



Strategic Plan **Common Measures**

2016 Annual Update

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	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 in First Year (Completion with a Grade of “C” or Better, ESS Element C)	7
Measure: Completion (Award or Transfer) within Three Years (ESS Element H)	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

2016 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Transfers		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
UC = University of California, CSU = California State University, ISP = In-State Private, and OOS = Out-of-State Note: 2015-16 data not yet available for In-State Private (ISP) and Out-of-State (OOS)							
BC	Total Transfers	1,161	990	952	1,136	1,055	
	CSU	783	628	593	789	721	
	UC	48	59	42	59	56	
	CSU & UC Subtotal	831	687	635	848	777	
	ISP & OOS	330	303	317	288	278	
CC	Total Transfers	218	177	185	185	158	
	CSU	63	55	58	49	42	
	UC	14	18	10	12	16	
	CSU & UC Subtotal	77	73	68	61	58	
	ISP & OOS	141	104	117	124	100	
PC	Total Transfers	234	240	230	234	232	
	CSU	110	108	128	141	130	
	UC	16	13	16	13	9	
	CSU & UC Subtotal	126	121	144	154	139	
	ISP & OOS	108	119	86	80	93	
Measure: Annual Transfer Rate (Transfer Velocity)		2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	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	1,623	1,779	1,657	1,861	1,764	
	6-Year Transfer Rate	37%	40%	37%	37%	35%	
CC	Cohort Size	221	241	235	308	248	
	6-Year Transfer Rate	37%	49%	48%	47%	29%	
PC	Cohort Size	290	306	340	285	352	
	6-Year Transfer Rate	37%	40%	40%	35%	35%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Degrees and Certificates		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
<i>Blanks indicate no data.</i>							
BC	Awards						
	AA or AS Degrees	890	783	947	794	805	
	AA-T or AS-T Degrees	4	31	80	172	294	
	Certificates of Achievement	227	287	298	299	384	
	Total Awards	1,121	1,101	1,325	1,265	1,483	
	Local Job Skills Certificates	671	736	722	660	789	
CC	Awards						
	AA or AS Degrees	227	269	267	322	258	
	AA-T or AS-T Degrees		3	3	20	41	
	Certificates of Achievement	83	165	122	179	134	
	Total Awards	310	437	392	521	433	
	Local Job Skills Certificates	22	50	38	31	15	
PC	Awards						
	AA or AS Degrees	331	271	301	315	347	
	AA-T or AS-T Degrees	2	9	27	55	86	
	Certificates of Achievement	111	113	75	97	98	
	Total Awards	444	393	403	467	531	
	Local Job Skills Certificates				30	29	
Measure: Annual Course Success		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
BC	Overall Success Rate	66.1%	68.0%	69.0%	68.8%	68.9%	
	Online Course Success	49.7%	54.2%	53.0%	54.6%	54.9%	
	Gap vs. Overall	-16.3%	-13.8%	-16.0%	-14.2%	-14.1%	
	Basic Skills Course Success	54.6%	57.4%	59.3%	59.8%	56.0%	
	Gap vs. Overall	-11.5%	-10.6%	-9.7%	-9.0%	-12.9%	
	CTE Course Success	75.1%	77.5%	78.1%	77.4%	78.9%	
	Gap vs. Overall	9.0%	9.5%	9.1%	8.6%	9.9%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Course Success		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
CC	Overall Success Rate	64.6%	66.7%	66.1%	71.0%	70.2%	
	Online Course Success	58.8%	61.0%	61.1%	65.3%	64.0%	
	Gap vs. Overall	-5.8%	-5.7%	-5.0%	-5.7%	-6.1%	
	Basic Skills Course Success	56.6%	60.7%	59.8%	59.3%	56.4%	
	Gap vs. Overall	-7.9%	-6.0%	-6.3%	-11.7%	-13.8%	
	CTE Course Success	68.9%	67.9%	68.4%	76.5%	74.8%	
	Gap vs. Overall	4.3%	1.2%	2.3%	5.5%	4.7%	
PC	Overall Success Rate	66.6%	69.0%	69.7%	69.8%	71.0%	
	Online Course Success	51.7%	57.0%	57.4%	60.1%	58.6%	
	Gap vs. Overall	-14.8%	-12.0%	-12.3%	-9.7%	-12.3%	
	Basic Skills Course Success	62.5%	65.2%	64.3%	61.9%	61.6%	
	Gap vs. Overall	-4.1%	-3.9%	-5.4%	-8.0%	-9.3%	
	CTE Course Success	72.4%	75.6%	76.2%	74.4%	76.9%	
	Gap vs. Overall	5.9%	6.6%	6.5%	4.5%	5.9%	
Measure: Student Success Scorecard		2006-07 to	2007-08 to	2008-09 to	2009-10 to	2010-11 to	Trendlines
Completion Rate		2011-12	2012-13	2013-14	2014-15	2015-16	
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	2,690	2,753	3,091	2,981	2,710	
	Overall Completion Success Rate	42.8%	40.1%	41.1%	36.7%	37.7%	
	Prepared (avg 18% of cohort)	70.5%	66.7%	67.3%	65.5%	63.1%	
	Unprepared (avg 82% of cohort)	37.7%	35.0%	34.8%	29.6%	32.2%	
CC	Cohort Size	485	461	558	488	547	
	Overall Completion Success Rate	48.7%	49.9%	50.0%	39.5%	38.9%	
	Prepared (avg 24% of cohort)	69.7%	83.1%	77.9%	69.2%	64.8%	
	Unprepared (avg 76% of cohort)	40.8%	37.7%	40.2%	32.7%	32.6%	
PC	Cohort Size	442	451	553	615	697	
	Overall Completion Success Rate	50.0%	45.2%	38.3%	43.4%	44.8%	
	Prepared (avg 13% of cohort)	68.3%	82.7%	79.4%	81.9%	77.3%	
	Unprepared (avg 87% of cohort)	47.0%	37.0%	32.6%	38.3%	41.4%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Percentage of Students Completing All Matriculation Components

		2011-12	2012-13	2013-14	2014-15	2015-16	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	5,279	4,940	5,400	5,599	6,116	
	Fully Matriculated	28%	33%	38%	56%	70%	
CC	Cohort Size	1,042	930	1,214	1,234	1,412	
	Fully Matriculated	30%	36%	28%	28%	38%	
PC	Cohort Size	1,053	1,202	1,235	1,253	1,284	
	Fully Matriculated	24%	39%	45%	37%	59%	

