brief for 2022-2025 NOCE Student Equity and Achievement Program (SEAP) 3-year Plan

Produced by NOCE's Office of Institutional Research and Planning (September 2022)



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Background

This data brief is intended to inform the Student Equity and Achievement Program (SEAP) committee and other NOCE stakeholders on NOCE data as it relates to Chancellor's Office SEAP metrics and the identification of disproportionately impacted (DI) groups. All metrics below were locally calculated by NOCE's Office of Institutional Research and Planning (OIRP) by matching as closely as possible the SEAP metric definitions provided by the California Community College Chancellor's Office (CCCO)¹. Student equity data was calculated for three academic years: 2019-20, 2020-21, and 2021-22. Additional data can be viewed in the appendix. The data is disaggregated by gender, race/ethnicity, and students with disabilities.

Percentage Point Gap Minus One Methodology

Percentage Point Gap Minus One: Disproportionately impacted student groups were identified using the Percentage Point Gap Minus One (PPG-1) methodology. The PPG-1 methodology compares the percent of students in a subgroup who achieve an outcome (enrollment, retention, transition, completion of a CDCP certificate) with the percent of all **OTHER** students who achieve that same outcome (i.e., all students minus the students within the subgroup being examined for disproportionate impact). The difference in the two percentages results in a percentage point gap. The PPG-1 is considered the simplest way to determine inequities in outcomes between student populations (Center for Urban Education, 2015). For more information about the methodology and the terminology related to calculations, please reference [NOCE's 2019-2022 Student Equity 3-year Data Report](#).

Things to Consider

Suppression of Small Samples: For student privacy protection, data was suppressed for any subgroup whose denominator includes 10 or fewer cases. As such, no disproportionate impact can be measured or reported for suppressed subgroups. However, their counts were included in the overall denominator for each metric.

Limitations to the Data and Methodology:

1. Forecasting the number of students required to eliminate equity gaps assumes that enrollment trends and subgroup proportions will remain the same the in coming years.
2. NOCE students with disabilities are those who ever reported a verified disability within NOCCCD; students who may have disabilities but do not report these disabilities are included as not having a disability.
3. Local NOCE data and definitions are used to calculate all metrics. SEAP metrics, which are intended for credit community colleges, do not align with noncredit metrics and therefore NOCE's OIRP team had to modify CCCO SEAP metrics to take this misalignment into account.

¹ California Community College Student Success Metrics can be found here: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Successful Enrollment

Description: Among all CCCApply applicants in the selected year, the proportion who enrolled at NOCE in the selected year

Related to Chancellor's Office Metric: SM 300Cx All Cohort Student Applicants Who Enrolled in the Same Community College- Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year

Denominator: Students who applied to NOCE through CCCApply in the selected year

Numerator: Enrolled at NOCE in the selected year

Data Notes:

- The NOCE CTE and DSS programs began using the CCCApply application in Fall 2019. Full rollout of CCCApply to all programs at NOCE was in Spring 2020. Data for 2019-20 does not capture all applicants who applied using other application methods including the XAP online platform or paper applications.
- Race/Ethnicity information is not properly captured in Banner for NOCE students in 2019-20, so students who may have reported their race/ethnicity in CCCApply might be identified as Other/Unknown in Banner due to scripting issues.

2021/22 Overall Data for Successful Enrollment

Row	2021-22 Overall Access Data	Total
1	# of applicants (denominator)	4,411
2	# of enrolled students	1,893
3	Overall enrollment rate	42.9%



Disaggregated Data for Successful Enrollment

Ethnicity

Row	2021-22 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Filipino	Two or More	White
1	# of applicants	12	865	151	2,352	17	88	Suppressed	347	579
2	# of enrolled students	4	462	43	965	6	24		147	242
3	% enrolled	33.3%	53.4%	28.5%	41.0%	35.3%	27.3%		42.4%	41.8%
4	% enrolled for all students excluding the target subgroup	42.9%	40.4%	43.4%	45.1%	42.9%	43.2%		43.0%	43.1%
5	margin of error	26.7%	3.3%	7.2%	2.0%	22.7%	9.3%		5.2%	4.0%
6	equity gap	-9.6%	13.1%	-15.0%	-4.0%	-7.7%	-16.0%		-0.6%	-1.3%
7	disproportionately impacted	no	no	yes	yes	no	yes		no	no
8	# of additional students needed to close gap	1	N/A	22	44	1	14		2	6

