

NOCE Data for Student Equity Metrics

Introduction

This data report provides student equity data for NOCE students as locally calculated by NOCE’s Office of Institutional Research and Planning (OIRP) by closely matching the metric descriptions to those provided by the California Community College Chancellor’s Office (CCCCO). Student equity data was calculated for three academic years: 2015-16, 2016-17, 2017-18. The most current year’s data (2017-18) is presented two-fold (by gender and race/ethnicity or disability status) within the body of the report for all metrics except transition, which includes the data from 2016-17. This data is intended to serve as baseline data for planning. Additional data can be viewed in the appendix. The data is disaggregated by gender, race/ethnicity, and students with disabilities. This report is intended to serve as a resource for the Student Equity Planning Committee to set goals and complete the 2019-2022 NOCE Student Equity Plan as required by CCCCCO.

Percentage Point Gap Methodology

Percentage Point Gap: Disproportionately impacted student groups were identified using the Percentage Point Gap (PPG) methodology. The PPG 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 students who achieve that same outcome. The difference in the two percentages results in a percentage point gap. The CCCCCO introduced an enhanced PPG methodology that “compares the focal group to the performance of all other members [who are not part] of the subgroup (e.g. compares the retention rate of Hispanic students to the retention rate of all non-Hispanic students)”¹. Negative values for the percentage point gap indicate that an equity gap exists for a disaggregated subgroup. The enhanced PPG methodology provided by the CCCCCO is the methodology that was selected to calculate disproportionate impact in this report. The PPG is considered the simplest way to determine inequities in outcomes between student populations (Center for Urban Education, 2015).

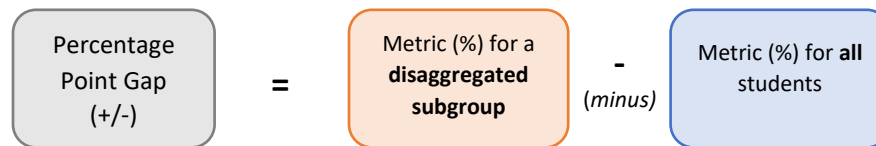


Figure 1. Percentage Point Gap Formula (Center for Urban Education, 2015)

¹ Student Equity and Achievement (SEA) Disproportionate Impact (DI) Files FAQ released March 26, 2019.

Margin of Error: The margin of error describes the range in which the results can be deemed statistically significant. For this report, per CCCC's standard, the margin of error was calculated based on a 95% confidence level for the given sample size (n). As the sample size gets smaller, the margin of error increases.

Disproportionality Impacted (DI) Indicators: DI indicators provided in the report indicate where substantive DI is found. Gaps are considered substantive if they meet the following criteria:

1. The percentage point gap must be larger than the calculated margin of error, AND
2. The gap must also be 2% or larger

Number of Students Needed to Close the Equity Gap: The PPG methodology allows us to estimate the number of students needed to close the *current* equity gap that exists. This number is calculated by taking the absolute value of the percentage point gap (removing the negative sign) and multiplying its decimal equivalent with the cohort size (or sample size). This is not a quota, rather, an estimate of the number of students needed to close the equity gap of *that year*. This is a description of the past data ("If 5 additional African American students *had succeeded, we would have experienced equity*")².

Disadvantage of this methodology: One major limitation to the methodology employed by CCCC toward addressing the equity gap is that it steers all subgroups toward the *current* overall outcome rate. It does not consider the effect that increasing the outcome rates of disproportionately impacted groups have toward increasing the overall outcome rates of all students. That is, as one subgroup's outcome rate increases, so does the overall outcome rate.

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 the equity gaps assumes that enrollment trends and subgroup proportions will remain the same the in coming years.
2. Students with disabilities are those who ever reported a verified disability; 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. NOCE's local data itself does not align exactly with the data housed at CCCC.

² California Community College Chancellor's Office: <https://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf>

Access

Description: Among all applicants (excluding KIDS' College applications) in the previous or selected year, the proportion who enrolled at NOCE in the selected year

Related to Chancellor's Office Metric: SM 300SW All Applicants Who Enrolled in the Same Community College - Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year

Denominator: Students who applied in the selected or previous year in-person or online

Numerator: Enrolled at NOCE in the selected year (using the NOCE enrollment definition)

Overall Data for Access

Row	2017-18 Data	Overall
1	# of applicants (denominator)	13,859
2	# of enrolled students (numerator)	7,710
3	Overall enrollment rate [Row 2]/[Row 1]	55.6%

Disaggregated Data for Access

Female

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of applicants (denominator)	18	1,929	211	3,174	34	1,115	271	1,499
2	# of enrolled students (numerator)	9	1,109	75	1,574	17	863	103	903
3	% enrolled [Row 2]/[Row 1]	50.0%	57.5%	35.5%	49.6%	50.0%	77.4%	38.0%	60.2%
4	% enrolled for all students excluding target subgroup	55.6%	55.3%	55.9%	57.4%	55.6%	53.7%	56.0%	55.1%
5	margin of error	23.1%	2.2%	6.5%	1.7%	16.8%	2.5%	5.8%	2.5%
6	equity gap [Row 3]-[Row 4]	-5.6%	2.2%	-20.4%	-7.8%	-5.6%	23.7%	-18.0%	5.2%
7	disproportionately impacted	no	no	yes	yes	no	no	yes	no
8	# of additional students needed to close gap	n/a	n/a	43	203	n/a	n/a	49	n/a

Male

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of applicants (denominator)	13	862	138	2,098	18	578	144	784
2	# of enrolled students (numerator)	4	494	57	1,023	10	459	76	464
3	% enrolled [Row 2]/[Row 1]	30.8%	57.3%	41.3%	48.8%	55.6%	79.4%	52.8%	59.2%
4	% enrolled for all students excluding target subgroup	55.7%	55.5%	55.8%	56.9%	55.6%	54.6%	55.7%	55.4%
5	margin of error	25.1%	3.3%	8.2%	2.1%	23.0%	3.3%	8.2%	3.4%
6	equity gap [Row 3]-[Row 4]	-24.9%	1.8%	-14.5%	-8.1%	-0.1%	24.8%	-2.9%	3.8%
7	disproportionately impacted	no	no	yes	yes	no	no	no	no
8	# of additional students needed to close gap	n/a	n/a	20	151	n/a	n/a	n/a	n/a

Gender by Special Population: Students with Disabilities

Row	2017-18 Data	Female	Male	Unknown
1	# of applicants (denominator)	171	218	16
2	# of enrolled students (numerator)	88	97	4
3	% enrolled [Row 2]/[Row 1]	51.5%	44.5%	25.0%
4	% enrolled for all students excluding target subgroup	55.7%	55.8%	55.7%
5	margin of error	7.5%	6.6%	21.2%
6	equity gap [Row 3]-[Row 4]	-4.2%	-11.3%	-30.7%
7	disproportionately impacted	no	yes	yes
8	# of additional students needed to close gap	n/a	25	5

Key Takeaways for Access

- In 2017-18, the following subgroups are identified as disproportionately impacted for the Access metric:
 - Black/African American males and females
 - Hispanic/Latinx males and females
 - Females in the two or more ethnic group

- Males and students of unknown gender who identified as students with disabilities
- Regardless of gender, the two ethnic groups identified as DI are Black/African American and Hispanic/Latinx

Retention

Description: Among all students, the proportion of students retained from fall to winter in the selected year, excluding students who enrolled in the KIDS' College program, completed a CDCP certificate/diploma, or transitioned to Fullerton or Cypress College in the same year

Related to Chancellor's Office Metric: SM 406SW All Students Who Were Retained from Fall to Spring at the Same College - Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution

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

Numerator: Enrolled in winter term in the selected year

Data for Retention

Row	2017-18 Data	Total
1	# of students enrolled in Fall (denominator)	17,848
2	# of students retained in Winter (numerator)	11,786
3	overall retention rate [Row 2]/[Row 1]	66.0%

