2017-2019 South Bay Promise Students Profile

INSTITUTIONAL RESEARCH & PLANNING

Research Interest

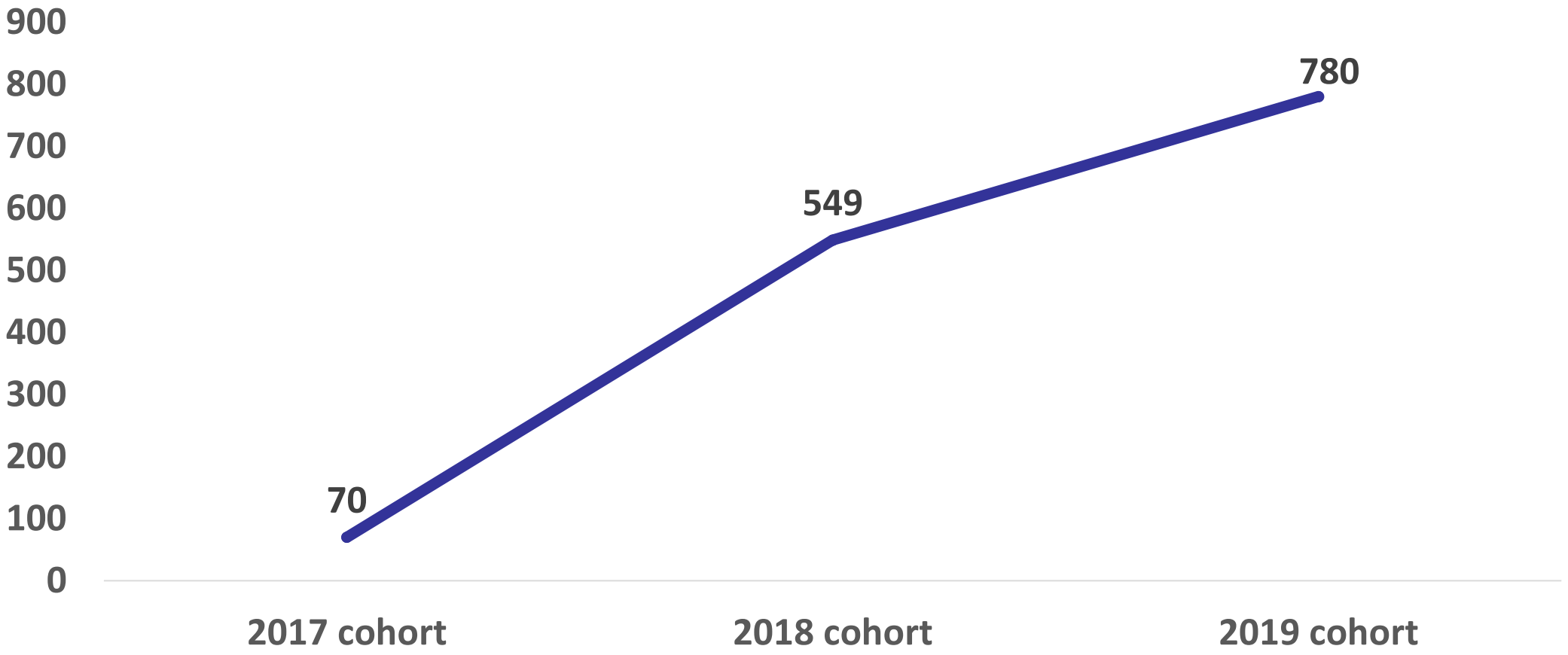
- Characterize 2017-19 SBP students in terms of demographics and selected key outcomes to explore the Promise impact on students' success.

- Present outcomes of African-American students in the South Bay Promise 2019 cohort to see how the Promise relates to African-American students' academic progress.