Gender

Row	2021-22 Data	Female	Male	Unknown
1	# of applicants	3,026	1,234	151
2	# of enrolled students	1,303	529	61
3	% enrolled	43.1%	42.9%	40.4%
4	% enrolled for all students excluding the target subgroup	42.6%	42.9%	43.0%
5	margin of error	1.8%	2.8%	7.8%
6	equity gap	0.5%	-0.1%	-2.6%
7	disproportionately impacted	no	no	no

8	# of additional students needed to close gap	N/A	1	4
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Three-Year DI Trend for Successful Enrollment

Ethnicity	2019/20	2020/21	2021/22
American Indian/Alaska Native	s*	s*	no
Asian	no	no	no
Black or African American	no	no	yes
Hispanic/Latinx	no	no	yes
Native Hawaiian/Pacific Islander	s*	no	no
Other/Unknown	yes	yes	yes
Filipino	s*	s*	s*
Two or More	no	no	no
White	yes	yes	no
Female	no	no	no
Male	yes	yes	no
Unknown	no	no	no
Has Disability	no	no	No

Note: s* indicates data is suppressed

Key Takeaways for Successful Enrollment

- In 2021/22, the following subgroups are identified as disproportionately impacted for the Successful Enrollment metric:
 - Black or African American students
 - Hispanic/Latinx students
 - Students whose race/ethnicity is other/unknown

Retention

Description: Among all students enrolled at NOCE in the selected Fall term, the proportion of students retained from Fall to Spring in the selected year, excluding students who completed an award (i.e., Career Development College Preparation [CDCP] certificate/diploma or locally approved certificates including Disability Support Services [DSS] certificates), or transitioned to Fullerton College (FC) or Cypress College (CC) in the same year.

Related to Chancellor's Office Metric: SM 453Cx All Cohort Students Who Persisted from First Primary Term of Enrollment to the Subsequent Primary Term - Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term.

Denominator: Students who enrolled in Fall in the selected year, did not receive a CDCP certificate/diploma or local DSS certificate in the selected year, or did not transition at FC or CC in the selected year

Numerator: Enrolled in Spring term in the selected year

Data Notes:

- This metric does not examine student's first primary term of enrollment, but rather looks at retention from Fall to Spring of that year
- For 2019-20, NOCE operated under a quarter system. For consistency purposes, retention from Fall to Winter is not examined. Data is only reported for students who were retained from Fall to Spring.

2021/22 Overall Data for Retention

Row	2021-22 Overall Retention Data	Total
1	# of students enrolled in Fall	9,061
2	# of students retained in Spring	4,364
3	Overall retention rate	48.2%



Disaggregated Data for Retention Ethnicity

Row	2021-22 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Filipino	Two or More	White
1	# of students enrolled in Fall	10	1,209	119	2,142	15	2,707	207	464	2,188
2	# of students retained in Spring	6	606	46	998	6	1,298	88	220	1,096
3	% retained	60.0%	50.1%	38.7%	46.6%	40.0%	47.9%	42.5%	47.4%	50.1%
4	% retained for all students excluding target subgroup	48.1%	47.9%	48.3%	48.6%	48.2%	48.3%	48.3%	48.2%	47.5%
5	margin or error	30.4%	2.8%	8.7%	2.1%	24.8%	1.9%	6.7%	4.5%	2.1%
6	equity gap	11.9%	2.3%	-9.6%	-2.1%	-8.2%	-0.3%	-5.8%	-0.8%	2.5%
7	disproportionately impacted	no	no	yes	no	no	no	no	no	no
8	# of additional students needed to close gap	N/A	N/A	11	34	1	N/A	12	3	N/A

