



Strategic Plan **Common Measures**

2015 Annual Update

Institutional Research and Reporting
December 2015

TABLE OF CONTENTS

Strategic Goal #1 - Student Success

Objective #1 – Increase Completion

Measure: Annual Number of Transfers	1
Measure: Annual Transfer Rate (Transfer Velocity)	1
Measure: Annual Number of Degrees and Certificates	2
Measure: Annual Course Success & Retention	2
Measure: Student Success Scorecard Completion Rate	3

Objective #2 - Improve Milestone Achievements

Measure: Percentage of Students Completing All Matriculation Components	4
Measure: Student Success Scorecard 30-Unit Rate	4
Measure: Student Success Scorecard Persistence Rate	5
Measure: Student Success Scorecard Remedial English Progress Rate	5
Measure: Student Success Scorecard Remedial Math Progress Rate	6

Objective #3 - Increase Student Engagement

Measure: CCSSE Key Findings	6
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Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Successful Course Completion (Completion with a Grade of “C” or Better, ATD Element 3)	7
Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5)	13

Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Annual FTES	19
Measure: Annual Productivity	19
Measure: First Day Waitlisted Enrollments	19
Measure: Number of Concurrent Enrollments	20

Objective #2 - Be the Higher Education Option of First Choice

Measure: Feeder High School Enrollment Yield	20
Measure: Adult Participation Rate	20

Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

Measure: Annual Number of CTE Degrees and Certificates	23
Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals	23
Measure: Annual Number of Contract Education Hours	23
Measure: Student Success Scorecard CTE Completion Rate	24

Objective #2 - Reflect the Communities We Serve

Measure: Percentage of Employees who Attend Community Meetings	24
Measure: Degree to which Employee Diversity Reflects the Service Area Population	25
Measure: Degree to which Employee Diversity Reflects the Student Population	26
Measure: Degree to which there is Diversity in the Employment Applicant Pool	28

Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

Measure: Percentage of Employees who Feel They Have Adequate Training	30
Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow	30
Measure: Percentage of Employees who Feel Encouraged and Supported	31
Measure: Number of Internal Candidates Hired in New Positions	31

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: Percentage of ACCJC Institutional Set Student Achievement Standards Met	32
Measure: Percentage of Courses with Ongoing Assessment	32
Measure: Percentage of Program Learning Outcomes with Ongoing Assessment	32
Measure: Percentage of Institutional Learning Outcomes with Ongoing Assessment	33
Measure: Percentage of Student and Learning Support Activities with Ongoing Assessment of Learning Outcomes	33
Measure: Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance)	33
Measure: Full-time to Part-time Faculty Ratio (75/25)	33
Measure: Percentage of Reserves	34

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who report Trust between the Colleges and the District Office	34
Measure: Percentage of Employees reporting Trust between Employee Groups	34
Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication	35

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained	37
Measure: Number of Work Orders Submitted for Building Maintenance, Custodial & Grounds and the Percent Completed	38
Measure: Number of Safety and Security Incidents Reported	38
Measure: Percentage of Employees who Feel Safe at their Location	39

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Transfers		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
UC = University of California, CSU = California State University, ISP = In-State Private, and OOS = Out-of-State Note: 2014-15 data not yet available for In-State Private (ISP) and Out-of-State (OOS)							
BC	Total Transfers	1,198	1,188	1,010	977	848	
	CSU	762	783	628	593	789	
	UC	65	48	59	42	59	
	CSU & UC Subtotal	827	831	687	635	848	
	ISP & OOS	371	357	323	342	-	
CC	Total Transfers	263	228	174	184	61	
	CSU	57	63	55	58	49	
	UC	13	14	18	10	12	
	CSU & UC Subtotal	70	77	73	68	61	
	ISP & OOS	193	151	101	116	-	
PC	Total Transfers	237	218	207	216	154	
	CSU	131	110	108	128	141	
	UC	11	16	13	16	13	
	CSU & UC Subtotal	142	126	121	144	154	
	ISP & OOS	95	92	86	72	-	
Measure: Annual Transfer Rate (Transfer Velocity)		2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Trendlines
Explanation: Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project. The project tracks first-time students who demonstrate "behavioral intent to transfer" by completing 12 units and attempting transfer-level Math or English within a six-year period.							
BC	Cohort Size	1,756	1,610	1,871	1,657	1,882	
	6-Year Transfer Rate	40%	38%	41%	38%	39%	
CC	Cohort Size	234	214	306	235	310	
	6-Year Transfer Rate	42%	40%	46%	49%	47%	
PC	Cohort Size	214	265	306	340	401	
	6-Year Transfer Rate	32%	34%	37%	41%	37%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Degrees and Certificates		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC	Awards						
	AA or AS Degrees	943	889	783	947	775	
	AA-T or AS-T Degrees		4	31	81	171	
	Certificates of Achievement	179	228	287	297	286	
	Total Awards	1,122	1,121	1,101	1,325	1,232	
	Local Job Skills Certificates	519	670	736	722	673	
CC	Awards						
	AA or AS Degrees	306	227	265	262	318	
	AA-T or AS-T Degrees			3	3	20	
	Certificates of Achievement	52	85	159	117	171	
	Total Awards	358	312	427	382	509	
	Local Job Skills Certificates	10	17	47	36	13	
PC	Awards						
	AA or AS Degrees	179	331	271	301	315	
	AA-T or AS-T Degrees		2	9	27	55	
	Certificates of Achievement	127	111	113	75	98	
	Total Awards	306	444	393	403	468	
	Local Job Skills Certificates					30	
Measure: Annual Course Success & Retention		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC	Overall Retention Rate	82.7%	83.3%	85.2%	86.1%	86.0%	
	Overall Success Rate	64.3%	66.1%	68.0%	68.9%	68.7%	
	Online Course Success	47.7%	48.3%	52.8%	51.7%	53.4%	
	Gap vs. Overall	-16.6%	-17.8%	-15.2%	-17.2%	-15.3%	
	Basic Skills Course Success	51.3%	54.6%	57.4%	59.2%	59.7%	
	Gap vs. Overall	-13.0%	-11.5%	-10.6%	-9.7%	-9.1%	
	CTE Course Success	75.1%	75.1%	77.5%	78.0%	77.3%	
	Gap vs. Overall	10.8%	9.0%	9.5%	9.1%	8.6%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Course Success & Retention		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
CC	Overall Retention Rate	82.4%	83.3%	83.0%	82.4%	84.7%	
	Overall Success Rate	64.7%	64.5%	66.8%	66.0%	70.9%	
	Online Course Success	58.0%	58.1%	60.3%	60.3%	64.4%	
	Gap vs. Overall	-6.7%	-6.4%	-6.5%	-5.7%	-6.5%	
	Basic Skills Course Success	53.5%	56.6%	60.7%	59.8%	59.3%	
	Gap vs. Overall	-11.2%	-7.9%	-6.1%	-6.2%	-11.6%	
	CTE Course Success	67.2%	68.8%	68.1%	68.3%	76.4%	
Gap vs. Overall	2.5%	4.3%	1.3%	2.3%	5.5%		
PC	Overall Retention Rate	85.0%	84.8%	86.7%	87.4%	87.9%	
	Overall Success Rate	65.1%	66.6%	69.0%	69.7%	69.8%	
	Online Course Success	50.2%	51.7%	57.0%	57.3%	60.1%	
	Gap vs. Overall	-14.9%	-14.9%	-12.0%	-12.4%	-9.7%	
	Basic Skills Course Success	57.6%	62.5%	65.2%	64.3%	61.8%	
	Gap vs. Overall	-7.5%	-4.1%	-3.8%	-5.4%	-8.0%	
	CTE Course Success	74.0%	72.4%	75.6%	76.2%	74.4%	
Gap vs. Overall	8.9%	5.8%	6.6%	6.5%	4.6%		
Measure: Student Success Scorecard		2004-05 to	2005-06 to	2006-07 to	2007-08 to	2008-09 to	Trendlines
Completion Rate		2009-10	2010-11	2011-12	2012-13	2013-14	
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they complete a degree, certificate or transfer-related outcomes. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.							
BC	Cohort Size	2,540	2,515	2,726	2,805	3,154	
	Overall Completion Success Rate	44.7%	40.8%	43.6%	40.0%	40.8%	
	Prepared (avg 16% of cohort)	71.2%	69.9%	71.6%	67.3%	68.0%	
	Unprepared (avg 84% of cohort)	38.6%	36.3%	38.6%	34.8%	34.4%	
CC	Cohort Size	518	415	490	458	560	
	Overall Completion Success Rate	45.2%	47.2%	49.6%	50.2%	49.1%	
	Prepared (avg 25% of cohort)	77.3%	66.4%	72.9%	84.0%	76.6%	
	Unprepared (avg 75% of cohort)	36.5%	40.6%	40.9%	37.5%	39.5%	
PC	Cohort Size	501	520	545	577	734	
	Overall Completion Success Rate	41.9%	43.7%	51.0%	45.2%	41.3%	
	Prepared (avg 12% of cohort)	66.7%	81.8%	75.3%	82.7%	80.0%	
	Unprepared (avg 88% of cohort)	39.5%	39.1%	47.2%	37.6%	35.9%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Percentage of Students Completing All Matriculation Components

		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
Explanation: The denominator includes all students whose first term enrolled was the summer, fall or spring term of the specified academic year. The numerator includes those students who completed all matriculation components by the end of that first term.							
BC	Cohort Size	5,866	5,276	4,932	5,366	5,512	
	Fully Matriculated	19%	28%	33%	38%	55%	
CC	Cohort Size	1,188	1,042	929	1,215	1,233	
	Fully Matriculated	30%	30%	36%	28%	28%	
PC	Cohort Size	1,154	1,051	1,204	1,241	1,260	
	Fully Matriculated	23%	24%	39%	45%	37%	