Measure: Student Success Scorecard 30-Unit Rate

		2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16	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	2,690	2,753	3,091	2,981	2,710	
	Overall 30-Unit Success Rate	64.4%	62.9%	63.3%	63.4%	63.2%	
	Prepared (avg 18% of cohort)	70.0%	71.4%	72.8%	73.4%	74.0%	
	Unprepared (avg 82% of cohort)	63.4%	61.2%	61.0%	61.0%	60.8%	
CC	Cohort Size	485	461	558	488	547	
	Overall 30-Unit Success Rate	55.3%	58.6%	60.0%	58.0%	54.3%	
	Prepared (avg 24% of cohort)	42.4%	49.2%	53.8%	64.8%	49.1%	
	Unprepared (avg 76% of cohort)	60.1%	62.0%	62.2%	56.4%	55.6%	
PC	Cohort Size	442	451	553	615	697	
	Overall 30-Unit Success Rate	65.8%	66.1%	60.6%	65.7%	70.0%	
	Prepared (avg 13% of cohort)	60.3%	67.9%	58.8%	59.7%	75.8%	
	Unprepared (avg 87% of cohort)	66.8%	65.7%	60.8%	66.5%	69.4%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard		2006-07 to	2007-08 to	2008-09 to	2009-10 to	2010-11 to	Trendlines
Persistence Rate		2011-12	2012-13	2013-14	2014-15	2015-16	
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	2,690	2,753	3,091	2,981	2,710	
	Overall Persistence Success Rate	71.7%	71.3%	70.5%	74.6%	75.6%	
	Prepared (avg 18% of cohort)	70.5%	68.2%	70.8%	77.6%	79.1%	
	Unprepared (avg 82% of cohort)	71.9%	71.8%	70.4%	73.9%	74.9%	
CC	Cohort Size	485	461	558	488	547	
	Overall Persistence Success Rate	63.5%	64.0%	67.0%	59.6%	58.5%	
	Prepared (avg 24% of cohort)	66.7%	67.7%	71.0%	57.1%	62.0%	
	Unprepared (avg 76% of cohort)	62.3%	62.6%	65.6%	60.2%	57.6%	
PC	Cohort Size	442	451	553	615	697	
	Overall Persistence Success Rate	69.9%	71.6%	66.9%	71.5%	75.0%	
	Prepared (avg 13% of cohort)	65.1%	79.0%	69.1%	70.8%	71.2%	
	Unprepared (avg 87% of cohort)	70.7%	70.0%	66.6%	71.6%	75.4%	
Measure: Student Success Scorecard		2006-07 to	2007-08 to	2008-09 to	2009-10 to	2010-11 to	Trendlines
Remedial English Progress Rate		2011-12	2012-13	2013-14	2014-15	2015-16	
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	2,421	2,327	2,522	2,524	2,465	
	Remedial English Progress Success Rate	29.9%	30.4%	29.6%	31.2%	30.8%	
CC	Cohort Size	499	437	503	547	577	
	Remedial English Progress Success Rate	24.2%	24.7%	25.4%	27.2%	25.6%	
PC	Cohort Size	757	749	1,014	1,097	940	
	Remedial English Progress Success Rate	34.6%	32.6%	33.6%	39.1%	42.4%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard		2006-07 to	2007-08 to	2008-09 to	2009-10 to	2010-11 to	Trendlines
Remedial Math Progress Rate		2011-12	2012-13	2013-14	2014-15	2015-16	
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	1,965	2,423	2,526	2,109	2,236	
	Remedial Math Progress Success Rate	24.0%	21.4%	25.4%	26.8%	28.8%	
CC	Cohort Size	456	516	575	637	662	
	Remedial Math Progress Success Rate	28.5%	26.7%	25.6%	27.6%	25.5%	
PC	Cohort Size	521	522	520	526	540	
	Remedial Math Progress Success Rate	23.6%	24.5%	27.7%	30.6%	39.4%	

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 in First Year (Grade of "C" or Better, ESS Element C)

Explanation: Students in the Student Success cohort were tracked for one year to determine their successful course completion rate. Enrollments in all credit courses during the summer, fall and spring terms were used. Successful course completion was determined using the following calculation: all grades of A, B, C, and P divided by all grades of A, B, C, P, D, F, I, NP, W, and DR. This element was previously included in the ATD Student Success Elements report as Element 3. 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 in the combined cohort column illustrate achievement gaps relative to the overall (average) rate. The longer the bar, the greater the gap.

BC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	3,617	62.6%	3,515	61.4%	4,069	60.9%	4,326	60.7%	4,819	60.1%	20,346	61.1%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)														
Placement - English														
	Placed into Remedial	2,295	58.9%	2,227	57.2%	2,556	57.9%	2,674	57.3%	3,205	55.3%	12,957	57.2%	
	Placed into College-level	985	72.4%	997	70.0%	1,091	68.9%	1,217	69.1%	1,179	71.9%	5,469	70.4%	
Placement - Math														
	Placed into Remedial	2,512	58.2%	2,536	56.4%	2,749	57.0%	2,740	55.7%	1,912	54.7%	12,449	56.5%	
	Placed into College-level	780	76.3%	702	76.0%	921	72.7%	1,161	72.2%	2,501	64.0%	6,065	70.0%	
Gender														
	Female	1,970	63.2%	1,832	63.5%	2,071	61.9%	2,268	62.1%	2,497	61.6%	10,638	62.4%	
	Male	1,639	61.8%	1,668	58.9%	1,997	59.9%	1,982	58.8%	2,280	58.1%	9,566	59.4%	
Age														
	19 or Younger	2,648	64.8%	2,576	62.9%	2,874	62.0%	3,038	62.2%	3,385	61.3%	14,521	62.6%	
	20-29	687	51.7%	685	55.2%	903	57.2%	958	56.2%	1,108	55.9%	4,341	55.5%	
	30 or Older	282	56.5%	254	57.8%	291	58.2%	330	53.2%	326	57.4%	1,483	56.6%	
Ethnicity														
	African American	281	42.0%	200	39.1%	223	42.7%	212	36.9%	244	42.5%	1,160	40.7%	
	American Indian	18	47.0%	17	42.6%	11	74.7%	17	56.1%	10	59.6%	73	55.6%	
	Asian	80	71.2%	62	70.9%	81	71.5%	77	66.7%	68	77.7%	368	71.4%	
	Filipino	70	69.2%	50	78.6%	54	76.6%	60	73.2%	65	74.3%	299	74.0%	
	Hispanic/ Latino	2,162	62.2%	2,229	60.1%	2,790	60.9%	2,946	60.2%	3,364	59.1%	13,491	60.4%	
	Pacific Islander	6	53.8%	9	61.8%	4	65.5%	5	67.6%	9	83.8%	33	65.7%	
	White	857	69.3%	773	68.3%	733	64.9%	781	67.5%	888	65.6%	4,032	67.2%	
Financial Aid in First Year														
	Financial Aid	2,557	58.4%	2,472	57.7%	3,119	58.8%	3,431	58.9%	3,812	58.3%	15,391	58.4%	
	No Financial Aid	1,060	73.8%	1,043	71.6%	949	69.7%	895	69.9%	1,007	68.5%	4,954	70.9%	
Foster Youth in First Term¹														
	Foster Youth	25	40.6%	47	34.0%	100	39.5%	108	45.2%	112	35.6%	392	39.5%	
	Not a Foster Youth	3,592	62.8%	3,468	61.8%	3,968	61.4%	4,218	61.1%	4,707	60.6%	19,953	61.5%	