Gender

Row	2021-22 Data	Female	Male	Unknown
1	# of students enrolled in Fall	6,137	2,247	677
2	# of students retained in Spring	3,012	1,046	306
3	% retained	49.1%	46.6%	45.2%
4	% retained for all students excluding target subgroup	46.2%	48.7%	48.4%
5	margin or error	1.3%	2.1%	3.7%
6	equity gap	2.8%	-2.1%	-3.2%
7	disproportionately impacted	no	yes	no
8	# of additional students needed to close gap	N/A	36	20

Three-Year DI Trend for Retention

Ethnicity	2019/20	2020/21	2021/22
American Indian/Alaska Native	no	no	no
Asian	no	yes	no
Black or African American	yes	no	yes
Hispanic/Latinx	yes	yes	no
Native Hawaiian/Pacific Islander	no	no	no
Other/Unknown	no	no	no
Filipino	no	no	no
Two or More	yes	yes	no
White	no	no	no
Female	no	no	no
Male	yes	yes	yes
Unknown	no	no	no

Has Disability	no	no	no
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Key Takeaways for Retention

- Like the 2021/22 Successful Enrollment metric, Black or African American students are identified as disproportionately impacted for the Retention metric in 2021/22, however, Hispanic/Latinx students and Other/Unknown students were not found to be disproportionately impacted.
- In addition, male students were also identified as disproportionately impacted.

Transfer

Description: Among all students who enrolled at NOCE in the Fall term of the selected year in Basic Skills Program (BSP), Career Technical Education (CTE), English as a Second Language (ESL), or Disability Support Services (DSS) courses, the number of students who transitioned to Fullerton or Cypress College for the first time ever in the selected year or subsequent year, excluding students who co-enrolled in their first term at NOCE and the credit colleges or had previous enrollments at the credit colleges

Related to Chancellor's Office Metric: SM 620Cx All Cohort Students Who Transferred to a Four-Year Postsecondary Institution (SM 622Cx) - Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort

Denominator: Students who enrolled in the Fall term of the selected year in BSP, CTE, ESL or DSS courses

Numerator: Transitioned to Fullerton College or Cypress College for the first time ever in the selected year or the subsequent year

Data Notes:

- Using IER Noncredit-to-Credit Transition data
- Due to the necessity of two years of data to measure this metric, data will not be available for the 2021-22 cohort for this metric

Overall Data for Transfer

Row	2020-21 Overall Transition Data	Total
1	# of students enrolled	3,046
2	# of students transitioned to FC/CC	103
3	Overall transition rate	3.4%



Disaggregated Data for Transfer Ethnicity

Row	2020-21 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Filipino	Two or More	White
1	# of students enrolled	Suppressed	594	61	1,670	Suppressed	73	45	232	358
2	# of students transitioned to FC/CC		21	2	38		1	4	16	21
3	overall transition rate		3.5%	3.3%	2.3%		1.4%	8.9%	6.9%	5.9%
4	% transitioned for all students excluding target subgroup		3.3%	3.4%	4.7%		3.4%	3.3%	3.1%	3.1%
5	margin of error		1.5%	4.5%	0.7%		2.7%	8.3%	3.3%	2.4%
6	equity gap		0.2%	-0.1%	-2.4%		-2.1%	5.6%	3.8%	2.8%
7	disproportionately impacted		no	no	yes		no	no	no	no
8	# of additional students needed to close gap		N/A	0	18		1	N/A	N/A	N/A

Gender

Row	2020-21 Data	Female	Male	Unknown
1	# of students enrolled	2,136	788	122
2	# of students transitioned to FC/CC	74	26	3
3	overall transition rate	3.5%	3.3%	2.5%
4	% transitioned for all students excluding target subgroup	3.2%	3.4%	3.4%
5	margin of error	0.8%	1.2%	2.7%
6	equity gap	0.3%	-0.1%	-1.0%
7	disproportionately impacted	no	no	no
8	# of additional students needed to close gap	N/A	1	1

Three-Year DI Trend for Transfer

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	s*	s*	s*
Asian	no	no	no
Black or African American	no	no	no
Hispanic/Latinx	yes	yes	yes
Native Hawaiian/Pacific Islander	yes	yes	s*
Other/Unknown	yes	no	no
Filipino	no	no	no
Two or More	no	no	no
White	no	no	no
Female	no	no	no
Male	no	no	no
Unknown	no	no	no

Has Disability	no	no	no
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Note: s* indicates data is suppressed

Key Takeaways for Transfer

- Over the past three years, Hispanic/Latinx students have consistently been considered disproportionately impacted in terms of the Transfer metric.