Measure: Student Success Scorecard 30-Unit Rate

		2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Trendlines
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.							
BC	Cohort Size	2,540	2,515	2,726	2,805	3,154	
	Overall 30-Unit Success Rate	65.1%	62.9%	64.5%	62.4%	62.7%	
	Prepared (avg 16% of cohort)	75.4%	70.4%	71.3%	71.4%	72.7%	
	Unprepared (avg 84% of cohort)	62.7%	61.8%	63.2%	60.7%	60.3%	
CC	Cohort Size	518	415	490	458	560	
	Overall 30-Unit Success Rate	52.3%	54.7%	55.7%	58.5%	60.4%	
	Prepared (avg 25% of cohort)	45.5%	45.8%	42.1%	48.8%	53.8%	
	Unprepared (avg 75% of cohort)	54.2%	57.8%	60.8%	62.2%	62.7%	
PC	Cohort Size	501	520	545	577	734	
	Overall 30-Unit Success Rate	61.1%	62.3%	69.2%	66.6%	62.3%	
	Prepared (avg 12% of cohort)	62.2%	65.5%	63.0%	71.4%	58.9%	
	Unprepared (avg 88% of cohort)	61.0%	61.9%	70.1%	65.6%	62.7%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard		2004-05 to	2005-06 to	2006-07 to	2007-08 to	2008-09 to	Trendlines
Persistence Rate		2009-10	2010-11	2011-12	2012-13	2013-14	
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.							
BC	Cohort Size	2,540	2,515	2,726	2,805	3,154	
	Overall Persistence Success Rate	75.2%	71.2%	71.8%	71.0%	70.8%	
	Prepared (avg 16% of cohort)	81.4%	72.5%	71.1%	68.2%	72.0%	
	Unprepared (avg 84% of cohort)	73.8%	71.0%	71.9%	71.5%	70.5%	
CC	Cohort Size	518	415	490	458	560	
	Overall Persistence Success Rate	59.5%	58.1%	63.3%	64.2%	67.3%	
	Prepared (avg 25% of cohort)	63.6%	57.9%	66.2%	68.0%	70.3%	
	Unprepared (avg 75% of cohort)	58.3%	58.1%	62.2%	62.8%	66.3%	
PC	Cohort Size	501	520	545	577	734	
	Overall Persistence Success Rate	72.1%	70.8%	71.4%	74.4%	71.7%	
	Prepared (avg 12% of cohort)	73.3%	76.4%	68.5%	82.7%	74.4%	
	Unprepared (avg 88% of cohort)	71.9%	70.1%	71.8%	72.7%	71.3%	
Measure: Student Success Scorecard		2004-05 to	2005-06 to	2006-07 to	2007-08 to	2008-09 to	Trendlines
Remedial English Progress Rate		2009-10	2010-11	2011-12	2012-13	2013-14	
Explanation: A cohort of students who attempt a Remedial English course is tracked to determine whether they successfully complete a college-level English course within six years.							
BC	Cohort Size	2,352	2,585	2,411	2,313	2,476	
	Remedial English Progress Success Rate	29.6%	29.3%	29.8%	30.4%	28.9%	
CC	Cohort Size	595	525	499	436	507	
	Remedial English Progress Success Rate	24.4%	22.5%	24.2%	24.8%	25.4%	
PC	Cohort Size	795	878	758	752	1,007	
	Remedial English Progress Success Rate	28.7%	30.4%	34.7%	32.3%	33.3%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	Trendlines
Remedial Math Progress Rate						

Explanation: A cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level Math course within six years.

BC	Cohort Size	1,717	1,653	1,958	2,422	2,499	
	Remedial Math Progress Success Rate	22.9%	23.8%	24.1%	21.4%	25.3%	
CC	Cohort Size	624	499	460	522	573	
	Remedial Math Progress Success Rate	23.4%	27.3%	28.3%	27.2%	25.5%	
PC	Cohort Size	691	614	522	524	520	
	Remedial Math Progress Success Rate	15.8%	16.6%	23.6%	24.4%	27.5%	

Objective #3 - Increase Student Engagement

Measure: CCSSE Key Findings	2011	2014	Difference (Percentage Points)
Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents in the national CCSSE sample.			

BC	CCSSE Benchmark Scores				
	Active & Collaborative Learning		53.4	52.6	-0.8
	Student Effort		47.3	48.2	0.9
	Academic Challenge		54.3	53.7	-0.6
	Student-Faculty Interaction		48.6	48.5	-0.1
	Support for Learners		50.7	51.8	1.1
CC	CCSSE Benchmark Scores				
	Active & Collaborative Learning		48.7	47.7	-1.0
	Student Effort		47.3	51.4	4.1
	Academic Challenge		44.2	45.1	0.9
	Student-Faculty Interaction		47.7	47.7	0.0
	Support for Learners		49.9	49.8	-0.1
PC	CCSSE Benchmark Scores				
	Active & Collaborative Learning		52.8	53.6	0.8
	Student Effort		53.3	55.1	1.8
	Academic Challenge		54.1	55.6	1.5
	Student-Faculty Interaction		50.3	49.7	-0.6
	Support for Learners		58.1	57.6	-0.5

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3)									
Explanation: Students in the ATD cohort (first-time, degree-seeking students enrolled on census) are tracked for one year to determine their successful course completion rate. Enrollments in all credit courses during the summer, fall and spring terms in their initial year are used. Successful course completion is determined using the following calculation: all grades of A,B,C,P divided by all grades of A, B, C, P, D, F, I, NP, W, and DR. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.									
BC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	3,513	61.4%	4,054	60.8%	4,314	60.6%	11,881	60.9%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	2,209	56.9%	2,560	57.6%	2,684	57.0%	7,453	57.2%
	Placed into College Level	1,063	69.9%	1,131	68.8%	1,229	69.3%	3,423	69.3%
Placement - Math									
	Placed into Remedial	2,541	56.1%	2,760	56.7%	2,757	55.5%	8,058	56.1%
	Placed into College Level	730	75.8%	941	72.7%	1,160	72.3%	2,831	73.3%
Gender									
	Female	1,828	63.4%	2,062	61.7%	2,260	62.0%	6,150	62.3%
	Male	1,668	58.9%	1,992	59.8%	1,979	58.7%	5,639	59.1%
Age									
	19 or Younger	2,574	62.8%	2,863	61.9%	3,032	62.1%	8,469	62.2%
	20-29	685	55.2%	901	56.9%	953	55.8%	2,539	56.0%
	30 or Older	254	57.5%	290	58.2%	329	52.9%	873	56.1%
Ethnicity									
	African American	200	39.0%	226	42.9%	214	36.7%	640	39.5%
	American Indian	18	40.8%	12	67.8%	19	60.2%	49	57.7%
	Asian	62	70.9%	80	71.2%	78	66.9%	220	69.5%
	Filipino	50	78.6%	54	76.6%	60	73.2%	164	75.9%
	Hispanic/ Latino	2,225	60.1%	2,768	60.7%	2,930	60.1%	7,923	60.3%
	Pacific Islander	9	61.8%	4	65.5%	5	66.7%	18	63.8%
	White	775	68.3%	733	64.7%	780	67.3%	2,288	66.8%
Financial Aid in First Year									
	Financial Aid	2,470	57.6%	3,108	58.6%	3,423	58.8%	9,001	58.4%
	No Financial Aid	1,043	71.5%	946	69.7%	891	69.8%	2,880	70.4%
Foster Youth									
	Foster Youth ¹	47	34.0%	100	39.5%	106	44.0%	253	40.4%
	Not a Foster Youth	3,466	61.7%	3,954	61.2%	4,208	61.0%	11,628	61.3%

