



CCC Planning Committee

An Overview of Contra Costa Community College data in support of Strategic Planning

October 16, 2014

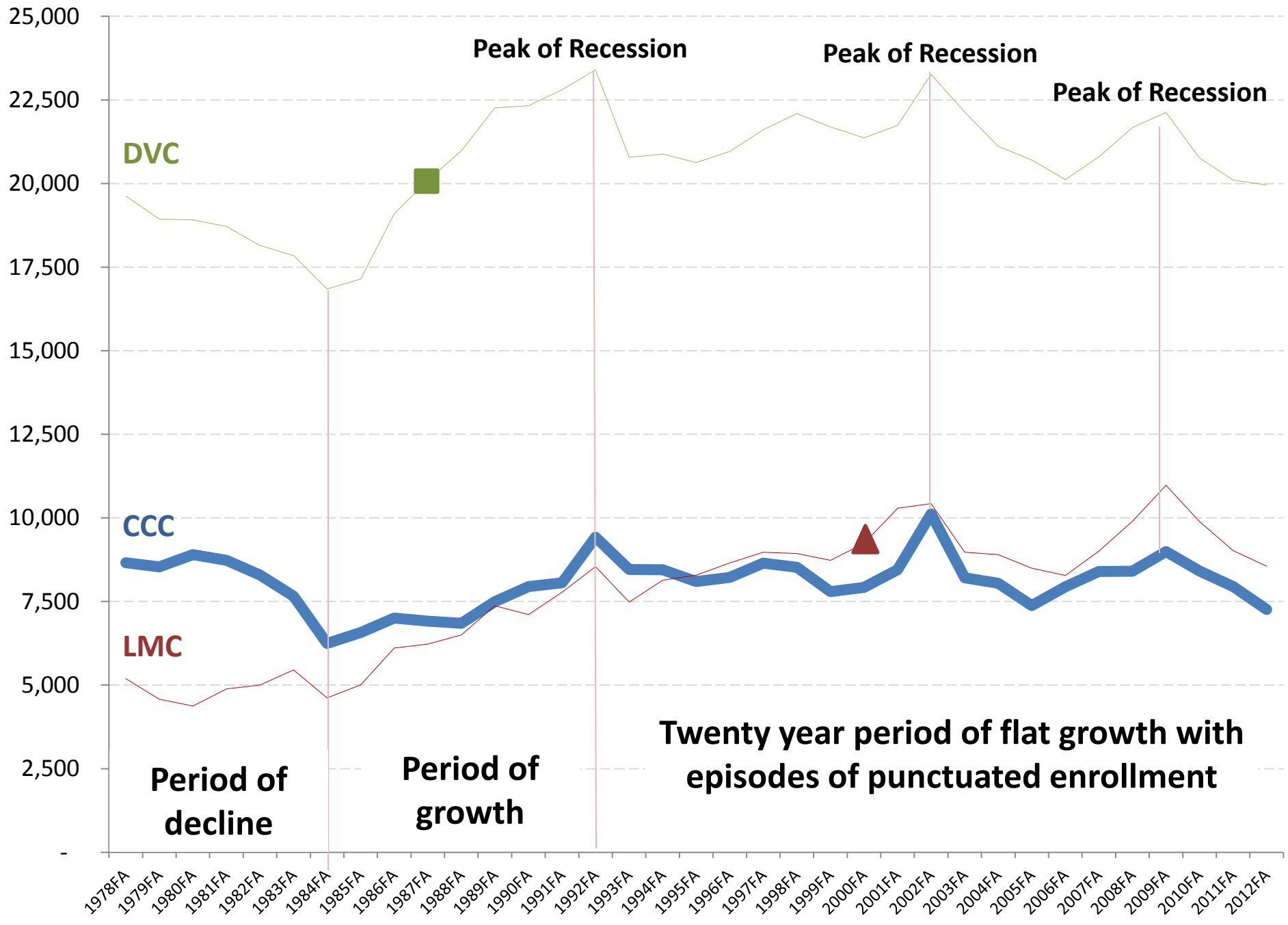
*Gregory M Stoup
Office of Research and Planning*



What we'll review today

1. Summary data from the environmental scan
2. Student Success Scorecard data on completion
3. Student equity through the Scorecard lens
4. A set of fifteen student performance metrics
5. Systemwide data on completion and equity

CCCCD Fall Headcount since 1978

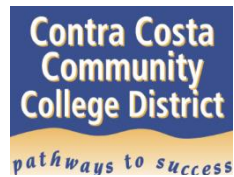


| | West County | Central County | East County |
|-------------------------|--|---|---|
| Overall population | Third largest region; slow growth | Largest region; modest growth | Second largest region; rapid growth |
| Age Distribution | Most diverse by age; aging by decline in youth | Deepest age pool; aging by growth in elderly | Youngest age pool; U-shaped growth |
| Ethnicity | Ethnically diverse; rapid decline of African-Americans | Least diverse; growing more diverse | Bimodal ethnicity; rapid minority growth |
| Origin of Birth | High & growing density of foreign born | Low density but fast growth in foreign born | Rapid growth of foreign born residents |
| Language Spoken | English speakers soon to be minority | High density of English speakers but changing | Fastest growth among non-English speakers |
| Education Attainment | Slightly less educated but growing more so | Most educated and growing more so | Least educated; strong growth in AA degrees |
| HS Graduate Market | Weak growth; stable capture rates | Moderate growth; stable capture rates | Booming growth; rising capture rates |
| Feeder HS API Profile | Lowest performing | Highest performing | Midlevel performance |
| Labor Market | Above ave unemployment; pockets of high poverty | Strong labor market; low levels of poverty | Weak job growth; growing poverty |
| Income & Housing Market | Low but improving income; strengthening housing market | High income and high home valuations | Slow income growth & tepid housing market |

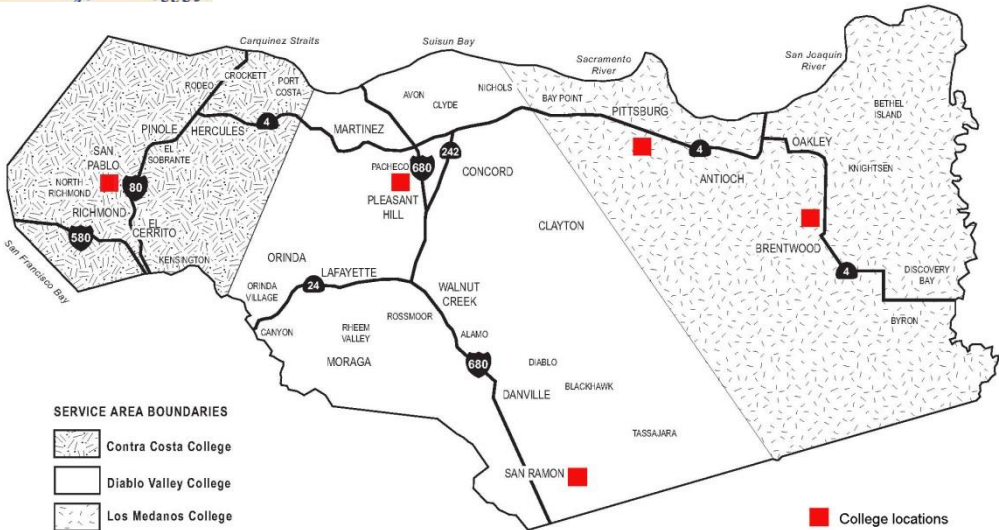


A comparison of student ethnicity distribution to that of the college service area

- African-American
- Asian
- Pacific Islander
- White
- American Indian
- Hispanic
- Two or More Races
- Unknown



Contra Costa County

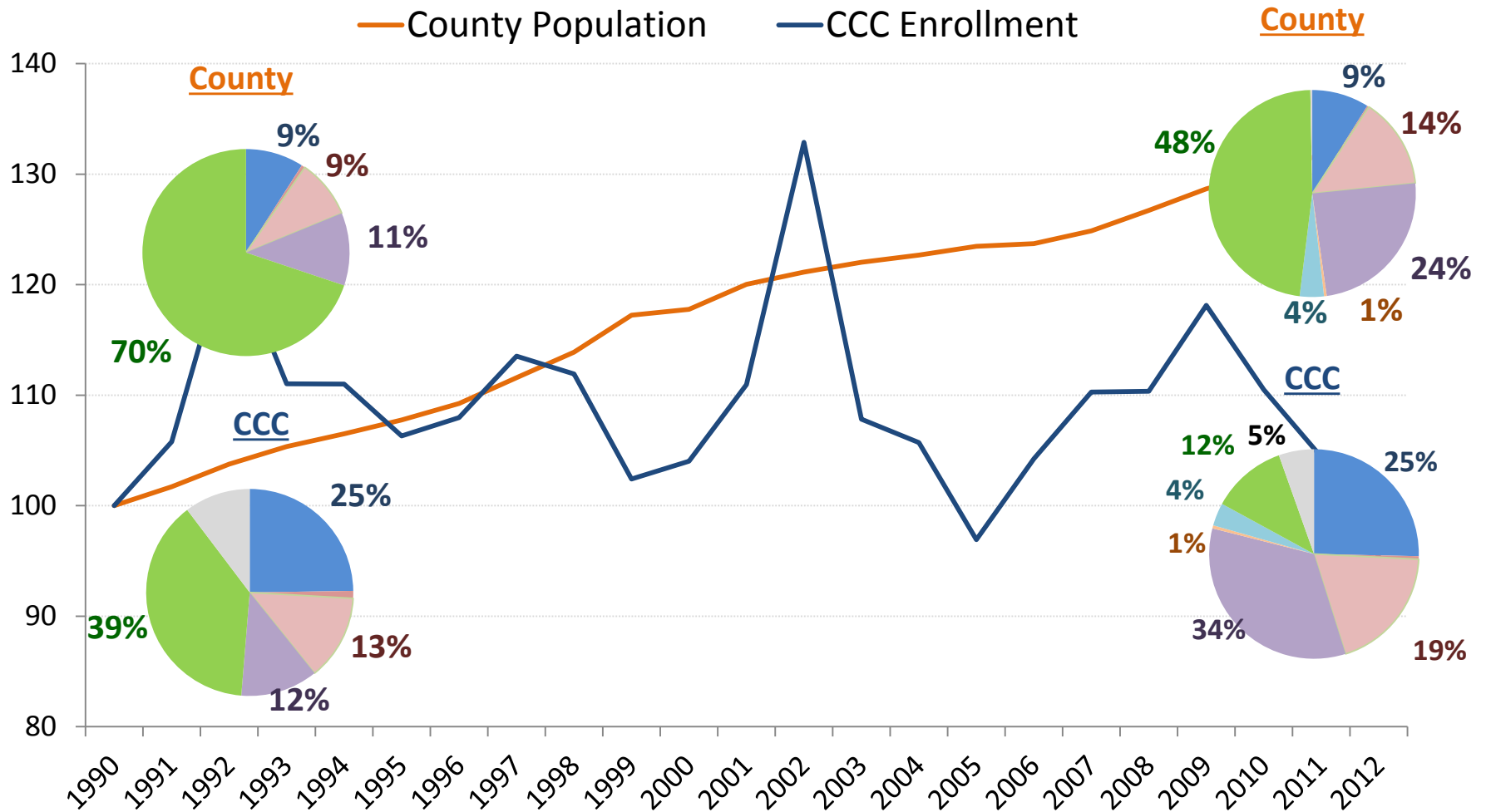
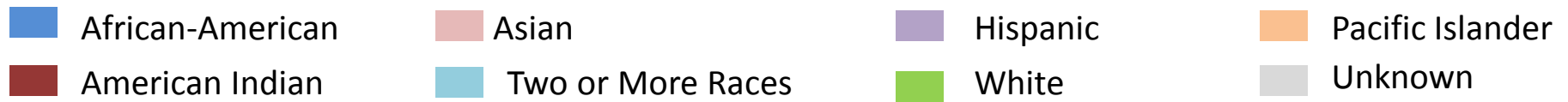


Contra Costa College Students



County population and Contra Costa enrollment

(growth rates since 1990)





College Completion

The Contra Costa College Scorecard

The Scorecard looks at one population of students

Students pursue a wide variety of educational goals:

(60 – 80%)

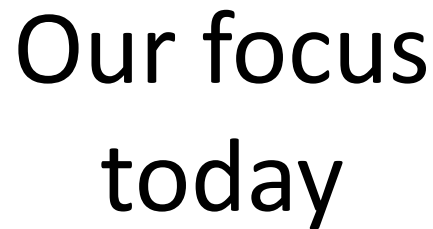
- Transfer
- AA/AS Degree
- Certificate



The Scorecard focuses on completion

(20 – 40%)

- Educational Development
- Basic Skills development
- 4 Yr student taking class at 2-Yr
- Undecided



But we can't
lose sight of this
connection

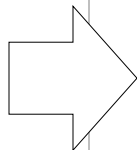
- 1) To prepare students for the world
- 2) To maximize completion rates

These are not the same thing.

Incidentally, we already know a lot about what drives completion

- Good curricular alignment with High Schools
- Dual enrollment and AP programs
- Placement prep and support

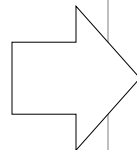
Student
Access



- High Academic standards
- Quality instruction
- Engaging learning environment

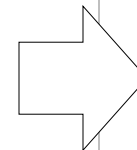
Academic
success

Service
Support



- Academic success
- Unit load
- Course taking pattern
- Dev Ed Acceleration programs

Persistence



- Academic success
- Steady unit accumulation
- Educational planning support

Completion

- Good enrollment mgmt.
- Effective outreach
- Proper branding
- Equitable access
- Program-workforce alignment

- Effective support services
- Feeling of connection
- Engaging campus life
- Appreciation for value of education

- Financial Aid
- Matriculation services
- Effective course scheduling
- Peer groups
- Good enrollment mgmt

- Faculty connection & support
- Friendly application process

The Scorecard model

momentum points

**Starting
Cohort**

Persisting

**Earning 30
Units**

Completion

(Completion
oriented
students)

(3 terms: e.g. First
Fall to next Spring
to next Fall)

(Transferable /
Degree-Applicable
Units)

(Degree,
Certificate,
Transfer)

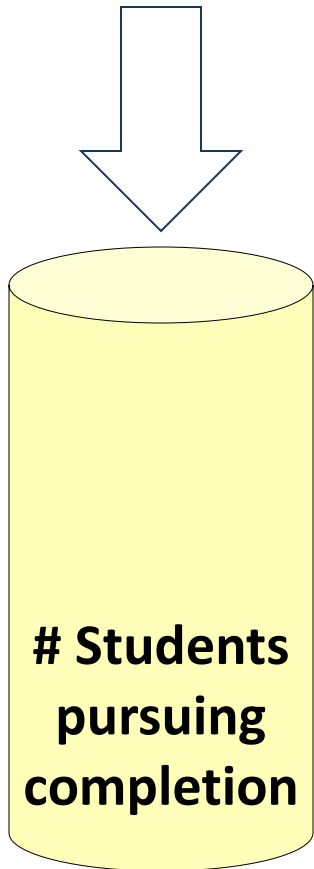
...easy, peasy, lemon, squeezy ...

*except, we first need to determine which students
to include in that starting cohort bucket ...*

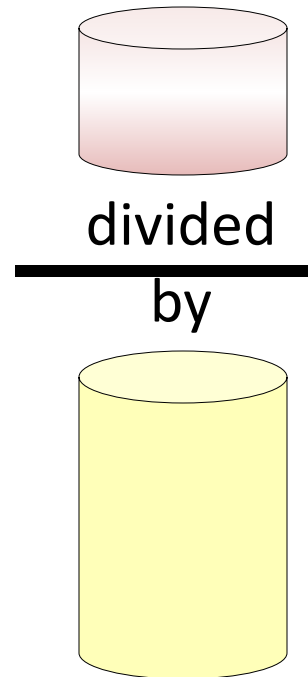
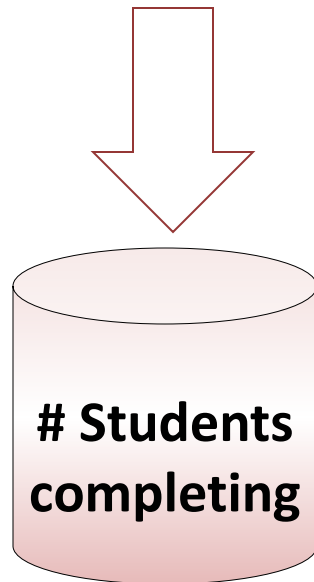
The art of calculating completion

More difficult
to measure

*Who should we count and for
long should we count?*



Easy to
Quantify



=

**% Students
completing
(Completion Rate)**

Why not simply ask students about their goals and track how many make it there?