Completion

Description: Among all students who enrolled in BSP, CTE, or ESL courses in the selected year, the number of students who received a CDCP certificate or High School (HS) diploma in the selected year or any subsequent year

Related to Chancellor's Office Metric: SM 619Cx All Cohort Students Attained the Vision Goal Completion Definition (SM 600Cx) - Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years

Denominator: Students who enrolled in BSP, CTE, or ESL courses in the selected year

Numerator: Received a CDCP certificate/HS diploma in the selected year or subsequent year

Data Notes:

- The definition for this metric is aligned with the definition for the AEP LaunchBoard metric - AE 625 Participants who Completed a Postsecondary Credential, which examines outcomes in the same or any subsequent year.

Overall Data for Completion

Row	2021-22 Overall Completion Data	Total
1	# of students enrolled in BSP, CTE, ESL	5,219
2	# of students received a certificate/HS diploma	631
3	Overall certificate completion rate	12.1%



Disaggregated Data for Completion

Ethnicity

Row	2021-22 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Filipino	Two or More	White
1	# of students enrolled in BSP, CTE, ESL	Suppressed	970	102	2,723	11	140	91	645	533
2	# of students received a certificate/HS diploma		112	16	331	1	18	19	63	70
3	overall certificate completion rate		11.5%	15.7%	12.2%	9.1%	12.9%	20.9%	9.8%	13.1%
4	% completed for all students excluding target subgroup		12.2%	12.0%	12.0%	12.1%	12.1%	11.9%	12.4%	12.0%
5	margin or error		2.0%	7.1%	1.2%	17.0%	5.5%	8.4%	2.3%	2.9%
6	equity gap		-0.7%	3.7%	0.1%	-3.0%	0.8%	8.9%	-2.7%	1.2%
7	disproportionately impacted		no	no	no	no	no	no	yes	no
8	# of additional students needed to close gap		5	N/A	N/A	0	N/A	N/A	15	N/A

Gender

Row	2021-22 Data	Female	Male	Unknown
1	# of students enrolled in BSP, CTE, ESL	3,718	1,330	171
2	# of students received a certificate/HS diploma	475	134	22
3	overall certificate completion rate	12.8%	10.1%	12.9%
4	% completed for all students excluding target subgroup	10.4%	12.8%	12.1%
5	margin or error	1.1%	1.6%	5.0%
6	equity gap	2.4%	-2.7%	0.8%
7	disproportionately impacted	no	yes	no
8	# of additional students needed to close gap	N/A	27	N/A

Three-Year DI Trend for Completion

Ethnicity	2019-20	2020-21	2021-22
American Indian/ Alaska Native	no	s*	s*
Asian	no	no	no
Black or African American	no	no	no
Hispanic/Latinx	yes	yes	no
Native Hawaiian/Pacific Islander	no	yes	no
Other/Unknown	yes	no	no
Filipino	no	no	no
Two or More	no	no	yes
White	no	no	no
Female	no	no	no
Male	yes	yes	yes
Unknown	yes	no	no
Has Disability	no	no	no

Note: s* indicates data is suppressed

Key Takeaways for Completion

- In 2021/22, two subgroups are identified as disproportionately impacted in the Completion metric.
 - Students who identify as having two or more ethnicities
 - Male students
 - It is important to note that male students have been identified as disproportionately impacted over the last three years