Strategic Goal #2: Equity														
Objective #1 - Close Achievement Gaps														
Measure: Successful Course Completion in First Year (Grade of "C" or Better, ESS Element C) <i>continued</i>														
BC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	3,617	62.6%	3,515	61.4%	4,069	60.9%	4,326	60.7%	4,819	60.1%	20,346	61.1%	
	Veteran in First Term²													
	Veteran	11	73.1%	25	63.5%	28	61.8%	33	73.9%	55	54.6%	152	62.9%	
	Not a Veteran	3,606	62.5%	3,490	61.4%	4,040	60.9%	4,293	60.6%	4,764	60.2%	20,193	61.1%	
	Enrollment Status in First Term													
	Full-time	1,314	68.5%	1,383	66.4%	1,721	65.3%	1,946	64.8%	2,300	63.2%	8,664	65.3%	
	Part-time	2,257	56.5%	2,081	55.5%	2,320	54.9%	2,357	54.2%	2,461	54.4%	11,476	55.1%	
	Withdrew/ Non-Credit	46	42.9%	51	37.2%	27	53.3%	23	54.2%	58	35.0%	205	42.2%	
	Percentage of Distance Ed Within Cohort Period													
	76% - 100% Distance Ed	170	37.2%	104	31.3%	156	35.9%	167	40.2%	225	42.4%	822	38.3%	
	51 - 75% Distance Ed	84	51.0%	68	53.0%	81	47.8%	78	52.0%	123	46.3%	434	49.5%	
	26 - 50% Distance Ed	224	55.5%	219	59.1%	247	58.4%	229	55.6%	354	61.4%	1,273	58.4%	
	1 - 25% Distance Ed	464	69.6%	458	64.5%	397	65.4%	454	66.0%	617	64.6%	2,390	66.0%	
	100% Traditional	2,675	62.9%	2,666	61.8%	3,187	61.5%	3,398	61.0%	3,500	60.1%	15,426	61.4%	
	Matriculation in First Term by Number of Components Completed													
	No Matric Components	211	42.3%	171	64.8%	207	55.9%	238	46.2%	212	53.4%	1,039	52.0%	
	1-3 Matric Components	2,272	54.3%	1,984	52.2%	2,193	53.5%	1,559	51.7%	1,005	49.6%	9,013	52.8%	
	4 Matric Components	1,134	75.1%	1,360	70.2%	1,668	68.3%	2,529	65.1%	3,602	62.3%	10,293	66.7%	
	First English Attempt													
	1st Term or before	1,270	66.3%	1,435	65.2%	1,740	64.6%	1,970	65.9%	2,175	64.5%	8,590	65.2%	
	2nd Term	572	70.8%	388	69.6%	392	69.7%	514	66.0%	630	62.8%	2,496	67.4%	
	Course not taken in 1st year	1,775	53.8%	1,692	53.2%	1,936	53.1%	1,842	48.6%	2,014	50.5%	9,259	51.9%	
	First Math Attempt													
	1st Term or before	1,091	68.7%	1,210	68.3%	1,477	64.6%	1,502	65.7%	1,463	67.2%	6,743	66.8%	
	2nd Term	608	72.3%	312	74.0%	460	73.1%	529	72.5%	647	71.6%	2,556	72.5%	
	Course not taken in 1st year	1,918	52.2%	1,993	52.0%	2,131	53.2%	2,295	51.1%	2,709	49.4%	11,046	51.5%	
	First Generation in First Term													
	First Generation	No data available						2,159	58.4%	2,321	57.2%	4,480	57.8%	
	Not First Generation							2,167	63.0%	2,498	62.6%	4,665	62.8%	

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 in First Year (Grade of "C" or Better, ESS Element C)														
CC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	711	60.7%	598	64.7%	866	60.7%	854	63.0%	945	63.5%	3,974	62.4%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)														
Placement - English														
	Placed into Remedial	180	59.4%	189	64.7%	208	56.6%	199	59.3%	222	59.5%	998	59.9%	
	Placed into College-level	252	69.9%	188	74.4%	281	71.2%	238	72.9%	302	73.6%	1,261	72.3%	
Placement - Math														
	Placed into Remedial	289	60.0%	254	65.7%	304	60.4%	252	60.5%	284	60.2%	1,383	61.4%	
	Placed into College-level	155	75.3%	131	76.3%	181	73.0%	196	73.6%	247	75.3%	910	74.6%	
Gender														
	Female	389	62.5%	319	63.9%	512	61.5%	504	63.1%	576	64.8%	2,300	63.2%	
	Male	319	58.6%	279	65.6%	352	59.8%	350	62.8%	369	61.3%	1,669	61.5%	
Age														
	19 or Younger	382	65.3%	332	70.3%	316	69.1%	306	66.5%	362	69.0%	1,698	68.0%	
	20-29	196	48.1%	153	51.9%	324	56.5%	315	58.7%	335	56.7%	1,323	55.1%	
	30 or Older	133	61.4%	113	56.1%	226	49.0%	233	61.3%	248	60.2%	953	57.3%	
Ethnicity														
	African American	56	22.7%	38	46.3%	49	23.6%	62	35.3%	46	28.2%	251	30.3%	
	American Indian	21	55.3%	15	52.2%	11	58.5%	10	68.0%	16	65.2%	73	58.7%	
	Asian	19	81.3%	9	90.4%	12	52.9%	19	72.1%	19	77.5%	78	76.1%	
	Filipino	7	48.3%	3	83.3%	5	65.4%	13	57.6%	8	41.2%	36	53.4%	
	Hispanic/ Latino	192	64.7%	203	60.8%	340	57.7%	320	61.2%	364	61.4%	1,419	60.9%	
	Pacific Islander	0		3	73.3%	2	100.0%	6	45.2%	6	34.4%	17	51.7%	
	White	380	62.2%	299	70.0%	391	67.9%	365	68.2%	439	68.9%	1,874	67.2%	
Financial Aid in First Year														
	Financial Aid	351	57.5%	306	60.9%	507	56.3%	498	59.6%	538	58.9%	2,200	58.5%	
	No Financial Aid	360	65.0%	292	70.3%	359	69.8%	356	71.1%	407	71.9%	1,774	69.5%	
Foster Youth in First Term¹														
	Foster Youth	3	11.1%	1	0.0%	26	34.7%	13	56.0%	26	38.3%	69	38.7%	
	Not a Foster Youth	708	60.9%	597	64.8%	840	61.4%	841	63.1%	919	64.1%	3,905	62.8%	
Veteran in First Term²														
	Veteran	17	54.4%	9	84.1%	16	59.4%	12	67.5%	25	64.8%	79	63.9%	
	Not a Veteran	694	60.9%	589	64.4%	850	60.7%	842	62.9%	920	63.4%	3,895	62.4%	
Enrollment Status in First Term														
	Full-time	248	63.4%	228	66.4%	291	62.5%	278	65.1%	324	67.6%	1,369	65.0%	
	Part-time	457	58.0%	365	62.6%	569	58.4%	562	60.3%	601	58.3%	2,554	59.3%	
	Withdrew/ Non-Credit	6	0.0%	5	0.0%	6	77.8%	14	85.7%	20	0.0%	51	61.9%	