The problem: data gathered on student goals when they apply to go to college are only loosely connected to their course taking behavior once in college

Student Self-reported Goal

***“I want to transfer
to a four-year
College”***

*This type of
mismatch
occurs with
surprising
frequency
within the
community
college domain*

Course selections for same student

First Term

- Gym course
- Program elective

Second Term

- Gym course

*Should we count them as a
transfer student?*

Selecting cohorts

Rather than rely on self-reported goals,
let's look at the courses students
actually take and then use their course
taking behavior to categorize them.

Enter the Student Success Scorecard

Who are we counting in the Scorecard?

Students pursuing completion

Definition: The number of **first-time students** with a minimum of **6 units earned within six years** who also **attempted any Math or English in the first three years ...**

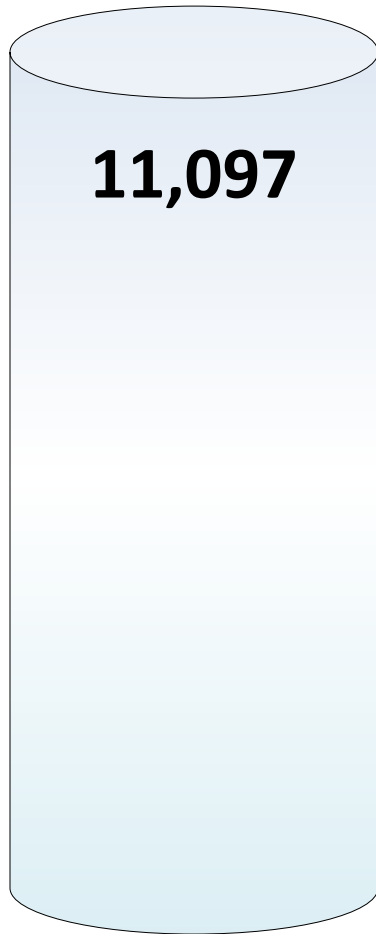
... who then achieved any of the following outcomes **within six years** of entry:

- **Earned AA/AS or credit Certificate**
- **Transfer to four-year institution**
- **Achieved “Transfer Prepared” Status**

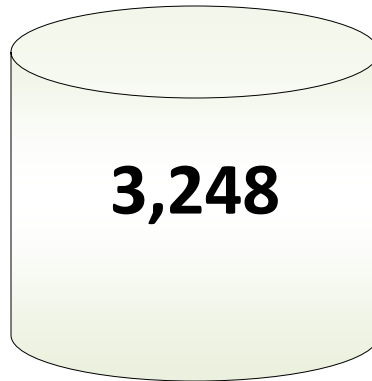
0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
•: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

So how many CCC students are we counting?



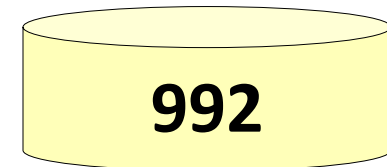
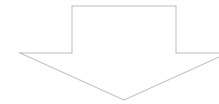
**Total CCC
Headcount**



**First-time
Students**

**Number of first-time students
with a minimum of 6 units
earned who attempted any
Math or English in the first
three years**

- **8.9% of Headcount**
- **30% of First-time students**

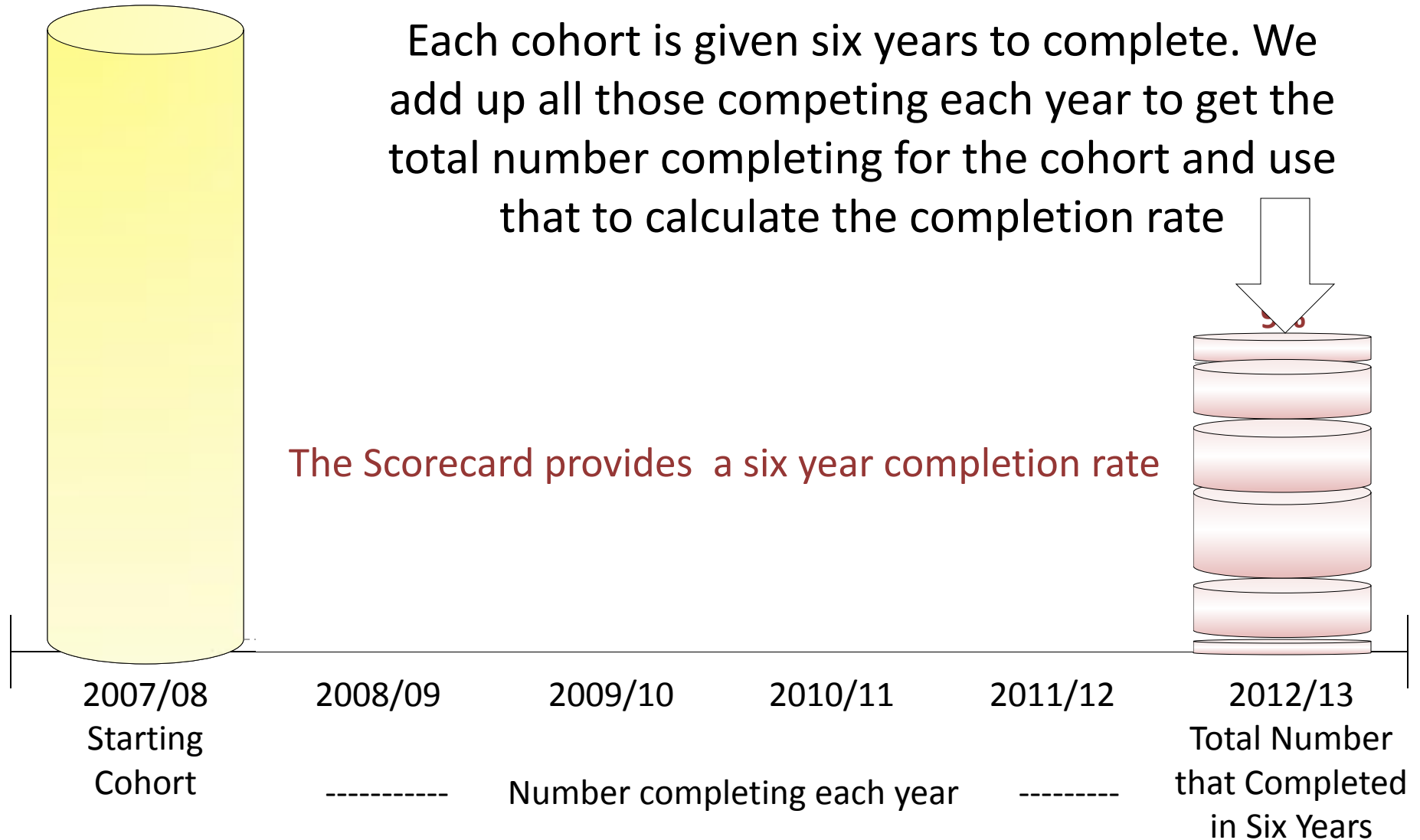


**Students in the
Scorecard Starting
Cohort**

How long do we count?

Each cohort is given six years to complete. We add up all those completing each year to get the total number completing for the cohort and use that to calculate the completion rate

The Scorecard provides a six year completion rate





STUDENT SUCCESS SCORECARD

Contra Costa College

[Click here to select a different college](#)

| PROFILE | MOMENTUM POINTS | | | COMPLETION OUTCOMES | |
|---------|-----------------|-------------|----------|---------------------|----------------------------|
| | REMEDIAL | PERSISTENCE | 30 UNITS | DEGREE/TRANSFER | CAREER TECHNICAL EDUCATION |

College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2012-13 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2007-08.

| STUDENT INFORMATION | | | | OTHER INFORMATION | |
|------------------------|-------|-------------------------------|--------|---------------------------------|---------|
| Students | | | 11,108 | Full Time Equivalent Students | 5,283.5 |
| GENDER | | ETHNICITY/RACE | | Credit Sections | 1,533 |
| Female | 58.1% | African American | 25.2% | Non-Credit Sections | 26 |
| Male | 40.3% | American Indian/Alaska Native | 0.5% | Median Credit Section Size | 28 |
| Unknown | 1.6% | Asian | 13.9% | Percentage of Full-Time Faculty | 54.6% |
| AGE | | Filipino | 5.3% | Student Counseling Ratio | 554:1 |
| Less than 20 years old | 29.1% | Hispanic | 33.2% | | |
| 20 to 24 years old | 30.0% | Pacific Islander | 0.6% | | |
| 25 to 39 years old | 24.2% | White | 12.5% | | |
| 40 or more years old | 16.6% | Two or more Races | 3.6% | | |
| Unknown | 0.1% | Unknown | 5.3% | | |

Contra Costa College (CCC), established in 1948, is part of the San Pablo Contra Costa Community College District. There are three colleges in the district: Contra Costa College (San Pablo), Los Medanos College (Pittsburgh) and Diablo Valley College (Pleasant Hill). The college has several notable programs including the Center for Science Excellence, that works to increase minority participation in the sciences; High-Performance Computing Center, a pioneering program that teaches the emerging science of computer clustering; and the CCC Speech and Debate Team, which is one of the top community college teams in the nation.



District: Contra Costa
Students: 11,108
County: Contra Costa



Contra Costa College

The über
metric

MOMENTUM POINTS

COMPLETION OUTCOMES

PROFILE

REMEDIAL

PERSISTENCE

30 UNITS

DEGREE/TRANSFER

CAREER TECHNICAL

Completion

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

| COLLEGE PREPARED | | | UNPREPARED FOR COLLEGE | | | OVERALL | | |
|-----------------------------------|--------|--|-----------------------------------|-------|--|-----------------------------------|-------|--|
| 70.5% | | | 37.0% | | | 46.9% | | |
| Gender | % | | Gender | % | | Gender | % | |
| FEMALE | 75.0 | | FEMALE | 38.2 | | FEMALE | 49.4 | |
| MALE | 66.1 | | MALE | 34.0 | | MALE | 43.3 | |
| Age | % | | Age | % | | Age | % | |
| UNDER 20 | 73.5 | | UNDER 20 | 38.6 | | UNDER 20 | 49.4 | |
| 20-24 | 61.9 | | 20-24 | 30.0 | | 20-24 | 38.3 | |
| 25-39 | 50.0 | | 25-39 | 32.5 | | 25-39 | 37.5 | |
| 40 OR OVER | 44.4* | | 40 OR OVER | 30.8 | | 40 OR OVER | 33.3 | |
| Ethnicity/Race | % | | Ethnicity/Race | % | | Ethnicity/Race | % | |
| AFRICAN AMERICAN | 72.4 | | AFRICAN AMERICAN | 32.7 | | AFRICAN AMERICAN | 41.6 | |
| AMERICAN INDIAN/ ALASKA NATIVE | 100.0* | | AMERICAN INDIAN/ ALASKA NATIVE | 50.0* | | AMERICAN INDIAN/ ALASKA NATIVE | 57.1* | |
| ASIAN | 71.0 | | ASIAN | 52.3 | | ASIAN | 59.6 | |
| FILIPINO | 75.0 | | FILIPINO | 42.4 | | FILIPINO | 54.7 | |
| HISPANIC | 72.2 | | HISPANIC | 30.7 | | HISPANIC | 41.6 | |
| PACIFIC ISLANDER | 71.4* | | PACIFIC ISLANDER | 20.0* | | PACIFIC ISLANDER | 50.0 | |
| WHITE | 63.3 | | WHITE | 30.6 | | WHITE | 41.3 | |

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

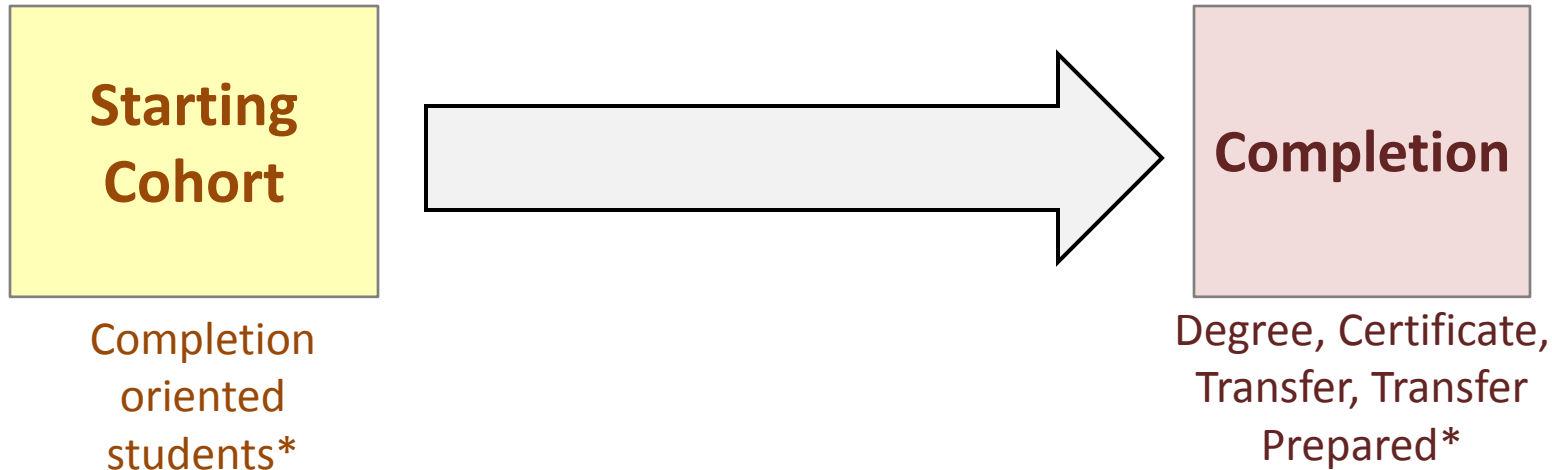
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OVERALL: Student attempted any level of Math or English in the first three years

Completion & disproportionate impact




In the next slide we use Scorecard data to look at the ethnicity distribution of students in the **starting cohort** and compare that to the distribution of those in the **completion cohort**. A gap in these two distributions is one measure of disproportionate impact.

* The California Student Success Scorecard defines the starting cohort as The number of **first-time students** with a minimum of **6 units earned within six years** who also **attempted any Math or English in the first three years** who then achieved any of the following outcomes within six years of entry: Earned AA/AS or credit Certificate, Transfer to any four-year institution, Achieved "Transfer Prepared" Status (earned 60+ transferable units).