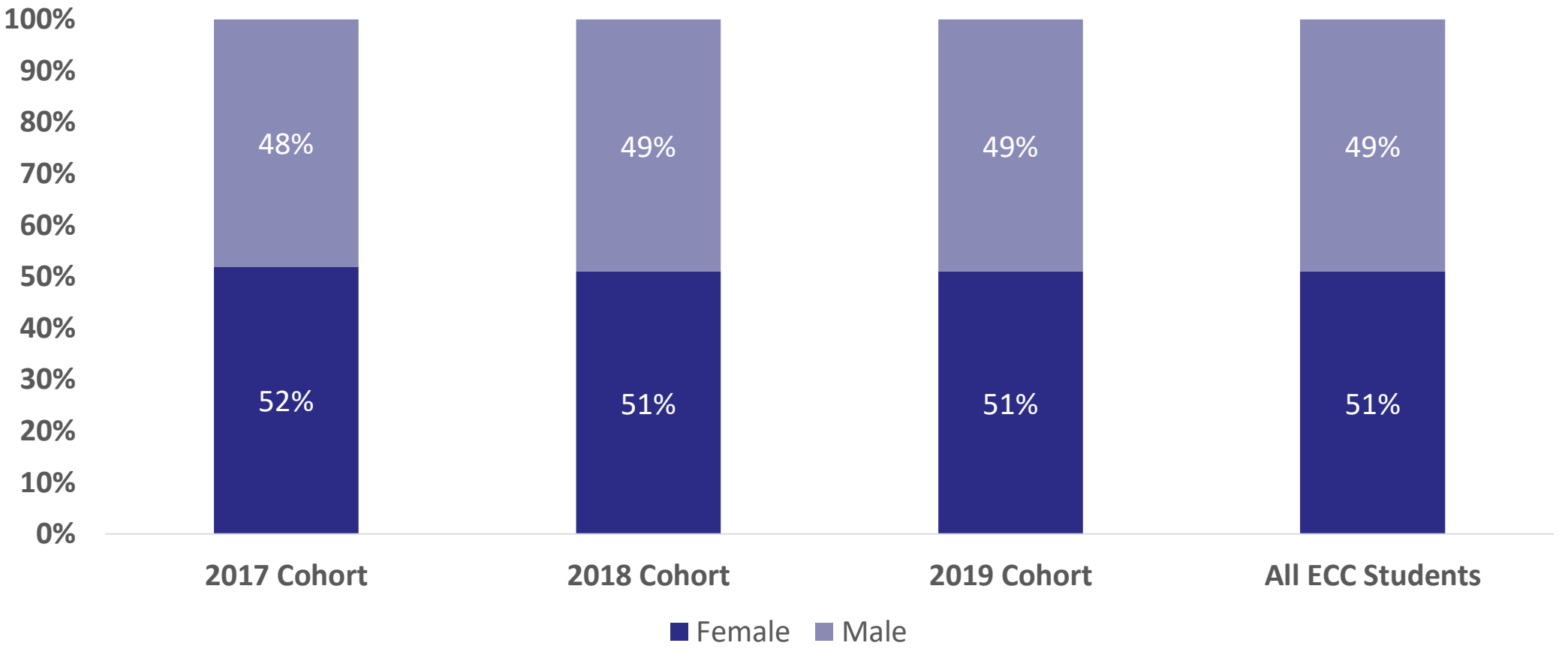
2017-2019 South Bay Promise Cohorts

DEMOGRAPHICS AND OUTCOMES

South Bay Promise Participants

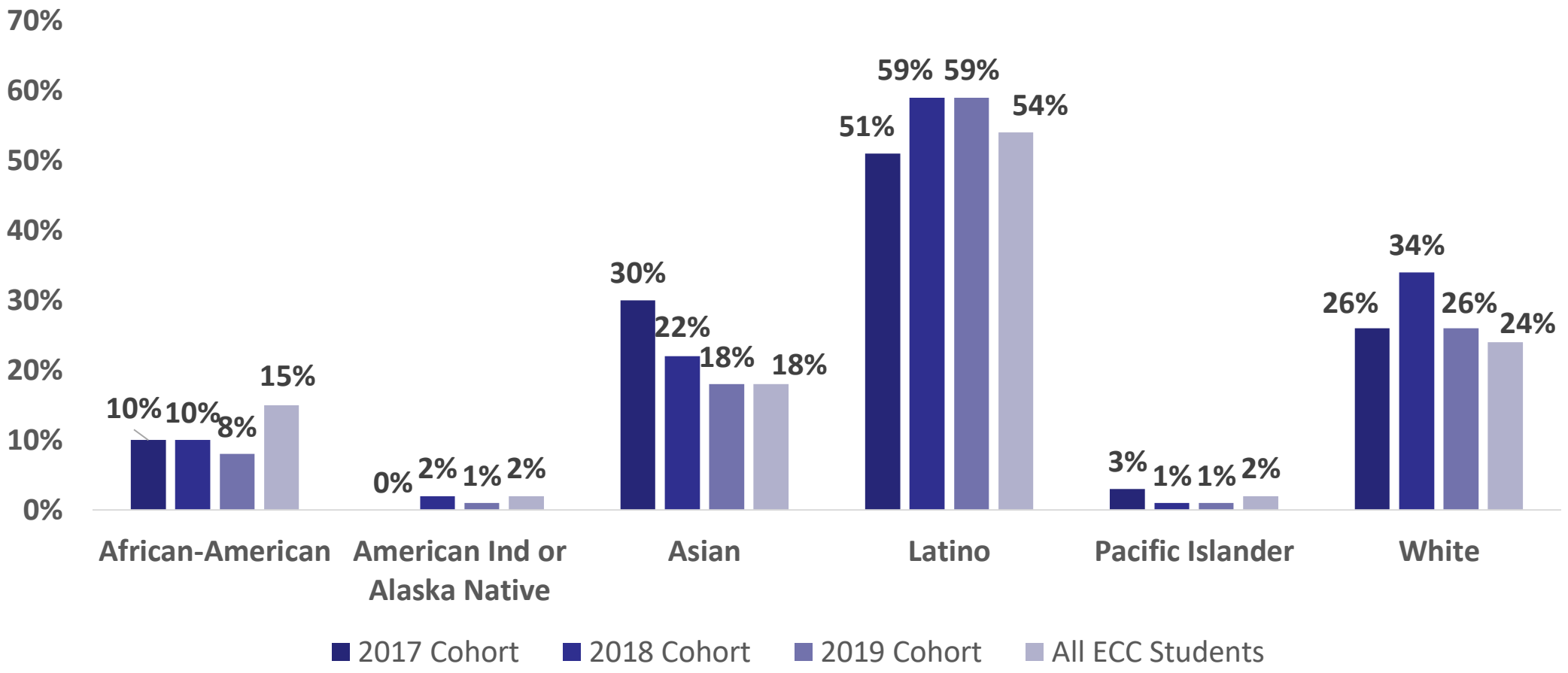


South Bay Promise Gender

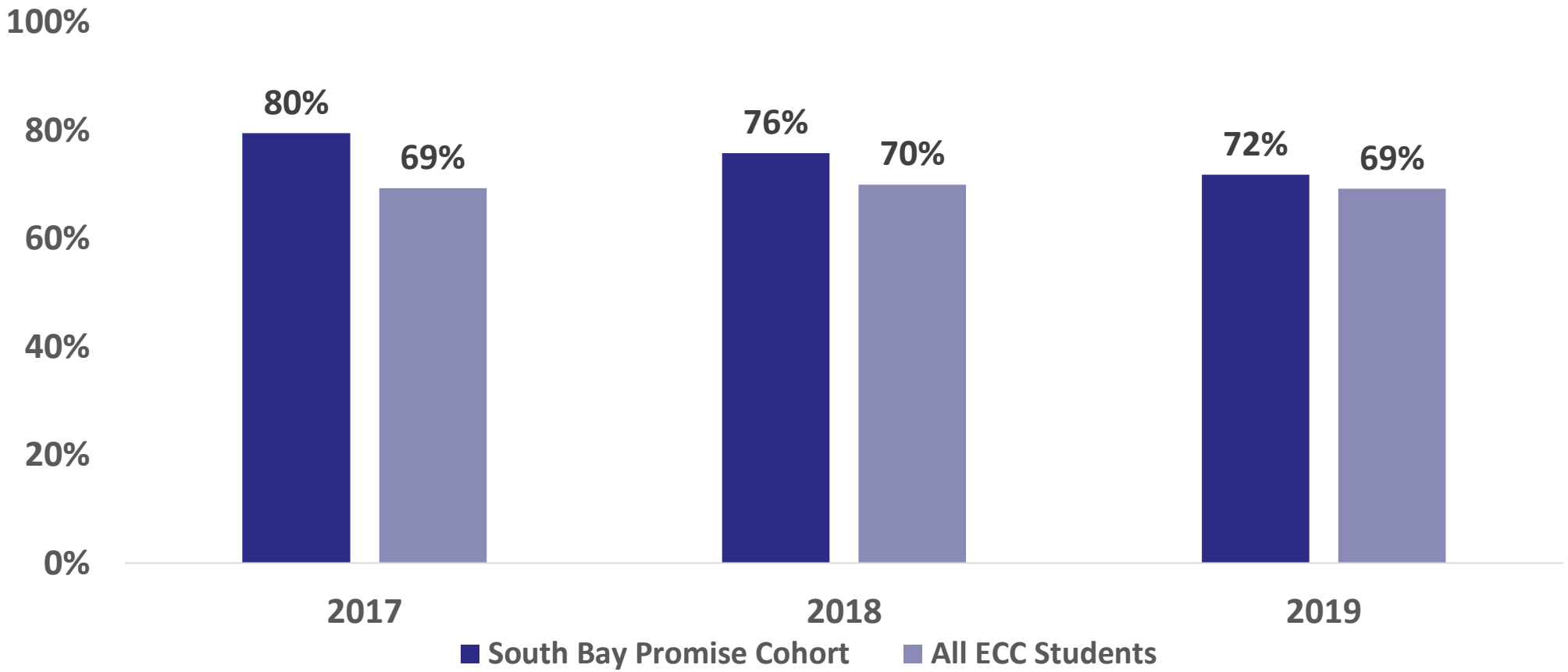