Disaggregated Data for Retention

Female

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled in Fall (denominator)	16	2,410	208	4,012	41	1,796	323	3,155
2	# of students retained in Winter (numerator)	10	1,620	119	2,330	28	1,375	167	2,362
3	% retained [Row 2]/[Row 1]	62.5%	67.2%	57.2%	58.1%	68.3%	76.6%	51.7%	74.9%
4	% retained for all students excluding target subgroup	66.0%	65.9%	66.1%	68.3%	66.0%	64.9%	66.3%	64.1%
5	margin of error	23.7%	1.9%	6.7%	1.5%	14.2%	2.0%	5.4%	1.5%
6	equity gap [Row 3]-[Row 4]	-3.5%	1.4%	-8.9%	-10.3%	2.3%	11.7%	-14.6%	10.7%
7	disproportionately impacted	no	no	yes	yes	no	no	yes	no
8	# of additional students needed to close gap	n/a	n/a	21	376	n/a	n/a	51	n/a

Male

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled in Fall (denominator)	Suppressed	802	116	1,993	18	706	166	1,106
2	# of students retained in Winter (numerator)		482	66	1,142	15	491	94	768
3	% retained [Row 2]/[Row 1]		60.1%	56.9%	57.3%	83.3%	69.5%	56.6%	69.4%
4	% retained for all students excluding target subgroup		66.3%	66.1%	67.1%	66.0%	65.9%	66.1%	65.8%
5	margin of error		3.4%	9.0%	2.2%	17.2%	3.4%	7.5%	2.7%
6	equity gap [Row 3]-[Row 4]		-6.2%	-9.2%	-9.8%	17.3%	3.7%	-9.5%	3.6%
7	disproportionately impacted		yes	yes	yes	no	no	yes	no
8	# of additional students needed to close gap		59	12	202	n/a	n/a	18	n/a

Gender by Special Population

This section was omitted since there were no disproportionately impacted groups found in this section. Please refer to the Appendix for detailed information.

Key Takeaways for Retention

- Like the Access metric, the following two subgroups are identified as DI for the retention metric in 2017-18:
 - Black/African American males and females
 - Hispanic/Latinx males and females
- Additionally, both males and females in the two or more ethnic group and Asian females are identified as DI.

Transition to a Credit College (Fullerton/ Cypress College)

Description: Among all students enrolled in the selected year (excluding KIDS), the number of students who transitioned to Fullerton or Cypress college in the selected year or subsequent year

Related to Chancellor’s Office Metric: SM 614SW All Students Who Transferred to a CSU or UC Institution - Among all students who completed at least 12 units at any community college at any time and exited the community college system, the number who transferred to a CSU or UC Institution

Denominator: Students who enrolled in the selected year

Numerator: Transitioned to Fullerton College or Cypress College in the selected year or the following year

Data for Transition

Row	2016-17 Data	Total
1	# of students enrolled (denominator)	31,641
2	# of students transitioned to FC/CC (numerator)	1,410
3	overall transition rate [Row 2]/[Row 1]	4.5%

Disaggregated Data for Transition

Female

Row	2016-17 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled (denominator)	30	3,901	414	7,496	68	2,787	560	5,328
2	# of students transitioned to FC/CC (numerator)	3	209	45	431	2	1	92	148
3	overall transition rate [Row 2]/[Row 1]	10.0%	5.4%	10.9%	5.7%	2.9%	0.0%	16.4%	2.8%
4	% transitioned for all students excluding target subgroup	4.5%	4.3%	4.4%	4.1%	4.5%	4.9%	4.2%	4.8%
5	margin of error	10.7%	0.7%	3.0%	0.5%	4.0%	0.1%	3.1%	0.4%
6	equity gap [Row 3]-[Row 4]	5.5%	1.0%	6.5%	1.7%	-1.5%	-4.8%	12.2%	-2.0%
7	disproportionately impacted	no	no	no	no	no	yes	no	yes
8	# of additional students needed to close gap	n/a	n/a	n/a	n/a	n/a	123	n/a	89

Male

Row	2016-17 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled (denominator)	17	1,556	223	4,095	29	1,173	284	2,145
2	# of students transitioned to FC/CC (numerator)	0	95	25	189	1	4	51	88
3	overall transition rate [Row 2]/[Row 1]	0.0%	6.1%	11.2%	4.6%	3.4%	0.3%	18.0%	4.1%
4	% transitioned for all students excluding target subgroup	4.5%	4.4%	4.4%	4.4%	4.5%	4.6%	4.3%	4.5%
5	margin of error	0.0%	1.2%	4.1%	0.6%	6.6%	0.3%	4.5%	0.8%
6	equity gap [Row 3]-[Row 4]	-4.5%	1.7%	6.8%	0.2%	-1.0%	-4.3%	13.6%	-0.4%
7	disproportionately impacted	yes	no	no	no	no	yes	no	no
8	# of additional students needed to close gap	1	n/a	n/a	n/a	n/a	48	n/a	n/a

Gender by Special Population

This section was omitted since there were no disproportionately impacted groups found in this section. Please refer to Appendix for detailed information.

Key Takeaways for Transition

- Unlike the groups identified as DI for Access and Retention metrics, the following subgroups are identified as DI for the transition metric in 2017-18:
 - White females
 - Some other race/unknown males and females
 - American Indian/Alaska Native males

Career development and College Preparation Certificates (CDCP)

Description: Among all students who enrolled in Career Technical Education (CTE), High School Diploma Program (HSDP), or English as a Second Language (ESL) courses in the selected year, the number of students who received a CDCP certificate/diploma in the selected year

Related to Chancellor’s Office Metric: N/A

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

Numerator: Received a CDCP certificate in the selected year

Data for CDCP

Row	2017-18 Data	Total
1	# of students enrolled in CTE, HSDP, ESL (denominator)	14,014
2	# of students received a certificate/HS diploma (numerator)	661
3	Overall certificate completion rate [Row 2]/[Row 1]	4.7%

Disaggregated Data for CDCP

Female

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled in CTE, HSDP, ESL (denominator)	Suppressed	1965	186	5124	37	279	343	912
2	# of students received a certificate/HS diploma (numerator)		85	17	260	2	5	28	69
3	Overall certificate completion rate [Row 2]/[Row 1]		4.3%	9.1%	5.1%	5.4%	1.8%	8.2%	7.6%
4	% completed for all students excluding target subgroup		4.8%	4.7%	4.5%	4.7%	4.8%	4.6%	4.5%
5	margin of error		0.9%	4.1%	0.6%	7.3%	1.6%	2.9%	1.7%
6	equity gap [Row 3]-[Row 4]		-0.5%	4.5%	0.6%	0.7%	-3.0%	3.5%	3.0%
7	disproportionately impacted		no	no	no	no	yes	no	no
8	# of additional students needed to close gap		n/a	n/a	n/a	n/a	6	n/a	n/a

Male

Row	2017-18 Data	AI/AN	Asian	Black	Latinx	NH/PI	Ot/Un	Two+	White
1	# of students enrolled in CTE, HSDP, ESL (denominator)	Suppressed	787	109	2870	14	156	179	529
2	# of students received a certificate/HS diploma (numerator)		25	3	110	0	4	14	20
3	Overall certificate completion rate [Row 2]/[Row 1]		3.2%	2.8%	3.8%	0.0%	2.6%	7.8%	3.8%
4	% completed for all students excluding target subgroup		4.8%	4.7%	4.9%	4.7%	4.7%	4.7%	4.8%
5	margin of error		1.2%	3.1%	0.7%	0.0%	2.5%	3.9%	1.6%
6	equity gap [Row 3]-[Row 4]		-1.6%	-2.0%	-1.1%	-4.7%	-2.2%	3.1%	-1.0%
7	disproportionately impacted		no	no	no	yes	no	no	no
8	# of additional students needed to close gap		n/a	n/a	n/a	1	n/a	n/a	n/a

Gender by Special Population

This section was omitted since there were no disproportionately impacted groups found in this section. Please refer to Appendix for detailed information.

