

Introduction

The mission of Shasta College states that it serves a diverse student population and provides open access to undergraduate programs and learning opportunities. As a measure on the College's success in the accomplishment of this part of its mission, this report will examine access across various demographics and in comparison to the District it serves. It will examine if there are disproportionate impacts across demographics in completion indicators for first-year students, as well as the success rates of the entire student body. Lastly, it will present completion data on student awards and transfers.

Methodology

Disproportionate impact (DI) refers to measures designed to identify equity gaps and is calculated using three methodologies. All three examine positive rates, such as success rates or completion rates. The first and Chancellor's Office approved method, is the Percentage Point Gap (PPG), which looks at the difference between success rates of a group and the success rate of everyone else. This method incorporates a margin of error into the DI calculation. Proportionality Index compares the proportion of a demographic group in the population as a whole, to the proportion of the group in the number of success. The 80% rule examines if the percentage of success is within 80% of the highest rate. For the purpose of this report, DI is determined by having the PPG method and at least one other method indicating DI consistently across years. When statistical significance is referenced, the report is referring to other statistical tests.

Population Demographics

The ethnic composition of Shasta College is 61% white students, 32% from historically marginalized ethnic groups (all non-white students), and 6% unknown. In comparison to the surrounding counties, the College has nearly the same percentage (32% vs 31%) of those in historically marginalized ethnic groups. Although percentages are similar to that of the local population, as reflected in the applications, Black/African American and Hawaiian/Pacific Islander students are more likely to be from outside the area, 26% and 21%, respectively. This indicates that the College may be under-serving these local historically marginalized groups.

Ethnic Group	% Student population	% Northern Inland*
<i>Hispanic</i>	18.0%	20%
<i>Native American</i>	2.2%	1.6%
<i>Asian</i>	3.7%	3%
<i>Black or African American</i>	1.7%	2%
<i>Hawaiian/Pacific Islander</i>	0.2%	(incl. with Asian)
<i>White</i>	60.9%	70%
<i>Two or More Ethnicities</i>	6.5%	4%
<i>Unknown</i>	6.3%	-
<i>Non-resident International</i>	0.5%	-

*taken from CCCCO Regional Context Indicators Workbook

Students under 25 years of age make up 64% of the Shasta College population, 26% under 18, 38% years of age 18-24. When comparing ethnicity against age, Black/African American students and international students are a larger percentage of students 25+ than in the other ethnic groups, as seen in the table below.

Ethnic Group	<18 years of age	18-24 years of age	25+ years of age
<i>Hispanic</i>	26%	43.5%	30%
<i>Native American</i>	23%	39%	38%
<i>Asian</i>	29%	39.5%	31.5%
<i>Black or African American</i>	13%	45%	42%
<i>Hawaiian/Pacific Islander</i>	27%	39%	34%
<i>White</i>	26%	36%	38%
<i>Two or More Ethnicities</i>	34%	41.5%	24%
<i>Unknown</i>	33%	26.5%	40%
<i>Non-resident International</i>	0%	11%	89%

Women make up 60% of the Shasta College student population, 55% of all California Community Colleges, and 51% of the county population, and are more likely than men to enroll after the age of 24.

	Women	Men
<i>Under 18</i>	59%	41%
<i>18-24</i>	55%	45%
<i>25+</i>	65%	35%
<i>Total</i>	60%	40%

When comparing gender across ethnic groups, Black/African American students are more likely to be men (55%). This is the only group with a larger percentage of male students. These students are also more likely to be from out of the area. Nearly a third (32%) Black/African American male students are from outside the Northern Inland area, while 17% of Black/African American women are from out of the area. Non-Resident International students are primarily women (78%).

Students in the PACE program make up 8% of the student population. On average, less than one percent of the student body are former-foster youth. Veterans make up 2% of the student body. One-third, 33%, of all students are identified as first-generation.

Access

Enrollment Rates

The enrollment rate is defined as the percentage of applicants to Shasta College who enroll in a course for a given term. Applications for the 2015- 2019 fall terms were analyzed for this report for the entire District. The majority of the student population applies and enrolls from within the District. Approximately three-quarters, 78%, of applications and 87% of incoming students come from the Shasta-Tehama-Trinity District. An additional 6% of applications (4% students) come from other north inland counties. The percentage of students who enroll after applying is 60% across the District, 33% in other northern inland counties, and 20% in other counties or out-of-state, averaged over five years.

