



Contra Costa College

**INTEGRATED PLAN
DATA PACKET**

Fall 2017

District Research
Contra Costa Community College District
500 Court Street
Martinez, California 94553

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PREFACE

The following indicators support the Integrated Plan by providing achievement information about multiple student equity groups identified by the Community Colleges Chancellor's Office. The groups include ethnic groups, gender groups, foster youth, low income students, disabled students and veterans.

The 4CD colleges identified indicators of success that could provide robust information about the colleges and student needs. Each indicator provides unique information about a key transitional point for student success. The differences in success at those critical points reveal opportunities for the colleges to address the needs of students.

A table of information is given for each indicator. The first indicator table, **Access**, compares the numbers and proportions of enrolled students to the adult population in the community. The final indicator table, **Completion: Degrees, Certificates and Transfer**, provides numbers and proportions who reach the endpoints of completion.

Each table shows the number of students who pursue success related to the indicator, followed by the number who actually achieved that success. At the bottom of the table, definitions describe the basis for identifying students who pursued success and who achieved success. The proportion of successes is shown for each group and all students. Then, each group's success rate is compared to the overall average success rate. The difference from the overall success rate shows whether the group is above or below the overall average success rate related to the indicator. To show the pattern formed by all indicators, the next page displays a matrix of all the indicators.

Below is the list of indicators.

- **ACCESS:** Shows enrolled students as a percentage of the adult population within the community.
- **3SP SERVICES:** Shows students who received the service in their first year as a percentage of all first-time students with degree, certificate or transfer goal. Services are: **1) orientation, 2) assessment, 3) educational plan.**
- **PROBATION PROGRESS:** Shows the percentage of students who achieved good academic standing (clear of probation) within 3 primary terms after academic probation, Fall 2015 to Spring 2017.
- **REMEDIAL PROGRESS (ESL, ENGLISH AND MATH):** Shows the percentage of students who completed a college-level course in the same discipline (within six years) after first enrolling in a course below transfer level in English, mathematics, and/or ESL.
- **TRANSFER-LEVEL MATH ACHIEVEMENT (EARLY COLLEGE-LEVEL SUCCESS IN MATH):** Shows the percentage who complete transfer-level Math by the second year after attempting Math at any level in their first-year.
- **SUCCESSFUL COURSE COMPLETION:** Shows the percentage of successful credit course completions to all credit course enrollments at census.
- **CTE COMPLETION:** Shows students who completed a degree, certificate, or transfer-related outcomes (within 6 years) as a percentage of students with at least eight units in the same discipline in their first year.
- **COMPLETION: Degrees, Certificates and Transfers:** Shows the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years.

CCC Summary of Indicators

This matrix summarizes the success of all groups on all indicators. The columns show the indicators: Access through Completion: Degrees, Certificates and Transfers. The target populations, 16 in all, are listed in the rows. The percentages in each cell are the result of comparing the rate of each group to the overall average rate for all groups: red percentages are lower than the overall average rate, while green percentages exceed the average. Some groups tend to include very small numbers of students (e.g., American Indian, Native Hawaiian, Undeclared/Unknown) and so will show big swings in resulting percentages.

Target Populations	Access	Assessment	Orientation	Educational Plan	Probation Progress	Remedial Progress: ESL	Remedial Progress: English	Remedial Progress: Math	Transfer Level Math Achievement	Successful Course Completion	CTE Completion	Completion: Degrees, Certificates and Transfer
American Indian/Alaska Native	0%	-15%	28%	-7%	13%		18%	3%		-17%	7%	5%
Asian	-2%	-6%	-9%	4%	-6%	16%	27%	18%	23%	8%	23%	17%
Black or African American	2%	6%	3%	-5%	3%	-9%	-11%	-11%	-16%	-7%	-10%	-16%
Filipino		8%	4%	8%	-3%	21%	-4%	31%	12%		1%	14%
Hispanic or Latino	8%	3%	3%	0%	-3%	-8%	14%	4%	-4%	-1%	3%	2%
Native Hawaiian or other Paci..	0%	-22%	-22%	-4%	13%		-32%	-5%	-32%	-5%	-3%	-12%
White	-12%	-7%	3%	-5%	7%	28%	-2%	1%	-6%	7%	-10%	-5%
More than one race	2%	-2%	2%	8%	5%		-5%	7%	-14%	-5%	11%	-4%
Undeclared/Some other race	2%	-32%	-22%	-49%	-1%	-8%	1%	4%	68%	11%	24%	5%
Females	8%	0%	1%	1%	0%	4%	-3%	-1%	-1%	2%	1%	-1%
Males	-9%	1%	-2%	1%	-1%	-5%	3%	1%	0%	-3%	-2%	1%
Unknown Gender	1%	-20%	-10%	-20%	13%	-22%	-12%	0%	-7%	0%	-5%	5%
Current or former foster youth	4%	4%	-8%	12%	0%	11%	-14%	-8%	-19%	-17%	-5%	-12%
Individuals with disabilities	-2%	7%	17%	22%	3%	41%	-1%	-6%	-28%	0%	-3%	-12%
Low-income students	36%	4%	8%	9%	1%	8%	0%	0%	-3%	-2%	1%	-1%
Veterans	-4%	0%	28%	8%	13%		39%	15%	11%	3%	7%	5%