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Successful Course Completion in First Year (Grade of "C" or Better, ESS Element C) *continued*

CC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	711	60.7%	598	64.7%	866	60.7%	854	63.0%	945	63.5%	3,974	62.4%	
Percentage of Distance Ed Within Cohort Period														
	76% - 100% Distance Ed	220	49.8%	178	49.9%	358	48.2%	358	58.8%	373	54.1%	1,487	52.5%	
	51 - 75% Distance Ed	69	56.5%	39	66.0%	62	67.2%	51	65.8%	84	66.9%	305	64.5%	
	26 - 50% Distance Ed	102	66.6%	97	68.1%	106	67.3%	92	65.8%	140	70.9%	537	68.0%	
	1 - 25% Distance Ed	99	69.3%	94	73.9%	98	70.4%	82	67.9%	109	73.5%	482	71.1%	
	100% Traditional	221	61.7%	190	66.2%	242	62.9%	271	62.5%	239	58.5%	1,163	62.5%	
Matriculation in First Term by Number of Components Completed														
	No Matric Components	142	41.8%	128	42.4%	188	49.7%	250	52.5%	198	46.2%	906	47.2%	
	1-3 Matric Components	332	56.0%	211	57.2%	383	52.5%	332	56.4%	354	54.6%	1,612	55.1%	
	4 Matric Components	237	70.3%	259	73.1%	295	70.2%	272	71.0%	393	71.4%	1,456	71.2%	
First English Attempt														
	1st Term or before	243	66.6%	221	72.2%	250	68.7%	257	66.5%	305	68.0%	1,276	68.3%	
	2nd Term	85	73.9%	65	72.3%	73	67.9%	42	74.8%	72	77.4%	337	73.2%	
	Course not taken in 1st year	383	47.7%	312	50.8%	543	51.4%	555	57.3%	568	55.0%	2,361	52.7%	
First Math Attempt														
	1st Term or before	259	68.4%	220	70.6%	291	66.9%	281	64.0%	334	68.2%	1,385	67.6%	
	2nd Term	57	71.0%	68	73.2%	46	75.4%	46	75.8%	61	72.2%	278	73.3%	
	Course not taken in 1st year	395	48.4%	310	52.8%	529	51.4%	527	59.2%	550	56.0%	2,311	53.7%	
First Generation in First Term														
	First Generation	No data available						284	57.9%	267	54.1%	551	56.0%	
	Not First Generation	No data available						570	65.6%	678	67.0%	1,248	66.4%	

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: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3)

PC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	766	62.4%	842	65.3%	914	65.8%	941	64.5%	1,045	66.7%	4,508	65.1%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)														
Placement - English														
	Placed into Remedial	494	64.1%	553	65.8%	556	66.9%	646	64.5%	830	67.0%	3,079	65.8%	
	Placed into College-level	95	74.3%	115	76.1%	113	77.0%	125	73.1%	81	73.5%	529	74.9%	
Placement - Math														
	Placed into Remedial	208	58.6%	228	59.6%	218	56.6%	322	57.0%	773	65.4%	1,749	61.3%	
	Placed into College-level	384	68.9%	438	71.1%	454	73.2%	450	71.7%	137	78.1%	1,863	71.8%	
Gender														
	Female	429	66.3%	456	69.3%	463	68.9%	493	66.6%	584	69.3%	2,425	68.1%	
	Male	332	57.1%	385	60.2%	449	62.7%	447	62.1%	460	63.1%	2,073	61.3%	
Age														
	19 or Younger	565	64.8%	630	67.4%	604	68.9%	644	67.9%	719	68.4%	3,162	67.6%	
	20-29	151	50.8%	150	56.5%	233	53.7%	228	53.4%	261	59.7%	1,023	55.2%	
	30 or Older	50	58.1%	62	54.4%	77	65.7%	69	54.1%	65	67.7%	323	60.5%	
Ethnicity														
	African American	8	24.5%	18	56.6%	12	72.4%	13	48.3%	8	50.0%	59	54.0%	
	American Indian	2	13.3%	4	39.3%	6	46.2%	7	69.8%	7	55.2%	26	51.2%	
	Asian	20	63.0%	8	87.1%	16	76.7%	12	71.0%	12	76.7%	68	73.3%	
	Filipino	16	71.8%	15	71.9%	13	79.1%	9	73.7%	17	68.7%	70	72.8%	
	Hispanic/ Latino	519	64.2%	598	64.9%	676	65.7%	727	64.1%	817	67.2%	3,337	65.3%	
	Pacific Islander	1	0.0%	1	0.0%	1	16.7%	1	100.0%	2	42.9%	6	39.3%	
	White	181	58.4%	179	67.2%	163	65.2%	160	67.3%	160	65.0%	843	64.6%	
Financial Aid in First Year														
	Financial Aid	618	61.3%	683	64.3%	772	65.2%	800	64.1%	884	66.8%	3,757	64.5%	
	No Financial Aid	148	68.8%	159	71.1%	142	70.2%	141	67.1%	161	65.6%	751	68.6%	
Foster Youth in First Term¹														
	Foster Youth	4	50.0%	5	50.0%	13	38.0%	22	54.6%	24	50.0%	68	49.1%	
	Not a Foster Youth	762	62.5%	837	65.4%	901	66.2%	919	64.7%	1,021	67.1%	4,440	65.3%	
Veteran in First Term²														
	Veteran	7	60.0%	2	60.0%	8	72.0%	9	70.4%	11	59.6%	37	65.3%	
	Not a Veteran	759	62.5%	840	65.3%	906	65.8%	932	64.4%	1,034	66.7%	4,471	65.1%	
Enrollment Status in First Term														
	Full-time	381	67.0%	446	69.2%	522	70.1%	543	68.5%	637	69.4%	2,529	69.0%	
	Part-time	384	54.9%	396	57.1%	387	54.4%	391	54.1%	402	58.5%	1,960	55.8%	
	Withdrew/ Non-Credit	1	0.0%	0	0.0%	5	0.0%	7	100.0%	6	0.0%	19	100.0%	