Figure 1: Enrollment Rate and Distribution of Applications by County

County	Enrollment Rate	% of Apps
Shasta	59%	51%
Tehama	60.5%	24%
Trinity	63%	3%
All District Counties	60%	78%
Northern Inland Counties	33%	6%
Other	27%	16%

When examining enrollment rates, disproportionate impact (DI) is seen among Black/African American students and Hawaiian/Pacific Islanders. This is a result of higher percentages of these populations applying from outside of the North Inland region. Two-thirds (68%) of Black/African American applications come from outside the region and over two-fifths (43%) of Hawaiian/Pacific Islander students apply from outside the region. As indicated on their applications, these students are more likely to be interested in athletics as well. DI is not seen when looking at applicants from the District or when including the north inland region.

Figure 2: Enrollment Rates by Ethnic Group and Location

Ethnic group	District	North Inland	Other
Native American	56%	20%	29%
Asian	62%	32%	21%
Black / African American	52%	42%	17%
Hispanic	60%	32%	26%
Hawaiian/Pacific islander	52%	33%	24%
Two or more groups	62%	23%	23%
Unknown	63%	34%	27%
White	59%	35%	33%

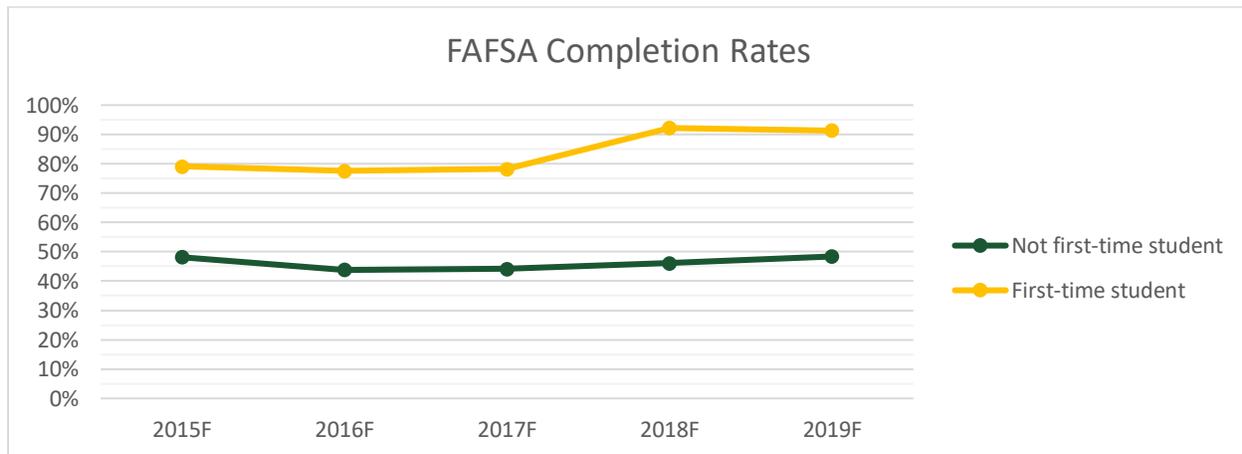
Students below the age of 18 show the highest enrollment rate, at 72%. Those in the traditional college age range of 18-24 had an average enrollment rate of 46%, while those age 25+ enrolled at a rate 10% below that.

Students who, at the time of application, reported being currently in foster care have enrollment rates similar to those who have never been in foster care (55% vs 57%). The rate of those who reported on their application that they are no longer in foster care, but were earlier in their life, is significantly lower (43%), although the rate in 2019 was up to 51%. Veterans are less likely to enroll than other students, 41% vs 53%. The average age of applying veterans is 34, in comparison to 22 for non-veterans. Most, 82%, of this population are at least 25 years of age.

Financial Aid

Financial aid data was examined over the same five-year period, 2015-2019 for fall enrollment. Process improvements for onboarding new students in Admissions & Records resulted in an increase in students completing a FAFSA over the last two years. (This also corresponds to the Shasta College

Promise Grant which provides first-year free for full-time students completing FAFSA). First-time students completing a FAFSA increased from 78% in 2017 to 91% in 2019. State aid, Cal Grant, Chaffee Grant (former foster), and California Promise Grant (previously BOG), is available without completing a FAFSA, and approximately 25% of students who don't complete a FAFSA receive this aid. Nearly all, 97% of incoming students who complete a FAFSA were awarded some form of financial aid. Regardless of FAFSA completion, 90% of first-year and 50% of non-first-year students received aid in fall 2019.