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ACCESS

ACCESS RATE. Shows student head count as a percentage of the adult population within the community.

Target Populations	2016-2017 student head count	Percent distribution of student head count (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
	A	B	C	(B-C)
American Indian/Alaska Native	19	0%	0%	0%
Asian	2,010	20%	22%	-2%
Black or African American	1,864	19%	17%	2%
Hispanic or Latino	4,234	42%	34%	8%
Native Hawaiian or other Pacific Islander	47	0%	0%	0%
White	1,129	11%	23%	-12%
Undeclared/Some other race	166	2%	0%	2%
More than one race	572	6%	4%	2%
Total of 8 cells above (100%)	10,041	100%	100%	
Males	4,024	40%	49%	-9%
Females	5,886	59%	51%	8%
Unknown Gender	131	1%	0%	1%
Total of 3 cells above (100%)	10,041	100%	100%	
Current or former foster youth	410	4%	0%	4%
Individuals with disabilities	695	7%	9%	-2%
Low-income students	5,012	50%	14%	36%
Veterans	138	1%	5%	-4%

The county comparison group is limited to adults ages 18-64 years old regardless of the college population.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2016SU, 2016FA, 2017SP is counted in this group. This will include students identifies as having any level of disability registered with DSPS (primary, secondary, etc.)

Low-income students: Any student receiving any type of financial aid including loans, grants, waivers and scholarships in 2016SU, 2016FA, 2017SP is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Overall student population and DSPS from CCCCO Data Mart, Annual 2016-2017. Student foster youth, low-income students and veterans student information from 4CD Colleague system. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2016. Comparison statistics for foster youth from kidsdata.org. Disabled adults (tbl_S1810), poverty (tbl_B17001), and veteran (tbl_S2101) information from U.S. Census ACS_2015_5YR estimates. JD

3SP SERVICES - ORIENTATION

ORIENTATION RATE. Shows students who participated in orientation in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students completing orientation within one year	The rate of first-time students completing orientation in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	3	3	100%	72%	28%
Asian	219	137	63%	72%	-9%
Black or African American	130	97	75%	72%	3%
Filipino	50	38	76%	72%	4%
Hispanic or Latino	413	308	75%	72%	3%
Native Hawaiian or other Pacific Islander	10	5	50%	72%	-22%
White	96	72	75%	72%	3%
Undeclared/Some other race	4	2	50%	72%	-22%
More than one race	76	56	74%	72%	2%
All Students	1,001	718	* 72%		
Males	483	340	70%	72%	-2%
Females	505	370	73%	72%	1%
Unknown Gender	13	8	62%	72%	-10%
Current or former foster youth	44	28	64%	72%	-8%
Individuals with disabilities	27	24	89%	72%	17%
Low-income students	552	439	80%	72%	8%
Veterans	11	11	100%	72%	28%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Orientation Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

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3SP SERVICES - ASSESSMENT

ASSESSMENT RATE. Shows students who participated in assessment in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students receiving assessment within one year	The rate of first-time students receiving assessment in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	3	2	67%	82%	-15%
Asian	219	166	76%	82%	-6%
Black or African American	130	115	88%	82%	6%
Filipino	50	45	90%	82%	8%
Hispanic or Latino	413	353	85%	82%	3%
Native Hawaiian or other Pacific Islander	10	6	60%	82%	-22%
White	96	72	75%	82%	-7%
Undeclared/Some other race	4	2	50%	82%	-32%
More than one race	76	61	80%	82%	-2%
All Students	1,001	822	* 82%		
Males	483	401	83%	82%	1%
Females	505	412	82%	82%	0%
Unknown Gender	13	8	62%	82%	-20%
Current or former foster youth	44	38	86%	82%	4%
Individuals with disabilities	27	24	89%	82%	7%
Low-income students	552	473	86%	82%	4%
Veterans	11	9	82%	82%	0%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Assessment Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