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3) <i>continued</i>									
BC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	3,513	61.4%	4,054	60.8%	4,314	60.6%	11,881	60.9%
	Veteran								
	Veteran ²	25	63.5%	28	61.8%	31	73.2%	84	66.2%
	Not a Veteran	3,488	61.4%	4,026	60.8%	4,283	60.5%	11,797	60.9%
	Enrollment Status in First Term								
	Full-time	1,352	66.7%	1,678	65.7%	1,937	64.6%	4,967	65.5%
	Part-time	2,082	55.6%	2,320	54.7%	2,351	54.2%	6,753	54.8%
	Withdrew/ Non-Credit	79	20.9%	56	14.4%	26	54.2%	161	21.9%
	Percentage of Distance Ed Within the Available 3 Year Cohort Period								
	100% Distance Ed	74	32.6%	112	31.0%	135	35.7%	321	33.5%
	66 - 99% Distance Ed	39	44.0%	61	49.5%	56	49.7%	156	48.2%
	33 - 65% Distance Ed	178	55.4%	237	54.8%	218	52.1%	633	54.0%
	1 - 32.9% Distance Ed	953	68.3%	835	70.5%	637	67.2%	2,425	68.7%
	100% Traditional	2,269	58.5%	2,809	58.1%	3,268	60.1%	8,346	59.0%
	Matriculation Components by First Term								
	No Matric Components	172	64.4%	207	55.9%	238	46.2%	617	55.3%
	1 Matric Component	159	42.2%	213	42.6%	152	43.3%	524	42.7%
	2 Matric Components	316	48.8%	367	49.1%	250	46.9%	933	48.4%
	3 Matric Components	1,508	53.5%	1,608	55.3%	1,154	53.2%	4,270	54.1%
	4 Matric Components	1,358	70.2%	1,659	68.2%	2,520	64.9%	5,537	67.3%
	First English Attempt (an Attempt is Defined by a Grade being Earned)								
	1st Term	1,337	63.8%	1,631	63.4%	1,883	65.0%	4,851	64.1%
	2nd Term	404	70.3%	402	69.9%	526	66.6%	1,332	68.7%
	Course not Taken in 1st Yr	1,772	55.1%	2,021	54.8%	1,905	50.3%	5,698	53.5%
	First Math Attempt (an Attempt is Defined by a Grade being Earned)								
	1st Term	1,120	67.2%	1,403	63.7%	1,442	64.8%	3,965	65.1%
	2nd Term	333	74.9%	473	72.9%	529	72.4%	1,335	73.2%
	Course not Taken in 1st Yr	2,060	53.1%	2,178	53.9%	2,343	52.2%	6,581	53.1%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3) <i>continued</i>									
CC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	596	64.7%	866	60.7%	854	62.9%	2,316	62.6%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	199	63.8%	225	57.0%	210	59.5%	634	60.1%
	Placed into College Level	199	75.6%	297	71.9%	250	72.2%	746	73.0%
Placement - Math									
	Placed into Remedial	239	65.2%	306	60.7%	240	60.7%	785	62.1%
	Placed into College Level	163	76.5%	214	72.9%	224	71.8%	601	73.6%
Gender									
	Female	318	64.0%	512	61.7%	504	63.0%	1,334	62.8%
	Male	278	65.4%	352	59.8%	350	62.7%	980	62.5%
Age									
	19 or Younger	331	70.2%	316	69.1%	306	66.5%	953	68.7%
	20-29	153	51.9%	323	56.7%	315	58.6%	791	56.5%
	30 or Older	112	56.4%	227	49.0%	233	61.0%	572	55.0%
Ethnicity									
	African American	38	46.3%	50	26.9%	62	35.3%	150	35.4%
	American Indian	14	53.5%	11	58.5%	10	68.0%	35	58.7%
	Asian	9	90.4%	12	52.9%	19	72.1%	40	72.0%
	Filipino	3	83.3%	5	65.4%	13	57.6%	21	61.2%
	Hispanic/ Latino	200	60.6%	340	57.8%	318	61.1%	858	59.7%
	Pacific Islander	3	73.3%	2	100.0%	6	45.2%	11	61.8%
	White	301	69.9%	390	68.0%	366	68.1%	1,057	68.6%
Financial Aid in First Year									
	Financial Aid	305	60.7%	507	56.5%	498	59.5%	1,310	58.6%
	No Financial Aid	291	70.5%	359	69.7%	356	71.1%	1,006	70.4%
Foster Youth									
	Foster Youth ¹	1	0.0%	26	34.7%	13	56.0%	40	40.4%
	Not a Foster Youth	595	64.7%	840	61.5%	841	63.0%	2,276	63.0%
Veteran									
	Veteran ²	9	84.1%	16	59.4%	12	67.5%	37	67.0%
	Not a Veteran	587	64.4%	850	60.8%	842	62.8%	2,279	62.5%
Enrollment Status in First Term									
	Full-time	221	67.2%	287	63.2%	278	65.0%	786	65.0%
	Part-time	365	61.8%	566	58.2%	560	60.4%	1,491	59.9%
	Withdrew/ Non-Credit	10	0.0%	13	37.5%	16	66.7%	39	35.7%

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3) <i>continued</i>									
CC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	596	64.7%	866	60.7%	854	62.9%	2,316	62.6%
Percentage of Distance Ed Within the Available 3 Year Cohort Period									
	100% Distance Ed	147	45.7%	327	47.3%	331	54.8%	805	49.7%
	66 - 99% Distance Ed	41	70.8%	57	66.7%	49	72.3%	147	69.9%
	33 - 65% Distance Ed	121	69.5%	128	72.0%	113	64.9%	362	69.0%
	1 - 32.9% Distance Ed	135	73.7%	150	69.6%	102	72.1%	387	71.7%
	100% Traditional	152	57.2%	204	53.9%	259	58.9%	615	56.8%
Matriculation Components by First Term									
	No Matric Components	127	42.6%	188	49.4%	250	52.5%	565	49.0%
	1 Matric Component	55	58.0%	139	46.5%	95	50.0%	289	49.7%
	2 Matric Components	54	53.8%	104	47.3%	88	53.5%	246	50.6%
	3 Matric Components	102	58.2%	140	59.4%	153	61.1%	395	59.6%
	4 Matric Components	258	73.0%	295	70.4%	268	70.7%	821	71.3%
First English Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	219	71.9%	248	68.7%	256	66.4%	723	68.9%
	2nd Term	66	72.9%	74	68.6%	42	74.8%	182	71.6%
	Course not Taken in 1st Yr	311	50.9%	544	51.4%	556	57.2%	1,411	53.3%
First Math Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	216	70.2%	287	66.9%	281	63.9%	784	66.9%
	2nd Term	69	73.7%	46	75.4%	46	75.8%	161	74.8%
	Course not Taken in 1st Yr	311	53.1%	533	51.8%	527	59.2%	1,371	54.7%
<p>1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.</p> <p>2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.</p>									

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3) <i>continued</i>									
PC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	844	65.4%	918	66.0%	944	64.6%	2,706	65.3%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	504	65.9%	524	67.6%	593	65.0%	1,621	66.2%
	Placed into College Level	121	75.9%	121	77.1%	130	74.4%	372	75.8%
Placement - Math									
	Placed into Remedial	252	58.7%	247	57.1%	331	57.3%	830	57.6%
	Placed into College Level	451	71.3%	464	73.4%	452	71.9%	1,367	72.2%
Gender									
	Female	457	69.3%	465	69.1%	495	66.8%	1,417	68.4%
	Male	386	60.3%	451	62.9%	448	62.2%	1,285	61.9%
Age									
	19 or Younger	632	67.4%	607	69.1%	647	68.1%	1,886	68.2%
	20-29	150	56.5%	234	54.1%	228	53.4%	612	54.4%
	30 or Older	62	54.4%	77	65.7%	69	54.1%	208	58.7%
Ethnicity									
	African American	18	56.6%	12	72.4%	13	48.3%	43	59.5%
	American Indian	4	39.3%	6	46.2%	7	69.8%	17	55.0%
	Asian	8	87.1%	16	76.7%	12	71.0%	36	77.8%
	Filipino	15	71.9%	13	79.1%	9	73.7%	37	75.0%
	Hispanic/ Latino	600	65.0%	675	66.1%	727	64.1%	2,002	65.1%
	Pacific Islander	1	0.0%	1	16.7%	1	100.0%	3	50.0%
	White	179	67.2%	164	65.5%	163	68.1%	506	67.0%
Financial Aid in First Year									
	Financial Aid	684	64.3%	776	65.4%	801	64.3%	2,261	64.7%
	No Financial Aid	160	71.1%	142	70.2%	143	67.2%	445	69.6%
Foster Youth									
	Foster Youth ¹	5	50.0%	13	38.0%	22	54.6%	40	48.3%
	Not a Foster Youth	839	65.4%	905	66.3%	922	64.8%	2,666	65.6%
Veteran									
	Veteran ²	2	60.0%	8	72.0%	9	70.4%	19	70.2%
	Not a Veteran	842	65.4%	910	65.9%	935	64.6%	2,687	65.3%
Enrollment Status in First Term									
	Full-time	445	69.3%	520	70.4%	545	68.8%	1,510	69.5%
	Part-time	388	57.6%	387	55.0%	392	53.9%	1,167	55.6%
	Withdrew/ Non-Credit	11	15.0%	11	0.0%	7	100.0%	29	12.9%

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3) <i>continued</i>									
PC	Course Completion Rate	2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	844	65.4%	918	66.0%	944	64.6%	2,706	65.3%
Percentage of Distance Ed Within the Available 3 Year Cohort Period									
	50 - 100% Distance Ed	39	43.7%	36	57.7%	50	43.0%	125	47.9%
	1 - 49% Distance Ed	363	73.1%	351	72.0%	227	68.3%	941	71.6%
	100% Traditional	442	57.6%	531	60.8%	667	64.1%	1,640	61.3%
Matriculation Components by First Term									
	No Matric Components	114	40.7%	142	44.2%	90	39.4%	346	42.0%
	1 Matric Component	65	46.0%	73	59.4%	46	52.1%	184	53.1%
	2 Matric Components	156	56.1%	110	52.7%	110	58.9%	376	55.9%
	3 Matric Components	123	66.7%	131	62.4%	315	59.5%	569	61.9%
	4 Matric Components	386	72.6%	462	73.2%	383	72.4%	1,231	72.8%
First English Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	452	69.2%	499	70.1%	625	67.3%	1,576	68.8%
	2nd Term	105	71.1%	88	65.7%	63	63.7%	256	67.5%
	Course not Taken in 1st Yr	287	51.7%	331	56.3%	256	54.3%	874	54.2%
First Math Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	250	69.4%	331	70.3%	344	68.9%	925	69.5%
	2nd Term	95	76.5%	120	73.9%	132	76.8%	347	75.7%
	Course not Taken in 1st Yr	499	59.2%	467	58.7%	468	54.6%	1,434	57.6%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5)									
Explanation: Students in the ATD cohort (first-time, degree-seeking students enrolled on census) are tracked for 3 years to see if they receive some type of an award and/or if they transfer to a four-year institution. Awards are tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars illustrate achievement gaps relative to the overall (average) rate of each cohort. The longer the bar, the greater the gap.									
BC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	4,530	15.7%	4,325	15.0%	3,617	15.9%	12,472	15.5%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	2,877	11.6%	2,680	10.6%	2,290	11.5%	7,847	11.2%
	Placed into College Level	1,202	30.4%	1,244	28.0%	1,035	28.4%	3,481	29.0%
Placement - Math									
	Placed into Remedial	2,736	9.2%	2,732	8.9%	2,528	10.7%	7,996	9.6%
	Placed into College Level	1,328	33.5%	1,188	32.7%	807	35.7%	3,323	33.7%
Gender									
	Female	2,346	17.3%	2,230	16.1%	1,970	16.6%	6,546	16.7%
	Male	2,184	14.1%	2,070	13.9%	1,639	15.1%	5,893	14.3%
Age									
	19 or Younger	3,215	19.8%	3,072	18.6%	2,648	19.1%	8,935	19.2%
	20-29	903	5.8%	850	6.7%	687	7.3%	2,440	6.5%
	30 or Older	412	6.1%	403	5.7%	282	6.4%	1,097	6.0%
Ethnicity									
	African American	345	11.3%	367	12.0%	282	8.9%	994	10.9%
	American Indian	31	12.9%	27	11.1%	18	5.6%	76	10.5%
	Asian	114	22.8%	75	32.0%	81	18.5%	270	24.1%
	Filipino	88	17.0%	72	13.9%	70	20.0%	230	17.0%
	Hispanic/ Latino	2,478	13.5%	2,464	13.4%	2,160	15.4%	7,102	14.0%
	Pacific Islander	12	8.3%	14	21.4%	6	0.0%	32	12.5%
	White	1,315	20.5%	1,150	18.2%	858	19.3%	3,323	19.4%
Financial Aid in First Year									
	Financial Aid	2,864	14.4%	2,926	13.2%	2,557	14.0%	8,347	13.8%
	No Financial Aid	1,666	18.1%	1,399	18.9%	1,060	20.6%	4,125	19.0%