Black/African American students complete the FAFSA at a significantly higher rate than other ethnic groups (73% vs 50%, respectively). Overall, women are more likely than men to complete a FAFSA (57% vs 50%, respectively), with the exception of Black/African American men (79% men vs 69% women). This is true, regardless of state residency. Further investigation of the differing FAFSA completion rates may be warranted.

Low-income students are identified as those who are eligible for the California College Promise Grant (previous BOG) or the federal PELL grant and make up approximately half, 51%, of the student population. Of those who completed a FAFSA, 88% were eligible for one of these grants and nearly all (over 99%) accepted this aid. Women are more likely than men to be classified as low-income.

PACE (formerly known as Disabled Student Program & Services) students are more likely to receive financial aid than non-PACE students, the five-year average of those receiving aid was 76% vs 47%, respectively. Former foster students have similarly high rates, 82% received aid. Over half, 63%, of veterans received aid over the 2016-2019 years. (2015 was excluded as it was eighteen percentage points below the range of the last four years.) First-generation students are also more likely to receive aid, 74% vs 38%. About three-fifths, 61% are also low-income.

Progress

First-year Benchmarks

First-year students are more likely to be full-time. In contrast to the general population, which is primarily part-time, 72% of first-time students in 2019 were full-time. This figure has increased over the last couple years as the Shasta Promise Grant offers free tuition for first-time full-time students. In 2017, 68% of first-time students began full-time. First-time students were also more likely to complete a

FAFSA (90% vs. 50%), and as such more were identified as low-income; three-quarters qualified for the California Promise or PELL fee waivers.

Credit Completion Benchmark

Completing 30 units during the first year is seen as an important gateway to completion of degrees. The challenges of being a first-year college student during the spring 2020 term were amplified by the pandemic and resulted in lower course success rates (58%). The percentage of emergency withdrawal (EW) grades for first-year students was 17.4% compared to 13% of the entire population. (These figures may change as applications for EW grades are still being accepted.) This, in turn, impacted the number of students completing at least 30 credits during their first year. In prior years, an average of 45% of students completed 30+ credits in their first year. However, in 2019-20, significantly fewer students, 22%, met the important benchmark.

Progress benchmarks were also examined by ethnicity, aggregated over five years. DI is seen in students in some historically marginalized groups: Native American, Black/African American, and Hawaiian/Pacific Islander, and unknown ethnicity. When looking by gender, significantly more women completed 30+ credits than men.

Ethnic Group	% 30+ units in 1 st Year
<i>Hispanic</i>	34.3%
<i>American Indian</i>	24.5%
<i>Asian</i>	49.6%
<i>Black or African American</i>	20.2%
<i>Hawaiian/Pacific Islander</i>	20.0%
<i>White</i>	41.2%
<i>Two or More Ethnicities</i>	37.4%
<i>Unknown</i>	21.4%
<i>Non-Resident International</i>	50.0%

Gender	% 30+ units in 1 st Year
<i>Men</i>	35.9%
<i>Women</i>	40.7%

Former foster students are less likely to complete 30 credits in their first year; 16.5% vs 36%, averaged over 5 years. DI was determined for the five-year average, but due to small numbers it was not able to be determined by year. With the exception of the 2019-20 year, half of the veterans over the last five years who entered as first-time students completed at least 30 units in their first year. PACE students in years prior to 2019-20 generally completed this benchmark at rates near or above non-PACE students, but in 2019-20 were also more impacted by the changes resulting from the pandemic. Both veterans and PACE students saw rates of 8% for 2019-20. First-time first-generation students enroll full-time at higher rates than other students, (72% vs. 68%, respectively) but the percentage reaching the 30+ units completed benchmark is comparable to other groups. Low-income students have credit completions rates about 4% below that other those not identified as low-income.

Transfer-level Math and English Completion

Related early indicators of success are the completion of transfer-level math and English. There is no DI seen consistently across years for any ethnic group. Completion rates for English remained fairly

steady over the last five years, averaging 41% and there was a 5% increase in math completion. Enrollment in these courses has improved with the passage of AB705.¹ This is most evident in Black/African American students. Averaged between 2015-2017, first-time Black/African American students enrolled in transfer-level math at 6% and English courses at 42%. In 2019, 50% enrolled in transfer-level math and 91% in English. This improved the completion rate for this population, which increased from 4% in 2016-17 to 20% in 2019-20.