Scorecard Completion Data segmented by student ethnicity

(final column displays the magnitude of the gap between starting & completing cohorts)

Contra Costa College

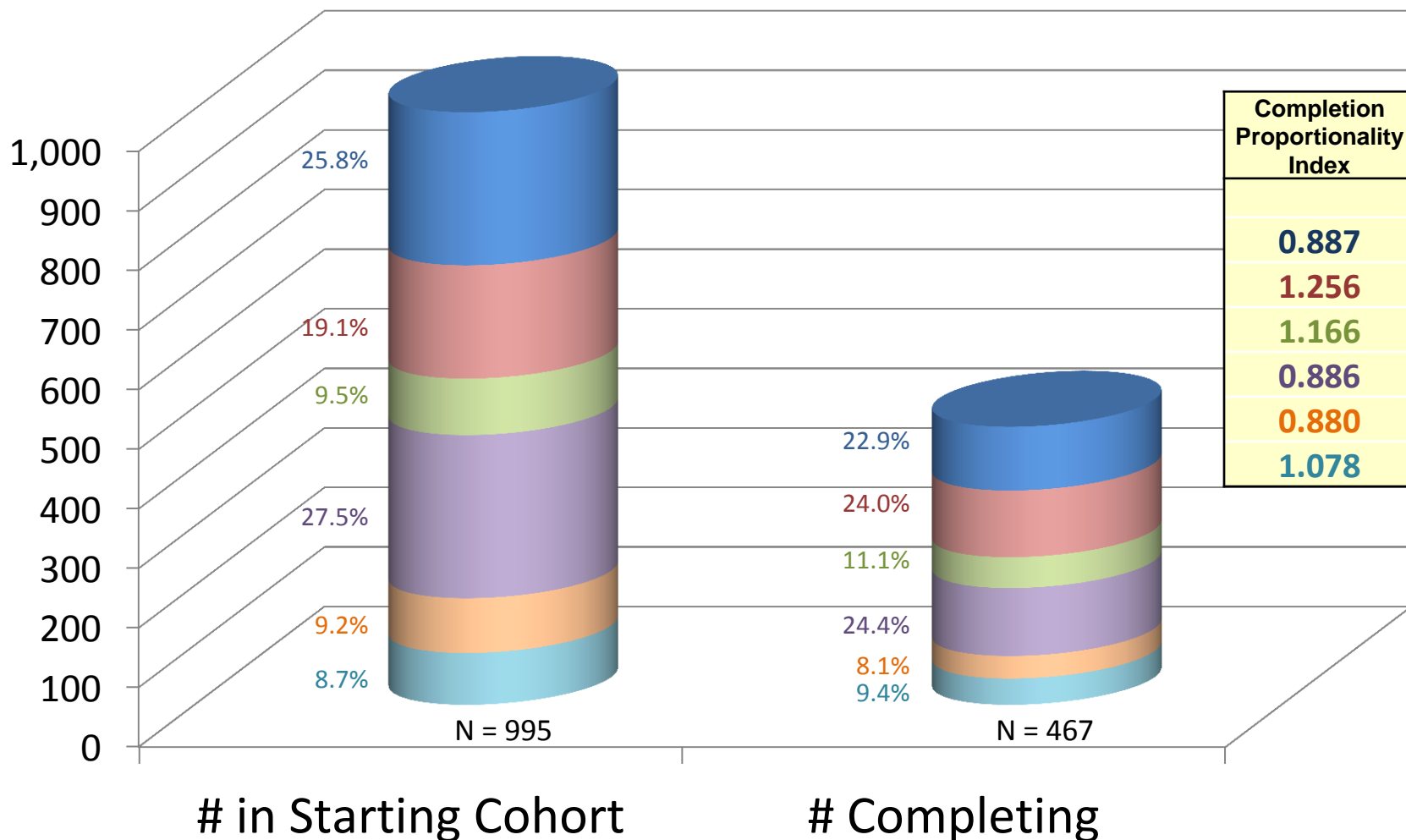
|  Student Ethnicity | Number in | | % Distribution | | Proportionality Index |
|--|-----------------|-------------------|---------------------------------|------------------------------------|-----------------------|
| | Starting Cohort | Number Completing | of those in the Starting Cohort | % Distribution of those Completing | |
| College Overall | 995 | 467 | | | |
| African-American | 257 | 107 | 25.8% | 22.9% | 0.887 |
| Asian | 190 | 112 | 19.1% | 24.0% | 1.256 |
| Filipino | 95 | 52 | 9.5% | 11.1% | 1.166 |
| Hispanic | 274 | 114 | 27.5% | 24.4% | 0.886 |
| White | 92 | 38 | 9.2% | 8.1% | 0.880 |
| Other | 87 | 44 | 8.7% | 9.4% | 1.078 |

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of less than 1.0 indicates that the subgroup is completing at a lower rate than the overall college average. The lower the index value the greater the degree of disproportional impact. The proportionality methodology does not specify a value at which point a proportionality index should be considered “actionable” and for that should rely on the judgment of the analysis team based on local conditions.

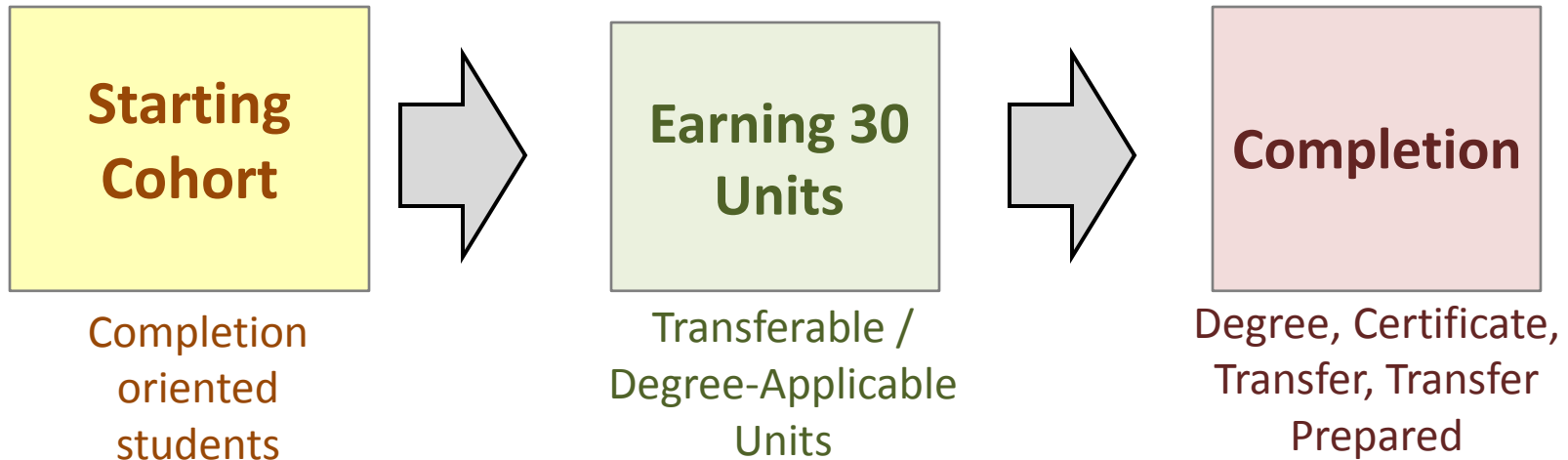
Source: Chancellor’s Office 2014 Student Success Scorecard; data are most currently available and reflect the six year completion rate (Degree, certificate, transfer & transfer prepared) of first-time students starting in the 2007/08 academic year.

Comparing the ethnic composition of starters and completers

■ African-American ■ Asian ■ Filipino ■ Hispanic ■ White ■ Other



A lean pathway model that includes a progress milestone

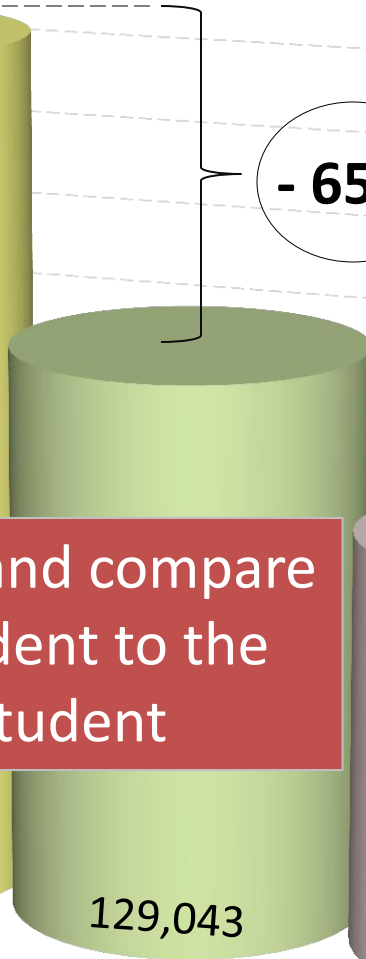


In the next slide we use Scorecard data to track students moving through the three step sequence above, from starting cohort to achievement of 30 college-level units to completion.

* The California Student Success Scorecard defines the starting cohort as The number of **first-time students** with a minimum of **6 units earned within six years** who also **attempted any Math or English in the first three years** who then achieved any of the following outcomes **within six years** of entry: Earned AA/AS or credit Certificate, Transfer to any four-year institution, Achieved "Transfer Prepared" Status (earned 60+ transferable units).

200,000
 180,000
 160,000
 140,000
 120,000
 100,000
 80,000
 60,000
 40,000
 20,000
 0

Let's disaggregate and compare the prepared student to the unprepared student



- 65%

Of those that didn't complete, most failed to reach the 30 unit halfway point

- 35%

Halfway point

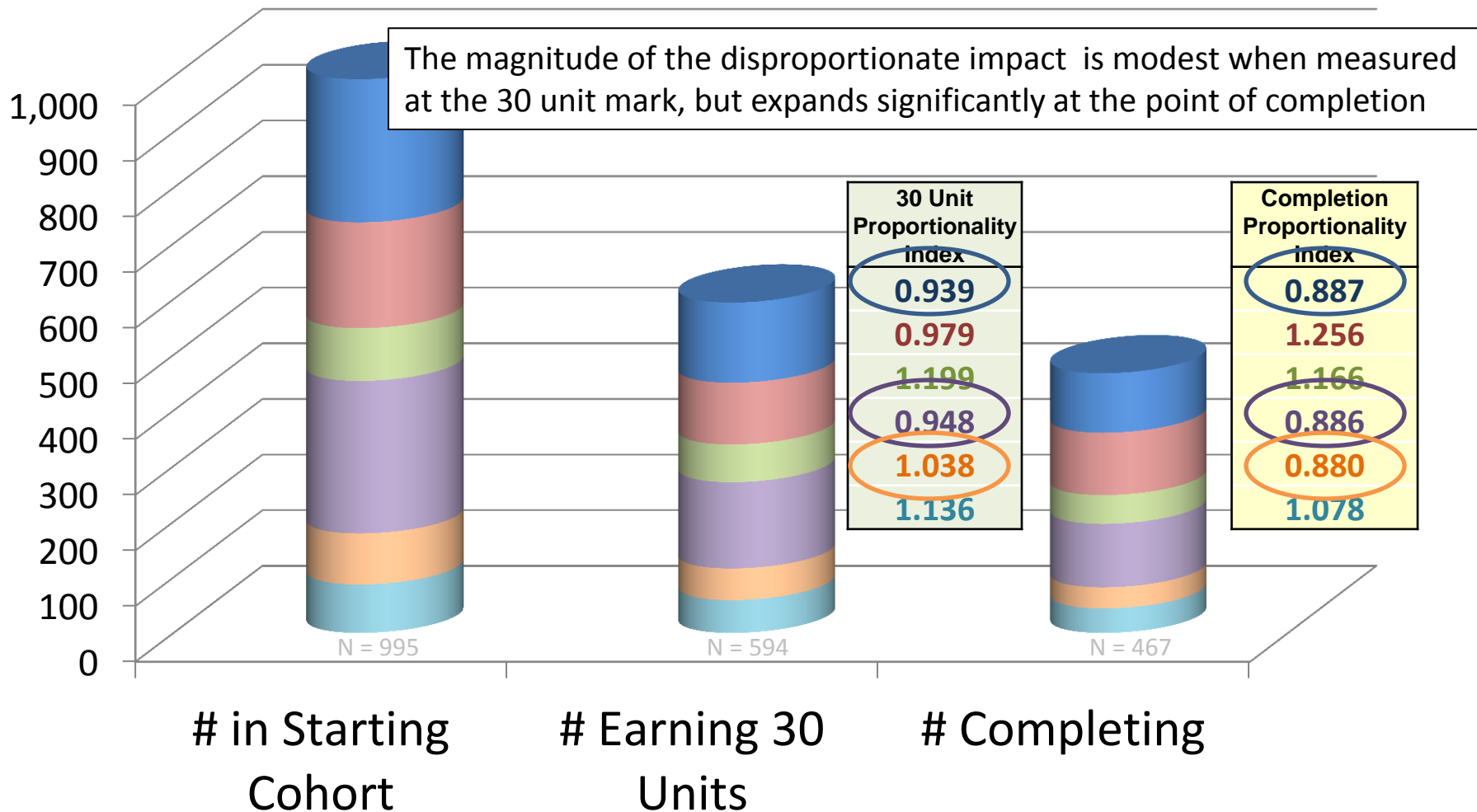
in Starting Cohort

Earning 30 Units

Completing

Examining disproportionate impact along the pathway

African-American Asian Filipino Hispanic White Other





STUDENT SUCCESS SCORECARD

Contra Costa College

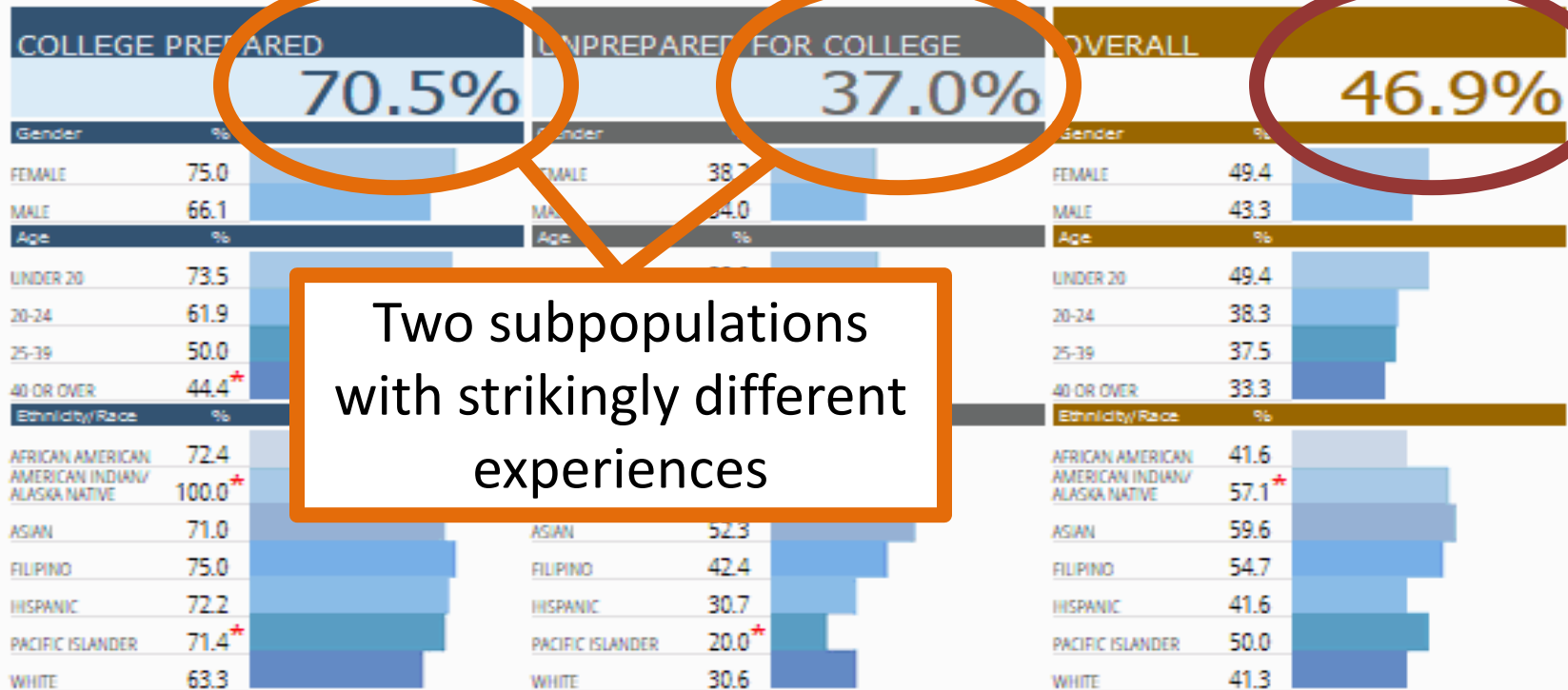
Prepared Students

Unprepared Students

The über
metric

Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcome.