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5) <i>continued</i>									
BC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	4,530	15.7%	4,325	15.0%	3,617	15.9%	12,472	15.5%
Foster Youth									
	Foster Youth ¹	27	14.8%	25	12.0%	25	4.0%	77	10.4%
	Not a Foster Youth	4,503	15.7%	4,300	15.0%	3,592	16.0%	12,395	15.6%
Veteran									
	Veteran ²	42	26.2%	30	36.7%	11	45.5%	83	32.5%
	Not a Veteran	4,488	15.6%	4,295	14.9%	3,606	15.8%	12,389	15.4%
Enrollment Status in First Term									
	Full-time	1,687	26.6%	1,618	23.3%	1,139	27.7%	4,444	25.7%
	Part-time	2,636	9.6%	2,523	10.4%	2,314	10.7%	7,473	10.2%
	Withdrew/ Non-Credit	207	5.3%	184	5.4%	164	7.3%	555	5.9%
Percentage of Distance Ed Within Cohort Period									
	100% Distance Ed	106	5.7%	150	3.3%	114	3.5%	370	4.1%
	66 - 99% Distance Ed	77	6.5%	60	6.7%	59	11.9%	196	8.2%
	33 - 65% Distance Ed	259	15.4%	228	14.0%	208	12.0%	695	14.0%
	1 - 32.9% Distance Ed	1,242	24.4%	1,158	23.5%	935	27.6%	3,335	25.0%
	100% Traditional	2,846	12.6%	2,729	12.3%	2,301	12.2%	7,876	12.4%
Matriculation Components by First Term									
	No Matric Components	348	4.0%	278	4.7%	211	6.2%	837	4.8%
	1 Matric Component	390	6.9%	446	6.5%	235	5.1%	1,071	6.3%
	2 Matric Components	722	9.7%	741	10.5%	384	9.6%	1,847	10.0%
	3 Matric Components	1,993	16.5%	1,921	15.1%	1,653	13.1%	5,567	15.0%
	4 Matric Components	1,077	25.3%	939	25.6%	1,134	26.1%	3,150	25.7%
First English Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	1,838	20.9%	1,609	19.0%	1,184	20.4%	4,631	20.1%
	2nd Term	584	19.9%	641	18.1%	589	22.2%	1,814	20.0%
	Course not Taken in 1st Yr	2,108	10.1%	2,075	11.0%	1,844	11.0%	6,027	10.7%
First Math Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	1,706	19.9%	1,497	18.6%	991	24.1%	4,194	20.5%
	2nd Term	576	22.6%	638	21.9%	632	20.9%	1,846	21.8%
	Course not Taken in 1st Yr	2,248	10.8%	2,190	10.5%	1,994	10.2%	6,432	10.5%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5) *continued*

CC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	888	9.5%	807	11.5%	711	13.9%	2,406	11.5%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	275	8.7%	231	9.5%	195	9.7%	701	9.3%
	Placed into College Level	260	17.3%	293	19.5%	276	24.3%	829	20.4%
Placement - Math									
	Placed into Remedial	224	4.0%	310	8.4%	284	9.5%	818	7.6%
	Placed into College Level	314	17.5%	210	24.8%	191	29.8%	715	22.9%
Gender									
	Female	489	8.8%	454	11.0%	389	13.4%	1,332	10.9%
	Male	398	10.3%	348	12.4%	319	14.7%	1,065	12.3%
Age									
	19 or Younger	423	14.7%	434	16.6%	382	20.4%	1,239	17.1%
	20-29	267	5.6%	237	6.3%	196	5.6%	700	5.9%
	30 or Older	198	3.5%	136	4.4%	133	7.5%	467	4.9%
Ethnicity									
	African American	51	11.8%	49	6.1%	56	7.1%	156	8.3%
	American Indian	28	3.6%	19	5.3%	21	4.8%	68	4.4%
	Asian	21	9.5%	12	33.3%	19	31.6%	52	23.1%
	Filipino	9	44.4%	8	12.5%	8	0.0%	25	20.0%
	Hispanic/ Latino	171	5.3%	205	10.2%	191	13.6%	567	9.9%
	Pacific Islander	3	0.0%	0		0		3	0.0%
	White	567	10.1%	469	11.9%	379	15.0%	1,415	12.0%
Financial Aid in First Year									
	Financial Aid	330	8.8%	336	10.1%	351	13.1%	1,017	10.7%
	No Financial Aid	558	9.9%	471	12.5%	360	14.7%	1,389	12.0%
Foster Youth									
	Foster Youth ¹	0	0.0%	4	25.0%	3	0.0%	7	14.3%
	Not a Foster Youth	888	9.5%	803	11.5%	708	14.0%	2,399	11.5%
Veteran									
	Veteran ²	20	10.0%	19	36.8%	17	5.9%	56	17.9%
	Not a Veteran	868	9.4%	788	10.9%	694	14.1%	2,350	11.3%
Enrollment Status in First Term									
	Full-time	289	18.0%	291	20.3%	225	24.4%	805	20.6%
	Part-time	549	5.1%	469	6.8%	451	9.8%	1,469	7.1%
	Withdrew/ Non-Credit	50	8.0%	47	4.3%	35	0.0%	132	4.5%

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5) *continued*

CC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	888	9.5%	807	11.5%	711	13.9%	2,406	11.5%
Percentage of Distance Ed Within Cohort Period									
	100% Distance Ed	207	4.3%	191	8.4%	183	9.8%	581	7.4%
	66 - 99% Distance Ed	84	15.5%	94	10.6%	59	11.9%	237	12.7%
	33 - 65% Distance Ed	165	8.5%	152	16.4%	147	21.8%	464	15.3%
	1 - 32.9% Distance Ed	179	17.3%	131	26.0%	148	20.9%	458	21.0%
	100% Traditional	253	6.7%	239	3.3%	174	6.3%	666	5.4%
Matriculation Components in First Term									
	No Matric Components	239	4.2%	166	4.2%	142	3.5%	547	4.0%
	1 Matric Component	65	7.7%	71	8.5%	86	8.1%	222	8.1%
	2 Matric Components	128	5.5%	128	5.5%	114	14.0%	370	8.1%
	3 Matric Components	145	10.3%	158	13.3%	132	16.7%	435	13.3%
	4 Matric Components	311	15.1%	284	18.3%	237	20.7%	832	17.8%
First English Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	195	15.4%	266	19.5%	237	21.9%	698	19.2%
	2nd Term	94	17.0%	61	16.4%	87	18.4%	242	17.4%
	Course not Taken in 1st Yr	599	6.3%	480	6.5%	387	8.0%	1,466	6.8%
First Math Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	297	16.5%	289	20.1%	255	20.8%	841	19.0%
	2nd Term	57	8.8%	60	11.7%	60	25.0%	177	15.3%
	Course not Taken in 1st Yr	534	5.6%	458	6.1%	396	7.8%	1,388	6.4%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5) *continued*