Key Takeaways for CDCP

- Some of the groups identified as DI in the transition metrics are also identified as DI for the CDCP metric in 2017-18:
 - Some other race/unknown females
 - American Indian/Alaska Native males
- Additionally, the following groups were also identified as DI:
 - American Indian/Alaska Native females
 - Native Hawaiian/Pacific Islander males

Appendix

One Level Metrics

Table 1. One Level Access for 2015-16

2015-16	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	36	17	47.2%	-8.8%	20	3	16%	No
Asian	3,126	1,738	55.6%	-0.4%	1,750	12	2%	No
Black	364	170	46.7%	-9.3%	204	34	5%	Yes
Latinx	6,689	3,442	51.5%	-4.5%	3,744	302	1%	Yes
Native Hawaiian/Pacific Islander	79	38	48.1%	-7.9%	44	6	11%	No
Other/Unknown	1,376	1,055	76.7%	20.7%	n/a	n/a	2%	No
Two or More	533	231	43.3%	-12.6%	298	67	4%	Yes
White	2,804	1,709	60.9%	5.0%	n/a	n/a	2%	No
Ethnicity Total	15,007	8,400	56.0%					
Female	9,150	5,161	56.4%	0.4%	n/a	n/a	1%	No
Male	5,312	2,841	53.5%	-2.5%	2,973	132	1%	Yes
Unknown	545	398	73.0%	17.1%	n/a	n/a	4%	No
Gender Total	15,007	8,400	56.0%					
Has Disability	449	226	50.3%	-5.6%	251	25	5%	Yes
Disability Total	15,007	8,400	56.0%					

Table 2. One Level Access for 2016-17

2016-17	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	31	11	35.5%	-22.3%	18	7	17%	Yes
Asian	2,973	1,657	55.7%	-2.0%	1,717	60	2%	Yes
Black	355	162	45.6%	-12.1%	205	43	5%	Yes
Latinx	5,822	3,051	52.4%	-5.3%	3,362	311	1%	Yes
Native Hawaiian/Pacific Islander	55	29	52.7%	-5.0%	32	3	13%	No
Other/Unknown	1,580	1,271	80.4%	22.7%	n/a	n/a	2%	No
Two or More	485	214	44.1%	-13.6%	280	66	4%	Yes
White	2,633	1,652	62.7%	5.0%	n/a	n/a	2%	No
Ethnicity Total	13,934	8,047	57.8%					
Female	8,560	4,936	57.7%	-0.1%	n/a	n/a	1%	No
Male	4,844	2,699	55.7%	-2.0%	2,797	98	1%	Yes
Unknown	530	412	77.7%	20.0%	n/a	n/a	4%	No
Gender Total	13,934	8,047	57.8%					
Has Disability	456	213	46.7%	-11.0%	263	50	5%	Yes
Disability Total	13,934	8,047	57.8%					

Table 3. One Level Access for 2017-18

2017-18	NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	35	14	40.0%	-15.6%	19	5	16%	No
Asian	3,005	1,684	56.0%	0.4%	n/a	n/a	2%	No
Black	375	135	36.0%	-19.6%	209	74	5%	Yes
Latinx	5,564	2,716	48.8%	-6.8%	3,095	379	1%	Yes
Native Hawaiian/Pacific Islander	61	31	50.8%	-4.8%	34	3	13%	No
Other/Unknown	1,921	1,498	78.0%	22.3%	n/a	n/a	2%	No
Two or More	451	190	42.1%	-13.5%	251	61	5%	Yes
White	2,447	1,442	58.9%	3.3%	n/a	n/a	2%	No
Ethnicity Total	13,859	7,710	55.6%					
Female	8,251	4,653	56.4%	0.8%	n/a	n/a	1%	No
Male	4,635	2,587	55.8%	0.2%	n/a	n/a	1%	No
Unknown	973	470	48.3%	-7.3%	541	71	3%	Yes
Gender Total	13,859	7,710	55.6%					
Has Disability	405	189	46.7%	-9.0%	225	36	7%	Yes
Disability Total	13,859	7,710	55.6%					

Table 4. One Level Retention for 2015-16

2015-16	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	27	16	59.3%	-8.2%	18	2	23%	No
Asian	3,378	2,189	64.8%	-2.6%	2,278	89	2%	Yes
Black	368	221	60.1%	-7.4%	248	27	6%	Yes
Latinx	7,499	4,512	60.2%	-7.3%	5,058	546	1%	Yes
Native Hawaiian/Pacific Islander	58	36	62.1%	-5.4%	39	3	15%	No
Other/Unknown	2,541	2,015	79.3%	11.9%	n/a	n/a	2%	No
Two or More	532	270	50.8%	-16.7%	359	89	6%	Yes
White	5,264	4,006	76.1%	8.7%	n/a	n/a	1%	No
Ethnicity Total	19,667	13,265	67.4%					
Female	13,143	9,080	69.1%	1.6%	n/a	n/a	1%	No
Male	5,655	3,575	63.2%	-4.2%	3,814	239	2%	Yes
Unknown	869	610	70.2%	2.7%	n/a	n/a	4%	No
Gender Total	19,667	13,265	67.4%					
Has Disability	1,149	831	72.3%	4.9%	n/a	n/a	3%	No
Disability Total	19,667	13,265	67.4%					

Table 5. One Level Retention for 2016-17

2016-17	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	30	19	63.3%	-3.1%	20	1	17%	No
Asian	3,373	2,189	64.9%	-1.5%	2,241	52	2%	No
Black	361	209	57.9%	-8.6%	240	31	5%	Yes
Latinx	6,788	3,915	57.7%	-8.8%	4,510	595	1%	Yes
Native Hawaiian/Pacific Islander	63	39	61.9%	-4.5%	42	3	12%	No
Other/Unknown	2,970	2,281	76.8%	10.4%	n/a	n/a	2%	No
Two or More	487	259	53.2%	-13.3%	324	65	4%	Yes
White	5,244	3,924	74.8%	8.4%	n/a	n/a	1%	No
Ethnicity Total	19,316	12,835	66.4%					
Female	12,889	8,729	67.7%	1.3%	n/a	n/a	1%	No
Male	5,475	3,446	62.9%	-3.5%	3,638	192	1%	Yes
Unknown	952	660	69.3%	2.9%	n/a	n/a	3%	No
Gender Total	19,316	12,835	66.4%					
Has Disability	1,054	788	74.8%	8.3%	n/a	n/a	3%	No
Disability Total	19,316	12,835	66.4%					

Table 6. One Level Retention for 2017-18

2017-18	NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	27	18	66.7%	0.6%		0	18%	No
Asian	3,343	2,199	65.8%	-0.3%	2,208	9	2%	No
Black	334	194	58.1%	-8.0%	221	27	5%	Yes
Latinx	6,146	3,555	57.8%	-8.2%	4,059	504	1%	Yes
Native Hawaiian/Pacific Islander	64	46	71.9%	5.8%	n/a	n/a	11%	No
Other/Unknown	2,943	2,198	74.7%	8.7%	n/a	n/a	2%	No
Two or More	506	270	53.4%	-12.7%	334	64	4%	Yes
White	4,485	3,306	73.7%	7.7%	n/a	n/a	1%	No
Ethnicity Total	17,848	11,786	66.0%					
Female	11,961	8,011	67.0%	0.9%	n/a	n/a	1%	No
Male	4,916	3,064	62.3%	-3.7%	3,246	182	1%	Yes
Unknown	971	711	73.2%	7.2%	n/a	n/a	3%	No
Gender Total	17,848	11,786	66.0%					
Has Disability	1,037	771	74.3%	8.3%	n/a	n/a	3%	No
Disability Total	17,848	11,786	66.0%					