Two subpopulations
with strikingly different
experiences

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

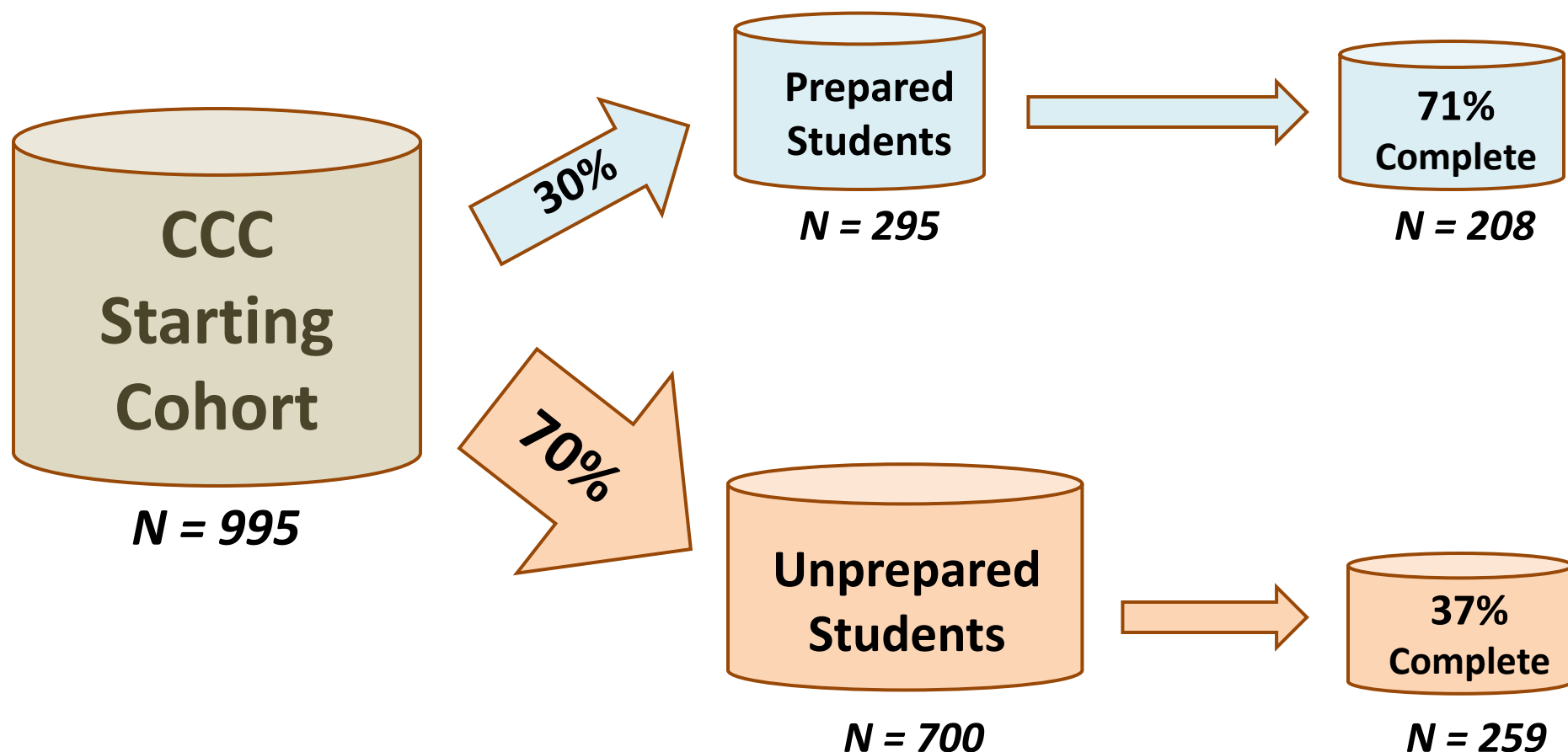
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

Comparing disproportionate impact on completion for the prepared & unprepared



Note: the State Chancellor's Office defines unprepared as any completion oriented student whose first course in math or English was below transfer level.



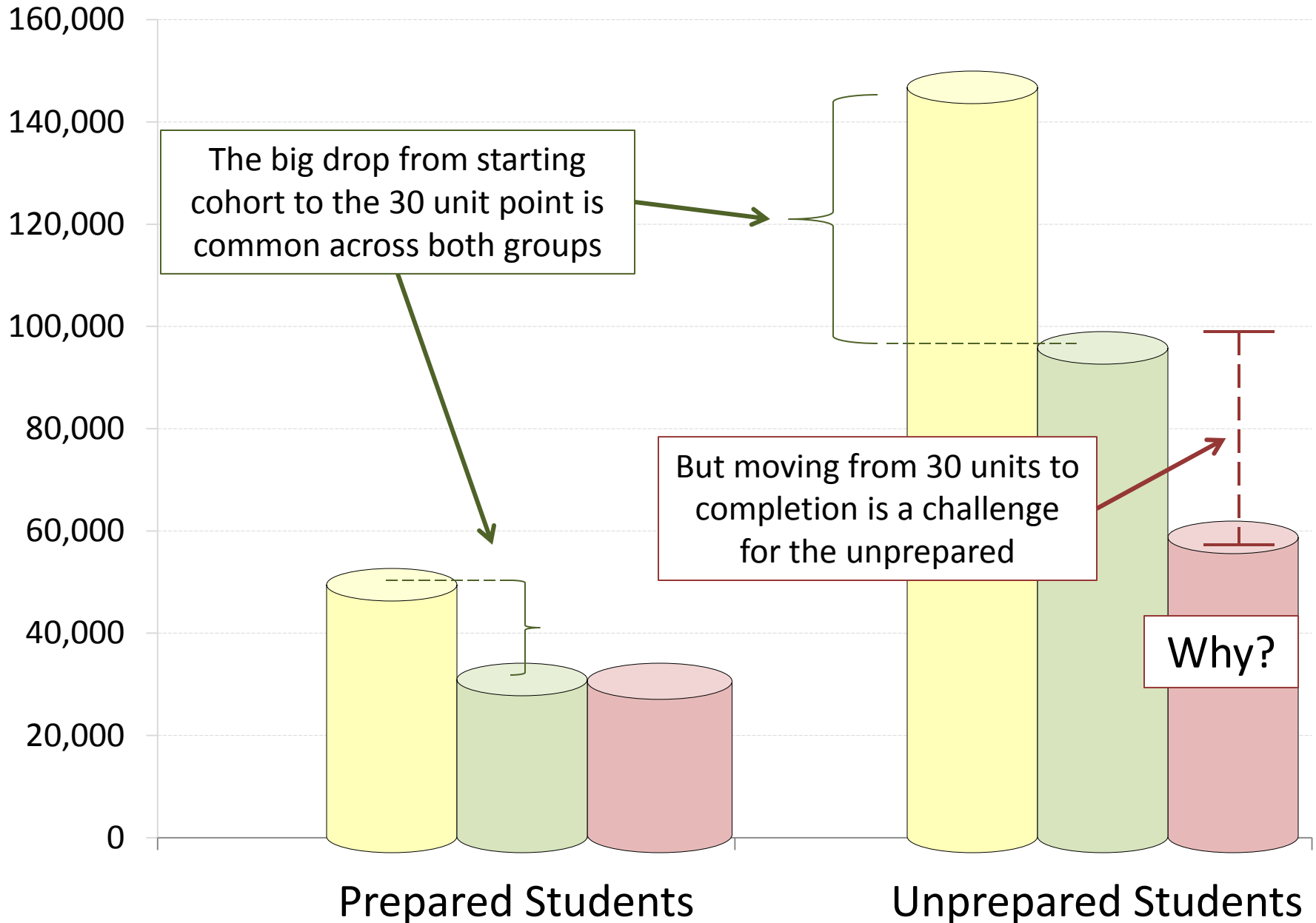
in starting cohort



earning 30 units



completing





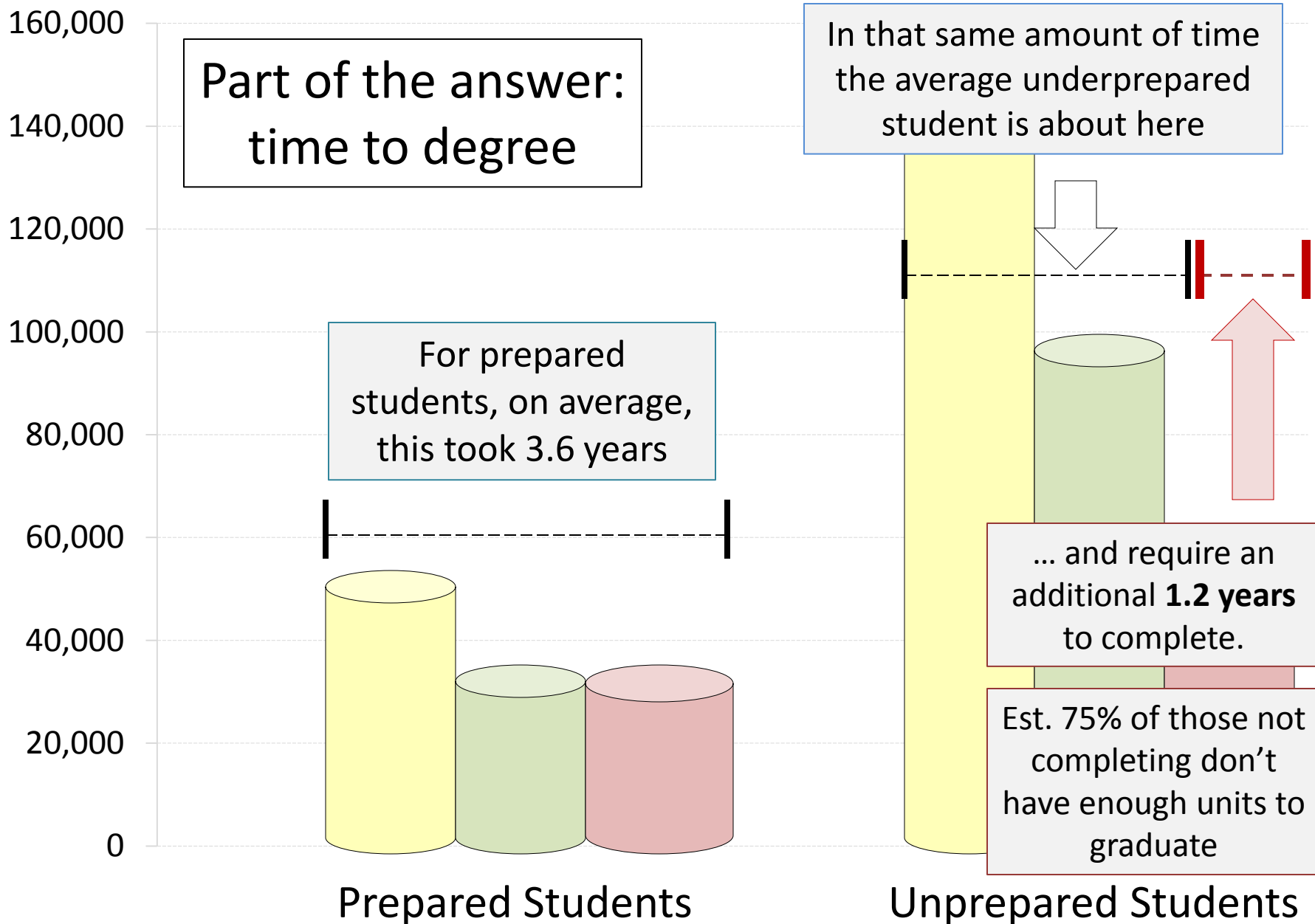
in starting cohort



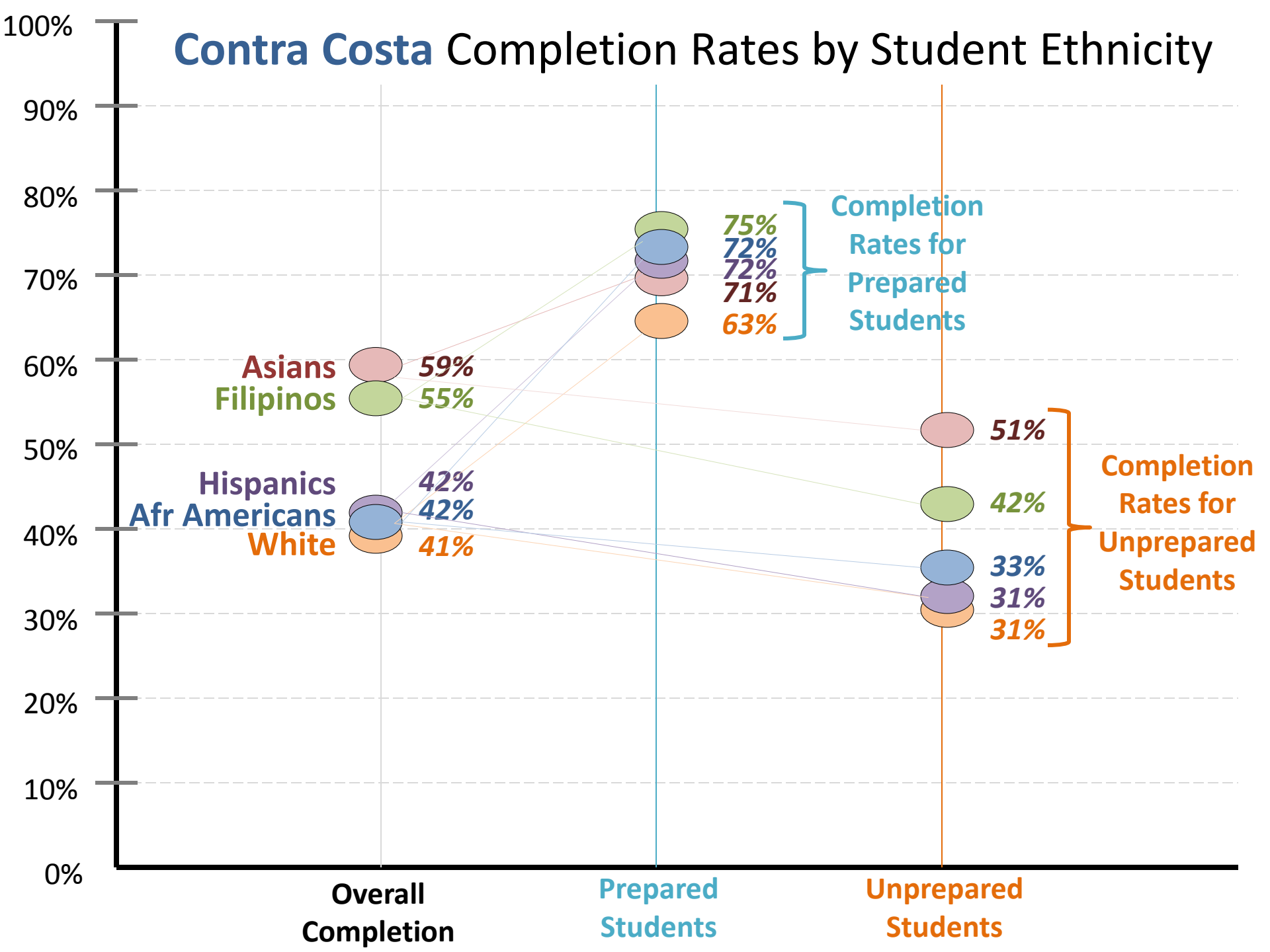
earning 30 units



completing



Contra Costa Completion Rates by Student Ethnicity



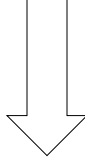

Within each ethnicity there is significant variation in how many enter college prepared

Contra Costa College

| Student Ethnicity | Number in Cohort | Prepared | | Unprepared | |
|-------------------|------------------|----------|-----|------------|-----|
| | | # | % | # | % |
| College Overall | 995 | 295 | 30% | 700 | 70% |
| African-American | 257 | 58 | 23% | 199 | 77% |
| Asian | 190 | 76 | 40% | 114 | 60% |
| Filipino | 95 | 36 | 38% | 59 | 62% |
| Hispanic | 274 | 72 | 26% | 202 | 74% |
| White | 92 | 30 | 33% | 62 | 67% |
| Other | 87 | 23 | 26% | 64 | 74% |

Note: The Scorecard definitions of prepared and unprepared are determined by student course taking patterns and not placement data i.e. students enrolling in any non degree-applicable course is counted as unprepared. As such, these figures likely under represent the size of the unprepared populations.