PC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	933	13.4%	839	15.1%	766	16.8%	2,538	15.0%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)									
Placement - English									
	Placed into Remedial	504	13.5%	520	14.8%	462	18.8%	1,486	15.6%
	Placed into College Level	134	28.4%	129	30.2%	110	30.0%	373	29.5%
Placement - Math									
	Placed into Remedial	321	4.7%	314	7.6%	232	6.9%	867	6.3%
	Placed into College Level	431	22.5%	432	22.9%	403	26.1%	1,266	23.8%
Gender									
	Female	522	14.2%	460	17.0%	429	21.0%	1,411	17.2%
	Male	411	12.4%	377	13.0%	332	11.4%	1,120	12.3%
Age									
	19 or Younger	604	18.4%	602	18.4%	565	21.1%	1,771	19.3%
	20-29	210	4.3%	156	7.1%	151	5.3%	517	5.4%
	30 or Older	119	4.2%	81	6.2%	50	4.0%	250	4.8%
Ethnicity									
	African American	26	23.1%	12	16.7%	8	0.0%	46	17.4%
	American Indian	8	25.0%	5	0.0%	2	0.0%	15	13.3%
	Asian	18	16.7%	19	21.1%	20	15.0%	57	17.5%
	Filipino	15	20.0%	16	50.0%	16	18.8%	47	29.8%
	Hispanic/ Latino	589	11.5%	563	14.4%	519	18.3%	1,671	14.6%
	Pacific Islander	3	33.3%	3	0.0%	1	0.0%	7	14.3%
	White	254	15.7%	199	15.6%	181	13.8%	634	15.1%
Financial Aid in First Year									
	Financial Aid	656	13.0%	683	14.8%	618	17.3%	1,957	15.0%
	No Financial Aid	277	14.4%	156	16.7%	148	14.9%	581	15.1%
Foster Youth									
	Foster Youth ¹	1	0.0%	4	0.0%	4	50.0%	9	22.2%
	Not a Foster Youth	932	13.4%	835	15.2%	762	16.7%	2,529	15.0%
Veteran									
	Veteran ²	6	0.0%	12	33.3%	7	28.6%	25	24.0%
	Not a Veteran	927	13.5%	827	14.9%	759	16.7%	2,513	14.9%
Enrollment Status in First Term									
	Full-time	451	21.3%	426	22.5%	359	27.0%	1,236	23.4%
	Part-time	446	6.5%	383	7.6%	394	7.9%	1,223	7.3%
	Withdrew/ Non-Credit	36	0.0%	30	6.7%	13	7.7%	79	3.8%

Strategic Goal #2: Equity									
Objective #1 - Close Achievement Gaps									
Measure: Attain a Certificate, Degree, and/or Transfer (ATD Element 5) <i>continued</i>									
PC	Completion Rate	2009-10 to 2011-12		2010-11 to 2012-13		2011-12 to 2013-14		3 Cohorts Combined	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate
	ATD Cohort Students	933	13.4%	839	15.1%	766	16.8%	2,538	15.0%
Percentage of Distance Ed Within Cohort Period									
	50 - 100% Distance Ed	27	0.0%	36	0.0%	44	6.8%	107	2.8%
	1 - 49% Distance Ed	352	23.0%	397	25.4%	360	24.2%	1,109	24.3%
	100% Traditional	554	7.9%	406	6.4%	362	10.8%	1,322	8.2%
Matriculation Components in First Term									
	No Matric Components	141	5.0%	72	1.4%	116	4.3%	329	4.0%
	1 Matric Component	93	10.8%	96	1.0%	75	9.3%	264	6.8%
	2 Matric Components	347	9.8%	267	8.6%	182	12.6%	796	10.1%
	3 Matric Components	183	16.4%	212	20.3%	207	19.8%	602	18.9%
	4 Matric Components	169	26.0%	192	30.7%	186	28.5%	547	28.5%
First English Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	498	18.3%	494	20.6%	370	23.2%	1,362	20.5%
	2nd Term	115	14.8%	90	16.7%	112	18.8%	317	16.7%
	Course not Taken in 1st Yr	320	5.3%	255	3.9%	284	7.7%	859	5.7%
First Math Attempt (an Attempt is Defined by a Grade being Earned)									
	1st Term	273	25.3%	217	26.7%	210	26.7%	700	26.1%
	2nd Term	105	12.4%	107	18.7%	76	23.7%	288	17.7%
	Course not Taken in 1st Yr	555	7.7%	515	9.5%	480	11.5%	1,550	9.5%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Annual FTES		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
Explanation: Total annual (summer, fall, spring) full-time equivalent students (FTES). Includes both resident and non-resident.							
BC							
	FTES (Full-Time Equivalent Students)	14,051.8	12,598.3	12,581.8	13,371.8	13,879.7	
CC							
	FTES (Full-Time Equivalent Students)	3,656.0	3,365.9	2,941.4	2,912.2	2,720.0	
PC							
	FTES (Full-Time Equivalent Students)	3,308.6	3,247.3	3,040.5	3,049.0	2,938.7	
Measure: Annual Productivity		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
Explanation: Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the full-time equivalent faculty (FTEF) workload. This is also sometimes referred to as FTES/FTEF.							
BC							
	Productivity (FTES/FTEF)	17.2	16.9	17.9	17.5	17.3	
CC							
	Productivity (FTES/FTEF)	15.1	14.3	14.5	13.6	13.1	
PC							
	Productivity (FTES/FTEF)	16.7	17.2	16.7	15.7	14.9	
Measure: First Day Waitlisted Enrollments		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC							
	Waitlisted Enrollments	25,663	23,311	17,856	13,886	14,316	
CC							
	Waitlisted Enrollments	5,522	6,043	3,790	2,359	1,260	
PC							
	Waitlisted Enrollments	5,315	5,663	4,959	3,929	2,732	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Number of Concurrently Enrolled Students 2010-11 2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: Concurrent enrollment refers to students who are attempting one or more college courses while also enrolled in high school.

BC	Concurrent Students Enrolled	333	286	286	519	688	
CC	Concurrent Students Enrolled	454	364	301	304	342	
PC	Concurrent Students Enrolled	155	168	57	128	178	

Objective #2 - Be the Higher Education Option of First Choice

Measure: Feeder High School Enrollment Yield 2010-11 2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: The percent of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.

BC	High School Graduates	8,703	8,944	8,936	8,881	9,043	
	HS Enrollment Yield	28%	24%	24%	27%	26%	
CC	High School Graduates	1,180	1,048	1,033	1,022	1,018	
	HS Enrollment Yield	26%	26%	29%	28%	24%	
PC	High School Graduates	1,153	1,146	1,171	1,201	1,282	
	HS Enrollment Yield	38%	36%	36%	38%	36%	

Measure: Adult Participation Rate 2010-11 2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: Student headcount per 1,000 adults (age 18-65 years old) in the service area. The college service areas were defined by zip codes and population data came from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census were counted in the headcount.

BC	Participation Rate	66.0	59.2	56.7	57.9	59.1	
	Female	74.6	67.3	63.2	65.4	66.4	
	Male	57.8	51.3	49.9	50.8	51.5	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #3: Access

Objective #2 - Be the Higher Education Option of First Choice

Measure: Adult Participation Rate		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC	Participation Rate	66.0	59.2	56.7	57.9	59.1	
	19 or Younger	282.1	257.6	253.3	278.4	293.6	
	20 - 24	175.1	159.9	152.5	157.3	160.9	
	25 - 39	54.8	47.6	45.8	45.1	45.7	
	40 or Older	16.4	14.5	13.0	12.5	12.5	
	African American	85.1	72.5	58.3	50.9	48.3	
	American Indian	73.8	51.7	41.0	33.8	35.7	
	Asian/ Filipino	62.5	52.2	49.2	46.6	47.1	
	Hispanic/ Latino	67.6	63.3	62.6	67.1	70.2	
	Pacific Islander	160.1	118.7	109.7	95.2	78.1	
	White	56.8	47.9	43.5	41.2	39.9	
	Two or More Races	117.4	117.8	124.3	124.8	115.2	
CC	Participation Rate	124.9	113.1	96.4	93.8	89.5	
	Female	170.8	156.6	132.0	132.4	124.3	
	Male	87.3	77.4	67.1	62.2	61.0	
	19 or Younger	476.9	416.9	376.1	381.2	369.2	
	20 - 24	330.1	299.1	264.0	260.3	232.4	
	25 - 39	149.9	141.5	118.3	113.1	112.1	
	40 or Older	49.4	42.6	33.9	32.9	31.9	
	African American	168.5	158.7	117.6	104.2	98.6	
	American Indian	126.6	100.9	80.1	69.2	61.0	
	Asian/ Filipino	210.8	195.2	157.5	133.0	124.2	
	Hispanic/ Latino	156.2	155.9	145.6	154.6	149.1	
	Pacific Islander	186.6	135.4	110.0	123.5	104.6	
	White	105.2	90.2	73.3	67.5	63.8	
	Two or More Races	201.9	186.7	181.3	181.1	163.0	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #3: Access

Objective #2 - Be the Higher Education Option of First Choice

Measure: Adult Participation Rate		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
PC	Participation Rate	93.9	90.7	81.3	79.8	79.2	
	Female	117.8	115.3	101.3	98.6	96.5	
	Male	69.1	65.1	60.5	60.1	61.1	
	19 or Younger	385.9	395.4	347.4	345.7	384.1	
	20 - 24	253.0	255.6	237.0	235.5	223.7	
	25 - 39	76.7	70.8	62.4	61.4	59.9	
	40 or Older	23.8	19.6	16.8	15.8	14.7	
	African American	316.2	312.2	208.9	177.7	203.2	
	American Indian	80.4	42.0	51.4	54.2	57.0	
	Asian/ Filipino	141.4	134.2	101.9	89.4	79.0	
	Hispanic/ Latino	92.1	91.8	85.2	86.8	87.5	
	Pacific Islander	819.1	578.9	309.9	256.9	332.2	
	White	185.3	191.6	182.0	175.0	169.1	
	Two or More Races	81.5	73.8	62.4	55.5	51.9	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

Measure: Annual Number of CTE Degrees and Certificates

2010-11 2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: CTE awards were identified using the CTE program description on college websites.