Table 7. One Level Transition for 2015-16

2015-16	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	55	2	3.6%	-1.4%	3	1	5%	No
Asian	5,942	384	6.5%	1.4%	n/a	n/a	1%	No
Black	679	77	11.3%	6.3%	n/a	n/a	2%	No
Latinx	12,855	706	5.5%	0.5%	n/a	n/a	0%	No
Native Hawaiian/Pacific Islander	105	2	1.9%	-3.1%	5	3	3%	Yes
Other/Unknown	3,925	3	0.1%	-5.0%	198	195	0%	Yes
Two or More	970	181	18.7%	13.6%	n/a	n/a	2%	No
White	8,032	285	3.5%	-1.5%	405	120	0%	No
Ethnicity Total	32,563	1,640	5.0%					
Female	21,101	1,051	5.0%	-0.1%	1063	12	0%	No
Male	10,049	553	5.5%	0.5%	n/a	n/a	0%	No
Unknown	1,413	36	2.5%	-2.5%	71	35	1%	Yes
Gender Total	32,563	1,640	5.0%					
Has Disability	1,582	233	14.7%	9.7%	n/a	n/a	2%	No
Disability Total	32,563	1,640	5.0%					

Table 8. One Level Transition for 2016-17

2016-17	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	51	3	5.9%	1.4%	n/a	n/a	6%	No
Asian	5,694	307	5.4%	0.9%	n/a	n/a	1%	No
Black	652	71	10.9%	6.4%	n/a	n/a	2%	No
Latinx	11,875	628	5.3%	0.8%	n/a	n/a	0%	No
Native Hawaiian/Pacific Islander	103	3	2.9%	-1.5%	5	2	3%	No
Other/Unknown	4,566	5	0.1%	-4.3%	203	198	0%	Yes
Two or More	868	147	16.9%	12.5%	n/a	n/a	2%	No
White	7,832	246	3.1%	-1.3%	349	103	0%	No
Ethnicity Total	31,641	1,410	4.5%					
Female	20,584	931	4.5%	0.1%	n/a	n/a	0%	No
Male	9,522	453	4.8%	0.3%	n/a	n/a	0%	No
Unknown	1,535	26	1.7%	-2.8%	68	42	1%	Yes
Gender Total	31,641	1,410	4.5%					
Has Disability	1,410	210	14.9%	10.4%	n/a	n/a	2%	No
Disability Total	31,641	1,410	4.5%					

Table 9. One Level Transition for 2017-18

2017-18	NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	41	1	2.4%	-2.2%	2	1	5%	No
Asian	5,613	338	6.0%	1.4%	n/a	n/a	1%	No
Black	596	65	10.9%	6.3%	n/a	n/a	3%	No
Latinx	10,574	570	5.4%	0.8%	n/a	n/a	0%	No
Native Hawaiian/Pacific Islander	105	6	5.7%	1.1%	n/a	n/a	4%	No
Other/Unknown	4,598	7	0.2%	-4.5%	212	205	0%	Yes
Two or More	940	152	16.2%	11.6%	n/a	n/a	2%	No
White	6,864	214	3.1%	-1.5%	317	103	0%	No
Ethnicity Total	29,331	1,353	4.6%					
Female	19,015	872	4.6%	0.0%	877	5	0%	No
Male	8,672	454	5.2%	0.6%	n/a	n/a	0%	No
Unknown	1,644	27	1.6%	-3.0%	76	49	1%	Yes
Gender Total	29,331	1,353	4.6%					
Has Disability	1,387	187	13.5%	8.9%	n/a	n/a	2%	No
Disability Total	29,331	1,353	4.6%					

Table 10. One Level CDCP for 2015-16

2015-16	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	17	2	11.8%	8.0%	n/a	n/a	15%	No
Asian	3,131	137	4.4%	0.6%	n/a	n/a	1%	No
Black	360	22	6.1%	2.3%	n/a	n/a	2%	No
Latinx	10,265	341	3.3%	-0.5%	388	47	0%	No
Native Hawaiian/Pacific Islander	47	1	2.1%	-1.6%	2	1	4%	No
Other/Unknown	632	10	1.6%	-2.2%	24	14	1%	Yes
Two or More	582	35	6.0%	2.2%	n/a	n/a	2%	No
White	1,776	87	4.9%	1.1%	n/a	n/a	1%	No
Ethnicity Total	16,810	635	3.8%					
Female	10,552	436	4.1%	0.4%	n/a	n/a	0%	No
Male	5,721	185	3.2%	-0.5%	216	31	0%	No
Unknown	537	14	2.6%	-1.2%	20	6	1%	No
Gender Total	16,810	635	3.8%					
Has Disability	648	45	6.9%	3.2%	n/a	n/a	2%	No
Disability Total	16,810	635	3.8%					

Table 11. One Level CDCP for 2016-17

2016-17	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	20	1	5.0%	0.9%	1	0	10%	No
Asian	2,931	135	4.6%	0.5%	n/a	n/a	1%	No
Black	341	20	5.9%	1.7%	n/a	n/a	2%	No
Latinx	9,249	328	3.5%	-0.6%	382	54	0%	No
Native Hawaiian/Pacific Islander	48	2	4.2%	0.0%	2	0	6%	No
Other/Unknown	556	10	1.8%	-2.3%	23	13	1%	Yes
Two or More	525	45	8.6%	4.4%	n/a	n/a	2%	No
White	1,625	90	5.5%	1.4%	n/a	n/a	1%	No
Ethnicity Total	15,295	631	4.1%					
Female	9,637	440	4.6%	0.4%	n/a	n/a	0%	No
Male	5,158	176	3.4%	-0.7%	213	37	0%	No
Unknown	500	15	3.0%	-1.1%	21	6	1%	No
Gender Total	15,295	631	4.1%					
Has Disability	575	41	7.1%	3.0%	n/a	n/a	2%	No
Disability Total	15,295	631	4.1%					

Table 12. One Level CDCP for 2017-18

2017-18	NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
American Indian/ Alaska Native	13	0	0.0%	-4.7%	1	1	0%	Yes
Asian	2,852	114	4.0%	-0.7%	135	21	1%	No
Black	301	20	6.6%	1.9%	n/a	n/a	3%	No
Latinx	8,214	376	4.6%	-0.1%	387	11	0%	No
Native Hawaiian/Pacific Islander	54	2	3.7%	-1.0%	3	1	5%	No
Other/Unknown	520	11	2.1%	-2.6%	25	14	1%	Yes
Two or More	547	42	7.7%	3.0%	n/a	n/a	2%	No
White	1,513	96	6.3%	1.6%	n/a	n/a	1%	No
Ethnicity Total	14,014	661	4.7%					
Female	8,853	466	5.3%	0.5%	n/a	n/a	0%	No
Male	4,649	176	3.8%	-0.9%	219	43	1%	No
Unknown	512	19	3.7%	-1.0%	24	5	2%	No
Gender Total	14,014	661	4.7%					
Has Disability	559	47	8.4%	3.7%	n/a	n/a	2%	No
Disability Total	14,014	661	4.7%					