South Bay Promise Ethnicity

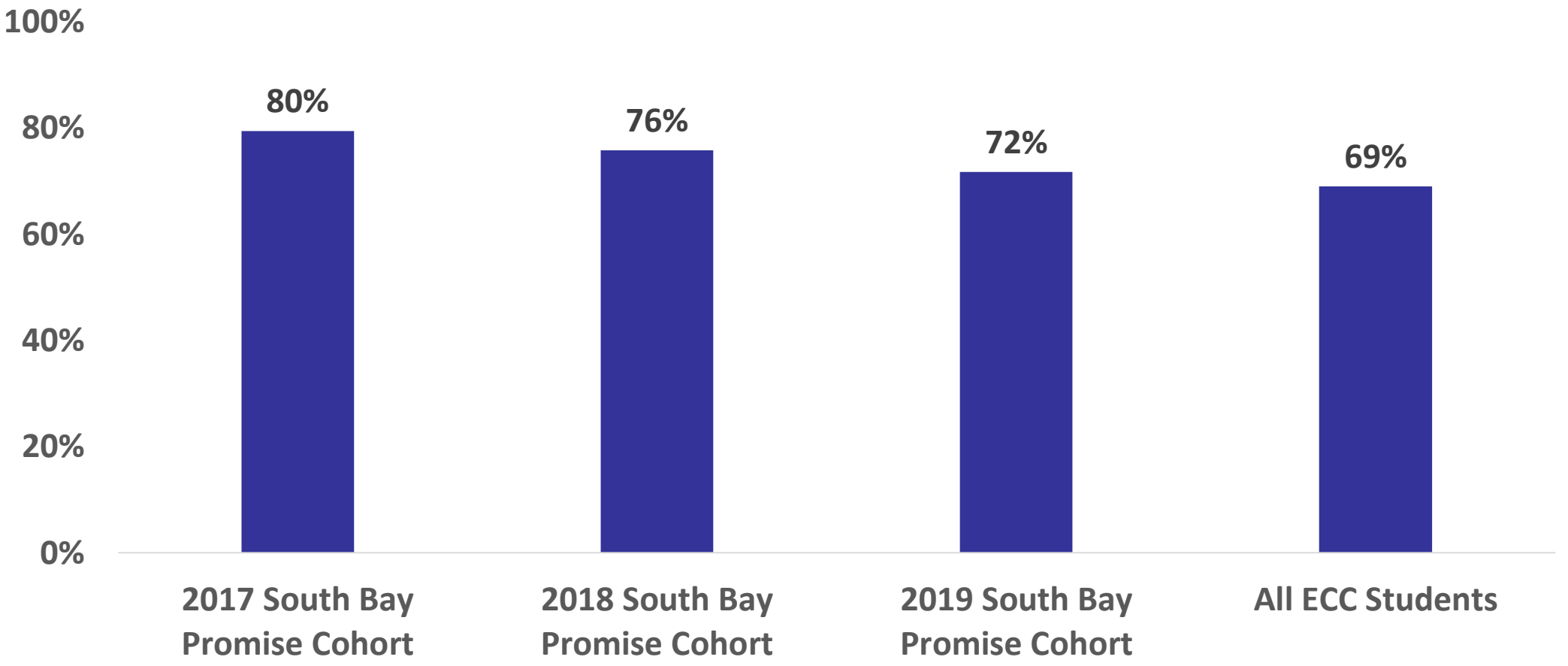
Annual percentages sum up more than 100% since students who reported more than one ethnicity were included in the count for each ethnicity category they reported.