	% Transfer English	% Transfer Math	Both
<i>Hispanic</i>	37.5%	18%	16%
<i>American Indian</i>	25%	7%	6%
<i>Asian</i>	49.5%	32%	26%
<i>Black or African American</i>	27%	10%	8.8%
<i>Hawaiian/Pacific Islander</i>	26%	10.5%	10.5%
<i>Non-Resident International</i>	47%	29%	29%
<i>Two or More Ethnicities</i>	39%	20%	16%
<i>Unknown</i>	31%	16%	13%
<i>White</i>	41%	23%	20%

Students in the PACE program retain from fall to spring at higher rates than their peers, but have significantly lower percentages completing transfer-level English and math in the first year; there is DI for every year.

	5-Yr Avg	
% Transfer Engl	<i>Not PACE</i>	43%
	<i>PACE</i>	22%
% Transfer Math	<i>Not PACE</i>	22.5%
	<i>PACE</i>	8%
Both	<i>Not PACE</i>	19%
	<i>PACE</i>	6%

First-time foster students were unlikely to complete their first-year benchmarks. Approximately 10% completed transfer English and 2% completed transfer math in their first year. The percentage of veterans completing transfer English has averaged 47% over the last three years, and transfer math 16%. The numbers of students in these groups are too small to determine DI. The course completion rates for first-generation students are below (-4%) those not identified as first-generation, but DI is not evident. Low-income students have course completion rates approximately 8% below those of others.

Success Rates

Success rates were examined by academic year over the last five years. When looking at course success across ethnicity, DI is evident only in Black/African American students. For math and English, additional ethnic groups experience DI, as noted in the table below. When comparing at the course

¹ AB705 allows students to enter transfer-level math and English courses without requiring placement assessments or course prerequisites. The intent is to increase the number of students completing these courses within their first year and thus decreasing completion delays. <https://assessment.cccco.edu/ab-705-implementation>

level, patterns vary. For transfer-level courses, there is no DI across ethnicities, however there is for degree-applicable, non-transferrable courses. As a result of AB705, there has been a shift in course-level enrollment. More students are taking transfer-level courses and less are taking courses below degree level. This is seen most noticeably in Black/African American student enrollments. In 2015-16, 41% of enrollments for this demographic were in transfer-level math and English courses, but in 2019-20, 65% of enrollments were at the transfer-level. This had no effect on the success rate of this population. It appears that these students were previously under-placed in lower-level courses as their success rate at the transfer level has remained stable. This is an indicator that the changes Shasta College put into effect as a result of AB705 are having a positive impact on the entire Black/African American population.

5-Yr Average Success Rates

Ethnic Group	All		All Courses
	ENGL	MATH	
<i>Hispanic</i>	62.6%	58.0%	70.6%
<i>Native American</i>	61.3%	53.6%	67.4%
<i>Asian</i>	74.5%	66.3%	78.5%
<i>Black or African American</i>	52.3%	42.5%	61.3%
<i>Hawaiian/Pacific Islander</i>	56.1%	35.3%	66.2%
<i>White</i>	68.7%	64.5%	75.9%
<i>Two or More Ethnicities</i>	65.5%	57.2%	72.3%
<i>Unknown</i>	65.5%	61.6%	74.8%
<i>Non-Resident International</i>	82.4%	72.9%	78.7%