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Successful Course Completion in First Year (Grade of "C" or Better, ESS Element C) *continued*

PC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	766	62.4%	842	65.3%	914	65.8%	941	64.5%	1,045	66.7%	4,508	65.1%	
Percentage of Distance Ed Within Cohort Period														
	50 - 100% Distance Ed	43	41.5%	43	47.0%	38	53.4%	50	43.2%	54	51.8%	228	47.6%	
	1 - 49% Distance Ed	254	64.1%	254	70.2%	242	66.9%	208	67.0%	265	65.9%	1,223	66.8%	
	100% Traditional	469	62.4%	545	63.3%	634	65.7%	683	64.5%	726	67.8%	3,057	65.0%	
Matriculation in First Term by Number of Components Completed														
	No Matric Components	116	35.3%	114	40.7%	142	44.2%	90	39.4%	54	48.7%	516	40.9%	
	1-3 Matric Components	464	59.3%	343	58.6%	314	58.7%	469	58.5%	290	54.6%	1,880	58.2%	
	4 Matric Components	186	75.8%	385	72.6%	458	73.0%	382	72.3%	701	70.8%	2,112	72.4%	
First English Attempt														
	1st Term or before	377	68.7%	456	69.2%	509	70.3%	630	67.3%	792	68.8%	2,764	68.8%	
	2nd Term	108	61.8%	102	70.9%	84	64.2%	62	64.3%	59	64.8%	415	65.3%	
	Course not taken in 1st year	281	48.7%	284	51.5%	321	55.1%	249	52.5%	194	48.7%	1,329	51.7%	
First Math Attempt														
	1st Term or before	218	72.0%	252	69.6%	340	70.7%	347	69.1%	467	70.2%	1,624	70.2%	
	2nd Term	74	76.6%	95	76.5%	113	72.6%	131	76.5%	138	74.8%	551	75.3%	
	Course not taken in 1st year	474	53.4%	495	58.9%	461	58.2%	463	54.0%	440	57.4%	2,333	56.4%	
First Generation in First Term														
	First Generation	No data available						509	64.7%	521	65.8%	1,030	65.3%	
	Not First Generation	No data available						432	64.2%	524	67.5%	956	66.0%	

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: Completion (Award or Transfer) within Three Years (ESS Element H)

Explanation: Students in the Student Success cohort were tracked for 3 years to see if they received some type of an award and/or if they transferred to a four-year institution. Awards were tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. This element was previously included in the ATD Student Success Elements report as Element 5. 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 in the combined cohort column illustrate achievement gaps relative to the overall (average) rate. The longer the bar, the greater the gap.

BC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	3,617	19.5%	3,515	17.7%	4,069	18.0%	11,201	18.4%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Placement - English										
	Placed into Remedial	2,295	14.0%	2,227	11.9%	2,556	12.9%	7,078	12.9%	
	Placed into College-level	985	33.7%	997	31.7%	1,091	31.1%	3,073	32.1%	
Placement - Math										
	Placed into Remedial	2,512	12.4%	2,536	11.0%	2,749	11.8%	7,797	11.7%	
	Placed into College-level	780	45.0%	702	44.0%	921	38.8%	2,403	42.3%	
Gender										
	Female	1,970	20.8%	1,832	18.2%	2,071	19.7%	5,873	19.6%	
	Male	1,639	18.1%	1,668	17.1%	1,997	16.3%	5,304	17.1%	
Age										
	19 or Younger	2,648	22.4%	2,576	19.4%	2,874	20.0%	8,098	20.6%	
	20-29	687	12.8%	685	14.0%	903	15.4%	2,275	14.2%	
	30 or Older	282	8.9%	254	9.8%	291	7.2%	827	8.6%	
Ethnicity										
	African American	281	13.5%	200	15.5%	223	11.2%	704	13.4%	
	American Indian	18	5.6%	17	5.9%	11	27.3%	46	10.9%	
	Asian	80	28.8%	62	37.1%	81	33.3%	223	32.7%	
	Filipino	70	27.1%	50	24.0%	54	31.5%	174	27.6%	
	Hispanic/ Latino	2,162	18.5%	2,230	15.2%	2,790	17.6%	7,182	17.1%	
	Pacific Islander	6	0.0%	9	22.2%	4	25.0%	19	15.8%	
	White	857	23.2%	772	23.4%	733	19.8%	2,362	22.2%	
Financial Aid in First Year										
	Financial Aid	2,557	16.5%	2,472	15.5%	3,119	17.0%	8,148	16.4%	
	No Financial Aid	1,060	26.8%	1,043	22.9%	949	21.6%	3,052	23.9%	