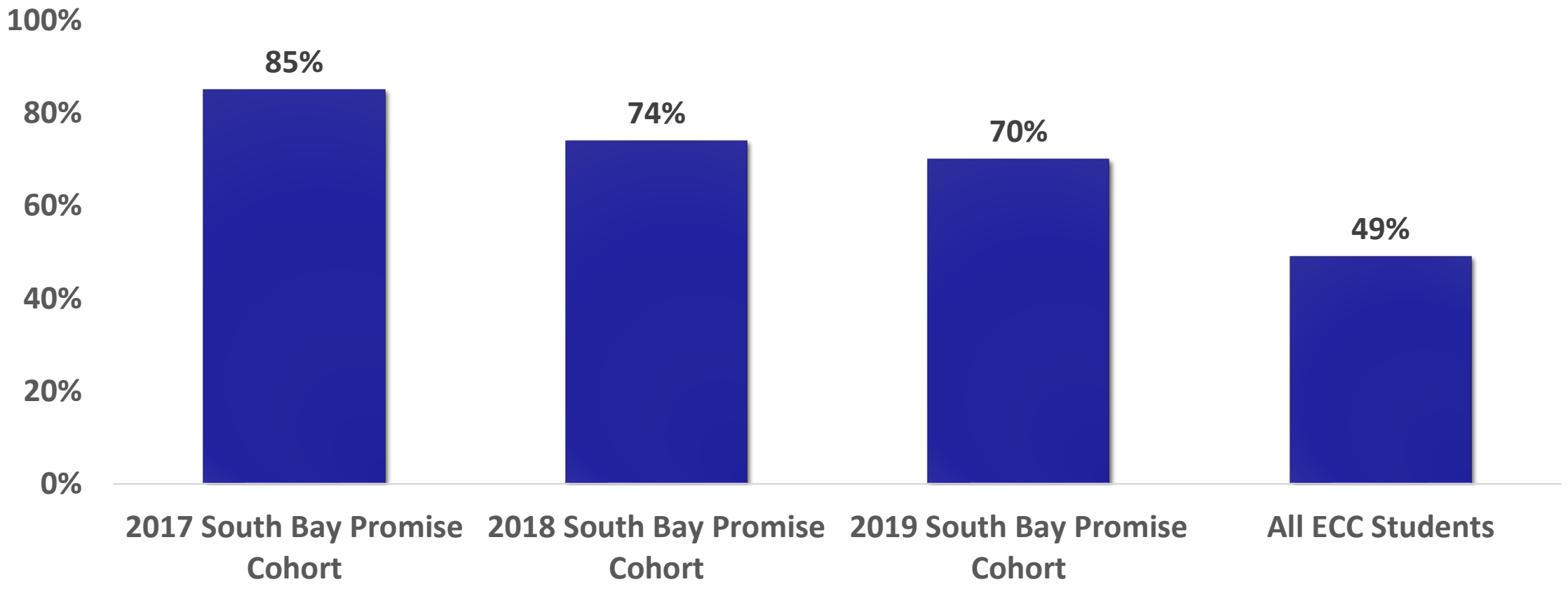
Successful Course Completion First Term



Student Retention Fall to Spring