3SP SERVICES - EDUCATIONAL PLAN

EDUCATIONAL PLAN RATE. Shows students who received an educational plan in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students receiving an educational plan within one year	The rate of first-time students receiving an educational plan in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	3	2	67%	74%	-7%
Asian	219	171	78%	74%	4%
Black or African American	130	90	69%	74%	-5%
Filipino	50	41	82%	74%	8%
Hispanic or Latino	413	305	74%	74%	0%
Native Hawaiian or other Pacific Islander	10	7	70%	74%	-4%
White	96	66	69%	74%	-5%
Undeclared/Some other race	4	1	25%	74%	-49%
More than one race	76	62	82%	74%	8%
All Students	1,001	745	* 74%		
Males	483	361	75%	74%	1%
Females	505	377	75%	74%	1%
Unknown Gender	13	7	54%	74%	-20%
Current or former foster youth	44	38	86%	74%	12%
Individuals with disabilities	27	26	96%	74%	22%
Low-income students	552	456	83%	74%	9%
Veterans	11	9	82%	74%	8%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Educational Plan Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

ACADEMIC/PROGRESS PROBATION SERVICES

PROBATION PROGRESS RATE. Shows the percentage of students who achieved good academic standing (clear of probation) within 3 primary terms after academic probation, Fall 2015 to Spring 2017.

Target Populations	Number of students on probation in Fall 2015	Number of students having probation lifted within three terms	The rate of progress from probation to probation-free	Total (all student average) rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	1	1	100%	87%	13%
Asian	52	42	81%	87%	-6%
Black or African American	160	144	90%	87%	3%
Filipino	32	27	84%	87%	-3%
Hispanic or Latino	269	225	84%	87%	-3%
Native Hawaiian or other Pacific Islander	8	8	100%	87%	13%
White	33	31	94%	87%	7%
Undeclared/Some other race	7	6	86%	87%	-1%
More than one race	51	47	92%	87%	5%
All Students	613	531	* 87%		
Males	280	240	86%	87%	-1%
Females	327	285	87%	87%	0%
Unknown Gender	6	6	100%	87%	13%
Current or former foster youth	54	47	87%	87%	0%
Individuals with disabilities	30	27	90%	87%	3%
Low-income students	335	296	88%	87%	1%
Veterans	2	2	100%	87%	13%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Probation Progress Rate Definition:

Denominator: Cohort includes all enrolled students on academic probation in Fall 2015

Numerator: Success indicated by academic probation cleared (no academic probation) by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, RV SQL program. JD

REMEDIAL PROGRESS: ESL

ESL PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in English, mathematics, and/or ESL.

Target Populations	Number of students who complete a final ESL course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	0	0	~~	22%	~~
Asian	71	27	38%	22%	16%
Black or African American	8	1	13%	22%	-9%
Filipino	7	3	43%	22%	21%
Hispanic or Latino	139	19	14%	22%	-8%
Native Hawaiian or other Pacific Islander	0	0	~~	22%	~~
White	4	2	50%	22%	28%
Undeclared/Some other race	7	1	14%	22%	-8%
More than one race	0	0	~~	22%	~~
All Students	236	53	* 22%		
Males	82	14	17%	22%	-5%
Females	150	39	26%	22%	4%
Unknown Gender	4	0	0%	22%	-22%
Current or former foster youth	6	2	33%	22%	11%
Individuals with disabilities	8	5	63%	22%	41%
Low-income students	111	33	30%	22%	8%
Veterans	0	0	~~	22%	~~

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

REMEDIAL PROGRESS: ENGLISH

ENGLISH PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in English.