Appendix

Table 1. Successful Enrollment for 2019/20

2019/20	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	% Enrolled for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	65	29	44.6%	17.4%	12.1%	27.2%	No	N/A
Black	13	4	30.8%	19.4%	25.1%	11.4%	No	N/A
Latinx	202	80	39.6%	13.1%	6.7%	26.5%	No	N/A
Native Hawaiian/Pacific Islander	Suppressed							
Other/Unknown	291	7	2.4%	28.8%	1.8%	-26.4%	Yes	50
Filipino	Suppressed							
Two or More	37	19	51.4%	18.1%	16.1%	33.3%	No	N/A
White	209	21	10.0%	22.7%	4.1%	-12.7%	Yes	20
Ethnicity Total	829	162	19.5%					
Female	452	121	26.8%	10.9%	4.1%	15.9%	No	N/A
Male	350	35	10.0%	26.5%	3.1%	-16.5%	Yes	33
Unknown	27	6	22.2%	19.5%	15.7%	2.8%	No	N/A
Gender Total	829	162	19.5%					
Has Disability	18	12	66.7%	18.5%	21.8%	48.2%	No	80
Disability Total	829	162	19.5%					

Table 2. Successful Enrollment for 2020/21

2020/21	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	% Enrolled for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	659	329	49.9%	35.1%	3.8%	14.8%	No	N/A
Black	91	34	37.4%	37.5%	9.9%	-0.1%	No	0
Latinx	1,950	836	42.9%	32.6%	2.2%	10.3%	No	N/A
Native Hawaiian/Pacific Islander	15	3	20.0%	37.5%	20.2%	-17.5%	No	3
Other/Unknown	82	17	20.7%	37.8%	8.8%	-17.1%	Yes	14
Filipino	Suppressed							
Two or More	292	124	42.5%	37.1%	5.7%	5.4%	No	N/A
White	995	187	18.8%	43.5%	2.4%	-24.7%	Yes	186
Ethnicity Total	4,096	1,535	37.5%					
Female	2,719	1,100	40.5%	31.6%	1.8%	8.9%	No	N/A
Male	1,228	363	29.6%	40.9%	2.6%	-11.3%	Yes	97
Unknown	149	72	48.3%	37.1%	8.0%	11.3%	No	N/A
Gender Total	4,096	1,535	37.5%					
Has Disability	97	60	61.9%	36.9%	9.7%	25.0%	No	199
Disability Total	4,096	1,535	37.5%					

Table 3. Successful Enrollment for 2021/22

2021/22	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	% Enrolled for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	12	4	33.3%	42.9%	26.7%	-9.6%	No	1
Asian	865	462	53.4%	40.4%	3.3%	13.1%	No	N/A
Black	151	43	28.5%	43.4%	7.2%	-15.0%	Yes	22
Latinx	2,352	965	41.0%	45.1%	2.0%	-4.0%	Yes	44
Native Hawaiian/Pacific Islander	17	6	35.3%	42.9%	22.7%	-7.7%	No	1
Other/Unknown	88	24	27.3%	43.2%	9.3%	-16.0%	Yes	14
Filipino	Suppressed							
Two or More	347	147	42.4%	43.0%	5.2%	-0.6%	No	2
White	579	242	41.8%	43.1%	4.0%	-1.3%	No	6
Ethnicity Total	4,411	1,893	42.9%					
Female	3,026	1,303	43.1%	42.6%	1.8%	0.5%	No	N/A
Male	1,234	529	42.9%	42.9%	2.8%	-0.1%	No	1
Unknown	151	61	40.4%	43.0%	7.8%	-2.6%	No	4
Gender Total	4,411	1,893	42.9%					
Has Disability	137	80	58.4%	42.4%	8.3%	16.0%	No	N/A
Disability Total	4,411	1,893	42.9%					