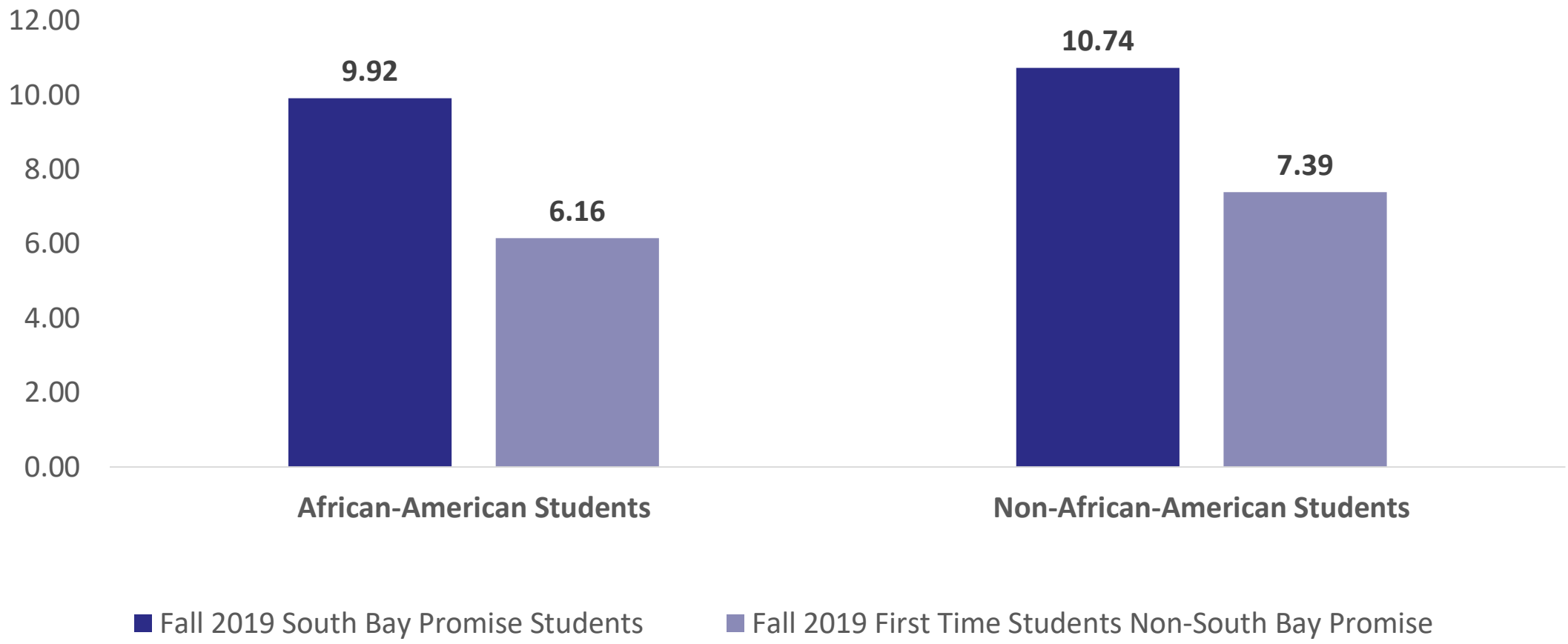
Student Retention
Fall to Fall



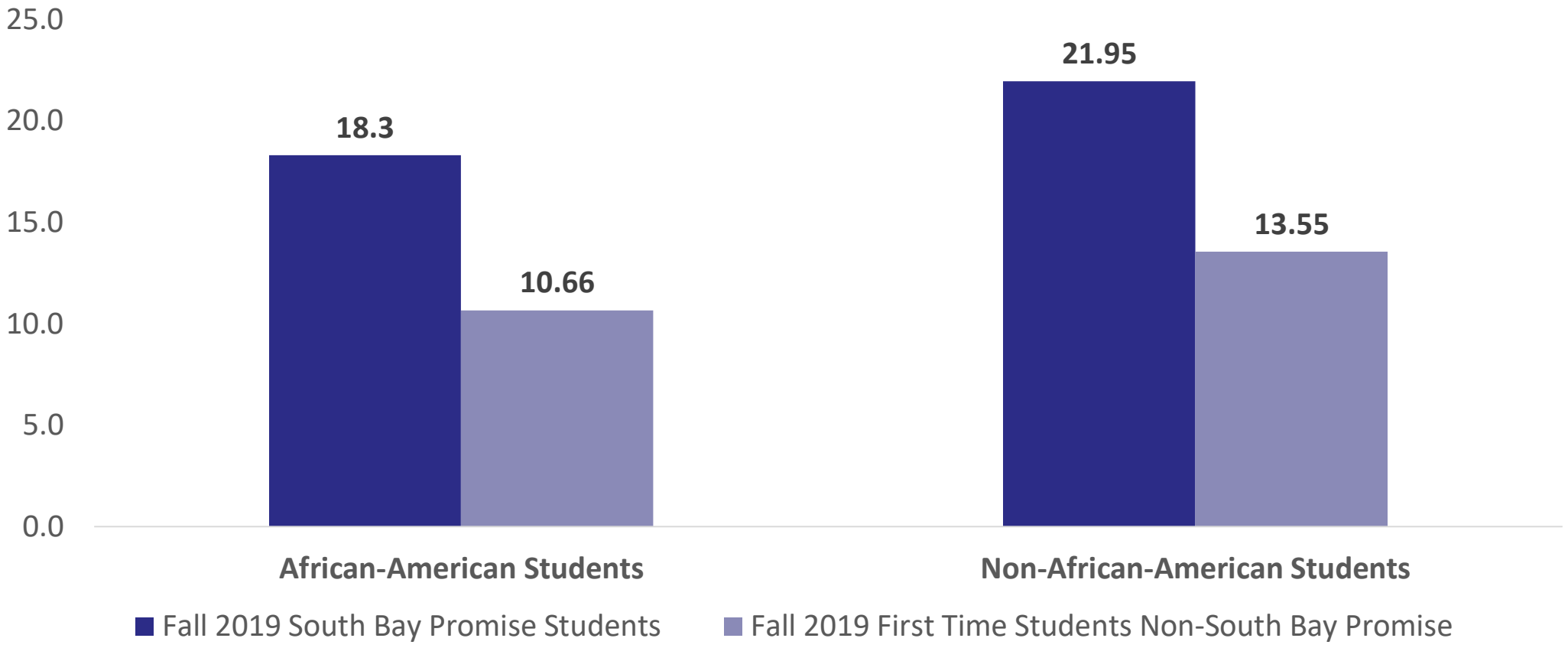
Fall 2019 South Bay Promise Cohort