Table 13. Two Level Access for 2015-16

2015-16		NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	26	11	42.3%	-13.7%	15	4	19%	No
	Asian	2,082	1,182	56.8%	0.8%	n/a	n/a	2%	No
	Black	229	107	46.7%	-9.2%	128	21	6%	Yes
	Latinx	3,929	2,030	51.7%	-4.3%	2,199	169	2%	Yes
	Native Hawaiian/Pacific Islander	41	23	56.1%	0.1%	n/a	n/a	15%	No
	Other/Unknown	801	626	78.2%	22.2%	n/a	n/a	3%	No
	Two or More	341	143	41.9%	-14.0%	191	48	5%	Yes
	White	1,701	1,039	61.1%	5.1%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	925	472	51.0%	-4.9%	518	46	3%	Yes
	Black	129	60	46.5%	-9.5%	72	12	9%	Yes
	Latinx	2,565	1,265	49.3%	-6.7%	1,436	171	2%	Yes
	Native Hawaiian/Pacific Islander	37	14	37.8%	-18.1%	21	7	16%	Yes
	Other/Unknown	444	328	73.9%	17.9%	n/a	n/a	4%	No
	Two or More	186	85	45.7%	-10.3%	104	19	7%	Yes
	White	1,016	611	60.1%	4.2%	n/a	n/a	3%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	119	84	70.6%	14.6%	n/a	n/a	8%	No
	Black	Suppressed							
	Latinx	195	147	75.4%	19.4%	n/a	n/a	6%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	131	101	77.1%	21.1%	n/a	n/a	7%	No
	Two or More	Suppressed							
	White	87	59	67.8%	11.8%	n/a	n/a	10%	No
Ethnicity Total	Ethnicity Total	15,007	8,400	56.0%					

Female	Has Disability	204	106	52.0%	-4.0%	114	8	7%	No
Male	Has Disability	239	117	49.0%	-7.0%	134	17	6%	Yes
Unknown	Has Disability	Suppressed							
Disability Total	Has Disability Total	449	226	50.3%	-5.6%	251	25	5%	Yes
Overall Total	Overall Total	15,007	8,400	56.0%					

Table 14. Two Level Access for 2016-17

2016-17		NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	19	5	26.3%	-31.4%	11	6	20%	Yes
	Asian	2,005	1,119	55.8%	-1.9%	1,158	39	2%	Yes
	Black	206	88	42.7%	-15.0%	119	31	7%	Yes
	Latinx	3,413	1,790	52.4%	-5.3%	1,971	181	2%	Yes
	Native Hawaiian/Pacific Islander	34	19	55.9%	-1.9%	20	1	17%	No
	Other/Unknown	915	733	80.1%	22.4%	n/a	n/a	3%	No
	Two or More	332	143	43.1%	-14.7%	192	49	5%	Yes
	White	1,636	1,039	63.5%	5.8%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	873	466	53.4%	-4.4%	504	38	3%	Yes
	Black	143	71	49.7%	-8.1%	83	12	8%	No
	Latinx	2,270	1,154	50.8%	-6.9%	1,311	157	2%	Yes
	Native Hawaiian/Pacific Islander	20	9	45.0%	-12.8%	12	3	22%	No
	Other/Unknown	496	395	79.6%	21.9%	n/a	n/a	4%	No
	Two or More	144	63	43.8%	-14.0%	83	20	8%	Yes
	White	888	537	60.5%	2.7%	n/a	n/a	3%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	95	72	75.8%	18.0%	n/a	n/a	9%	No
	Black	Suppressed							

	Latinx	139	107	77.0%	19.2%	n/a	n/a	7%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	169	143	84.6%	26.9%	n/a	n/a	5%	No
	Two or More	Suppressed							
	White	109	76	69.7%	12.0%	n/a	n/a	9%	No
Ethnicity Total	Ethnicity Total	13,934	8,047	57.8%					
Female	Has Disability	8,344	4,832	57.9%	0.2%	n/a	n/a	1%	No
Male	Has Disability	235	106	45.1%	-12.6%	136	30	6%	Yes
Unknown	Has Disability	Suppressed							
Disability Total	Has Disability Total	456	213	46.7%	-11.0%	263	50	5%	Yes
Overall Total	Overall Total	13,934	8,047	57.8%					

Table 15. Two Level Access for 2017-18

2017-18		NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Enrolled	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	18	9	50.0%	-5.6%	10	1	23%	No
	Asian	1,929	1,109	57.5%	1.9%	n/a	n/a	2%	No
	Black	211	75	35.5%	-20.1%	118	43	6%	Yes
	Latinx	3,174	1,574	49.6%	-6.0%	1,777	203	2%	Yes
	Native Hawaiian/Pacific Islander	34	17	50.0%	-5.6%	19	2	17%	No
	Other/Unknown	1,115	863	77.4%	21.8%	n/a	n/a	2%	No
	Two or More	271	103	38.0%	-17.6%	152	49	6%	Yes
	White	1,499	903	60.2%	4.6%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	13	4	30.8%	-24.9%	7	3	25%	No
	Asian	862	494	57.3%	1.7%	n/a	n/a	3%	No
	Black	138	57	41.3%	-14.3%	77	20	8%	Yes
	Latinx	2,098	1,023	48.8%	-6.9%	1,174	151	2%	Yes
	Native Hawaiian/Pacific Islander	18	10	55.6%	-0.1%	10	0	23%	No

	Other/Unknown	578	459	79.4%	23.8%	n/a	n/a	3%	No
	Two or More	144	76	52.8%	-2.9%	81	5	8%	No
	White	784	464	59.2%	3.6%	n/a	n/a	3%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	214	81	37.9%	-17.8%	120	39	6%	Yes
	Black	26	3	11.5%	-44.1%	15	12	12%	Yes
	Latinx	292	119	40.8%	-14.9%	163	44	6%	Yes
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	228	176	77.2%	21.6%	n/a	n/a	5%	No
	Two or More	36	11	30.6%	-25.1%	20	9	15%	Yes
	White	164	75	45.7%	-9.9%	92	17	8%	Yes
Ethnicity Total	Ethnicity Total	13,859	7,710	55.6%					
Female	Has Disability	171	88	51.5%	-4.2%	96	8	7%	No
Male	Has Disability	218	97	44.5%	-11.1%	122	25	7%	Yes
Unknown	Has Disability	16	4	25.0%	-30.6%	9	5	21%	Yes
Disability Total	Has Disability Total	405	189	46.7%	-9.0%	227	38	5%	Yes
Overall Total	Overall Total	13,859	7,710	55.6%					

Table 16. Two Level Retention for 2015-16

2015-16		NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	19	11	57.9%	-9.6%	13	2	22%	No
	Asian	2,364	1,593	67.4%	-0.1%	1,594	1	2%	No
	Black	231	147	63.6%	-3.8%	156	9	6%	No
	Latinx	4,831	2,946	61.0%	-6.5%	3,258	312	1%	Yes
	Native Hawaiian/Pacific Islander	40	27	67.5%	0.1%	n/a	n/a	15%	No
	Other/Unknown	1,648	1,355	82.2%	14.8%	n/a	n/a	2%	No

	Two or More	364	190	52.2%	-15.3%	246	56	5%	Yes
	White	3,646	2,811	77.1%	9.7%	n/a	n/a	1%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	879	496	56.4%	-11.0%	593	97	3%	Yes
	Black	129	68	52.7%	-14.7%	87	19	9%	Yes
	Latinx	2,478	1,462	59.0%	-8.4%	1,671	209	2%	Yes
	Native Hawaiian/Pacific Islander	16	7	43.8%	-23.7%	11	4	24%	No
	Other/Unknown	603	450	74.6%	7.2%	n/a	n/a	3%	No
	Two or More	154	72	46.8%	-20.7%	104	32	8%	Yes
	White	1,390	1,016	73.1%	5.6%	n/a	n/a	2%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	135	100	74.1%	6.6%	n/a	n/a	7%	No
	Black	Suppressed							
	Latinx	190	104	54.7%	-12.7%	128	24	7%	Yes
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	290	210	72.4%	5.0%	n/a	n/a	5%	No
	Two or More	14	8	57.1%	-10.3%	9	1	26%	No
	White	228	179	78.5%	11.1%	n/a	n/a	5%	No
Ethnicity Total	Ethnicity Total	19,667	13,265	67.4%					
Female	Has Disability	551	395	71.7%	4.2%	n/a	n/a	4%	No
Male	Has Disability	576	416	72.2%	4.8%	n/a	n/a	4%	No
Unknown	Has Disability	22	20	90.9%	23.5%	n/a	n/a	12%	No
Disability Total	Has Disability Total	1,149	831	72.3%	4.9%	n/a	n/a	3%	No
Overall Total	Overall Total	19,667	13,265	67.4%					