Table 4. Retention from Fall Term to Spring Term for 2019/20

2019/20	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	% Retained for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	19	11	57.9%	69.0%	22.2%	-11.1%	No	2
Asian	2,523	1,787	70.8%	68.7%	1.8%	2.2%	No	N/A
Black	242	132	54.5%	69.2%	6.3%	-14.7%	Yes	35
Latinx	4,993	2,835	56.8%	74.7%	1.4%	-17.9%	Yes	610
Native Hawaiian/Pacific Islander	44	28	63.6%	69.0%	14.2%	-5.4%	No	2
Other/Unknown	3,462	2,788	80.5%	65.8%	1.3%	14.8%	No	N/A
Filipino	356	252	70.8%	69.0%	4.7%	1.8%	No	N/A
Two or More	462	252	54.5%	69.4%	4.5%	-14.9%	Yes	67
White	3,644	2,780	76.3%	66.8%	1.4%	9.5%	No	N/A
Ethnicity Total	15,745	10,865	69.0%					
Female	10,584	7,504	70.9%	65.1%	0.9%	5.8%	No	N/A
Male	4,114	2,553	62.1%	71.5%	1.5%	-9.4%	Yes	286
Unknown	1,047	808	77.2%	68.4%	2.5%	8.7%	No	N/A
Gender Total	15,745	10,865	69.0%					
Has Disability	818	582	71.1%	68.9%	3.1%	2.3%	No	N/A
Disability Total	15,745	10,865	69.0%					

Table 5. Retention from Fall Term to Spring Term for 2020/21

2020/21	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	% Retained for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	12	11	91.7%	79.6%	15.6%	12.1%	No	N/A
Asian	1,744	1,345	77.1%	80.0%	2.0%	-2.9%	Yes	43
Black	167	129	77.2%	79.6%	6.4%	-2.4%	No	4
Latinx	2,633	1,757	66.7%	83.3%	1.8%	-16.6%	Yes	338
Native Hawaiian/Pacific Islander	38	29	76.3%	79.6%	13.5%	-3.3%	No	1
Other/Unknown	3,359	2,927	87.1%	76.5%	1.1%	10.6%	No	N/A
Filipino	300	247	82.3%	79.5%	4.3%	2.8%	No	N/A
Two or More	362	232	64.1%	80.1%	4.9%	-16.0%	Yes	56
White	3,051	2,605	85.4%	77.5%	1.3%	7.9%	No	N/A
Ethnicity Total	11,666	9,282	79.6%					
Female	7,968	6,378	80.0%	78.5%	0.9%	1.5%	No	N/A
Male	2,643	2,045	77.4%	80.2%	1.6%	-2.8%	Yes	58
Unknown	1,055	859	81.4%	79.4%	2.3%	2.0%	No	N/A
Gender Total	11,666	9,282	79.6%					
Has Disability	598	523	87.5%	79.1%	2.7%	8.3%	No	N/A
Disability Total	11,666	9,282	79.6%					

Table 6. Retention from Fall Term to Spring Term for 2021/22

2021/22	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	% Retained for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	10	6	60.0%	48.1%	30.4%	11.9%	No	N/A
Asian	1,209	606	50.1%	47.9%	2.8%	2.3%	No	N/A
Black	119	46	38.7%	48.3%	8.7%	-9.6%	Yes	11
Latinx	2,142	998	46.6%	48.6%	2.1%	-2.1%	No	34
Native Hawaiian/Pacific Islander	15	6	40.0%	48.2%	24.8%	-8.2%	No	1
Other/Unknown	2,707	1,298	47.9%	48.3%	1.9%	-0.3%	No	N/A
Filipino	207	88	42.5%	48.3%	6.7%	-5.8%	No	12
Two or More	464	220	47.4%	48.2%	4.5%	-0.8%	No	3
White	2,188	1,096	50.1%	47.5%	2.1%	2.5%	No	N/A
Ethnicity Total	9,061	4,364	48.2%					
Female	6,137	3,012	49.1%	46.2%	1.3%	2.8%	No	N/A
Male	2,247	1,046	46.6%	48.7%	2.1%	-2.1%	Yes	36
Unknown	677	306	45.2%	48.4%	3.7%	-3.2%	No	20
Gender Total	9,061	4,364	48.2%					
Has Disability	526	410	77.9%	46.3%	3.5%	31.6%	No	N/A
Disability Total	9,061	4,364	48.2%					