Strategic Goal #2: Equity										
Objective #1 - Close Achievement Gaps										
Measure: Completion (Award or Transfer) within Three Years (ESS Element H) <i>continued</i>										
BC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	3,617	19.5%	3,515	17.7%	4,069	18.0%	11,201	18.4%	
	Foster Youth in First Term¹									
	Foster Youth	25	4.0%	47	10.6%	100	5.0%	172	6.4%	
	Not a Foster Youth	3,592	19.6%	3,468	17.8%	3,968	18.4%	11,028	18.6%	
	Veteran in First Term²									
	Veteran	11	54.5%	25	44.0%	28	46.4%	64	46.9%	
	Not a Veteran	3,606	19.4%	3,490	17.5%	4,040	17.8%	11,136	18.2%	
	Enrollment Status in First Term									
	Full-time	1,314	30.0%	1,383	26.6%	1,721	25.0%	4,418	27.0%	
	Part-time	2,257	13.6%	2,081	12.0%	2,320	13.1%	6,658	12.9%	
	Withdrew/ Non-Credit	46	10.9%	51	7.8%	27	0.0%	124	7.3%	
	Percentage of Distance Ed Within Cohort Period									
	76% - 100% Distance Ed	161	12.4%	91	16.5%	142	8.5%	394	11.9%	
	51 - 75% Distance Ed	84	15.5%	60	20.0%	91	6.6%	235	13.2%	
	26 - 50% Distance Ed	243	19.3%	231	15.6%	279	17.2%	753	17.4%	
	1 - 25% Distance Ed	893	30.7%	877	28.4%	973	27.4%	2,743	28.8%	
	100% Traditional	2,236	15.7%	2,256	13.7%	2,583	15.5%	7,075	15.0%	
	Matriculation in First Term by Number of Components Completed									
	No Matric Components	211	12.8%	171	9.4%	207	13.0%	589	11.9%	
	1-3 Matric Components	2,272	15.2%	1,984	12.6%	2,193	13.5%	6,449	13.8%	
	4 Matric Components	1,134	29.4%	1,360	26.1%	1,668	24.6%	4,162	26.4%	
	First English Attempt									
	1st Term or before	1,270	25.5%	1,435	21.3%	1,744	22.2%	4,449	22.9%	
	2nd Term	572	24.1%	388	25.8%	392	21.9%	1,352	24.0%	
	Course not taken in 1st year	1775	13.7%	1692	12.7%	1932	13.5%	5,399	13.3%	
	First Math Attempt									
	1st Term or before	1,091	30.1%	1,211	26.9%	1,480	24.7%	3,782	26.9%	
	2nd Term	608	23.0%	312	27.2%	460	19.3%	1,380	22.8%	
	Course not taken in 1st year	1,918	12.4%	1,992	10.5%	2,128	13.2%	6,038	12.1%	
<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: Completion (Award or Transfer) within Three Years (ESS Element H)										
CC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	711	16.5%	598	16.6%	866	15.7%	2,175	16.2%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Placement - English										
	Placed into Remedial	180	11.7%	189	15.9%	208	11.1%	577	12.8%	
	Placed into College-level	252	25.4%	188	26.6%	281	24.2%	721	25.2%	
Placement - Math										
	Placed into Remedial	289	11.1%	254	13.0%	304	11.5%	847	11.8%	
	Placed into College-level	155	33.5%	131	37.4%	181	29.8%	467	33.2%	
Gender										
	Female	389	17.0%	319	16.0%	512	15.8%	1,220	16.2%	
	Male	319	16.0%	279	17.2%	352	15.6%	950	16.2%	
Age										
	19 or Younger	382	22.8%	332	21.7%	316	24.7%	1,030	23.0%	
	20-29	196	6.6%	153	9.2%	324	12.7%	673	10.1%	
	30 or Older	133	12.8%	113	11.5%	226	7.5%	472	10.0%	
Ethnicity										
	African American	56	14.3%	38	10.5%	49	4.1%	143	9.8%	
	American Indian	21	9.5%	15	6.7%	11	18.2%	47	10.6%	
	Asian	19	26.3%	9	33.3%	12	16.7%	40	25.0%	
	Filipino	7	0.0%	3	0.0%	5	20.0%	15	6.7%	
	Hispanic/ Latino	192	15.6%	203	16.7%	340	15.3%	735	15.8%	
	Pacific Islander	0	0.0%	3	0.0%	2	0.0%	5	0.0%	
	White	380	17.6%	299	17.4%	391	17.9%	1,070	17.7%	
Financial Aid in First Year										
	Financial Aid	351	15.4%	306	17.6%	507	14.4%	1,164	15.5%	
	No Financial Aid	360	17.5%	292	15.4%	359	17.5%	1,011	16.9%	
Foster Youth in First Term¹										
	Foster Youth	3	0.0%	1	100.0%	26	0.0%	30	3.3%	
	Not a Foster Youth	708	16.5%	597	16.4%	840	16.2%	2,145	16.4%	
Veteran in First Term²										
	Veteran	17	5.9%	9	33.3%	16	18.8%	42	16.7%	
	Not a Veteran	694	16.7%	589	16.3%	850	15.6%	2,133	16.2%	
Enrollment Status in First Term										
	Full-time	248	25.0%	228	25.4%	291	25.1%	767	25.2%	
	Part-time	457	12.0%	365	11.0%	569	11.1%	1,391	11.4%	
	Withdrew/ Non-Credit	6	0.0%	5	20.0%	6	0.0%	17	5.9%	

Strategic Goal #2: Equity										
Objective #1 - Close Achievement Gaps										
Measure: Completion (Award or Transfer) within Three Years (ESS Element H) <i>continued</i>										
CC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	711	16.5%	598	16.6%	866	15.7%	2,175	16.2%	
Percentage of Distance Ed Within Cohort Period										
	76% - 100% Distance Ed	219	12.8%	173	12.7%	357	11.8%	749	12.3%	
	51 - 75% Distance Ed	80	20.0%	48	22.9%	80	13.8%	208	18.3%	
	26 - 50% Distance Ed	138	25.4%	127	24.4%	122	20.5%	387	23.5%	
	1 - 25% Distance Ed	113	19.5%	105	23.8%	121	28.9%	339	24.2%	
	100% Traditional	161	9.9%	145	6.9%	186	12.4%	492	10.0%	
Matriculation in First Term by Number of Components Completed										
	No Matric Components	142	11.3%	128	9.4%	188	12.2%	458	11.1%	
	1-3 Matric Components	332	15.1%	211	11.4%	383	12.0%	926	13.0%	
	4 Matric Components	237	21.5%	259	24.3%	295	22.7%	791	22.9%	
First English Attempt										
	1st Term or before	244	24.2%	221	24.0%	250	24.0%	715	24.1%	
	2nd Term	85	18.8%	65	21.5%	73	21.9%	223	20.6%	
	Course not taken in 1st year	382	11.0%	312	10.3%	543	11.0%	1,237	10.8%	
First Math Attempt										
	1st Term or before	260	23.1%	220	22.3%	291	22.0%	771	22.4%	
	2nd Term	56	25.0%	68	26.5%	46	32.6%	170	27.6%	
	Course not taken in 1st year	395	10.9%	310	10.3%	529	10.8%	1,234	10.7%	
<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: Completion (Award or Transfer) within Three Years (ESS Element H)