Table 17. Two Level Retention for 2016-17

2016-17		NOCE Students Enrolled in Fall excluding Certs and Transition (Denominator)	Number of Students Retained in Winter at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	20	12	60.0%	-6.4%	13	1	21%	No
	Asian	2,375	1,603	67.5%	1.0%	n/a	n/a	2%	No
	Black	238	138	58.0%	-8.5%	158	20	6%	Yes
	Latinx	4,391	2,536	57.8%	-8.7%	2,918	382	1%	Yes
	Native Hawaiian/Pacific Islander	42	28	66.7%	0.2%	n/a	n/a	14%	No
	Other/Unknown	1,854	1,453	78.4%	11.9%	n/a	n/a	2%	No
	Two or More	318	167	52.5%	-13.9%	211	44	5%	Yes
	White	3,651	2,792	76.5%	10.0%	n/a	n/a	1%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	844	480	56.9%	-9.6%	561	81	3%	Yes
	Black	119	69	58.0%	-8.5%	79	10	9%	No
	Latinx	2,227	1,289	57.9%	-8.6%	1,480	191	2%	Yes
	Native Hawaiian/Pacific Islander	18	8	44.4%	-22.0%	12	4	23%	No
	Other/Unknown	743	555	74.7%	8.2%	n/a	n/a	3%	No
	Two or More	155	83	53.5%	-12.9%	103	20	8%	Yes
	White	1,360	955	70.2%	3.8%	n/a	n/a	2%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	154	106	68.8%	2.4%	n/a	n/a	7%	No
	Black	Suppressed							
	Latinx	170	90	52.9%	-13.5%	113	23	8%	Yes
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	373	273	73.2%	6.7%	n/a	n/a	4%	No
	Two or More	14	9	64.3%	-2.2%	9	0	25%	No
	White	233	177	76.0%	9.5%	n/a	n/a	5%	No
Ethnicity Total	Ethnicity Total	19,316	12,835	66.4%					

Female	Has Disability	488	357	73.2%	6.7%	n/a	n/a	4%	No
Male	Has Disability	542	412	76.0%	9.6%	n/a	n/a	4%	No
Unknown	Has Disability	24	19	79.2%	12.7%	n/a	n/a	16%	No
Disability Total	Has Disability Total	1,054	788	74.8%	8.3%	n/a	n/a	3%	No
Overall Total	Overall Total	19,316	12,835	66.4%					

Table 18. Two Level Retention for 2017-18

2017-18		NOCE Students Applied to NOCE (Denominator)	Number of Students Enrolled at NOCE (Numerator)	% Retained	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	16	10	62.5%	-3.5%	11	1	24%	No
	Asian	2,410	1,620	67.2%	1.2%	1,625	5	2%	No
	Black	208	119	57.2%	-8.8%	140	21	7%	Yes
	Latinx	4,012	2,330	58.1%	-8.0%	2,706	376	2%	Yes
	Native Hawaiian/Pacific Islander	41	28	68.3%	2.3%	n/a	n/a	14%	No
	Other/Unknown	1,796	1,375	76.6%	10.5%	n/a	n/a	2%	No
	Two or More	323	167	51.7%	-14.3%	218	51	5%	Yes
	White	3,155	2,362	74.9%	8.8%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	802	482	60.1%	-5.9%	541	59	3%	Yes
	Black	116	66	56.9%	-9.1%	78	12	9%	Yes
	Latinx	1,993	1,142	57.3%	-8.7%	1,344	202	2%	Yes
	Native Hawaiian/Pacific Islander	18	15	83.3%	17.3%	n/a	n/a	17%	No
	Other/Unknown	706	491	69.5%	3.5%	n/a	n/a	3%	No
	Two or More	166	94	56.6%	-9.4%	112	18	8%	Yes
	White	1,106	768	69.4%	3.4%	n/a	n/a	3%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	131	97	74.0%	8.0%	n/a	n/a	8%	No
	Black	Suppressed							

	Latinx	141	83	58.9%	-7.2%	95	12	8%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	441	332	75.3%	9.2%	n/a	n/a	4%	No
	Two or More	17	9	52.9%	-13.1%	11	2	24%	No
	White	224	176	78.6%	12.5%	n/a	n/a	5%	No
Ethnicity Total	Ethnicity Total	17,848	11,786	66.0%					
Female	Has Disability	497	358	72.0%	6.0%	n/a	n/a	4%	No
Male	Has Disability	513	396	77.2%	11.2%	n/a	n/a	4%	No
Unknown	Has Disability	27	17	63.0%	-3.1%	18	1	18%	No
Disability Total	Has Disability Total	1,037	771	74.3%	8.3%	n/a	n/a	3%	No
Overall Total	Overall Total	17,848	11,786	66.0%					

Table 19. Two Level Transition for 2015-16

2015-16		NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	39	2	5.1%	0.1%	n/a	n/a	7%	No
	Asian	4,012	232	5.8%	0.7%	n/a	n/a	1%	No
	Black	424	47	11.1%	6.0%	n/a	n/a	3%	No
	Latinx	8,087	472	5.8%	0.8%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	70	0	0.0%	-5.0%	4	4	0%	Yes
	Other/Unknown	2,450	0	0.0%	-5.0%	123	123	0%	Yes
	Two or More	634	122	19.2%	14.2%	n/a	n/a	3%	No
	White	5,385	176	3.3%	-1.8%	271	95	0%	Yes
Male	American Indian/ Alaska Native	14	0	0.0%	-5.0%	1	1	0%	Yes
	Asian	1,705	146	8.6%	3.5%	n/a	n/a	1%	No
	Black	241	28	11.6%	6.6%	n/a	n/a	4%	No
	Latinx	4,440	221	5.0%	-0.1%	224	3	1%	No
	Native Hawaiian/Pacific Islander	31	2	6.5%	1.4%	n/a	n/a	9%	No
	Other/Unknown	1,012	2	0.2%	-4.8%	51	49	0%	Yes

	Two or More	310	56	18.1%	13.0%	n/a	n/a	4%	No
	White	2,296	98	4.3%	-0.8%	116	18	1%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	225	6	2.7%	-2.4%	11	5	2%	Yes
	Black	14	2	14.3%	9.2%	n/a	n/a	18%	No
	Latinx	328	13	4.0%	-1.1%	17	4	2%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	463	1	0.2%	-4.8%	23	22	0%	Yes
	Two or More	26	3	11.5%	6.5%	n/a	n/a	12%	No
	White	351	11	3.1%	-1.9%	18	7	2%	No
Ethnicity Total	Ethnicity Total	32,563	1,640	5.0%					
Female	Has Disability	776	112	14.4%	9.4%	n/a	n/a	2%	No
Male	Has Disability	769	118	15.3%	10.3%	n/a	n/a	3%	No
Unknown	Has Disability	37	3	8.1%	3.1%	n/a	n/a	9%	No
Disability Total	Has Disability Total	1,582	233	14.7%	9.7%	n/a	n/a	2%	No
Overall Total	Overall Total	32,563	1,640	5.0%					

Table 20. Two Level Transition for 2016-17

2016-17		NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	30	3	10.0%	5.5%	n/a	n/a	11%	No
	Asian	3,901	209	5.4%	0.9%	n/a	n/a	1%	No
	Black	414	45	10.9%	6.4%	n/a	n/a	3%	No
	Latinx	7,496	431	5.7%	1.3%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	68	2	2.9%	-1.5%	3	1	4%	No
	Other/Unknown	2,787	1	0.0%	-4.4%	124	123	0%	Yes
	Two or More	560	92	16.4%	12.0%	n/a	n/a	3%	No