Table 7. Transfer for 2018/19

2018/19	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	% Transitioned for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	1,162	42	3.6%	2.4%	1.1%	1.2%	No	N/A
Black	114	6	5.3%	2.6%	4.1%	2.7%	No	N/A
Latinx	3,907	67	1.7%	3.9%	0.4%	-2.2%	Yes	35
Native Hawaiian/Pacific Islander	29	0	0.0%	2.6%	0.0%	-2.6%	Yes	1
Other/Unknown	287	1	0.3%	2.7%	0.7%	-2.4%	Yes	6
Filipino	103	6	5.8%	2.6%	4.5%	3.3%	No	N/A
Two or More	247	18	7.3%	2.4%	3.2%	4.9%	No	N/A
White	701	31	4.4%	2.4%	1.5%	2.0%	No	N/A
Ethnicity Total	6,558	171	2.6%					
Female	4,173	115	2.8%	2.3%	0.5%	0.4%	No	N/A
Male	2,094	51	2.4%	2.7%	0.7%	-0.3%	No	4
Unknown	291	5	1.7%	2.6%	1.5%	-0.9%	No	3
Gender Total	6,558	171	2.6%					
Has Disability	735	20	2.7%	2.6%	1.2%	0.1%	No	N/A
Disability Total	6,558	171	2.6%					

Table 8. Transfer for 2019/20

2019/20	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	% Transitioned for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	1,103	40	3.6%	1.8%	1.1%	1.9%	No	N/A
Black	97	1	1.0%	2.1%	2.0%	-1.1%	No	1
Latinx	3,697	39	1.1%	3.8%	0.3%	-2.7%	Yes	39
Native Hawaiian/Pacific Islander	13	0	0.0%	2.1%	0.0%	-2.1%	Yes	0
Other/Unknown	231	1	0.4%	2.2%	0.8%	-1.7%	No	4
Filipino	92	6	6.5%	2.0%	5.0%	4.5%	No	N/A
Two or More	260	22	8.5%	1.8%	3.4%	6.6%	No	N/A
White	568	19	3.3%	2.0%	1.5%	1.4%	No	N/A
Ethnicity Total	6,068	128	2.1%					
Female	3,912	85	2.2%	2.0%	0.5%	0.2%	No	N/A
Male	1,952	42	2.2%	2.1%	0.6%	0.1%	No	N/A
Unknown	204	1	0.5%	2.2%	1.0%	-1.7%	No	3
Gender Total	6,068	128	2.1%					
Has Disability	659	6	0.9%	2.3%	0.7%	-1.3%	No	N/A
Disability Total	6,068	128	2.1%					

Table 9. Transfer for 2020/21

2020/21	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	% Transitioned for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	594	21	3.5%	3.3%	1.5%	0.2%	No	N/A
Black	61	2	3.3%	3.4%	4.5%	-0.1%	No	0
Latinx	1,670	38	2.3%	4.7%	0.7%	-2.4%	Yes	18
Native Hawaiian/Pacific Islander	Suppressed							
Other/Unknown	73	1	1.4%	3.4%	2.7%	-2.1%	No	1
Filipino	45	4	8.9%	3.3%	8.3%	5.6%	No	N/A
Two or More	232	16	6.9%	3.1%	3.3%	3.8%	No	N/A
White	358	21	5.9%	3.1%	2.4%	2.8%	No	N/A
Ethnicity Total	3,046	103	3.4%					
Female	2,136	74	3.5%	3.2%	0.8%	0.3%	No	N/A
Male	788	26	3.3%	3.4%	1.2%	-0.1%	No	1
Unknown	122	3	2.5%	3.4%	2.7%	-1.0%	No	1
Gender Total	3,046	103	3.4%					
Has Disability	432	13	3.0%	3.4%	1.6%	-0.4%	No	N/A
Disability Total	3,046	103	3.4%					

