

3. Assessment

3a. Review student program usage and discuss any differences in student success indicators across demographics. Refer to SARS, Banner, PRIE data, and other data sources as appropriate.

This evaluation pertains to the Priority Enrollment Program (PEP) student populations for AY 2016-17 and AY 2017-18. In general, the demographics of these groups are as follows:

AY 2016-17:

Ethnicity:

African American	.9%
Asian	8.6%
Filipino	8.6%
Hispanic	50.7%
Native American	.2%
Pacific Islander	3.2%
White	19.8%
Multi Races	7.9%

First Generation College:

First generation college	72.1%
Not first generation	27.9%

AY 2017-18:

Ethnicity:

African American	2.9%
Asian	11.6%
Filipino	5.7%
Hispanic	44.7%
Native American	0%
Pacific Islander	4.5%
White	23.7%
Multi Races	6.6%

First Generation College:

First generation college	62.4%
Not first generation	37.6%

After reviewing the demographic data, it is clear that the majority of our first year students who attend PEP are first generation college students of Hispanic descent. In the 2016-17 AY, Hispanic students composed 51% of the students who completed the Priority Enrollment Program (PEP) and 72% of PEP attendees were first generation college students. Similarly, in the 2017-18 AY, PEP attendees included 44% Hispanic and 62% first generation college overall.

It may also be noted that African American students attending PEP increase from .9% in the 2016-17 year to 2.9%, Asian students increased from 8.6% to 11.6%, Pacific Islanders increased from 3.2% to 4.5% and White students increased from 19.8% to 23.7%, indicating a slightly more diverse population in 2017-18. This may be attributed to the fact that PEP was delivered on campus at 2 high schools in 2017-18, and targeted toward learning communities, services and support programs.

These findings inform our programming, because of the increase in PEP participation, we were able to provide PEP services at all 6 feeder high schools in Spring 2018 in preparation for Fall 2018 attendance (data will be reported in next program review for 2018-19). By bringing PEP to the high school campus, we are able to assist students early in the matriculation process and support students who may have fewer examples to help them understand options for higher education, and may need extra support in the application and matriculation process.

Although, we have some representative data that shows a significant number of Hispanic students take advantage of the PEP event in reference to the percentage Hispanic students represented in the college (29%). However, we are lacking data to show how many students do not take advantage of PEP to identify how to continue enhancing the program. We are also planning measures to disaggregate this data by location (HS vs CSM).