	White	5,328	148	2.8%	-1.7%	237	89	0%	Yes
Male	American Indian/ Alaska Native	17	0	0.0%	-4.5%	1	1	0%	Yes
	Asian	1,556	95	6.1%	1.6%	n/a	n/a	1%	No
	Black	223	25	11.2%	6.8%	n/a	n/a	4%	No
	Latinx	4,095	189	4.6%	0.2%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	29	1	3.4%	-1.0%	1	0	7%	No
	Other/Unknown	1,173	4	0.3%	-4.1%	52	48	0%	Yes
	Two or More	284	51	18.0%	13.5%	n/a	n/a	4%	No
	White	2,145	88	4.1%	-0.4%	96	8	1%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	237	3	1.3%	-3.2%	11	8	1%	Yes
	Black	15	1	6.7%	2.2%	n/a	n/a	13%	No
	Latinx	284	8	2.8%	-1.6%	13	5	2%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	606	0	0.0%	-4.5%	27	27	0%	Yes
	Two or More	24	4	16.7%	12.2%	n/a	n/a	15%	No
	White	359	10	2.8%	-1.7%	16	6	2%	No
Ethnicity Total	Ethnicity Total	31,641	1,410	4.5%					
Female	Has Disability	685	88	12.8%	8.4%	n/a	n/a	3%	No
Male	Has Disability	693	116	16.7%	12.3%	n/a	n/a	3%	No
Unknown	Has Disability	32	6	18.8%	14.3%	n/a	n/a	14%	No
Disability Total	Has Disability Total	1,410	210	14.9%	10.4%	n/a	n/a	2%	No
Overall Total	Overall Total	31,641	1,410	4.5%					

Table 21. Two Level Transition for 2017-18

2017-18		NOCE Students in Transition Cohort (Denominator)	Number of Students Transitioned (Numerator)	% Transitioned	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	28	1	3.6%	-1.0%	1	0	7%	No
	Asian	3,870	219	5.7%	1.0%	n/a	n/a	1%	No
	Black	368	36	9.8%	5.2%	n/a	n/a	3%	No
	Latinx	6,703	376	5.6%	1.0%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	67	4	6.0%	1.4%	n/a	n/a	6%	No
	Other/Unknown	2,691	4	0.1%	-4.5%	136	n/a	0%	Yes
	Two or More	591	92	15.6%	11.0%	n/a	n/a	3%	No
	White	4,697	140	3.0%	-1.6%	237	n/a	0%	No
Male	American Indian/ Alaska Native	11	0	0.0%	-4.6%	1	n/a	0%	Yes
	Asian	1,516	114	7.5%	2.9%	n/a	n/a	1%	No
	Black	212	28	13.2%	8.6%	n/a	n/a	5%	No
	Latinx	3,582	182	5.1%	0.5%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	30	2	6.7%	2.1%	n/a	n/a	9%	No
	Other/Unknown	1,201	3	0.2%	-4.4%	60	57	0%	Yes
	Two or More	313	57	18.2%	13.6%	n/a	n/a	4%	No
	White	1,807	68	3.8%	-0.8%	91	23	1%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	227	5	2.2%	-2.4%	11	6	2%	Yes
	Black	16	1	6.3%	1.6%	n/a	n/a	12%	No
	Latinx	289	12	4.2%	-0.5%	15	3	2%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	706	0	0.0%	-4.6%	36	36	0%	Yes
	Two or More	36	3	8.3%	3.7%	2	-1	9%	No
	White	360	6	1.7%	-2.9%	18	12	1%	Yes
Ethnicity Total	Ethnicity Total	29,331	1,353	4.6%					
Female	Has Disability	691	82	11.9%	7.3%	n/a	n/a	2%	No

Male	Has Disability	662	99	15.0%	10.3%	n/a	n/a	3%	No
Unknown	Has Disability	34	6	17.6%	13.0%	n/a	n/a	13%	No
Disability Total	Has Disability Total	1,387	187	13.5%	8.9%	n/a	n/a	2%	No
Overall Total	Overall Total	29,331	1,353	4.6%					

Table 22. Two Level CDCP for 2015-16

2015-16		NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	12	2	16.7%	12.9%	n/a	n/a	21%	No
	Asian	2,110	99	4.7%	0.9%	n/a	n/a	1%	No
	Black	224	17	7.6%	3.8%	n/a	n/a	3%	No
	Latinx	6,377	226	3.5%	-0.2%	241	15	0%	No
	Native Hawaiian/Pacific Islander	26	0	0.0%	-3.8%	1	1	0%	Yes
	Other/Unknown	366	8	2.2%	-1.6%	14	6	1%	No
	Two or More	376	21	5.6%	1.8%	n/a	n/a	2%	No
	White	1,061	63	5.9%	2.2%	n/a	n/a	1%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	909	36	4.0%	0.2%	n/a	n/a	1%	No
	Black	129	4	3.1%	-0.7%	5	1	3%	No
	Latinx	3,631	108	3.0%	-0.8%	137	29	1%	No
	Native Hawaiian/Pacific Islander	20	1	5.0%	1.2%	n/a	n/a	10%	No
	Other/Unknown	192	2	1.0%	-2.7%	7	5	1%	Yes
	Two or More	191	13	6.8%	3.0%	n/a	n/a	4%	No
White	644	21	3.3%	-0.5%	24	3	1%	No	
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	112	2	1.8%	-2.0%	4	2	2%	No
	Black	Suppressed							

	Latinx	257	7	2.7%	-1.1%	10	3	2%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	74	0	0.0%	-3.8%	3	3	0%	Yes
	Two or More	15	1	6.7%	2.9%	n/a	n/a	13%	No
	White	71	3	4.2%	0.4%	n/a	n/a	5%	No
Ethnicity Total	Ethnicity Total	16,810	635	3.8%					
Female	Has Disability	360	27	7.5%	3.7%	n/a	n/a	3%	No
Male	Has Disability	277	18	6.5%	2.7%	n/a	n/a	3%	No
Unknown	Has Disability	11	0	0.0%	-3.8%	0	0	0%	Yes
Disability Total	Has Disability Total	648	45	6.9%	3.2%	n/a	n/a	2%	No
Overall Total	Overall Total	16,810	635	3.8%					

Table 23. Two Level CDCP for 2016-17

2016-17		NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	11	1	9.1%	5.0%	n/a	n/a	17%	No
	Asian	2,000	101	5.1%	0.9%	n/a	n/a	1%	No
	Black	211	13	6.2%	2.0%	n/a	n/a	3%	No
	Latinx	5,738	219	3.8%	-0.3%	237	18	0%	No
	Native Hawaiian/Pacific Islander	31	2	6.5%	2.3%	n/a	n/a	9%	No
	Other/Unknown	313	6	1.9%	-2.2%	13	7	2%	Yes
	Two or More	345	31	9.0%	4.9%	n/a	n/a	3%	No
	White	988	67	6.8%	2.7%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	818	29	3.5%	-0.6%	34	5	1%	No
	Black	125	7	5.6%	1.5%	n/a	n/a	4%	No
	Latinx	3,291	106	3.2%	-0.9%	136	30	1%	No

	Native Hawaiian/Pacific Islander	17	0	0.0%	-4.1%	1	1	0%	Yes
	Other/Unknown	162	2	1.2%	-2.9%	7	5	2%	Yes
	Two or More	166	14	8.4%	4.3%	n/a	n/a	4%	No
	White	572	18	3.1%	-1.0%	24	6	1%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	113	5	4.4%	0.3%	n/a	n/a	4%	No
	Black	Suppressed							
	Latinx	220	3	1.4%	-2.8%	9	6	2%	Yes
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	81	2	2.5%	-1.7%	3	1	3%	No
	Two or More	14	0	0.0%	-4.1%	1	1	0%	Yes
	White	65	5	7.7%	3.6%	n/a	n/a	6%	No
Ethnicity Total	Ethnicity Total	15,295	631	4.1%					
Female	Has Disability	313	27	8.6%	4.5%	n/a	n/a	3%	No
Male	Has Disability	246	14	5.7%	1.6%	n/a	n/a	3%	No
Unknown	Has Disability	16	0	0.0%	-4.1%	1	1	0%	Yes
Disability Total	Has Disability Total	575	41	7.1%	3.0%	n/a	n/a	2%	No
Overall Total	Overall Total	15,295	631	4.1%					