STUDENT OUTCOMES FOR AFRICAN-AMERICAN STUDENTS

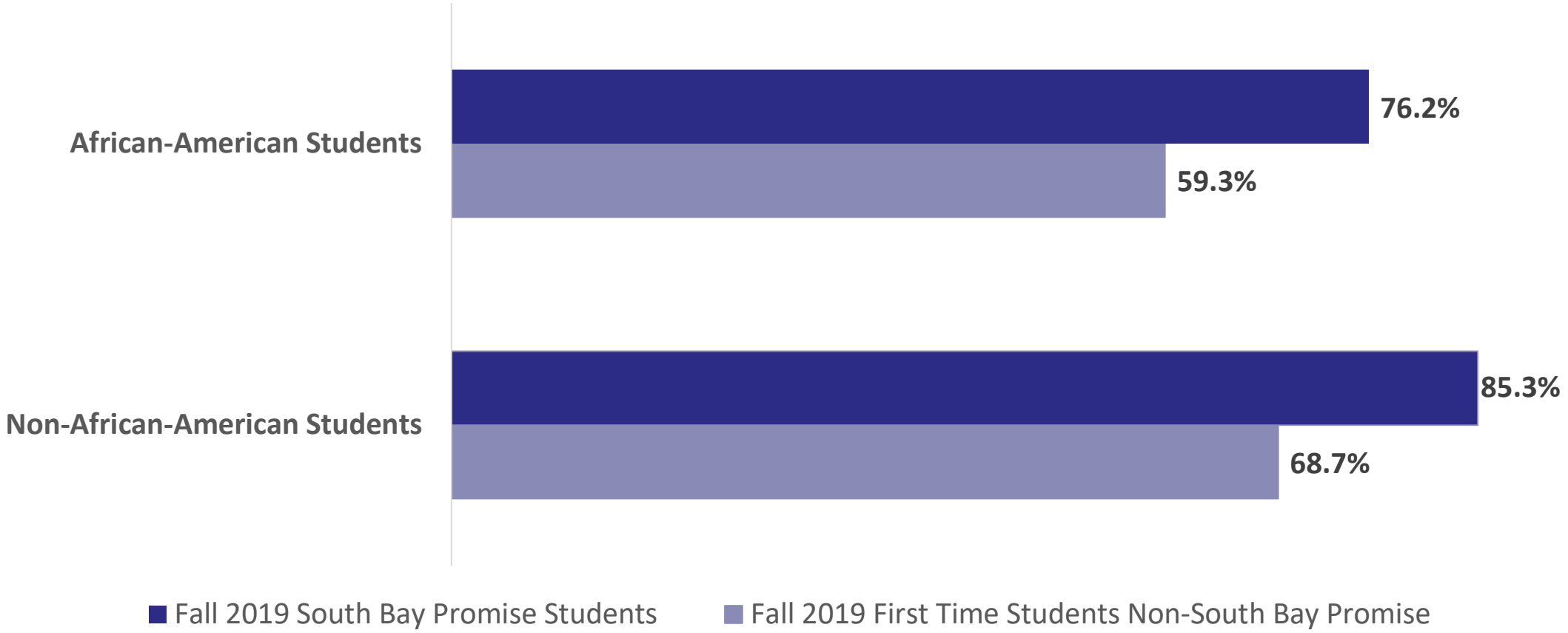
Average Units Earned – Fall 2019



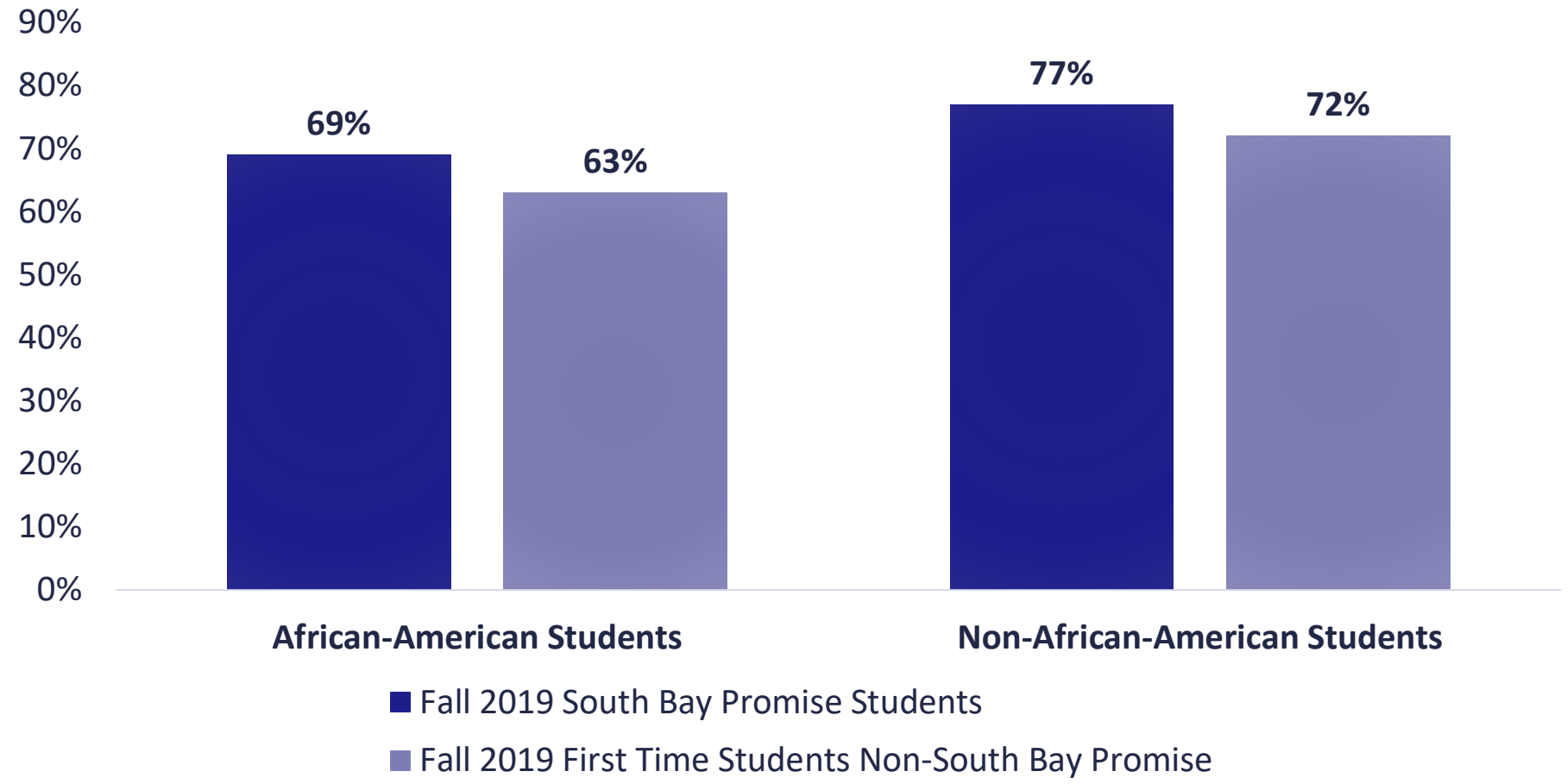