Equity and preparedness

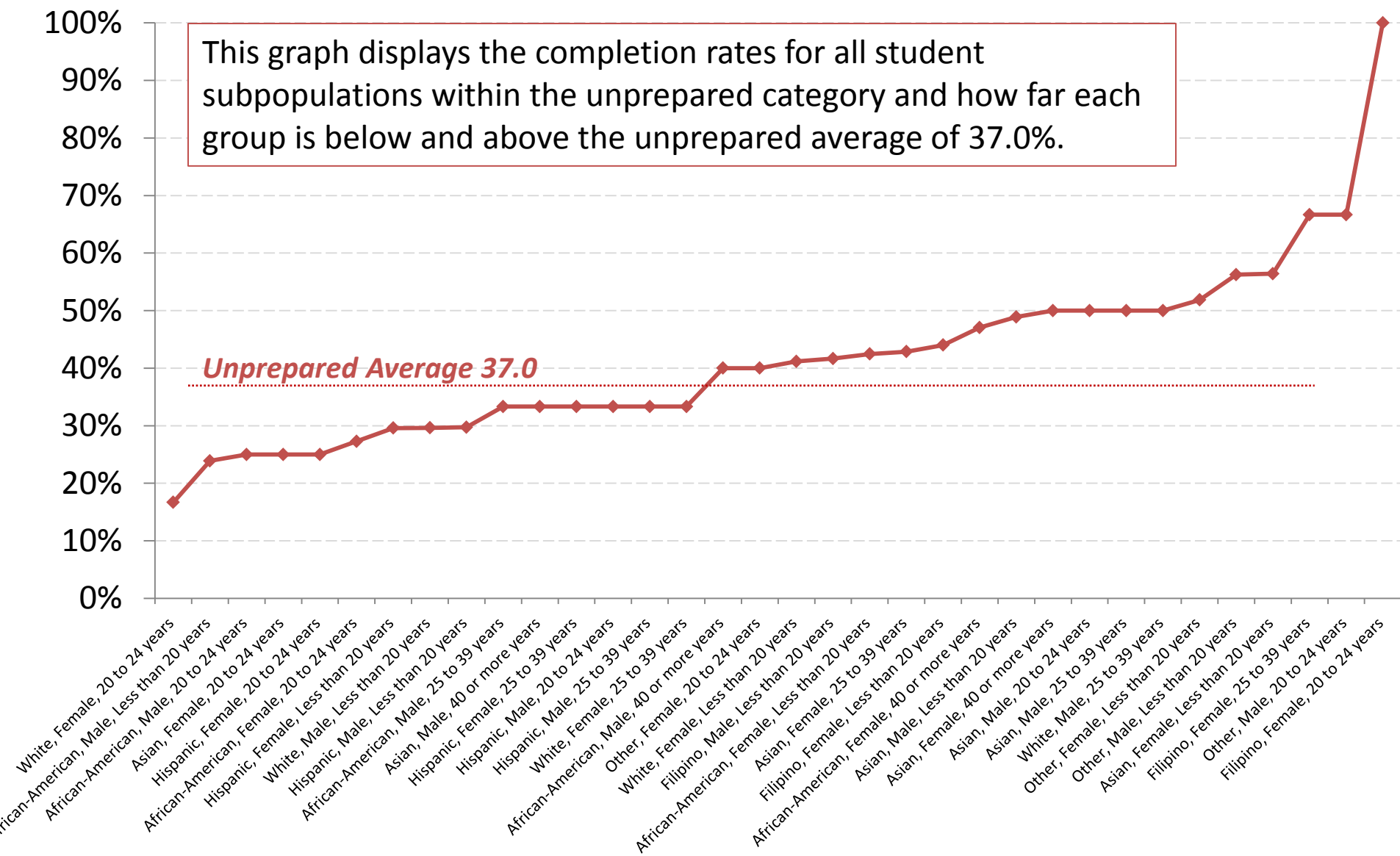
| | % of Students <u>Unprepared</u> | | Completion <u>Rate</u> | |
|---------------------|--|---|-----------------------------------|--|
| Asian | 60% | <p>The more students that arrive unprepared</p>  | 59% | <p>The lower their completion rate</p>  |
| Filipino | 62% | | 55% | |
| White | 67% | | 42% | |
| Hispanic | 74% | | 42% | |
| Afr-American | 77% | | 42% | |



We can get very granular

Let's look at the completion rates of every student gender-age-ethnicity combination at Contra Costa College

Distribution of CCC completion rates for **unprepared** student populations (sorted from lowest to highest completion rates)





We can estimate the magnitude of change associated with various strategies

| Subpopulation | Number in Unprepared Cohort | Completion Rate | # of additional completions needed to reach Unprep Average | Improvement in the Overall Average for change in previous column | Cumulative Improvement of moving each successive group |
|--|-----------------------------|-----------------|--|--|--|
| White, Female, 20 to 24 years old | 6 | 16.7% | 2 | 0.2% | 0.2% |
| African-American, Unknown Gender, Less than 20 years old | 5 | 20.0% | 1 | 0.1% | 0.3% |
| African-American, Male, Less than 20 years old | 67 | 23.9% | 9 | 0.9% | 1.2% |
| African-American, Male, 20 to 24 years old | 8 | 25.0% | 1 | 0.1% | 1.3% |
| Asian, Female, 20 to 24 years old | 8 | 25.0% | 1 | 0.1% | 1.4% |
| Hispanic, Female, 20 to 24 years old | 8 | 25.0% | 1 | 0.1% | 1.5% |
| African-American, Female, 20 to 24 years old | 11 | 27.3% | 2 | 0.2% | 1.7% |
| Hispanic, Female, Less than 20 years old | 98 | 29.6% | 8 | 0.8% | 2.5% |
| White, Male, Less than 20 years old | 27 | 29.6% | 2 | 0.2% | 2.7% |
| Hispanic, Male, Less than 20 years old | 74 | 29.7% | 6 | 0.6% | 3.3% |
| African-American, Male, 25 to 39 years old | 6 | 33.3% | 1 | 0.1% | 3.4% |
| Asian, Male, 40 or more years old | 3 | 33.3% | 1 | 0.1% | 3.5% |
| Hispanic, Female, 25 to 39 years old | 3 | 33.3% | 1 | 0.1% | 3.6% |
| Hispanic, Male, 20 to 24 years old | 3 | 33.3% | 1 | 0.1% | 3.7% |
| Hispanic, Male, 25 to 39 years old | 3 | 33.3% | 1 | 0.1% | 3.8% |
| White, Female, 25 to 39 years old | 6 | 33.3% | 1 | 0.1% | 3.9% |

= 40 students

+ 3.9% increase in completion rate




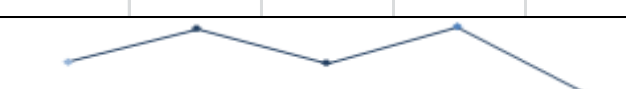
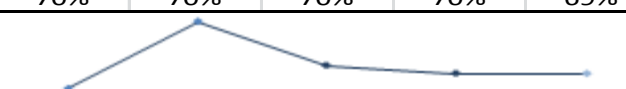
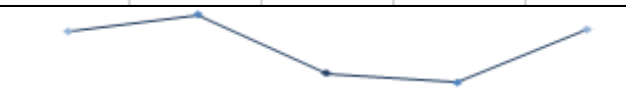
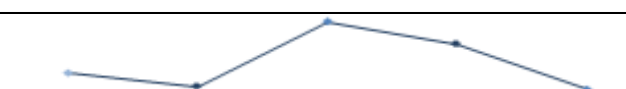
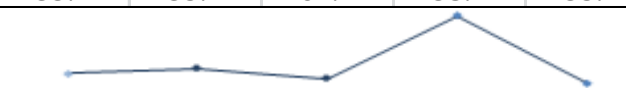

* Note that these figures apply to the 2007/08 cohort (most recent that is available) and therefore the figures associated with additional completions needed to reach the unprepared average apply to that cohort and not future cohorts.



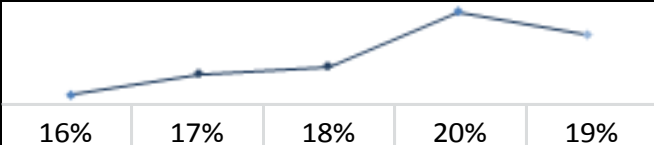
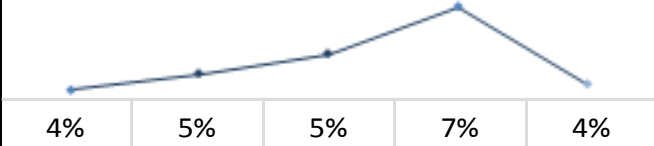
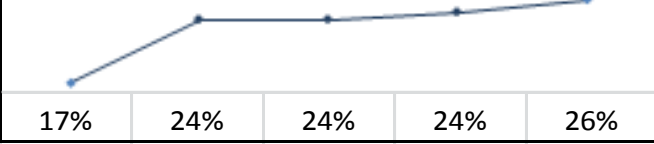
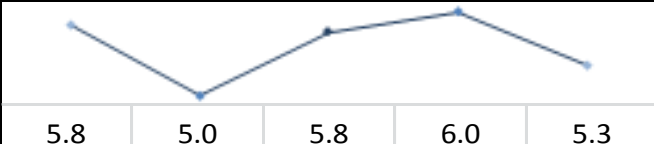

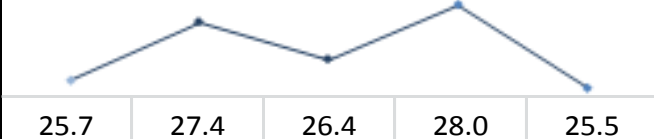
Fifteen performance metrics

1. Gleaned from state and national literature
2. Current level and recent trends
3. DVC and LMC benchmarks
4. Possible tool for setting institutional goals

Contra Costa College – Recent Trends for 15 Performance Measures

| Measure | Fall 2013 | Five Year Trend | | | | | |
|---|-----------|--|-----|-----|-----|-----|-----|
| 1. College Course Success Rate | 83% | <div><table><tr><td>86%</td><td>87%</td><td>83%</td><td>83%</td><td>83%</td></tr></table></div> | 86% | 87% | 83% | 83% | 83% |
| 86% | 87% | 83% | 83% | 83% | | | |
| 2. Fall-to-Spring Persistence Rate of first-time students | 56% | <div><table><tr><td>55%</td><td>61%</td><td>57%</td><td>61%</td><td>56%</td></tr></table></div> | 55% | 61% | 57% | 61% | 56% |
| 55% | 61% | 57% | 61% | 56% | | | |
| 3. Fall-to-Fall Persistence Rate of first-time students | 40% | <div><table><tr><td>40%</td><td>43%</td><td>41%</td><td>45%</td><td>40%</td></tr></table></div> | 40% | 43% | 41% | 45% | 40% |
| 40% | 43% | 41% | 45% | 40% | | | |
| | | | | | | | |
| 4. Student Success Rate during first year at college | 69% | <div><table><tr><td>70%</td><td>70%</td><td>70%</td><td>70%</td><td>69%</td></tr></table></div> | 70% | 70% | 70% | 70% | 69% |
| 70% | 70% | 70% | 70% | 69% | | | |
| 5. Success Rate in General Ed. Courses | 69% | <div><table><tr><td>69%</td><td>70%</td><td>69%</td><td>69%</td><td>69%</td></tr></table></div> | 69% | 70% | 69% | 69% | 69% |
| 69% | 70% | 69% | 69% | 69% | | | |
| 6. Success Rate in CTE Courses | 73% | <div><table><tr><td>73%</td><td>74%</td><td>70%</td><td>69%</td><td>73%</td></tr></table></div> | 73% | 74% | 70% | 69% | 73% |
| 73% | 74% | 70% | 69% | 73% | | | |
| 7. Success Rate in Pre-Transfer Courses | | | | | | | |
| a) Mathematics | 53% | <div><table><tr><td>55%</td><td>53%</td><td>61%</td><td>58%</td><td>53%</td></tr></table></div> | 55% | 53% | 61% | 58% | 53% |
| 55% | 53% | 61% | 58% | 53% | | | |
| b) English | 58% | <div><table><tr><td>59%</td><td>59%</td><td>58%</td><td>65%</td><td>58%</td></tr></table></div> | 59% | 59% | 58% | 65% | 58% |
| 59% | 59% | 58% | 65% | 58% | | | |
| c) English as a Second Language | 73% | <div><table><tr><td>70%</td><td>72%</td><td>68%</td><td>70%</td><td>73%</td></tr></table></div> | 70% | 72% | 68% | 70% | 73% |
| 70% | 72% | 68% | 70% | 73% | | | |

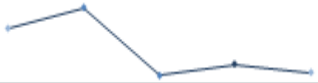









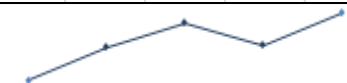
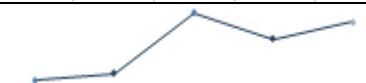
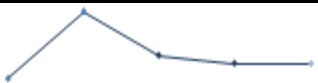
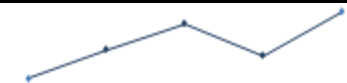
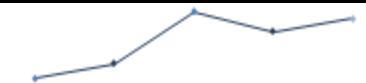
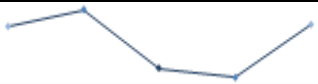




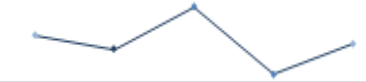






Contra Costa College – Recent Trends for 15 Performance Measures

| Measure | 2007-2008 | Five Year Trend | | | | | |
|---|-----------|---|------|------|------|------|------|
| 8. Six Year Degree Completion Rate for First-time Students | 19% | <div><table><tr><td>16%</td><td>17%</td><td>18%</td><td>20%</td><td>19%</td></tr></table></div> | 16% | 17% | 18% | 20% | 19% |
| 16% | 17% | 18% | 20% | 19% | | | |
| 9. Six Year Certificate Completion Rate for first-time students | 4% | <div><table><tr><td>4%</td><td>5%</td><td>5%</td><td>7%</td><td>4%</td></tr></table></div> | 4% | 5% | 5% | 7% | 4% |
| 4% | 5% | 5% | 7% | 4% | | | |
| 10. Six Year Transfer Ready Completion Rate for first-time students | 26% | <div><table><tr><td>17%</td><td>24%</td><td>24%</td><td>24%</td><td>26%</td></tr></table></div> | 17% | 24% | 24% | 24% | 26% |
| 17% | 24% | 24% | 24% | 26% | | | |
| | | | | | | | |
| Measure | 2013-2014 | Five Year Trend | | | | | |
| 11. Median Time to Degree | 5.3 | <div><table><tr><td>5.8</td><td>5.0</td><td>5.8</td><td>6.0</td><td>5.3</td></tr></table></div> | 5.8 | 5.0 | 5.8 | 6.0 | 5.3 |
| 5.8 | 5.0 | 5.8 | 6.0 | 5.3 | | | |
| | | | | | | | |
| Measure | 2007-2008 | Five Year Trend | | | | | |
| 12. Average # Units Accumulated after 1 year | 12.7 | <div><table><tr><td>13.4</td><td>14.3</td><td>13.4</td><td>14.0</td><td>12.7</td></tr></table></div> | 13.4 | 14.3 | 13.4 | 14.0 | 12.7 |
| 13.4 | 14.3 | 13.4 | 14.0 | 12.7 | | | |
| 13. Average # Units Accumulated after 2 years | 25.5 | <div><table><tr><td>25.7</td><td>27.4</td><td>26.4</td><td>28.0</td><td>25.5</td></tr></table></div> | 25.7 | 27.4 | 26.4 | 28.0 | 25.5 |
| 25.7 | 27.4 | 26.4 | 28.0 | 25.5 | | | |

CCC

DVC

LMC

| Measure | Fall 2013 | Five Year Trend | Five Year Trend | Five Year Trend |
|---|-----------|---|--|--|
| 1. College Course Success Rate | 83% |  86% 87% 83% 83% 83% |  84% 84% 85% 85% 84% |  83% 82% 88% 88% 86% |
| 2. Fall-to-Spring Persistence Rate of first-time students | 56% |  55% 61% 57% 61% 56% |  65% 69% 70% 70% 68% |  61% 63% 64% 66% 65% |
| 3. Fall-to-Fall Persistence Rate of first-time students | 40% |  40% 43% 41% 45% 40% |  49% 51% 55% 53% 54% |  46% 44% 49% 49% 52% |
| 4. Student Success Rate during first year at college | 69% |  70% 70% 70% 70% 69% |  73% 74% 74% 74% 74% |  71% 71% 73% 72% 73% |
| 5. Success Rate in General Ed. Courses | 69% |  69% 70% 69% 69% 69% |  71% 72% 73% 72% 73% |  68% 69% 72% 71% 72% |
| 6. Success Rate in CTE Courses | 73% |  73% 74% 70% 69% 73% |  80% 81% 81% 82% 81% |  73% 71% 72% 71% 73% |
| 7. Success Rate in Pre-Transfer Courses | | | | |
| a) Mathematics | 53% |  55% 53% 61% 58% 53% |  53% 52% 53% 52% 52% |  58% 57% 61% 54% 57% |
| b) English | 58% |  59% 59% 58% 65% 58% |  67% 70% 69% 70% 69% |  64% 64% 67% 64% 68% |
| c) English as a Second Language | 73% |  70% 72% 68% 70% 73% |  66% 66% 68% 68% 74% |  73% 77% 85% 79% 86% |