**Bold Indicates DI across multiple measures/years*

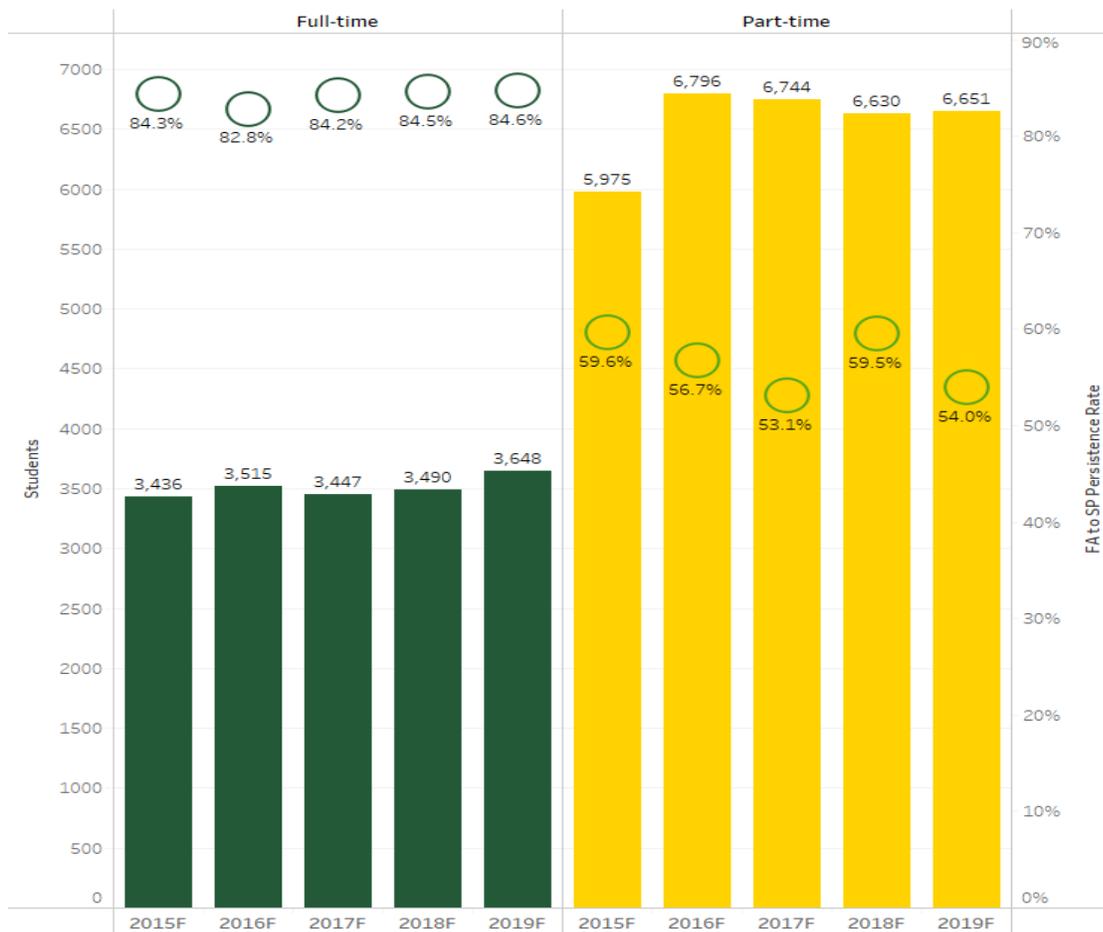
Students in the PACE program have success rates comparable to those not in the program. The exception to this was in spring 2020, when success rates were impacted more negatively for those in the PACE program. Veterans have success rates comparable to other students. Former foster students' success rates are significantly lower, 50% vs 74.5%. First-Generation students' success rate is consistently four percentage points below that of others, 72% vs 76% on average over the last five years. Only one of the DI methodologies mentioned above showed DI, but it is a statistically significant difference.

Completion

Persistence Rates

An early indicator for completion is persistence from term to term. Data on fall to spring persistence reveal that the strongest factor for persistence is full-time status. Students who are full-time persist from fall to spring at rates above any other demographic, and this is constant regardless of other demographics such as ethnicity, age, and including other positive factors such as FAFSA completion and financial aid received. The following chart illustrates the difference between the number of full-time students and their persistence rates. As noted above, students identified as low-income receive financial aid. This has a positive effect on persistence as they persist at a significantly higher rate.

Bars indicate count of students in fall; circles indicate fall to spring persistence rates



Completion Rates

Completion rates are measured for first-time, full-time students. Rates are presented for both degree and certificate earners. If a student completed both a certificate and degree during the three-year time frame, they are counted in both categories. The percentage of first-time students earning a certificate or degree within their first three years is increasing. Awards for the 2019-20 year are still being processed, so the 2017-18 cohort number should rise.

	First-year			
	2014-15	2015-16	2016-17	2017-18*
Certificate	13%	12.6%	18%	16.6%
Degree	14%	15%	18%	17.5%

*Awards for 2019-20 still being processed at time of writing. Data as of 8/24/2020.

Black/African American students are not earning certificates or degrees at the same rate of other groups. The four-year average certification-completion rate is 6% and degree-completion rate is 3.6%. This is consistent over the years and DI is evident. Women are more likely than men to complete a degree, 18.5% vs 13% respectively. Certificate completion rates for women have also been higher in past years; however, the completion rate for men is nearing that of women.