Target Populations	Number of students who complete a final remedial course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	2	1	50%	32%	18%
Asian	37	22	59%	32%	27%
Black or African American	233	49	21%	32%	-11%
Filipino	18	5	28%	32%	-4%
Hispanic or Latino	134	61	46%	32%	14%
Native Hawaiian or other Pacific Islander	1	0	0%	32%	-32%
White	23	7	30%	32%	-2%
Undeclared/Some other race	24	8	33%	32%	1%
More than one race	11	3	27%	32%	-5%
All Students	483	156	* 32%		
Males	276	97	35%	32%	3%
Females	197	57	29%	32%	-3%
Unknown Gender	10	2	20%	32%	-12%
Current or former foster youth	39	7	18%	32%	-14%
Individuals with disabilities	68	21	31%	32%	-1%
Low-income students	361	115	32%	32%	0%
Veterans	7	5	71%	32%	39%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

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REMEDIAL PROGRESS: MATH

MATH PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in mathematics.

Target Populations	Number of students who complete a final remedial course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	3	1	33%	30%	3%
Asian	115	55	48%	30%	18%
Black or African American	452	85	19%	30%	-11%
Filipino	51	31	61%	30%	31%
Hispanic or Latino	360	122	34%	30%	4%
Native Hawaiian or other Pacific Islander	4	1	25%	30%	-5%
White	109	34	31%	30%	1%
Undeclared/Some other race	59	20	34%	30%	4%
More than one race	41	15	37%	30%	7%
All Students	1,194	364	* 30%		
Males	709	221	31%	30%	1%
Females	465	137	29%	30%	-1%
Unknown Gender	20	6	30%	30%	0%
Current or former foster youth	77	17	22%	30%	-8%
Individuals with disabilities	120	29	24%	30%	-6%
Low-income students	787	233	30%	30%	0%
Veterans	11	5	45%	30%	15%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 BSI Cohort. JD

TRANSFER LEVEL MATH ACHIEVEMENT

TRANSFER LEVEL MATH ACHIEVEMENT RATE: Shows the percentage who complete transfer-level math by the second year after attempting math at any level in their first-year.

Target Populations	Number of first time students who attempt math in the first year	Number of first time students successfully completing transfer level math in 2 years	The rate of first time students who complete transfer level math in 2 years	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	0	0	~~	32%	~~
Asian	58	32	55%	32%	23%
Black or African American	79	13	16%	32%	-16%
Filipino	37	16	43%	32%	12%
Hispanic or Latino	177	49	28%	32%	-4%
Native Hawaiian or other Pacific Islander	2	0	0%	32%	-32%
White	39	10	26%	32%	-6%
Undeclared/Some other race	12	12	100%	32%	68%
More than one race	33	6	18%	32%	-14%
All Students	437	138	* 32%		
Males	231	75	32%	32%	0%
Females	198	61	31%	32%	-1%
Unknown Gender	8	2	25%	32%	-7%
Current or former foster youth	24	3	13%	32%	-19%
Individuals with disabilities	23	1	4%	32%	-28%
Low-income students	238	69	29%	32%	-3%
Veterans	7	3	43%	32%	11%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Transfer Level Math Achievement Rate Definition:

Cohort: Look system-wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Attempted a math course during their first year.

Outcome: Completed a transfer math course within two years.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting cohort is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 SPAR Cohort. JD

SUCCESSFUL COURSE COMPLETION

COURSE COMPLETION RATE. Shows the percentage of successful credit course completions to all credit course enrollments at census.

Target Populations	Number of courses students enrolled in and were present in on census day in Fall 2016	Number of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the number of courses enrolled	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	30	16	53%	70%	-17%
Asian	3,380	2,629	78%	70%	8%
Black or African American	3,286	2,075	63%	70%	-7%
Filipino	Not available			70%	Not available
Hispanic or Latino	7,200	4,939	69%	70%	-1%
Native Hawaiian or other Pacific Islander	82	53	65%	70%	-5%
White	1,350	1,044	77%	70%	7%
Undeclared/Some other race	215	174	81%	70%	11%
More than one race	982	642	65%	70%	-5%
All Students	16,525	11,572	* 70%		
Males	6,814	4,591	67%	70%	-3%
Females	9,546	6,865	72%	70%	2%
Unknown Gender	165	116	70%	70%	0%
Current or former foster youth	79	42	53%	70%	-17%
Individuals with disabilities	1,028	715	70%	70%	0%
Low-income students	10,054	6,837	68%	70%	-2%
Veterans	251	184	73%	70%	3%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Course Completion Rate Definition:

Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR

Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2016FA is counted in this group. This will include students identifies as having any level of disability registered with DSPS (primary, secondary, etc.)