BC	Total CTE Awards	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
	AA or AS Degrees	430	451	403	513	469	
	AA-T or AS-T Degrees		3	9	19	64	
	Certificates of Achievement	158	205	229	221	215	
	Local Job Skills Certificates	519	670	736	722	660	
CC	Total CTE Awards	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
	AA or AS Degrees	117	90	93	77	97	
	AA-T or AS-T Degrees		-	-	-	7	
	Certificates of Achievement	52	86	163	121	177	
	Local Job Skills Certificates	10	19	49	38	31	
PC	Total CTE Awards	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
	AA or AS Degrees	49	107	102	104	93	
	AA-T or AS-T Degrees		-	-	10	19	
	Certificates of Achievement	125	111	107	67	69	
	Local Job Skills Certificates	-	-	-	-	30	

Measure: Percentage of CTE Programs

Meeting Core Indicator Performance Goals

2010-11 2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: CTE programs (at the 6-digit TOP level) were evaluated to determine whether each meet the defined performance goal for each core indicator. If a program did not have a goal for a specific indicator, it was not counted in the evaluation.

BC	Number of Programs	70	71	67	63	66	Trendlines
	% of Programs Meeting the Goal	52%	53%	54%	54%	54%	
CC	Number of Programs	33	29	34	33	32	Trendlines
	% of Programs Meeting the Goal	58%	47%	51%	44%	55%	
PC	Number of Programs	31	31	28	30	31	Trendlines
	% of Programs Meeting the Goal	50%	55%	52%	54%	55%	

Measure: Annual Number of Contract Education Hours

2011-12 2012-13 2013-14 2014-15 Trendlines

Explanation: The annual number of training hours provided through contract education.

KCCD	Annual Contract Education Hours	2011-12	2012-13	2013-14	2014-15	Trendlines
	Annual Contract Education Hours	108,102	137,374	54,614	89,195	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

Measure: Student Success Scorecard		2004-05 to	2005-06 to	2006-07 to	2007-08 to	2008-09 to	Trendlines
CTE Completion Rate		2009-10	2010-11	2011-12	2012-13	2013-14	
Explanation: Students who initially complete a CTE course and then subsequently complete more than eight additional units in a single occupational discipline within three years are tracked for six years to see if they earn a Certificate or Degree or transfer.							
BC	Cohort Size	1,288	1,368	1,538	1,543	1,758	
	Outcome Success Rate	46.4%	46.2%	45.3%	46.7%	42.0%	
CC	Cohort Size	395	402	540	605	724	
	Outcome Success Rate	42.5%	42.0%	39.3%	36.9%	36.9%	
PC	Cohort Size	382	373	376	467	470	
	Outcome Success Rate	52.6%	52.5%	55.9%	54.8%	50.6%	

Objective #2 - Reflect the Communities We Serve

Measure: Percentage of Employees who Attend Community Meetings			2011	2013	Difference (Percentage Points)
Explanation: Information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results.					
BC		Number of Respondents	360	271	
	Percentage Who Attend Community Meetings		39%	41%	2
CC		Number of Respondents	140	93	
	Percentage Who Attend Community Meetings		31%	35%	4
PC		Number of Respondents	105	83	
	Percentage Who Attend Community Meetings		47%	41%	-6
DO		Number of Respondents	41	29	
	Percentage Who Attend Community Meetings		32%	24%	-8

Strategic Goal #4: Community Connections

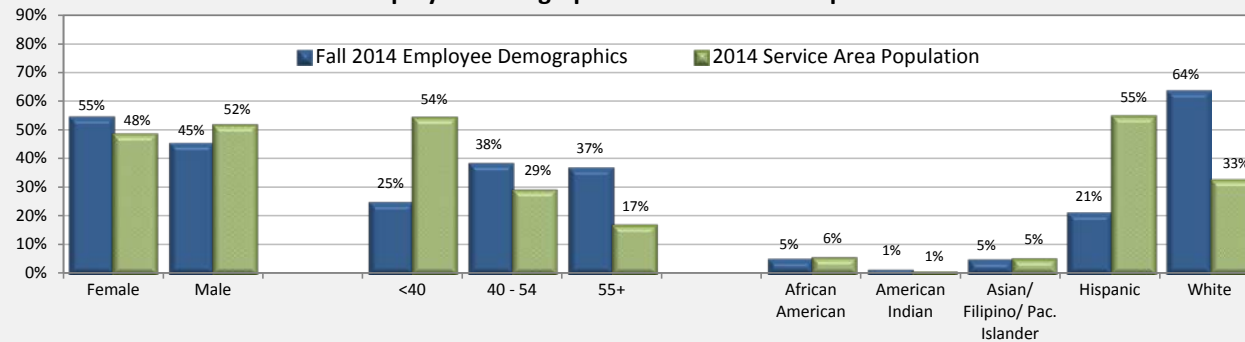
Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Service Area Population

Explanation: The service areas were defined by zip code and the populations figures came from Economic Modeling Specialists International (EMSI) and included the adult population (age 18-65). Employee figures came from the annual MIS Employee reporting submitted each fall term.

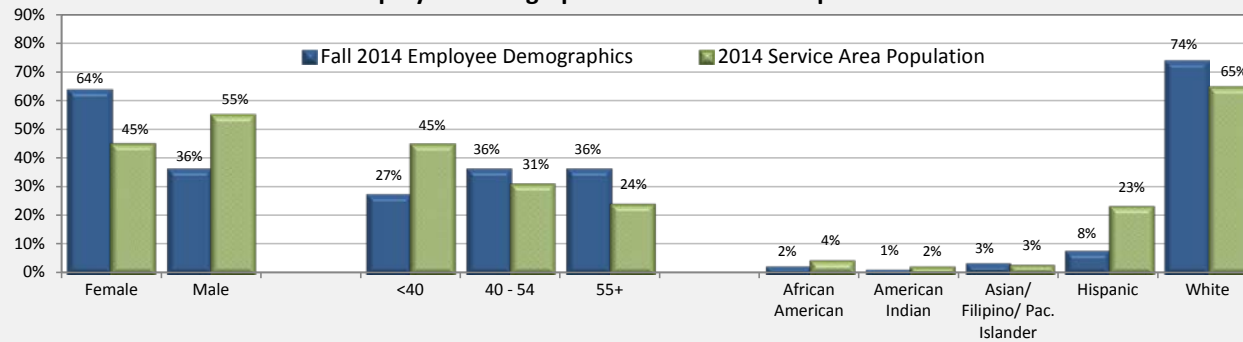
BC

BC Fall 2014 Employee Demographics vs. 2014 Adult Population Estimates



CC

CC Fall 2014 Employee Demographics vs. 2014 Adult Population Estimates

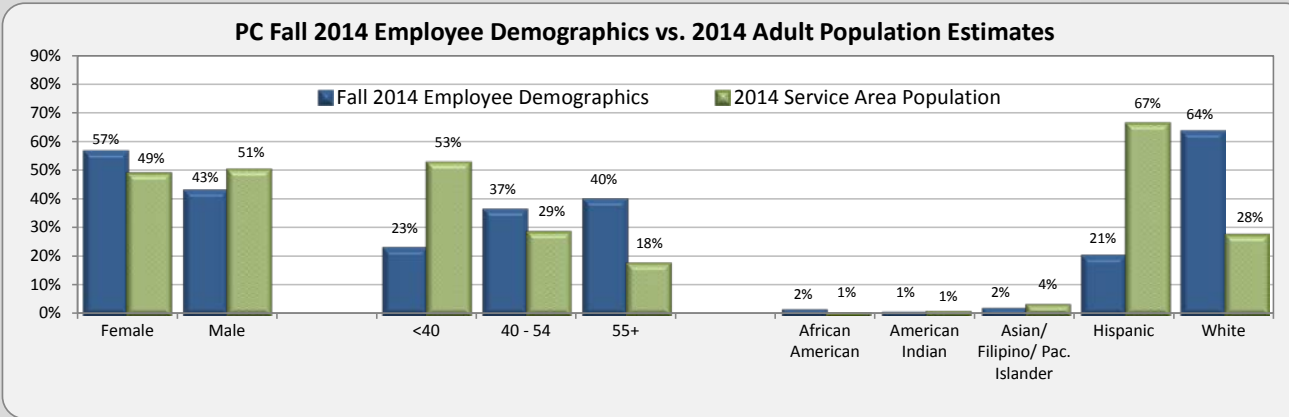


Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

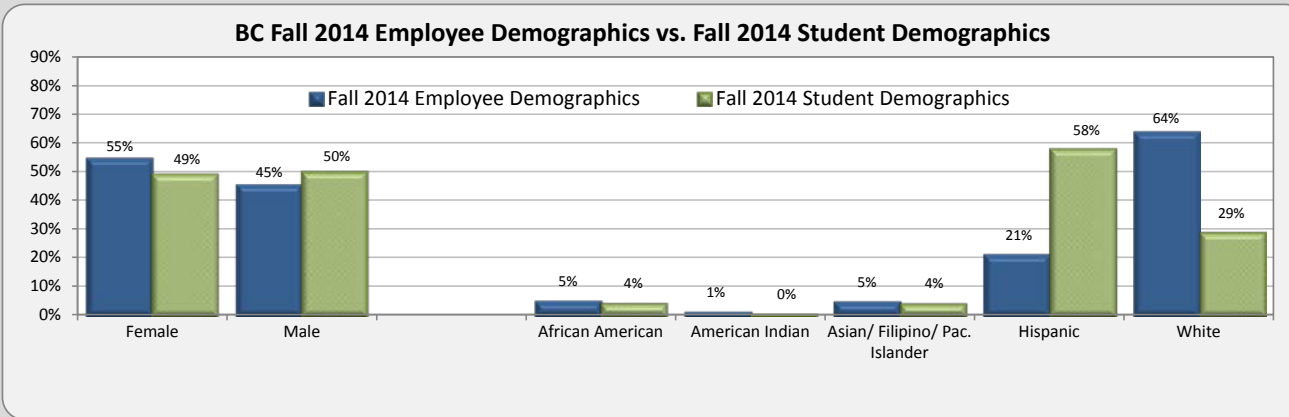
Measure: Degree to which Employee Diversity Reflects the Service Area Population