PC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	766	15.8%	842	15.2%	914	17.1%	2,522	16.1%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Placement - English										
	Placed into Remedial	494	15.4%	553	15.4%	556	17.4%	1,603	16.1%	
	Placed into College-level	95	29.5%	115	29.6%	113	28.3%	323	29.1%	
Placement - Math										
	Placed into Remedial	208	7.2%	228	9.6%	218	5.0%	654	7.3%	
	Placed into College-level	384	22.7%	438	22.1%	454	25.8%	1,276	23.6%	
Gender										
	Female	429	19.3%	456	19.5%	463	19.4%	1,348	19.4%	
	Male	332	11.1%	385	10.1%	449	14.7%	1,166	12.2%	
Age										
	19 or Younger	565	18.8%	630	18.9%	604	20.9%	1,799	19.5%	
	20-29	151	7.9%	150	4.7%	233	8.6%	534	7.3%	
	30 or Older	50	6.0%	62	3.2%	77	13.0%	189	7.9%	
Ethnicity										
	African American	8	0.0%	18	22.2%	12	50.0%	38	26.3%	
	American Indian	2	0.0%	4	25.0%	6	16.7%	12	16.7%	
	Asian	20	15.0%	8	25.0%	16	25.0%	44	20.5%	
	Filipino	16	25.0%	15	26.7%	13	15.4%	44	22.7%	
	Hispanic/ Latino	519	16.4%	598	13.9%	676	16.1%	1,793	15.4%	
	Pacific Islander	1	0.0%	1	0.0%	1	0.0%	3	0.0%	
	White	181	14.9%	179	17.9%	163	17.2%	523	16.6%	
Financial Aid in First Year										
	Financial Aid	618	15.9%	683	15.5%	772	17.1%	2,073	16.2%	
	No Financial Aid	148	15.5%	159	13.8%	142	16.9%	449	15.4%	
Foster Youth in First Term¹										
	Foster Youth	4	25.0%	5	20.0%	13	7.7%	22	13.6%	
	Not a Foster Youth	762	15.7%	837	15.2%	901	17.2%	2,500	16.1%	
Veteran in First Term²										
	Veteran	7	28.6%	2	0.0%	8	25.0%	17	23.5%	
	Not a Veteran	759	15.7%	840	15.2%	906	17.0%	2,505	16.0%	
Enrollment Status in First Term										
	Full-time	381	23.4%	446	21.5%	522	23.2%	1,349	22.7%	
	Part-time	384	8.3%	396	8.1%	387	9.0%	1,167	8.5%	
	Withdrew/ Non-Credit	1	0.0%	0		5	0.0%	6	0.0%	

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Completion (Award or Transfer) within Three Years (ESS Element H) *continued*

PC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	
	Student Success Cohort	766	15.8%	842	15.2%	914	17.1%	2,522	16.1%	
Percentage of Distance Ed Within Cohort Period										
	50 - 100% Distance Ed	41	4.9%	39	10.3%	36	5.6%	116	6.9%	
	1 - 49% Distance Ed	373	21.7%	366	24.9%	394	26.1%	1,133	24.3%	
	100% Traditional	352	10.8%	437	7.6%	484	10.5%	1,273	9.6%	
Matriculation in First Term by Number of Components Completed										
	No Matric Components	116	6.0%	114	2.6%	142	6.3%	372	5.1%	
	1-3 Matric Components	464	13.8%	343	9.9%	314	14.0%	1,121	12.7%	
	4 Matric Components	186	26.9%	385	23.6%	458	22.5%	1,029	23.7%	
First English Attempt										
	1st Term or before	378	20.9%	456	20.6%	510	21.4%	1,344	21.0%	
	2nd Term	107	15.9%	102	17.6%	84	22.6%	293	18.4%	
	Course not taken in 1st year	281	8.9%	284	5.6%	320	8.8%	885	7.8%	
First Math Attempt										
	1st Term or before	218	24.3%	253	20.9%	341	21.7%	812	22.2%	
	2nd Term	74	21.6%	95	27.4%	113	23.0%	282	24.1%	
	Course not taken in 1st year	474	11.0%	494	9.9%	460	12.2%	1,428	11.0%	

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

2016 Annual Review



Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Annual FTES		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
Explanation: Total annual (summer, fall, spring) full-time equivalent students (FTES). Includes both resident and non-resident.							
BC							
	FTES (Full-Time Equivalent Students)	12,598.3	12,581.8	13,372.3	13,878.8	14,837.1	
CC							
	FTES (Full-Time Equivalent Students)	3,365.9	2,941.4	2,912.2	2,720.0	2,743.3	
PC							
	FTES (Full-Time Equivalent Students)	3,247.3	3,040.5	3,049.0	2,938.7	2,980.3	
Measure: Annual Productivity		2011-12	2012-13	2013-14	2014-15	2015-16	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)	16.9	17.9	17.5	17.3	17.4	
CC							
	Productivity (FTES/FTEF)	14.3	14.5	13.6	13.1	13.1	
PC							
	Productivity (FTES/FTEF)	17.2	16.7	15.7	14.9	14.8	
Measure: First Day Waitlisted Enrollments		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
BC							
	Waitlisted Enrollments	23,311	17,856	13,886	14,967	13,465	
CC							
	Waitlisted Enrollments	6,043	3,790	2,359	1,312	1,066	
PC							
	Waitlisted Enrollments	5,663	4,959	3,929	2,914	2,855	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Number of Concurrently Enrolled Students 2011-12 2012-13 2013-14 2014-15 2015-16 Trendlines

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

BC		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Concurrent Students Enrolled	286	286	519	687	1,514	
CC	Concurrent Students Enrolled	364	301	304	342	545	
PC	Concurrent Students Enrolled	168	57	128	177	326	

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

Measure: Feeder High School Enrollment Yield 2011-12 2012-13 2013-14 2014-15 2015-16 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		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	<i>High School Graduates</i>	8,944	8,936	8,881	9,043	9,325	
	HS Enrollment Yield	24%	25%	27%	27%	27%	
CC	<i>High School Graduates</i>	1,048	1,033	1,022	1,018	1,075	
	HS Enrollment Yield	26%	29%	28%	26%	24%	
PC	<i>High School Graduates</i>	1,146	1,171	1,201	1,282	1,361	
	HS Enrollment Yield	37%	37%	38%	37%	38%	