Low-income students: Any student receiving Board of Governor's Fee Waiver (BOGW) in 2016FA is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data Mart, Outcomes, Success Rate, Fall 2016. JD

CAREER AND TECHNICAL EDUCATION (CTE)

CTE COMPLETION RATE. Shows students who completed a degree, certificate, or transfer-related outcomes (within 6 years) as a percentage of students with at least eight units in the same discipline in their first year.

Target Populations	Number of students in the completion cohort (definition below)	Number of students that meet the criteria of completion	Completion rate by group	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	4	2	50%	43%	7%
Asian	61	40	66%	43%	23%
Black or African American	142	47	33%	43%	-10%
Filipino	34	15	44%	43%	1%
Hispanic or Latino	138	63	46%	43%	3%
Native Hawaiian or other Pacific Islander	5	2	40%	43%	-3%
White	108	36	33%	43%	-10%
Undeclared/Some other race	12	8	67%	43%	24%
More than one race	24	13	54%	43%	11%
All Students	528	226	* 43%		
Males	209	86	41%	43%	-2%
Females	311	137	44%	43%	1%
Unknown Gender	8	3	38%	43%	-5%
Current or former foster youth	24	9	38%	43%	-5%
Individuals with disabilities	47	19	40%	43%	-3%
Low-income students	443	194	44%	43%	1%
Veterans	6	3	50%	43%	7%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

CTE Completion Rate Definition:

The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

COMPLETION RATE. Shows the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years.

Target Populations	Number of students in the completion cohort (definition below)	Number of students that meet the criteria of completion	Completion rate by group	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	2	1	50%	45%	5%
Asian	159	99	62%	45%	17%
Black or African American	231	68	29%	45%	-16%
Filipino	56	33	59%	45%	14%
Hispanic or Latino	257	122	47%	45%	2%
Native Hawaiian or other Pacific Islander	3	1	33%	45%	-12%
White	78	31	40%	45%	-5%
Undeclared/Some other race	14	7	50%	45%	5%
More than one race	29	12	41%	45%	-4%
All Students	829	374	* 45%		
Males	364	169	46%	45%	1%
Females	459	202	44%	45%	-1%
Unknown Gender	6	3	50%	45%	5%
Current or former foster youth	63	21	33%	45%	-12%
Individuals with disabilities	51	17	33%	45%	-12%
Low-income students	658	292	44%	45%	-1%
Veterans	10	5	50%	45%	5%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Completion Rate Definition:

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Contra Costa College
Integrated Plan Data Packet

DATA SOURCES

Indicator:	Success Indicator: Gap from Average	Data Source	Timeframe	Special Pops Notes
Access	Compares College Populations to Service Area Demographics	Colleague, ACS, EMSI	2016-2017	County Pops- EMSI & ACS Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
3SP Services: Orientation, Assessment, Ed Plan	Compares First-time Students to Number Receiving Service	SARS + Colleague	First time FA16; Services received by SP17	Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
Probation Progress	Compares Number On Probation (Academic) to Number Getting Off Probation	Colleague	FA2015 to SP2017	Special pops as above
Remedial Progress (ESL, English and Math)	Compares Number in 6-Yr. Cohort to Number Completing a Degree Applicable or Transfer Level Course	CCCCO SCORECARD: Remedial/ESL	2010-2011 to 2015-2016	Foster youth and veteran pops as above Low income and disabled status from CCCC
Transfer level MATH Achievement	Compares Number in Cohort to Number Attaining Transfer Level Math Within 2 Years	CCCCO SCORECARD: Transfer Level Math Achievement	2014-2015 to 2015-2016	Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
Successful Course Completion	Compares Number Enrolled to Number Successfully Completing Credit Courses	CCCCO DATAMART: Successful Credit Course Completion	Fall 2016	Special pops from CCCC, except low Income which uses Colleague BOGW
CTE Completion	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: CTE Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCC
Completion: Degrees, Certificates, Transfer	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCC

Colleague, SARS and ISIR are the District's internal data systems. BOGW stands for Board of Governor's Fee Waiver. CCCC is the California Community Colleges Chancellor's Office: <http://datamart.cccc.edu/Outcomes/Default.aspx> ACS is U.S. Census American Community Survey: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml> EMSI stands for Economic Modeling Specialist, Inc., a service providing demographic, occupational and industry statistics.