CCC

DVC

LMC

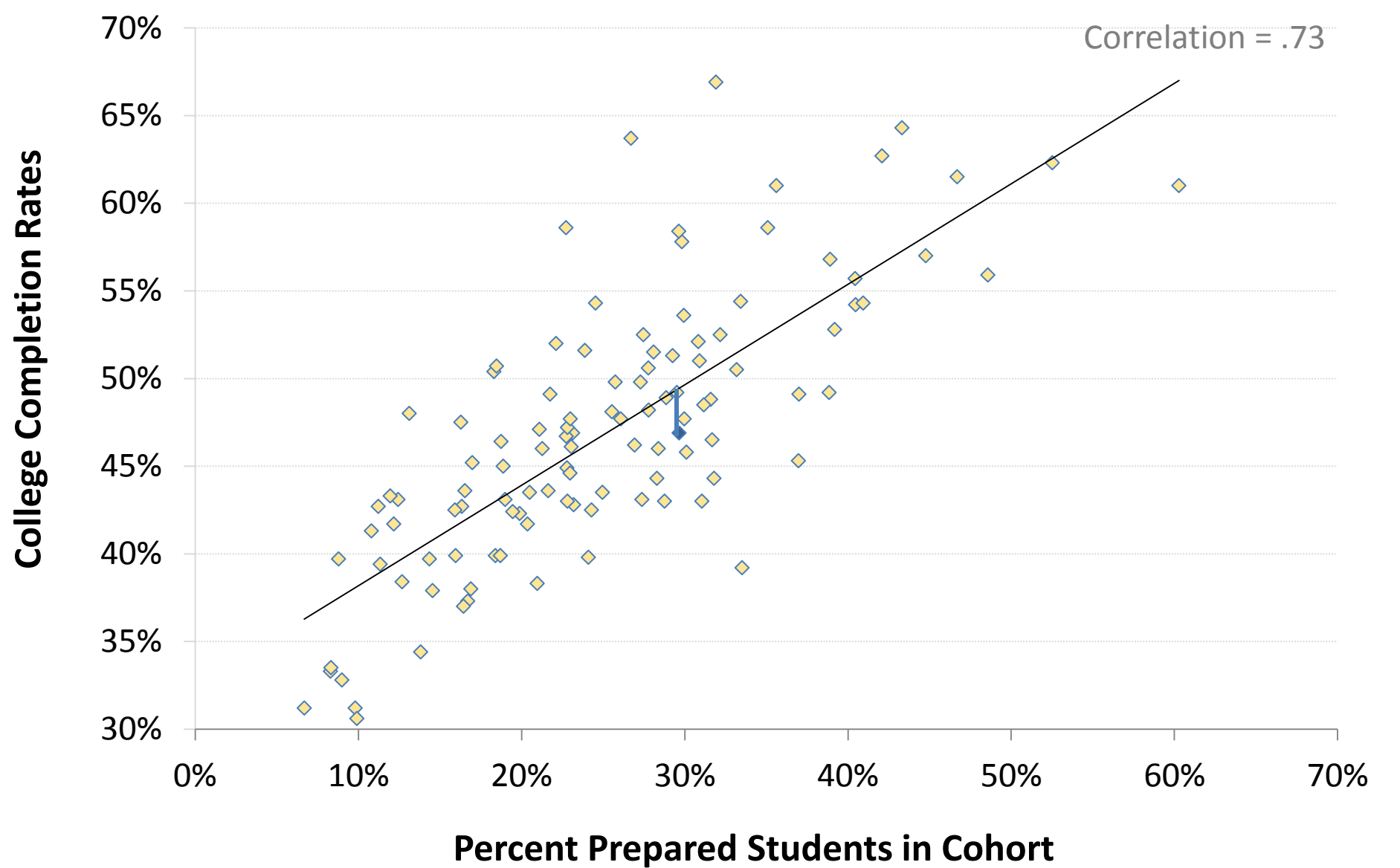
| Measure | 2007-2008 | Five Year Trend | Five Year Trend | Five Year Trend |
|---|-----------|--|---|---|
| 8. Six Year Degree Completion Rate for First-time Students | 19% |  |  |  |
| 9. Six Year Certificate Completion Rate for first-time students | 4% |  |  |  |
| 10. Six Year Transfer Ready Completion Rate for first-time students | 26% |  |  |  |
| | | | | |
| Measure | 2013-2014 | Five Year Trend | Five Year Trend | Five Year Trend |
| 11. Median Time to Degree | 5.3 |  |  |  |
| | | | | |
| Measure | 2007-2008 | Five Year Trend | Five Year Trend | Five Year Trend |
| 12. Average # Units Accumulated after 1 year | 12.7 |  |  |  |
| 13. Average # Units Accumulated after 2 years | 25.5 |  |  |  |



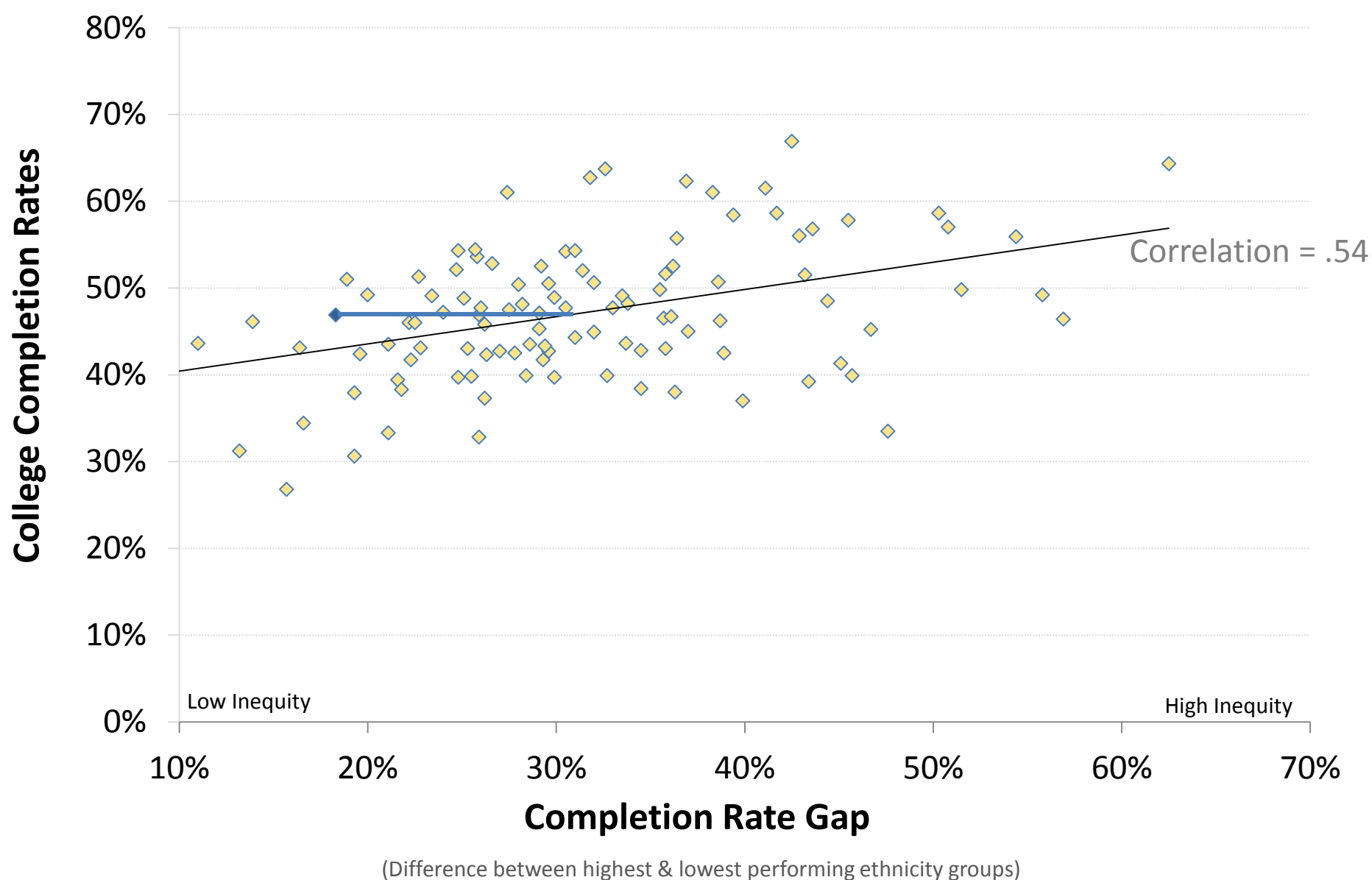
System wide data

1. A tool to help identify best practices statewide
2. Another benchmark or context to evaluate Contra Costa College

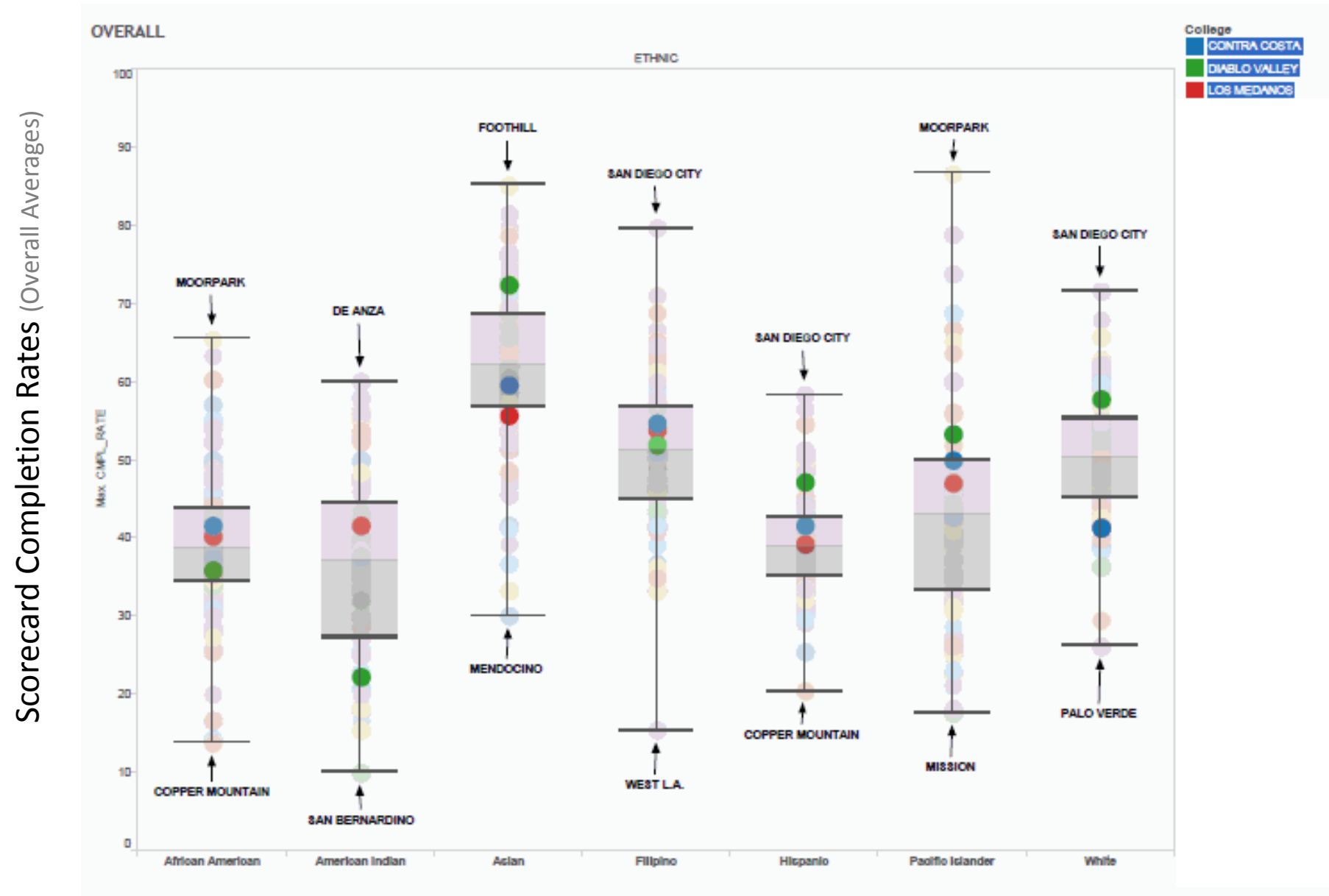
Example #1. a tool to identify best practices in student completion and colleges that might be good candidates for proactive outreach support



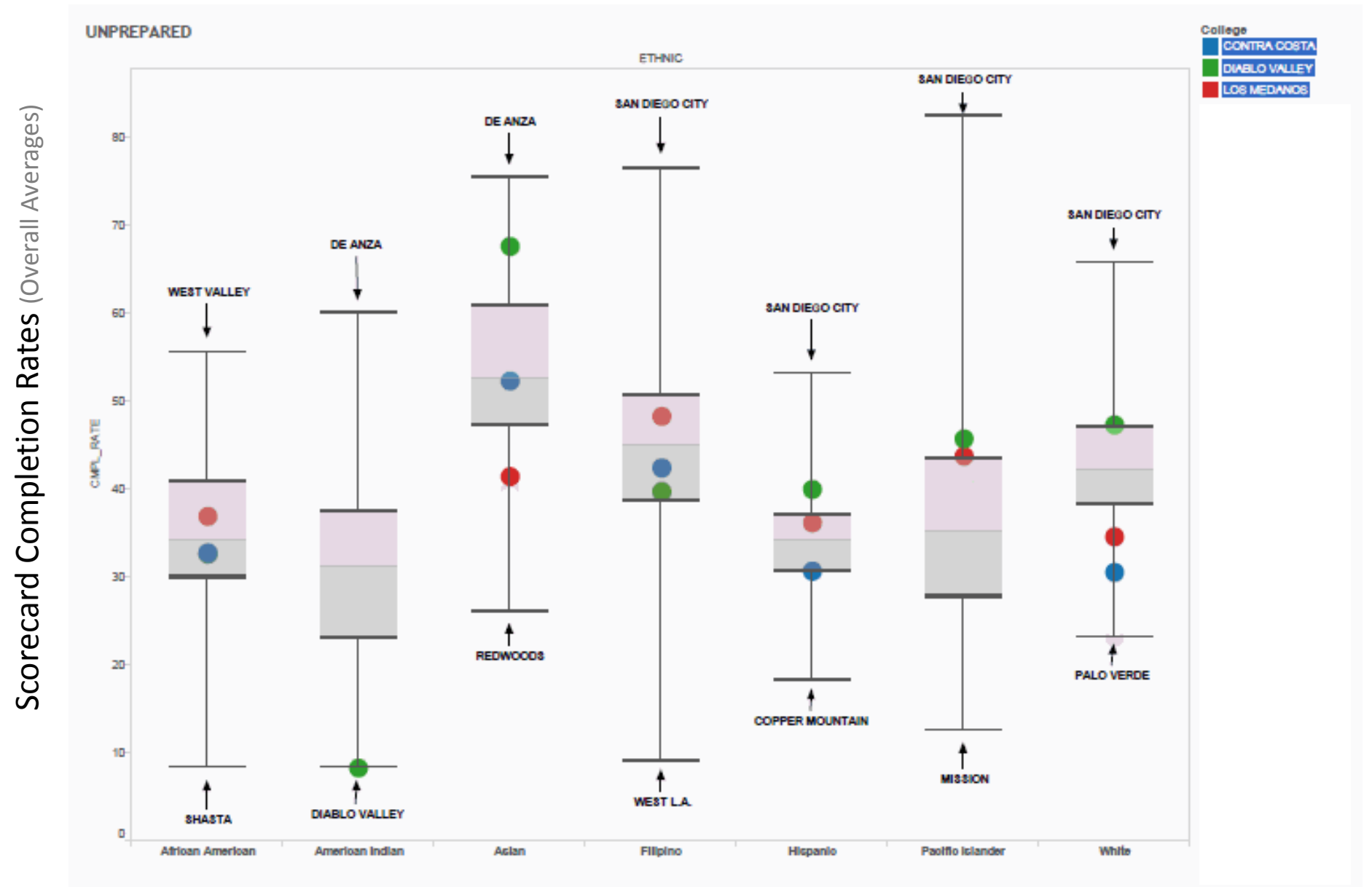
Example #2. a potential tool for identify colleges with strong equity performance