Average Units Earned – 2019-20



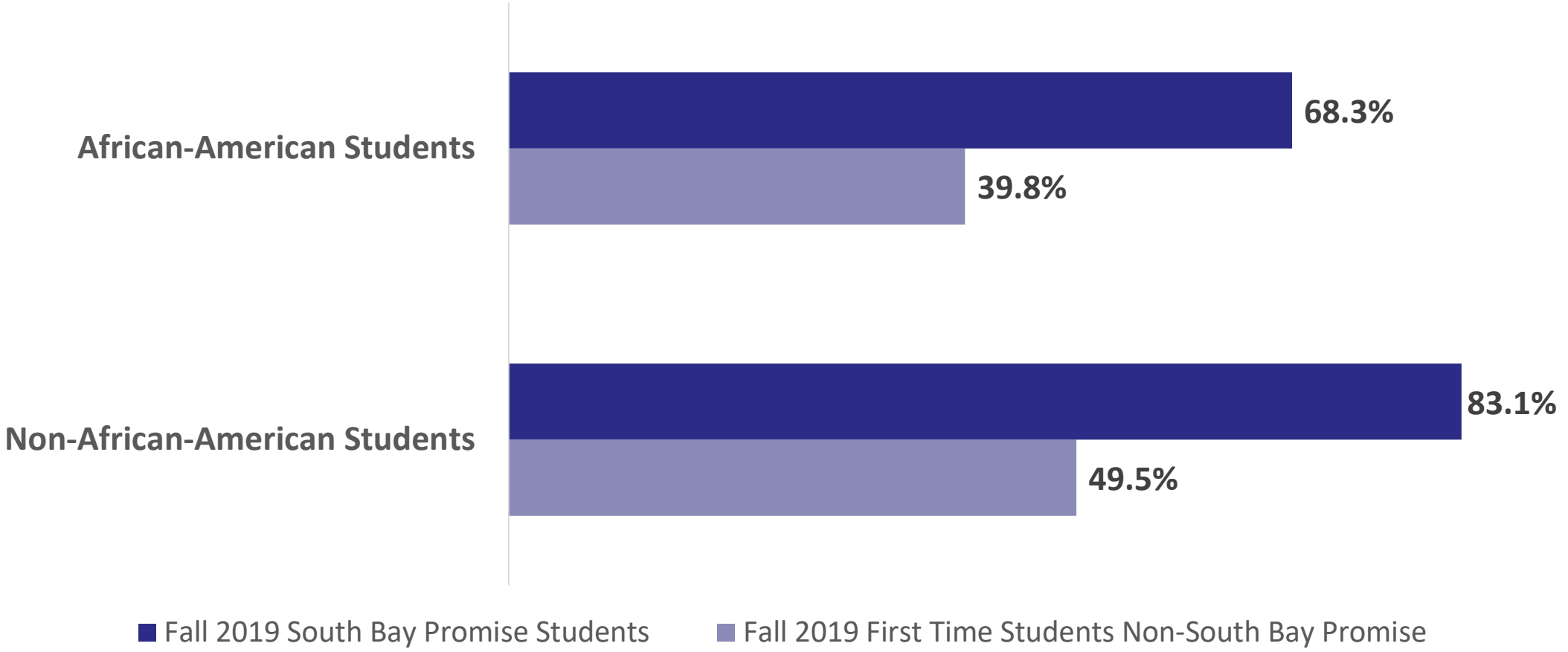
Student Retention
Enrolled in Spring 2020