Table 24. Two Level CDCP for 2017-18

2017-18		NOCE Students Enrolled in CTE, HSDP, ESL (Denominator)	Number of Students received a CDCP Cert/Diploma (Numerator)	% CDCP Cert/Dip	Equity Gap (Compare to Overall)	Envisioned Equity - Overall	Additional Students - Overall	MOE	Disproportionately Impacted
Female	American Indian/ Alaska Native	Suppressed							
	Asian	1,965	85	4.3%	-0.4%	74	-11	1%	No
	Black	186	17	9.1%	4.4%	n/a	n/a	4%	No
	Latinx	5,124	260	5.1%	0.4%	n/a	n/a	1%	No
	Native Hawaiian/Pacific Islander	37	2	5.4%	0.7%	n/a	n/a	7%	No

	Other/Unknown	279	5	1.8%	-2.9%	11	6	2%	Yes
	Two or More	343	28	8.2%	3.4%	n/a	n/a	3%	No
	White	912	69	7.6%	2.8%	n/a	n/a	2%	No
Male	American Indian/ Alaska Native	Suppressed							
	Asian	787	25	3.2%	-1.5%	30	5	1%	No
	Black	109	3	2.8%	-2.0%	4	1	3%	No
	Latinx	2,870	110	3.8%	-0.9%	108	-2	1%	No
	Native Hawaiian/Pacific Islander	14	0	0.0%	-4.7%	1	1	0%	Yes
	Other/Unknown	156	4	2.6%	-2.2%	6	2	2%	No
	Two or More	179	14	7.8%	3.1%	n/a	n/a	4%	No
	White	529	20	3.8%	-0.9%	20	0	2%	No
Unknown	American Indian/ Alaska Native	Suppressed							
	Asian	100	4	4.0%	-0.7%	4	0	4%	No
	Black	Suppressed							
	Latinx	220	6	2.7%	-2.0%	8	2	2%	No
	Native Hawaiian/Pacific Islander	Suppressed							
	Other/Unknown	85	2	2.4%	-2.4%	3	1	3%	No
	Two or More	25	0	0.0%	-4.7%	1	1	0%	Yes
	White	72	7	9.7%	5.0%	n/a	n/a	7%	No
Ethnicity Total	Ethnicity Total	14,014	661	4.7%					
Female	Has Disability	323	32	9.9%	5.2%	n/a	n/a	3%	No
Male	Has Disability	218	13	6.0%	1.2%	n/a	n/a	3%	No
Unknown	Has Disability	18	2	11.1%	6.4%	n/a	n/a	15%	No
Disability Total	Has Disability Total	559	47	8.4%	3.7%	n/a	n/a	2%	No
Overall Total	Overall Total	14,014	661	4.7%					

Table 25. DI Group Trends for **Access**

		2015-16	2016-17	2017-18
Female	American Indian/ Alaska Native	no	yes	s*
	Asian	no	yes	no
	Black	yes	yes	yes
	Latinx	yes	yes	yes
	Native Hawaiian/Pacific Islander	no	no	no
	Other/Unknown	no	no	no
	Two or More	yes	yes	yes
	White	no	no	no
Male	American Indian/ Alaska Native	s*	s*	s*
	Asian	yes	yes	no
	Black	yes	no	yes
	Latinx	yes	yes	yes
	Native Hawaiian/Pacific Islander	yes	no	no
	Other/Unknown	no	no	no
	Two or More	no	yes	no
	White	no	no	no
Unknown	American Indian/ Alaska Native	s*	s*	s*
	Asian	no	no	yes
	Black	s*	s*	s*
	Latinx	no	no	yes
	Native Hawaiian/Pacific Islander	s*	s*	s*
	Other/Unknown	no	no	no
	Two or More	no	no	yes
	White	no	no	yes
Female	Has Disability	no	no	no
Male	Has Disability	yes	yes	yes
Unknown	Has Disability	yes	no	yes

Note: * indicates data is suppressed

Table 26. DI Group Trends for **Retention**

		2015-16	2016-17	2017-18
Female	American Indian/ Alaska Native	no	no	no
	Asian	no	no	no
	Black	no	yes	yes
	Latinx	yes	yes	yes
	Native Hawaiian/Pacific Islander	no	no	no
	Other/Unknown	no	no	no
	Two or More	yes	yes	yes
	White	no	no	no
Male	American Indian/ Alaska Native	s*	s*	s*
	Asian	yes	yes	yes
	Black	yes		yes
	Latinx	yes	yes	yes
	Native Hawaiian/Pacific Islander	no	no	no
	Other/Unknown	no	no	no
	Two or More	yes	yes	yes
	White	no	no	no
Unknown	American Indian/ Alaska Native	s*	s*	s*
	Asian	no	no	no
	Black	s*	s*	no
	Latinx	yes	yes	no
	Native Hawaiian/Pacific Islander	s*	s*	s*
	Other/Unknown	no	no	no
	Two or More	no	no	no
	White	no	no	no
Female	Has Disability	no	no	no
Male	Has Disability	no	no	no
Unknown	Has Disability	no	no	no

Note: * indicates data is suppressed

Table 27. DI Group Trends for **Transition**

		2015-16	2016-17	2017-18
Female	American Indian/ Alaska Native	no	no	no
	Asian	no	no	no
	Black	no	no	no
	Latinx	no	no	no
	Native Hawaiian/Pacific Islander	yes	no	no
	Other/Unknown	yes	yes	yes
	Two or More	no	no	no
	White	yes	yes	no
Male	American Indian/ Alaska Native	yes	yes	yes
	Asian	no	no	no
	Black	no	no	no
	Latinx	no	no	no
	Native Hawaiian/Pacific Islander	no	no	no
	Other/Unknown	yes	yes	yes
	Two or More	no	no	no
	White	no	no	no
Unknown	American Indian/ Alaska Native	s*	s*	s*
	Asian	yes	yes	yes
	Black	no	no	no
	Latinx	no	no	no
	Native Hawaiian/Pacific Islander	s*	s*	s*
	Other/Unknown	yes	yes	yes
	Two or More	no	no	yes
	White	no	no	no
Female	Has Disability	no	no	no
Male	Has Disability	no	no	no
Unknown	Has Disability	no	no	no

Note: * indicates data is suppressed

Table 28. DI Group Trends for CDCP Certificates/Diplomas

		2015-16	2016-17	2017-18
Female	American Indian/ Alaska Native	no	no	s*
	Asian	no	no	no
	Black	no	no	no
	Latinx	no	no	no
	Native Hawaiian/Pacific Islander	yes	no	no
	Other/Unknown	no	yes	yes
	Two or More	no	no	no
	White	no	no	no
Male	American Indian/ Alaska Native	s*	s*	s*
	Asian	no	no	no
	Black	no	no	no
	Latinx	no	no	no
	Native Hawaiian/Pacific Islander	no	yes	yes
	Other/Unknown	yes	yes	no
	Two or More	no	no	no
	White	no	no	no
Unknown	American Indian/ Alaska Native	s*	s*	s*
	Asian	s*	s*	s*
	Black	no	yes	yes
	Latinx	no	yes	no
	Native Hawaiian/Pacific Islander	s*	s*	s*
	Other/Unknown	yes	no	no
	Two or More	no	yes	yes
	White	no	no	no
Female	Has Disability	no	no	no
Male	Has Disability	no	no	no
Unknown	Has Disability	yes	yes	no

Note: * indicates data is suppressed