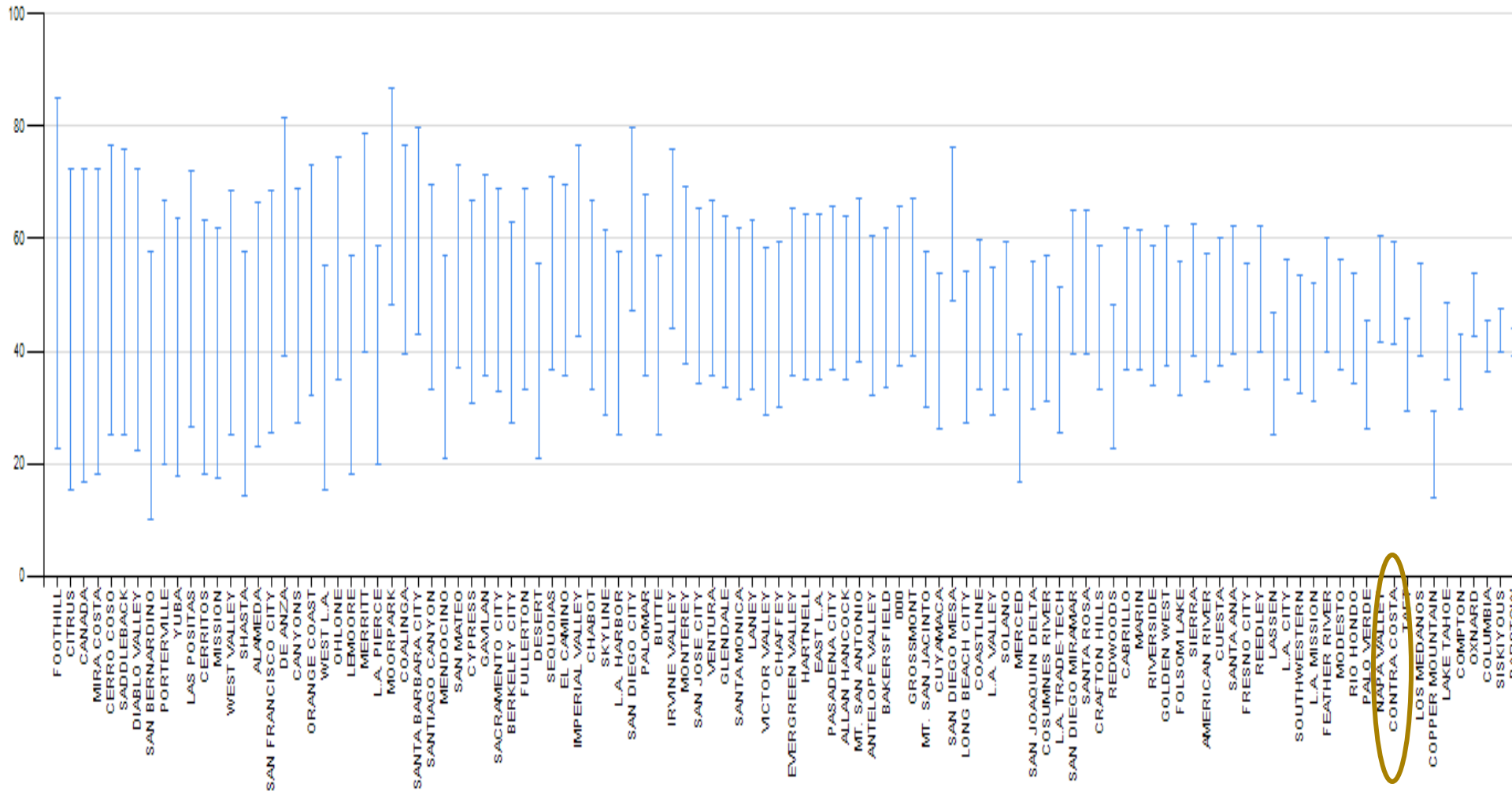
Identifying the range of performance by student population maybe another tool for engaging colleges about equity



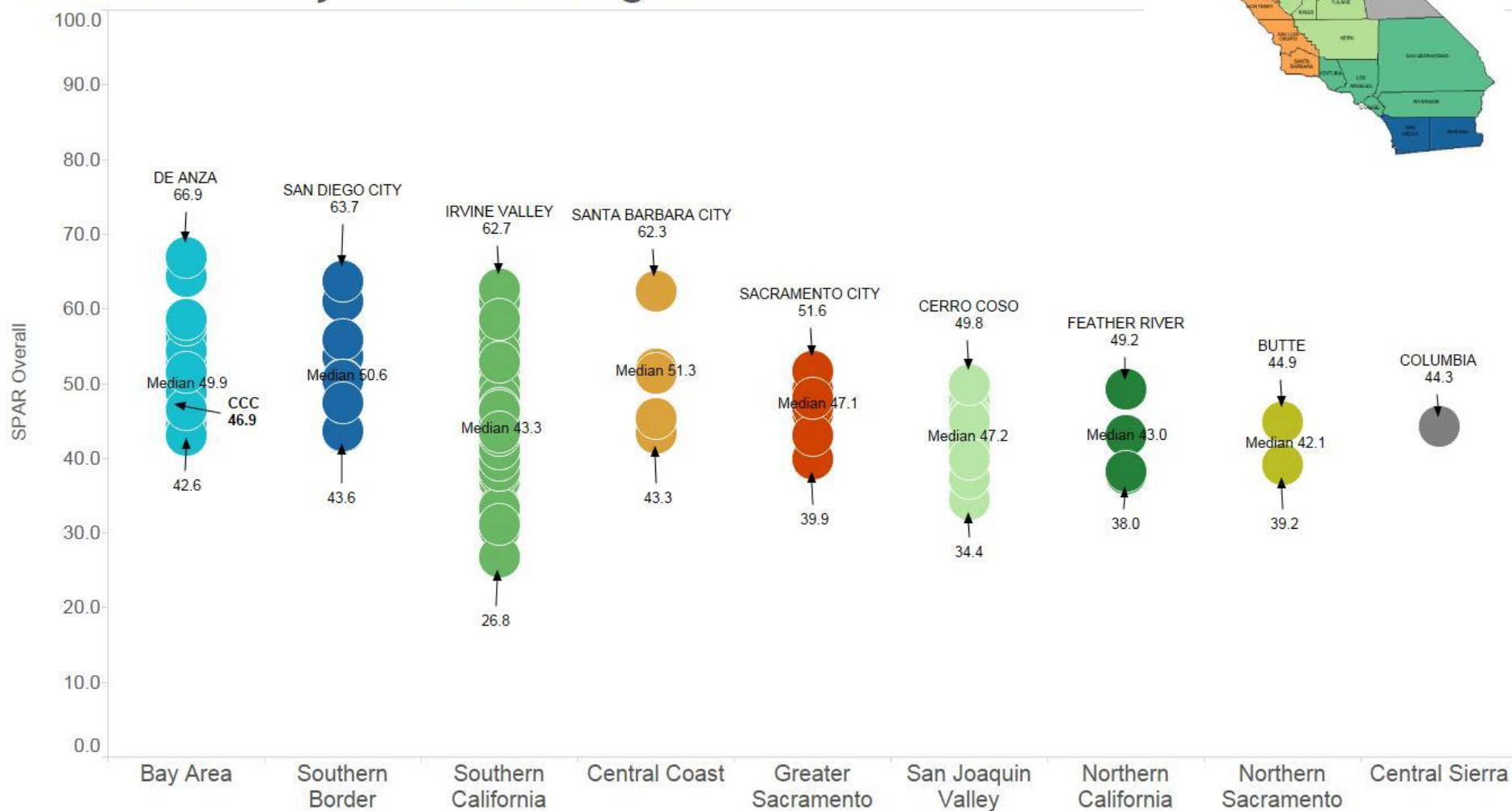
Identifying the range of performance by student population maybe another tool for engaging colleges about equity



OVERALL

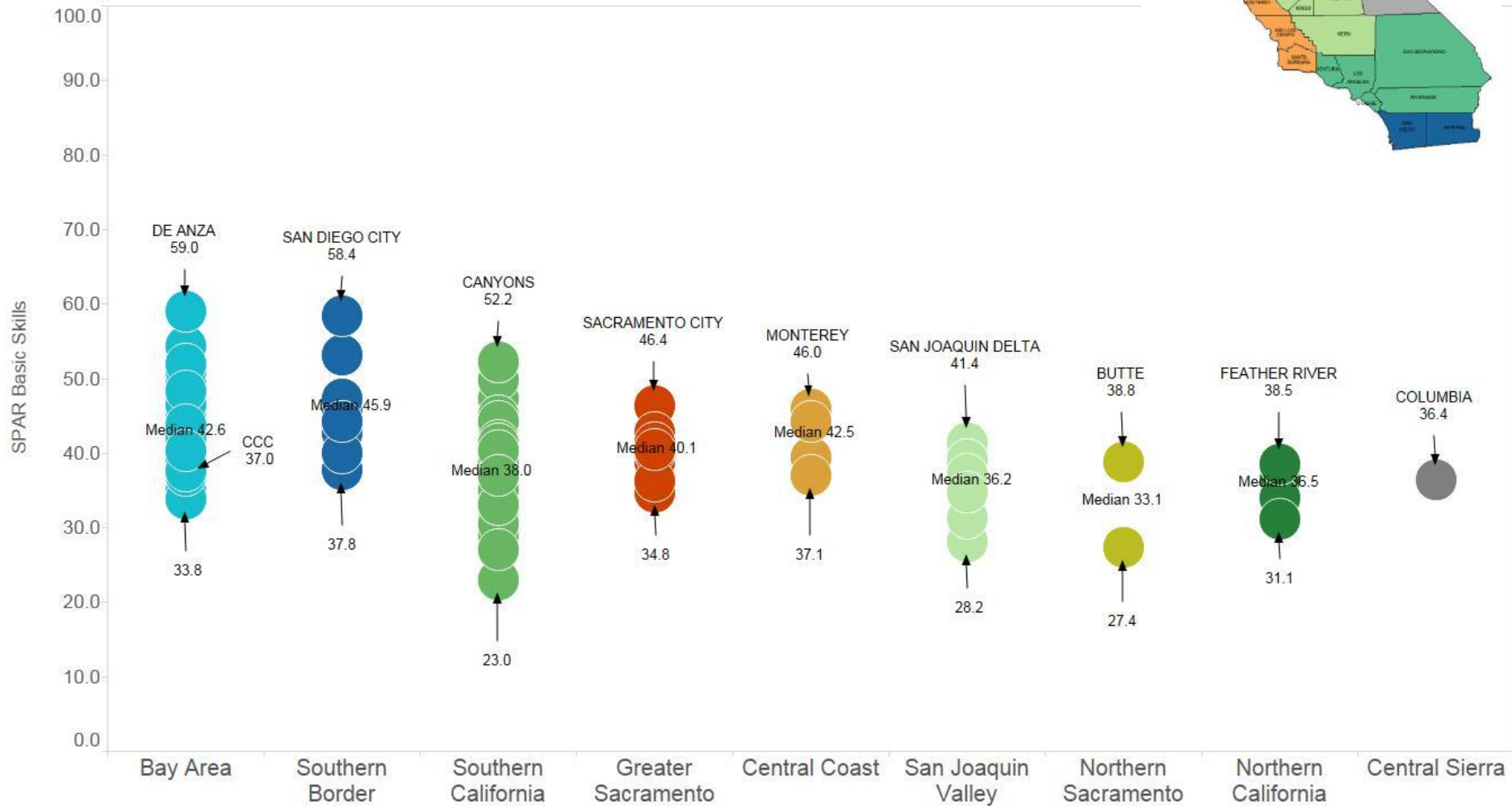


Overall SPAR by Economic Region



Sum of SPAR Overall for each Economic Region. Color shows details about Economic Region. Details are shown for College. The data is filtered on COHORT_YEAR, which keeps 2007-2008.

Unprepared SPAR by Economic Region



Sum of SPAR Overall for each Economic Region. Color shows details about Economic Region. Details are shown for College. The data is filtered on COHORT_YEAR, which keeps 2007-2008.



THANK YOU!

October 16, 2014

Gregory M Stoup

Sr. Dean Contra Costa Community College District

Vice President, RP Group



Additional Data

What if Analysis
DVC Subpopulations

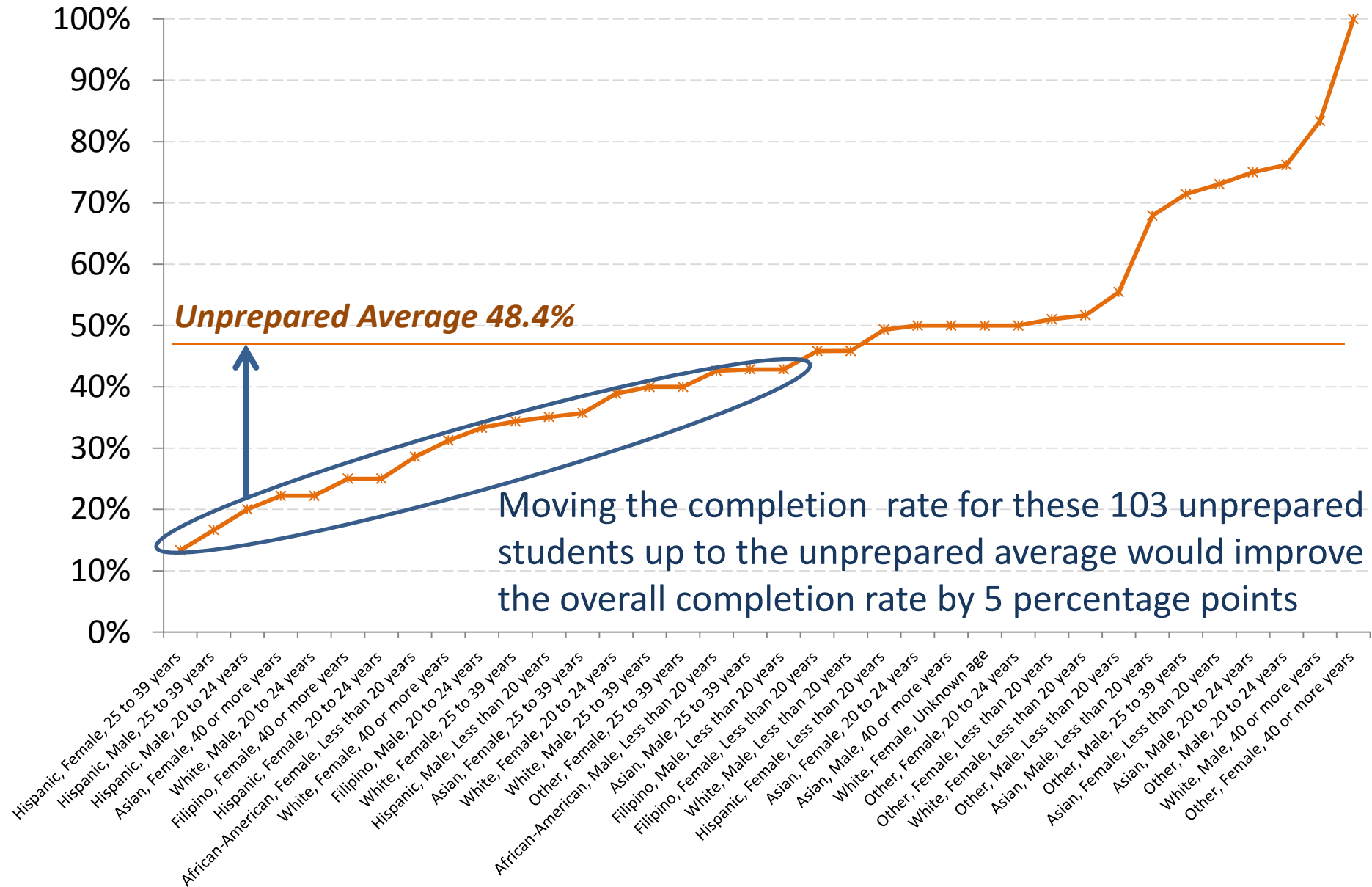
We can estimate the magnitude of change associated with various strategies

| Subpopulation | Number in Unprepared Cohort | Completion Rate | # of additional completions needed to reach Unprep Average | Improvement in the Overall Average for change in previous column | Cumulative Improvement of moving each successive group |
|--|-----------------------------|-----------------|--|--|--|
| Hispanic, Female, 25 to 39 years old | 15 | 13.3% | 6 | 0.3% | 0.3% |
| Hispanic, Male, 25 to 39 years old | 6 | 16.7% | 2 | 0.1% | 0.4% |
| Hispanic, Male, 20 to 24 years old | 5 | 20.0% | 2 | 0.1% | 0.4% |
| Asian, Female, 40 or more years old | 9 | 22.2% | 3 | 0.1% | 0.6% |
| White, Male, 20 to 24 years old | 27 | 22.2% | 8 | 0.4% | 0.9% |
| Hispanic, Female, 20 to 24 years old | 12 | 25.0% | 3 | 0.1% | 1.1% |
| African-American, Female, Less than 20 years old | 56 | 28.6% | 12 | 0.6% | 1.7% |
| White, Female, 40 or more years old | 16 | 31.3% | 3 | 0.2% | 1.8% |
| White, Female, 25 to 39 years old | 32 | 34.4% | 5 | 0.3% | 2.1% |
| Hispanic, Male, Less than 20 years old | 134 | 35.1% | 21 | 1.0% | 3.1% |
| Asian, Female, 25 to 39 years old | 14 | 35.7% | 2 | 0.1% | 3.2% |
| White, Female, 20 to 24 years old | 18 | 38.9% | 2 | 0.1% | 3.3% |
| White, Male, 25 to 39 years old | 15 | 40.0% | 2 | 0.1% | 3.4% |
| Other, Female, 25 to 39 years old | 10 | 40.0% | 1 | 0.1% | 3.4% |
| African-American, Male, Less than 20 years old | 54 | 42.6% | 4 | 0.2% | 3.7% |
| Filipino, Male, Less than 20 years old | 56 | 42.9% | 4 | 0.2% | 3.9% |
| Filipino, Female, Less than 20 years old | 48 | 45.8% | 2 | 0.1% | 4.0% |
| White, Male, Less than 20 years old | 386 | 45.9% | 19 | 0.9% | 4.9% |
| Hispanic, Female, Less than 20 years old | 146 | 47.3% | 2 | 0.1% | 5.0% |