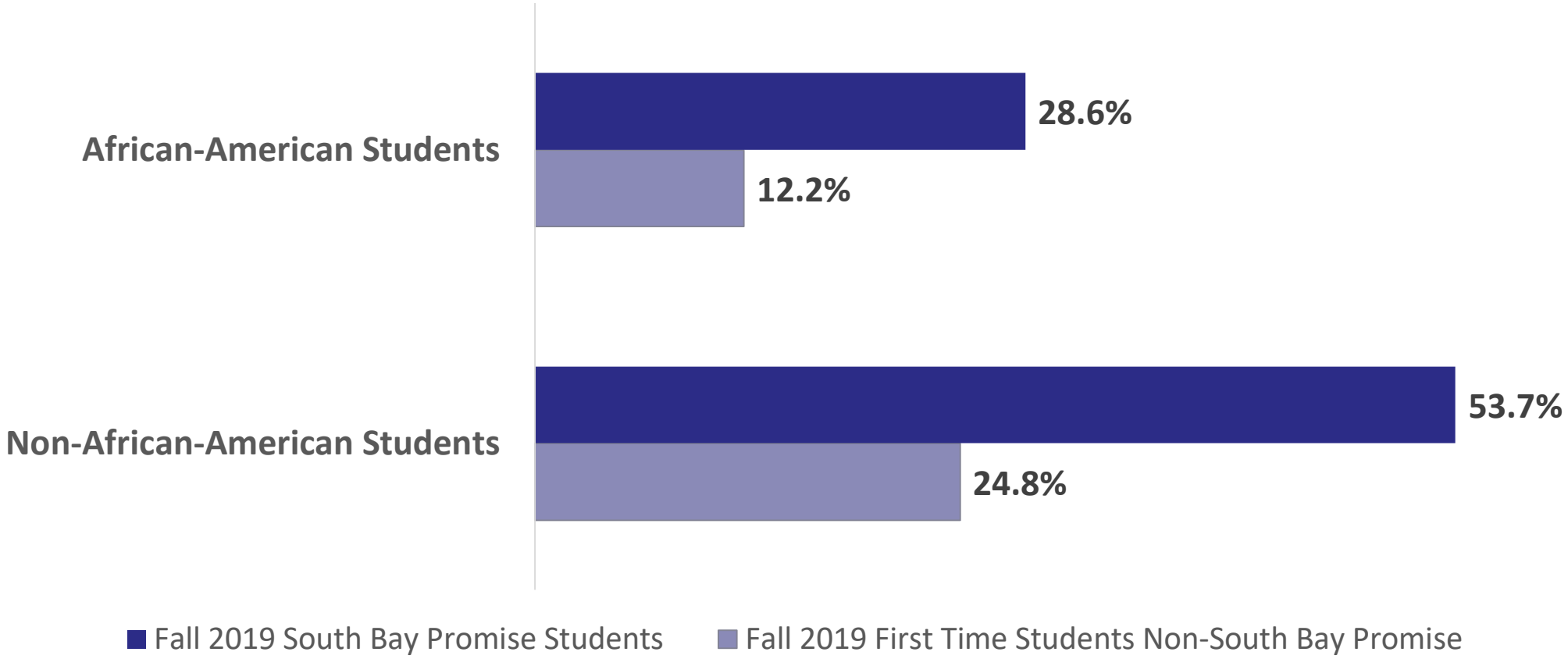
Successful Course Completion



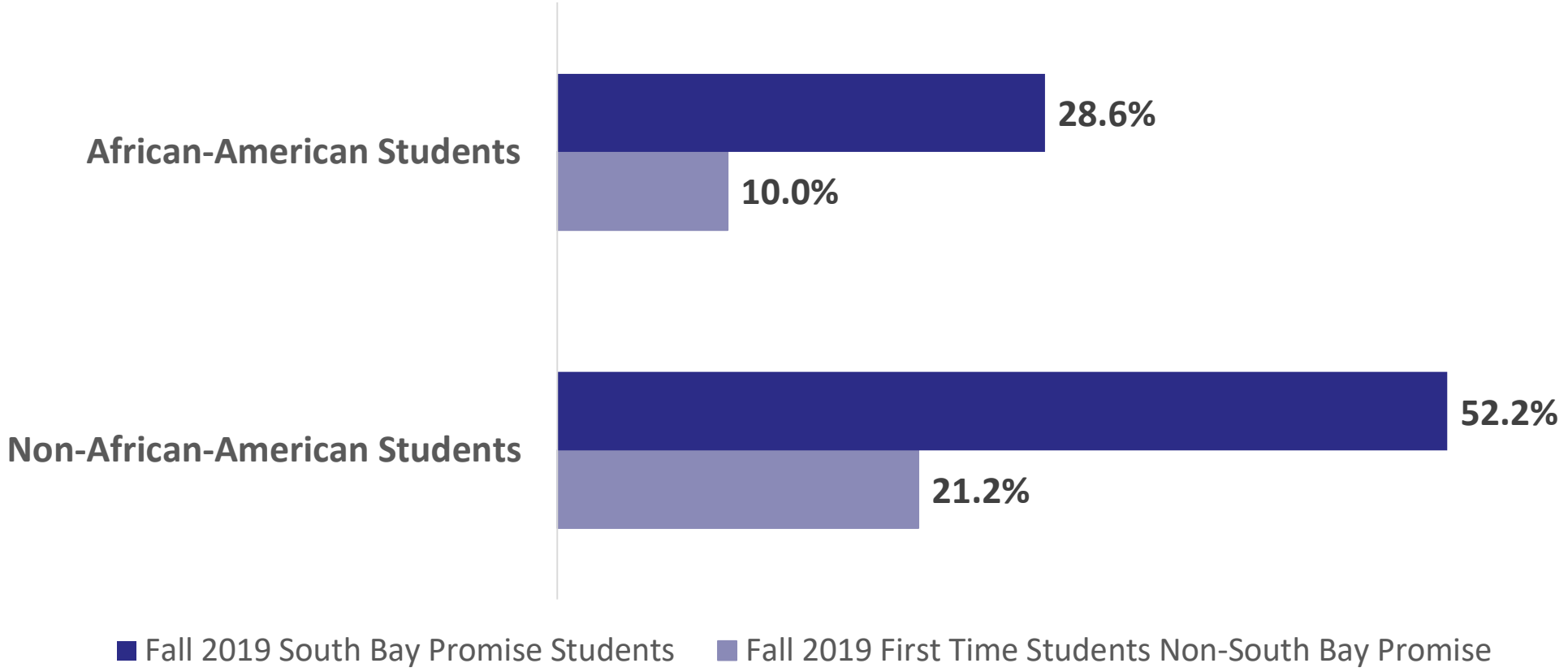
Completion Transfer Level English



Completion Transfer Level Math



Completion Transfer Level Math & English



Summary

- Generally, students in South Bay Promise perform better than their non-South Bay Promise counterparts.

- While African-American students have lower outcomes than non-African-American students, the increases seen in South Bay Promise African-American student outcomes demonstrate a reduction in the equity gap seen in the overall new student population.

Recommendations

- Expand information and awareness of the Promise at area high schools with larger African-American populations to increase the number of SBP African-American students.
- Identify SBP cluster of best practices to use them as a broad framework in the design of other ECC student support initiatives, programs and/or services.
- Increase collaboration with K–12, four-year institutions, and community sectors to augment AB 19 funding (California College Promise legislation requires CCs to partner with local education agencies to receive funding).
- Offer professional development opportunities to guide ECC teams design, communicate, evaluate, and implement a more robust and equitable SBP.
- Incorporate explicitly the equity dimension into the SBP requirements, in accordance to the Chancellor's Office Call to Action (June, 2020) .

Thank You