PC



Measure: Degree to which Employee Diversity Reflects the Student Population

BC



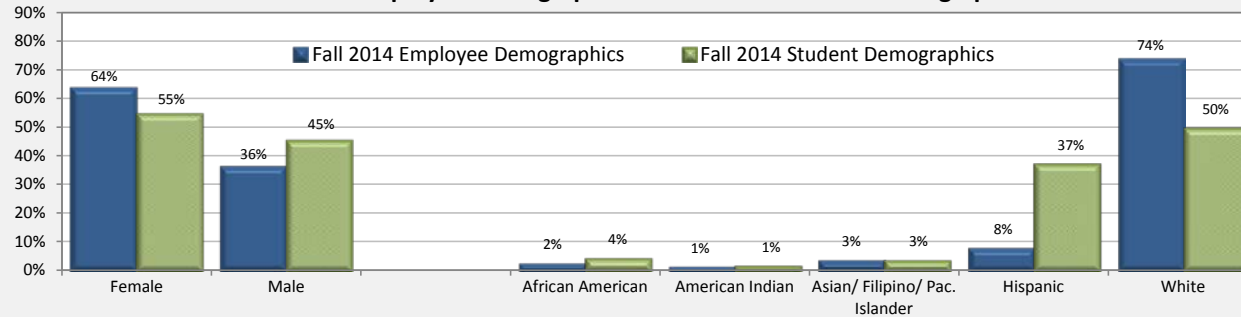
Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Student Population

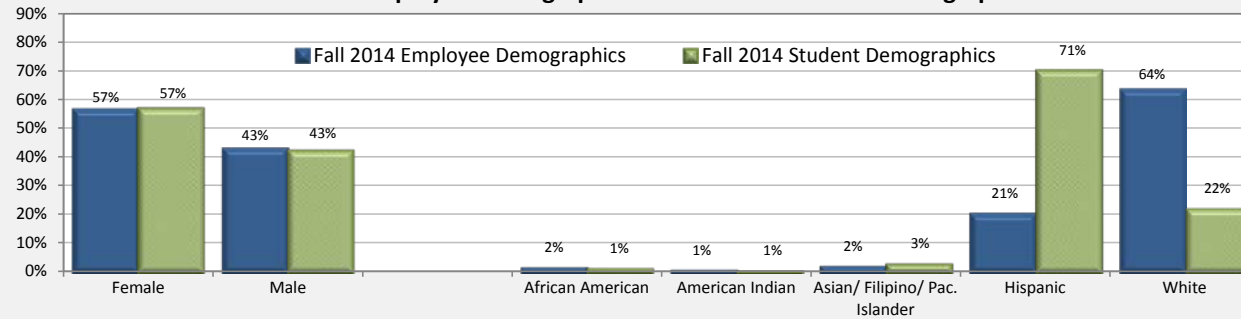
CC

CC Fall 2014 Employee Demographics vs. Fall 2014 Student Demographics



PC

PC Fall 2014 Employee Demographics vs. Fall 2014 Student Demographics



Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which there is Diversity in the Employment Applicant Pool

BC	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	Trendlines
	Female	55%	59%	69%	66%	
	Male	43%	40%	30%	32%	
	Not Reported	2%	1%	1%	2%	
	African American	9%	10%	11%	11%	
	American Indian	1%	1%	1%	1%	
	Asian/ Filipino/ Pacific Islander	7%	6%	6%	6%	
	Hispanic/ Latino	33%	35%	34%	35%	
	White	43%	40%	39%	39%	
	Not Reported	9%	7%	8%	9%	
	Has a Disability	2%	2%	1%	2%	
	Does not have a Disability	95%	96%	98%	96%	
	Not Reported	3%	2%	0%	2%	
CC	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	Trendlines
	Female	54%	49%	59%	62%	
	Male	44%	50%	39%	36%	
	Not Reported	2%	2%	2%	2%	
	African American	11%	8%	7%	9%	
	American Indian	2%	1%	2%	2%	
	Asian/ Filipino/ Pacific Islander	6%	6%	7%	7%	
	Hispanic/ Latino	14%	17%	16%	15%	
	White	59%	58%	58%	58%	
	Not Reported	9%	9%	10%	8%	
	Has a Disability	2%	2%	2%	3%	
	Does not have a Disability	95%	96%	97%	94%	
	Not Reported	2%	2%	1%	3%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which there is Diversity in the Employment Applicant Pool

PC	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	Trendlines
	Female	55%	56%	63%	47%	
	Male	43%	43%	35%	51%	
	Not Reported	1%	1%	1%	2%	
	African American	7%	7%	9%	11%	
	American Indian	2%	1%	2%	1%	
	Asian/ Filipino/ Pacific Islander	6%	6%	8%	7%	
	Hispanic/ Latino	26%	38%	35%	34%	
	White	49%	41%	38%	38%	
	Not Reported	10%	7%	8%	9%	
	Has a Disability	1%	2%	2%	2%	
	Does not have a Disability	97%	96%	97%	96%	
	Not Reported	1%	2%	0%	2%	
	DO	Applicant Demographics	2011-12	2012-13	2013-14	2014-15
	Female	58%	69%	56%	62%	
	Male	41%	29%	42%	37%	
	Not Reported	1%	2%	2%	1%	
	African American	9%	11%	15%	13%	
	American Indian	1%	1%	1%	1%	
	Asian/ Filipino/ Pacific Islander	5%	7%	6%	8%	
	Hispanic/ Latino	40%	32%	27%	30%	
	White	39%	42%	41%	39%	
	Not Reported	6%	8%	9%	9%	
	Has a Disability	2%	1%	2%	2%	
	Does not have a Disability	97%	97%	98%	96%	
	Not Reported	2%	1%	0%	2%	

Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

Measure: Percentage of Employees who Feel They Have Adequate Training **2011** **2013** **Difference**
(Percentage Points)

Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.

BC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	364	271	
	"I have been provided adequate training to do my work."		77%	76%	-1
CC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	137	95	
	"I have been provided adequate training to do my work."		77%	80%	3
PC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	109	84	
	"I have been provided adequate training to do my work."		81%	89%	8
DO	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	42	33	
	"I have been provided adequate training to do my work."		74%	74%	0

Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow **2011** **2013** **Difference**
(Percentage Points)

Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.

BC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	363	269	
	"There are opportunities in this college/district to learn and grow in my career."		63%	67%	4
CC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	137	93	
	"There are opportunities in this college/district to learn and grow in my career."		61%	68%	7
PC	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	110	83	
	"There are opportunities in this college/district to learn and grow in my career."		65%	72%	7
DO	Percentage of Respondents Reporting:		2011	2013	Difference
		Number of Respondents	42	34	
	"There are opportunities in this college/district to learn and grow in my career."		64%	62%	-2

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #5: Organizational Effectiveness

Measure: Percentage of Employees who Feel Encouraged and Supported		2011	2013	Difference (Percentage Points)			
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.							
BC	Percentage of Respondents Reporting:						
		Number of Respondents	359	270			
	"The college/district provides encouragement and support for my professional growth and development."		61%	61%	0		
		Number of Respondents	362	273			
	"My immediate supervisor encourages my professional growth and development."		80%	79%	-1		
CC	Percentage of Respondents Reporting:						
		Number of Respondents	134	93			
	"The college/district provides encouragement and support for my professional growth and development."		64%	69%	5		
		Number of Respondents	135	94			
	"My immediate supervisor encourages my professional growth and development."		77%	79%	2		
PC	Percentage of Respondents Reporting:						
		Number of Respondents	109	83			
	"The college/district provides encouragement and support for my professional growth and development."		63%	76%	13		
		Number of Respondents	109	84			
	"My immediate supervisor encourages my professional growth and development."		78%	86%	8		
DO	Percentage of Respondents Reporting:						
		Number of Respondents	42	33			
	"The college/district provides encouragement and support for my professional growth and development."		57%	67%	10		
		Number of Respondents	41	33			
	"My immediate supervisor encourages my professional growth and development."		71%	79%	8		
Measure: Number of Internal Candidates Hired in New Positions		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
Explanation: This includes current classified staff, faculty, classified confidential, and management employees who competed and received a promotional position in same or different classification.							
KCCD							
	Internal Candidates Hired	19	21	16	18	24	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #5: Organizational Effectiveness

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: Percentage of ACCJC Institutional Set Student Achievement Standards Met

Explanation: This information comes from the ACCJC Annual Report. Institutional set standards were not added to the report until 2012-13. Additional (other) Institutional Set Standards are not included.

