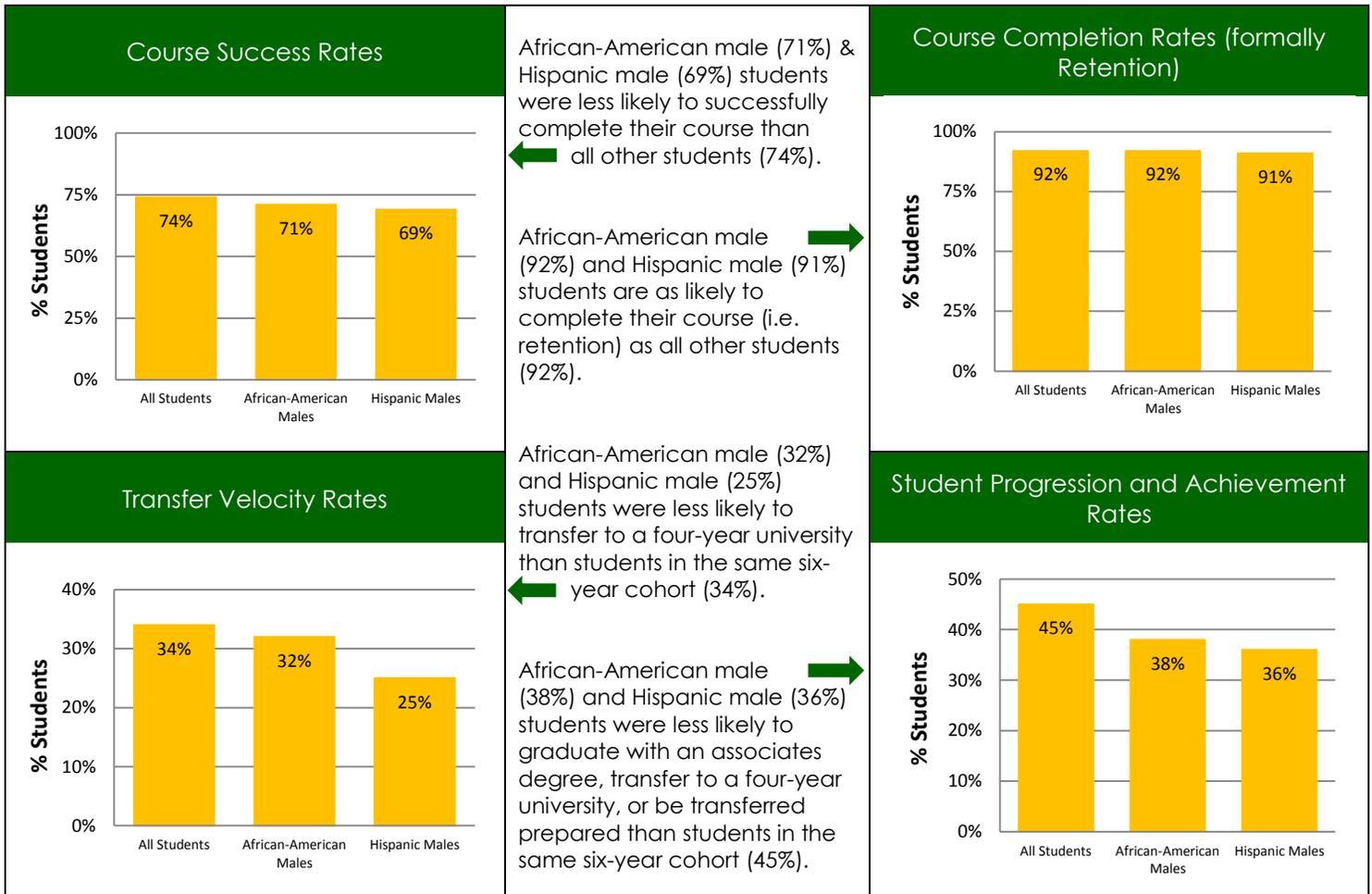


## Graduating Men of Color at Craffton Hills College

The California Community College Chancellor's Office recently released disaggregated data on student progress, program completion, and transfer rates. Additionally, the CHC Office of Institutional Effectiveness, Research and Planning monitors course completion (formally retention) and success rates as a part of the [Quantitative Effectiveness Indicators](#) in the [Educational Master Plan](#) to determine whether any demographic groups experience disproportionate impact. The findings below indicate that African-American and Hispanic male students, in general, experience lower rates of course success, transfer, and program completion when compared to other students. Although these differences are not statistically substantial<sup>1</sup>, OIERP invites conversation on these differences in order to continuously improve student success at Craffton Hills College.

Interested individuals should attend the **Graduating Men of Color** presentation by Robert Brown on April 8, 2014 at 9:00 am in LRC 110.



<sup>1</sup>: Effect size, as described by Jacob Cohen (1983), is a statistical method to measure practical differences between two groups. Statistical significance (p-value) can be impacted by a large sample size, which can identify a significant difference although the difference between two values may not be substantial enough for solutions or changes to be practical.

**Sources:** Data on course completion and success are from Ellucian Colleague (Datatel) grades files for academic year 2012-2013. Data on transfer velocity and student progression and achievement rates (SPAR) are from CCCC student success scorecard reports released on 3/31/2014.