Table 10. Completion for 2019/20

2019/20	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Certificate	% Completed for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	12	2	16.7%	8.4%	21.1%	8.3%	No	N/A
Asian	1,774	172	9.7%	8.1%	1.4%	1.6%	No	N/A
Black	228	24	10.5%	8.3%	4.0%	2.2%	No	N/A
Latinx	6,052	415	6.9%	10.7%	0.6%	-3.8%	Yes	93
Native Hawaiian/Pacific Islander	29	2	6.9%	8.4%	9.2%	-1.5%	No	0
Other/Unknown	337	9	2.7%	8.6%	1.7%	-5.9%	Yes	19
Filipino	167	28	16.8%	8.3%	5.7%	8.5%	No	N/A
Two or More	528	78	14.8%	8.0%	3.0%	6.7%	No	N/A
White	1,009	121	12.0%	8.0%	2.0%	4.0%	No	N/A
Ethnicity Total	10,136	851	8.4%					
Female	6,610	646	9.8%	5.8%	0.7%	4.0%	No	N/A
Male	3,201	189	5.9%	9.5%	0.8%	-3.6%	Yes	80
Unknown	325	16	4.9%	8.5%	2.4%	-3.6%	Yes	11
Gender Total	10,136	851	8.4%					
Has Disability	465	59	12.7%	8.2%	3.0%	4.5%	No	N/A
Disability Total	10,136	851	8.4%					

Table 11. Completion for 2020/21

2020/21	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Certificate	% Completed for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	991	187	18.9%	17.4%	2.4%	1.4%	No	N/A
Black	119	23	19.3%	17.7%	7.1%	1.7%	No	N/A
Latinx	2,905	469	16.1%	19.6%	1.3%	-3.4%	Yes	45
Native Hawaiian/Pacific Islander	12	0	0.0%	17.7%	0.0%	-17.7%	Yes	2
Other/Unknown	102	14	13.7%	17.8%	6.7%	-4.1%	No	4
Filipino	98	32	32.7%	17.4%	9.3%	15.2%	No	N/A
Two or More	508	92	18.1%	17.7%	3.3%	0.4%	No	N/A
White	580	123	21.2%	17.3%	3.3%	3.9%	No	N/A
Ethnicity Total	5,320	942	17.7%					
Female	3,870	713	18.4%	15.8%	1.2%	2.6%	No	N/A
Male	1,233	195	15.8%	18.3%	2.0%	-2.5%	Yes	23
Unknown	217	34	15.7%	17.8%	4.8%	-2.1%	No	4
Gender Total	5,320	942	17.7%					
Has Disability	274	55	20.1%	17.6%	4.7%	2.5%	No	N/A
Disability Total	5,320	942	17.7%					

Table 12. Completion for 2021/22

2021/22	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Certificate	% Completed for all Students Excluding Target Subgroup	MOE	Equity Gap (Compare to Overall)	Disproportionately Impacted	Additional Students - Overall
American Indian/Alaska Native	Suppressed							
Asian	970	112	11.5%	12.2%	2.0%	-0.7%	No	5
Black	102	16	15.7%	12.0%	7.1%	3.7%	No	N/A
Latinx	2,723	331	12.2%	12.0%	1.2%	0.1%	No	N/A
Native Hawaiian/Pacific Islander	11	1	9.1%	12.1%	17.0%	-3.0%	No	0
Other/Unknown	140	18	12.9%	12.1%	5.5%	0.8%	No	N/A
Filipino	91	19	20.9%	11.9%	8.4%	8.9%	No	N/A
Two or More	645	63	9.8%	12.4%	2.3%	-2.7%	Yes	15
White	533	70	13.1%	12.0%	2.9%	1.2%	No	N/A
Ethnicity Total	5,219	631	12.1%					
Female	3,718	475	12.8%	10.4%	1.1%	2.4%	No	N/A
Male	1,330	134	10.1%	12.8%	1.6%	-2.7%	Yes	27
Unknown	171	22	12.9%	12.1%	5.0%	0.8%	No	N/A
Gender Total	5,219	631	12.1%					
Has Disability	212	27	12.7%	12.1%	4.5%	0.7%	No	N/A
Disability Total	5,219	579	11.1%					