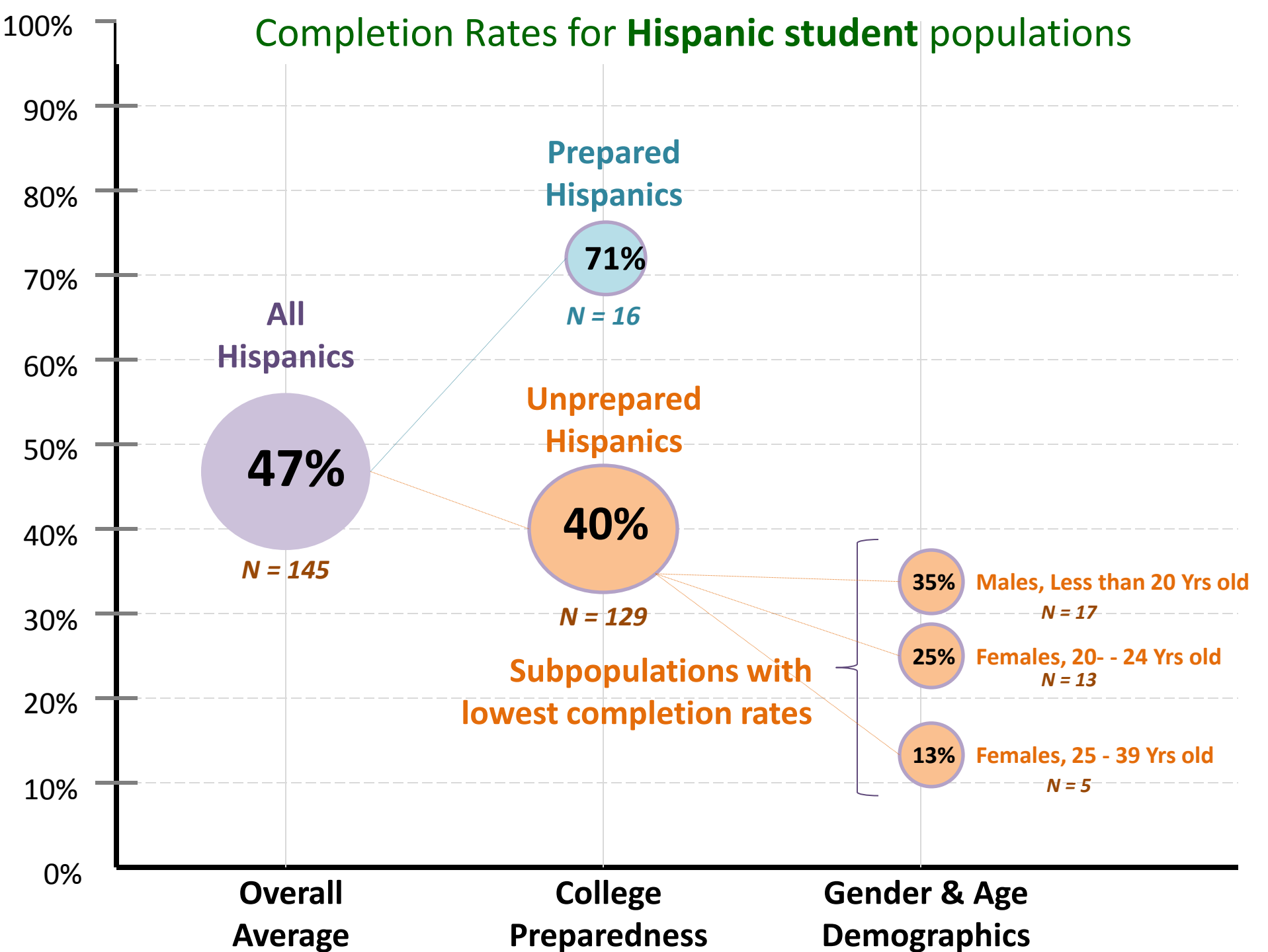
= 103 students

+ 5% increase in completion rate

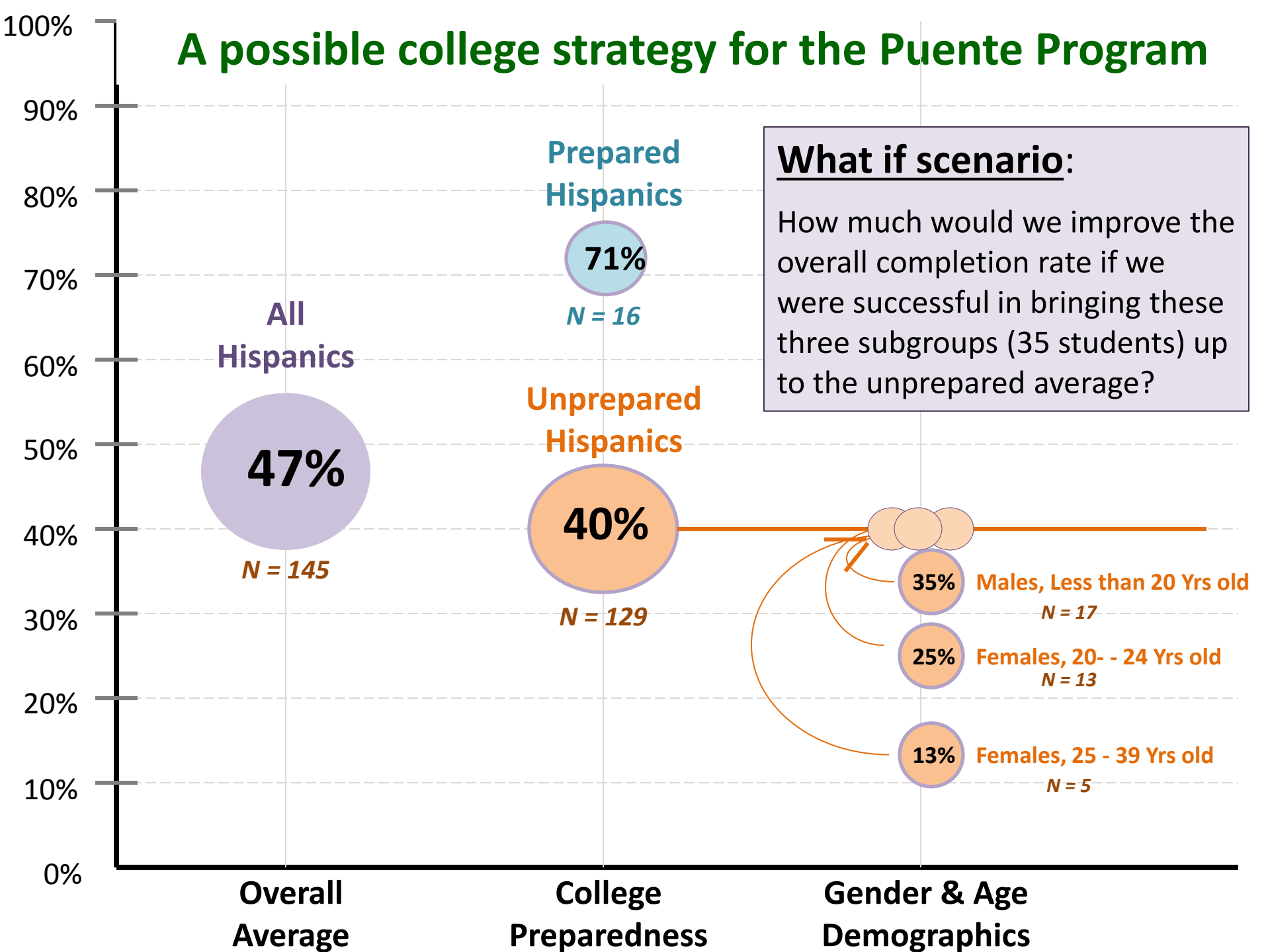
Distribution of completion rates for **unprepared** student populations (sorted from lowest to highest completion rates)



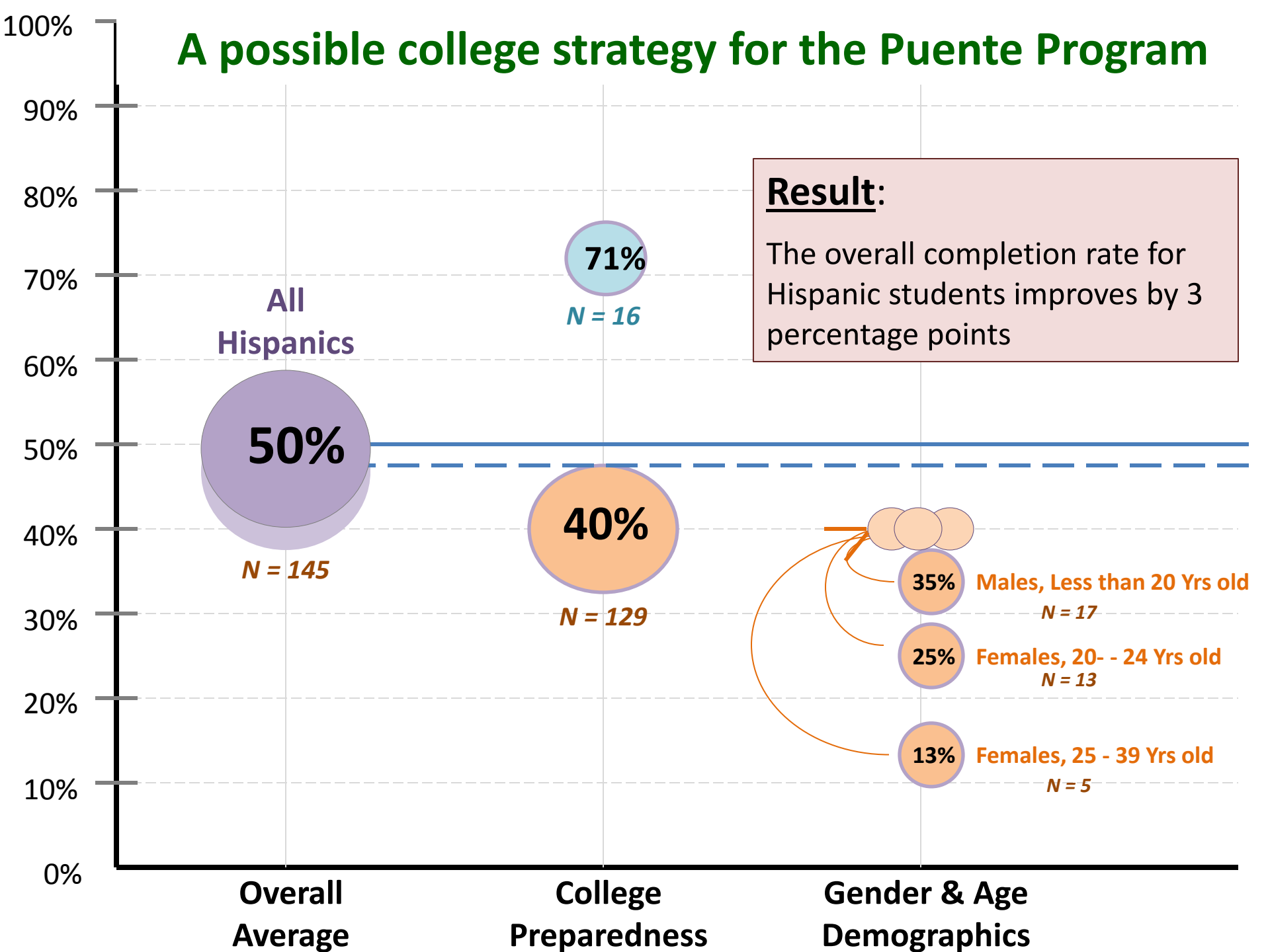
Completion Rates for Hispanic student populations



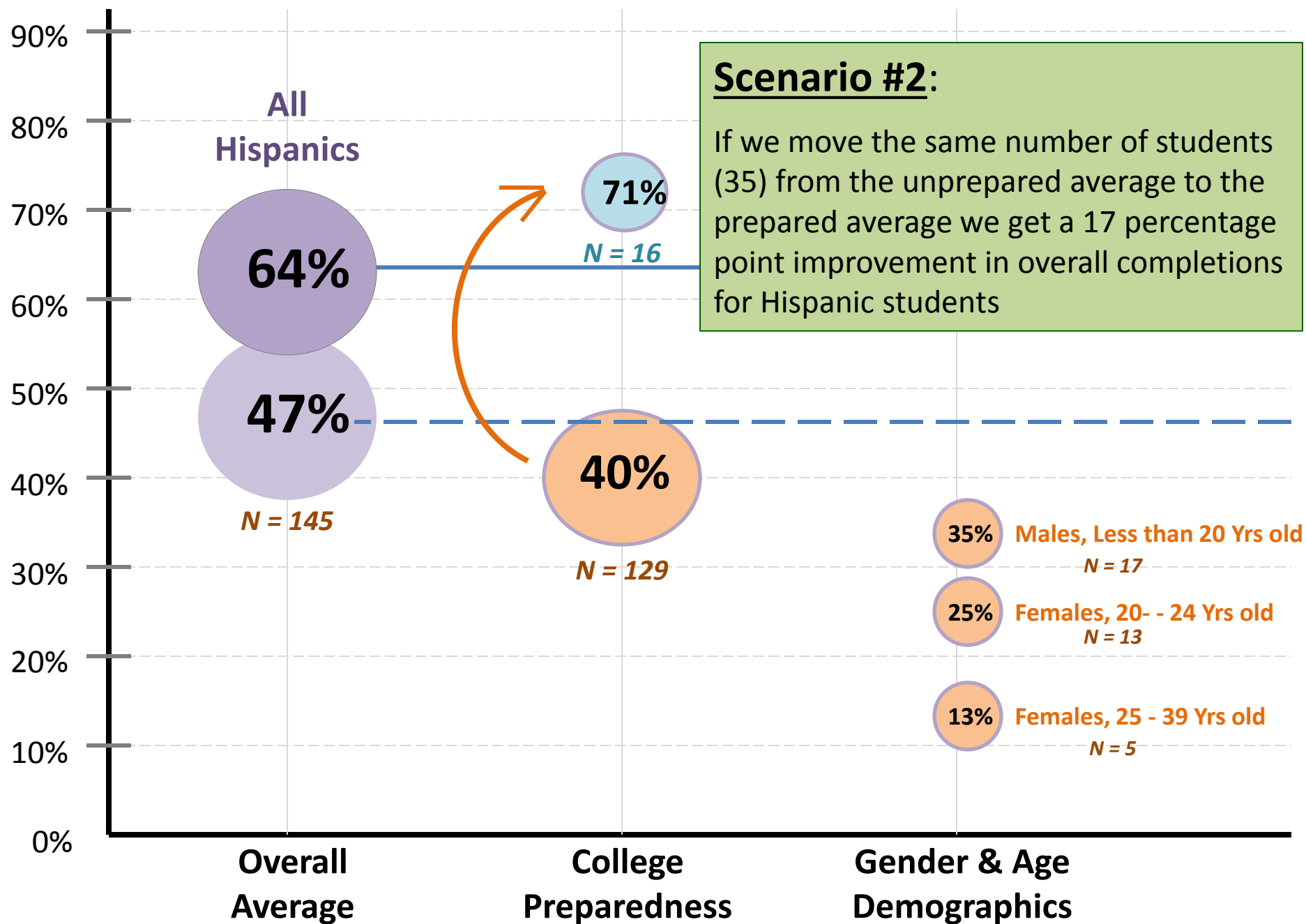
A possible college strategy for the Puente Program



A possible college strategy for the Puente Program



A possible college strategy for the Placement Prep Program



Another possible college strategy for the Puente Program