Certificate Completion	First-year			
	2014-15	2015-16	2016-17	2017-18*
Women	13%	14%	16%	15%
Men	10%	7%	16%	14%

DI is also seen in the demographics of former-foster students (cert 3.6%; degree 3.2%). PACE students complete certificates at the same rate as non-PACE students, and their degree completion rate has seen improvement in the most recent year, 6% higher than the previous year. Veterans have completion rates of 20.5% for both certificates and degrees, values above that of non-veterans. Low-income students have certificate completion rates comparable to other students. However, degree completion rates are 4% below than for students not identified as low-income.

Degree Completion	First-year			
	2014-15	2015-16	2016-17	2017-18*
Non-PACE	14%	15%	18%	17.5%
PACE	12%	11%	11%	17%

Degrees & certificates granted

Counts of awards granted over the last five years were examined. White students are significantly more likely to earn a degree or certificate than students in historically marginalized ethnic groups (as a whole). Twice as many women earn degrees than men. The distribution for certificates is more balanced; 55% are granted to women.

Ethnic Group	% Student population	% of Degrees	% of Certificates
<i>Hispanic</i>	18.0%	15.5%	17.8%
<i>Native American</i>	2.2%	2.0%	1.8%
<i>Asian</i>	3.7%	4.5%	3.5%
<i>Black or African American</i>	1.7%	1.0%	0.5%
<i>Hawaiian/Pacific Islander</i>	0.2%	0%	0%
<i>White</i>	60.9%	68.6%	65.8%
<i>Two or More Ethnicities</i>	6.5%	5.0%	6.0%
<i>Unknown</i>	6.3%	2.6%	3.5%
<i>Non-Resident International</i>	0.5%	0.9%	1.0%

Over two-fifths, 42%, of awards are granted to first-generation students. This is 9% more than their representation of the student population. Low-income students earning awards also compose a higher percentage of degrees and certificates than their student population. Over the last three years, 72% of awards earned were by low-income students. This is up from the previous two years when they composed 58.5% of awards. PACE students make up 11% of the awards granted, 2% above their percentage of the student population. Veteran awards are the same proportion as they represent in the student body, 2%.

Transfer Rates

A transfer student is identified as a student who enrolled at a four-year college or university in the year following their last enrollment at Shasta College. To calculate rates, this transfer occurred within a student's first four academic years. The percentage of first-time students transferring to a four-year college or university has averaged 21% for the 2014-15 to 2016-17 first-time student cohorts. The rate for the 2016-17 was above that of the previous years. Students who begin as full-time are more likely to transfer than part-time students; 24% vs 11%. There is DI for students in the Two or More group; the transfer rate for this group is 16%. The average rate for Native American students is 15%. Although this rate is low, DI cannot be established due to the small number of individuals. This rate has varied greatly from year to year.

	First Year		
	2014-15	2015-16	2016-17
Full-time	22%	22.5%	27.6%
Part-time	11%	12%	11.5%

First-time PACE students have a transfer-rate below that of other students, although the 2014-15 cohort had abnormally higher rates. Few former foster students transfer, 4.5% over the last three years. For the first-time veterans, 6% transferred in their first four years. First-generation students transferred at an average rate of 17%.

	First Year		
	2014-15	2015-16	2016-17
<i>Not PACE</i>	14.6%	16.1%	17.6%
<i>PACE</i>	21%	9%	9%

Summary of Findings

Local applicants have the highest enrollment rates. Students in the ethnic groups of Black/African American and Hawaiian/Pacific Islander are more likely to be from out of the area and athletes. The College may be underserving local students in this demographic based on these enrollment rates. First-year students are primarily full-time and more likely to complete a FAFSA. Over 90% of this population received aid and there are clear increases as a result of the Shasta Promise Grant. Approximately half of the student body received the California Promise Grant or PELL grant, and is therefore classified as low-income. Low-income students face barriers that lead to DI in first-year benchmarks, however as those students are receiving financial aid, they have higher fall to spring persistence. Former foster students have DI across multiple indicators, notably first-year benchmarks, success rates, and completion rates. Changes in policy that have limited developmental coursework and allowed students to enter transfer-level classes improved math and English outcomes for Black/African American students. Although degree completion rates of low-income students and first-generation students are slightly behind their peers, the total number of awards granted to these groups over-represents their proportion of the student body.