		2012-13	2013-14	2014-15	Trendlines
BC	Number of Institutional Set Student Achievement Standards	5	6	9	
	% Meeting the Standard	60%	100%	100%	
CC	Number of Institutional Set Student Achievement Standards	5	19	19	
	% Meeting the Standard	80%	79%	89%	
PC	Number of Institutional Set Student Achievement Standards	8	10	8	
	% Meeting the Standard	75%	40%	50%	

Measure: Percentage of Courses with Ongoing Assessment

Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC	Course Student Learning Outcomes						
	% with Ongoing Assessment	20%		100%	100%	100%	
CC	Course Student Learning Outcomes						
	% with Ongoing Assessment		59%	69%	68%	62%	
PC	Course Student Learning Outcomes						
	% with Ongoing Assessment	75%	67%	86%	92%	80%	

Measure: Percentage of Program Learning Outcomes with Ongoing Assessment

Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

		2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
BC	Program Learning Outcomes						
	% with Ongoing Assessment	86%		100%	100%	100%	
CC	Program Learning Outcomes						
	% with Ongoing Assessment		66%	76%	73%	71%	
PC	Program Learning Outcomes						
	% with Ongoing Assessment	69%	81%	90%	74%	55%	

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #5: Organizational Effectiveness

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: Percentage of Institutional Learning Outcomes with Ongoing Assessment

	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
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Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

BC	Institutional Learning Outcomes					
	% with Ongoing Assessment	100%		100%	50%	75%
CC	Institutional Learning Outcomes					
	% with Ongoing Assessment		100%	100%	100%	100%
PC	Institutional Learning Outcomes					
	% with Ongoing Assessment	0%	33%	60%	100%	40%

Measure: Percentage of Student and Learning Support Activities with Ongoing Assessment of Learning Outcomes

	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
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Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

BC	Student and Learning Support Activities Learning Outcomes					
	% with Ongoing Assessment	100%		100%	86%	100%
CC	Student and Learning Support Activities Learning Outcomes					
	% with Ongoing Assessment		88%	83%	100%	92%
PC	Student and Learning Support Activities Learning Outcomes					
	% with Ongoing Assessment	50%	75%	85%	50%	50%

Measure: Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance)

	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
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Explanation: The Fifty Percent Law requires that at least fifty percent of all general expenditures be expended on instructional salaries and benefits.

KCCD	Percentage of Academic Expenditures	54.25%	53.17%	54.15%	50.02%	51.42%
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Measure: Full-time to Part-time Faculty Ratio (75/25)


	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
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Explanation: The full-time to part-time ratio is percentage of credit instruction taught by full-time instructors.

BC	Percentage of Full-time Faculty	67%	72%	75%	73%	68%
CC	Percentage of Full-time Faculty	53%	54%	62%	63%	61%
PC	Percentage of Full-time Faculty	68%	71%	70%	66%	61%

Strategic Goal #5: Organizational Effectiveness

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: Percentage of Reserves	2010-11	2011-12	2012-13	2013-14	2014-15	Trendlines
Explanation: The CFO calculates this measure using the amount of reserves divided by the total of all expenditures, transfers and other outgo.						
KCCD						
Percentage of Reserves	22.2%	23.7%	24.3%	29.7%	30.8%	

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who report Trust between the Colleges and the District Office	2011	2013	Difference (Percentage Points)
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.			
BC			
Percentage of Respondents Reporting:		Number of Respondents	
"There is trust between employees at the colleges and the district office."	27%	24%	-3
CC			
Percentage of Respondents Reporting:		Number of Respondents	
"There is trust between employees at the colleges and the district office."	39%	50%	11
PC			
Percentage of Respondents Reporting:		Number of Respondents	
"There is trust between employees at the colleges and the district office."	21%	43%	22
DO			
Percentage of Respondents Reporting:		Number of Respondents	
"There is trust between employees at the colleges and the district office."	42%	36%	-6
Measure: Percentage of Employees reporting Trust between Employee Groups	2011	2013	Difference (Percentage Points)
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.			
BC			
Percentage of Respondents Reporting:			
"There is trust between classified staff and faculty."	81%	80%	-1
"There is trust between classified staff and management."	35%	40%	5
"There is trust between faculty and management."	36%	46%	10

Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees reporting Trust between Employee Groups		2011	2013	Difference (Percentage Points)
CC	Percentage of Respondents Reporting:			
	"There is trust between classified staff and faculty."	83%	79%	-4
	"There is trust between classified staff and management."	59%	60%	1
	"There is trust between faculty and management."	53%	55%	2
PC	Percentage of Respondents Reporting:			
	"There is trust between classified staff and faculty."	82%	89%	7
	"There is trust between classified staff and management."	55%	73%	18
	"There is trust between faculty and management."	51%	75%	24
DO	Percentage of Respondents Reporting:			
	"There is trust between classified staff and faculty."	63%	66%	3
	"There is trust between classified staff and management."	48%	49%	1
	"There is trust between faculty and management."	38%	43%	5
Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication		2011	2013	Difference (Percentage Points)
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
BC	Percentage of Respondents Reporting:			
	"Relevant information affecting the district as a whole is communicated throughout the district."	47%	44%	-3
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	55%	58%	3
	"I have sufficient information to perform my job."	82%	81%	-1
	"My representatives in governance committees adequately inform me about important college/district issues."	80%	79%	-1
	"My representatives on governance committees ask for my input on important issues."	71%	69%	-2
	"Information flows well upward through the organizational structure."	46%	53%	7
	"Information flows well downward through the organizational structure."	43%	45%	2
	"My supervisor keeps me informed of issues relevant to my job."	80%	73%	-7
	"My supervisor asks for my input before making decisions that affect my work."	70%	62%	-8

Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication		2011	2013	Difference (Percentage Points)
CC	Percentage of Respondents Reporting:			
	"Relevant information affecting the district as a whole is communicated throughout the district."	52%	53%	1
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	58%	67%	9
	"I have sufficient information to perform my job."	80%	84%	4
	"My representatives in governance committees adequately inform me about important college/district issues."	77%	72%	-5
	"My representatives on governance committees ask for my input on important issues."	75%	65%	-10
	"Information flows well upward through the organizational structure."	55%	52%	-3
	"Information flows well downward through the organizational structure."	50%	48%	-2
	"My supervisor keeps me informed of issues relevant to my job."	76%	77%	1
	"My supervisor asks for my input before making decisions that affect my work."	67%	73%	6
PC	Percentage of Respondents Reporting:			
	"Relevant information affecting the district as a whole is communicated throughout the district."	43%	72%	29
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	70%	86%	16
	"I have sufficient information to perform my job."	89%	93%	4
	"My representatives in governance committees adequately inform me about important college/district issues."	79%	78%	-1
	"My representatives on governance committees ask for my input on important issues."	76%	73%	-3
	"Information flows well upward through the organizational structure."	65%	77%	12
	"Information flows well downward through the organizational structure."	43%	73%	30
	"My supervisor keeps me informed of issues relevant to my job."	83%	88%	5
	"My supervisor asks for my input before making decisions that affect my work."	76%	85%	9

Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication		2011	2013	Difference (Percentage Points)
DO	Percentage of Respondents Reporting:			
	"Relevant information affecting the district as a whole is communicated throughout the district."	71%	65%	-6
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	67%	65%	-2
	"I have sufficient information to perform my job."	88%	88%	0
	"My representatives in governance committees adequately inform me about important college/district issues."	59%	55%	-4
	"My representatives on governance committees ask for my input on important issues."	49%	36%	-13
	"Information flows well upward through the organizational structure."	45%	39%	-6
	"Information flows well downward through the organizational structure."	40%	38%	-2
	"My supervisor keeps me informed of issues relevant to my job."	79%	77%	-2
	"My supervisor asks for my input before making decisions that affect my work."	71%	65%	-6

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained		2011	2013	Difference (Percentage Points)
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
BC				
	Number of Respondents	367	268	
	"The college or location where I work is adequately maintained."	43%	50%	7
CC				
	Number of Respondents	139	93	
	"The college or location where I work is adequately maintained."	67%	72%	5
PC				
	Number of Respondents	108	84	
	"The college or location where I work is adequately maintained."	73%	89%	16
DO				
	Number of Respondents	43	34	
	"The college or location where I work is adequately maintained."	98%	91%	-7

Strategic Plan: Common Measures

2015 Annual Review



Strategic Goal #5: Organizational Effectiveness

Objective #4 - Improve Facilities and Maintenance

Measure: Number of Work Orders Submitted for Building Maintenance, Custodial & Grounds and the Percent Completed

Explanation: This information comes from the SchoolDude system, a system for tracking work orders which became operational in Jan. 2012.

		2011-12	2012-13	2013-14	2014-15	Trendlines
BC						
	Work Orders Submitted in the System	760	1,404	1,442	2,126	
	% Completed	89%	75%	74%	80%	
CC						
	Work Orders Submitted in the System	2	362	394	352	
	% Completed	100%	88%	88%	73%	
PC						
	Work Orders Submitted in the System	111	621	408	543	
	% Completed	100%	98%	94%	95%	
DO						
	Work Orders Submitted in the System	100	72	58	12	
	% Completed	100%	100%	100%	100%	

Measure: Number of Safety and Security Incidents Reported

Explanation: This information includes criminal offenses, hate crimes, Violence Against Women Act (VAWA) offenses, arrests, disciplinary actions, and unfounded crimes as reported on the Campus Safety and Security Data Analysis Tool at the U.S. Department of Education site (<http://ope.ed.gov/security/Index.aspx>).

		2011	2012	2013	2014	Trendlines
BC						
	Total Incidents	54	43	25	27	
CC						
	Total Incidents	0	0	0	0	
PC						
	Total Incidents	8	9	3	4	

Strategic Goal #5: Organizational Effectiveness

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel Safe at their Location		2011	2013	Difference (Percentage Points)
Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
BC				
	Number of Respondents	366	272	
	"I feel safe at my work location."	81%	79%	-2
CC				
	Number of Respondents	139	92	
	"I feel safe at my work location."	90%	85%	-5
PC				
	Number of Respondents	109	85	
	"I feel safe at my work location."	88%	93%	5
DO				
	Number of Respondents	42	34	
	"I feel safe at my work location."	91%	88%	-3