Measure: Adult Participation Rate 2011-12 2012-13 2013-14 2014-15 2015-16 Trendlines

Explanation: Student headcount per 1,000 adults (age 18-70 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		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Participation Rate	59.2	56.7	57.9	59.1	60.4	
	Female	67.3	63.2	65.4	66.4	67.0	
	Male	51.3	49.9	50.8	51.5	53.3	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #3: Access

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

Measure: Adult Participation Rate		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
BC	Participation Rate	59.2	56.7	57.9	59.1	60.4	
	19 or Younger	257.6	253.3	278.4	293.6	364.8	
	20 - 24	159.9	152.5	157.3	160.9	159.6	
	25 - 39	47.6	45.8	45.1	45.7	49.1	
	40 or Older	14.5	13.0	12.5	12.5	10.9	
	African American	72.5	58.3	50.9	48.3	47.9	
	American Indian	51.7	41.0	33.8	35.7	33.8	
	Asian/ Filipino	52.2	49.2	46.6	47.1	44.7	
	Hispanic/ Latino	63.3	62.6	67.1	70.2	73.3	
	Pacific Islander	118.7	109.7	95.2	78.1	94.7	
	White	47.9	43.5	41.2	39.9	39.6	
	Two or More Races	117.8	124.3	124.8	115.2	118.1	
CC	Participation Rate	113.1	96.4	93.8	89.5	86.3	
	Female	156.6	132.0	132.4	124.3	118.3	
	Male	77.4	67.1	62.2	61.0	59.6	
	19 or Younger	416.9	376.1	381.2	369.2	461.5	
	20 - 24	299.1	264.0	260.3	232.4	228.2	
	25 - 39	141.5	118.3	113.1	112.1	112.7	
	40 or Older	42.6	33.9	32.9	31.9	29.0	
	African American	158.7	117.6	104.2	98.6	100.0	
	American Indian	100.9	80.1	69.2	61.0	52.7	
	Asian/ Filipino	195.2	157.5	133.0	124.2	117.1	
	Hispanic/ Latino	155.9	145.6	154.6	149.1	152.7	
	Pacific Islander	135.4	110.0	123.5	104.6	123.1	
	White	90.2	73.3	67.5	63.8	58.8	
	Two or More Races	186.7	181.3	181.1	163.0	166.9	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #3: Access

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

Measure: Adult Participation Rate		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
PC	Participation Rate	90.7	81.3	79.8	79.2	75.4	
	Female	115.3	101.3	98.6	96.5	92.2	
	Male	65.1	60.5	60.1	61.1	58.8	
	19 or Younger	395.4	347.4	345.7	384.1	440.0	
	20 - 24	255.6	237.0	235.5	223.7	215.5	
	25 - 39	70.8	62.4	61.4	59.9	60.7	
	40 or Older	19.6	16.8	15.8	14.7	11.0	
	African American	312.2	208.9	177.7	203.2	159.1	
	American Indian	42.0	51.4	54.2	57.0	56.0	
	Asian/ Filipino	134.2	101.9	89.4	79.0	68.3	
	Hispanic/ Latino	91.8	85.2	86.8	87.5	87.4	
	Pacific Islander	578.9	309.9	256.9	332.2	236.4	
	White	191.6	182.0	175.0	169.1	44.4	
	Two or More Races	73.8	62.4	55.5	51.9	161.6	

Strategic Plan: Common Measures

2016 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

2011-12 2012-13 2013-14 2014-15 2015-16 Trendlines

Explanation: CTE awards were identified using the CTE program description on college websites. Blanks indicate no data.

BC	Total CTE Awards						
	AA or AS Degrees	563	491	587	526	495	
	AA-T or AS-T Degrees	4	31	80	154	248	
	Certificates of Achievement	227	287	298	298	384	
	Local Job Skills Certificates	671	736	721	660	802	
CC	Total CTE Awards						
	AA or AS Degrees	91	96	81	103	65	
	AA-T or AS-T Degrees				8	31	
	Certificates of Achievement	83	165	122	183	141	
	Local Job Skills Certificates	22	50	38	31	22	
PC	Total CTE Awards						
	AA or AS Degrees	107	105	105	91	90	
	AA-T or AS-T Degrees	1	7	20	44	71	
	Certificates of Achievement	111	113	75	97	98	
	Local Job Skills Certificates				30	29	

Measure: Percentage of CTE Programs

Meeting Core Indicator Performance Goals

2011-12 2012-13 2013-14 2014-15 2015-16 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	71	67	63	66	67	
	% of Programs Meeting the Goal	53%	54%	54%	54%	60%	
CC	Number of Programs	29	34	33	32	31	
	% of Programs Meeting the Goal	47%	51%	44%	55%	52%	
PC	Number of Programs	31	28	30	31	30	
	% of Programs Meeting the Goal	55%	52%	54%	55%	65%	

Measure: Annual Number of Contract Education Hours

2011-12 2012-13 2013-14 2014-15 2015-16 Trendlines

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

KCCD							
	Annual Contract Education Hours	108,102	137,374	54,614	89,195	64,164	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #4: Community Connections

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

Measure: Student Success Scorecard		2006-07 to	2007-08 to	2008-09 to	2009-10 to	2010-11 to	Trendlines
CTE Completion Rate		2011-12	2012-13	2013-14	2014-15	2015-16	
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	1,538	1,543	1,761	1,528	1,383	
	Outcome Success Rate	45.4%	46.4%	42.0%	42.1%	46.0%	
CC	Cohort Size	540	605	724	781	893	
	Outcome Success Rate	38.7%	36.2%	37.3%	40.3%	41.5%	
PC	Cohort Size	376	467	470	445	417	
	Outcome Success Rate	55.9%	55.0%	50.4%	43.4%	50.4%	

Objective #2 - Reflect the Communities We Serve

Measure: Percentage of Employees who Attend Community Meetings		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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	310	
	Percentage Who Attend Community Meetings	39%	41%	39%	
CC	Number of Respondents	140	93	95	
	Percentage Who Attend Community Meetings	31%	35%	39%	
PC	Number of Respondents	105	83	86	
	Percentage Who Attend Community Meetings	47%	41%	45%	
DO	Number of Respondents	41	29	33	
	Percentage Who Attend Community Meetings	32%	24%	21%	

Strategic Goal #4: Community Connections

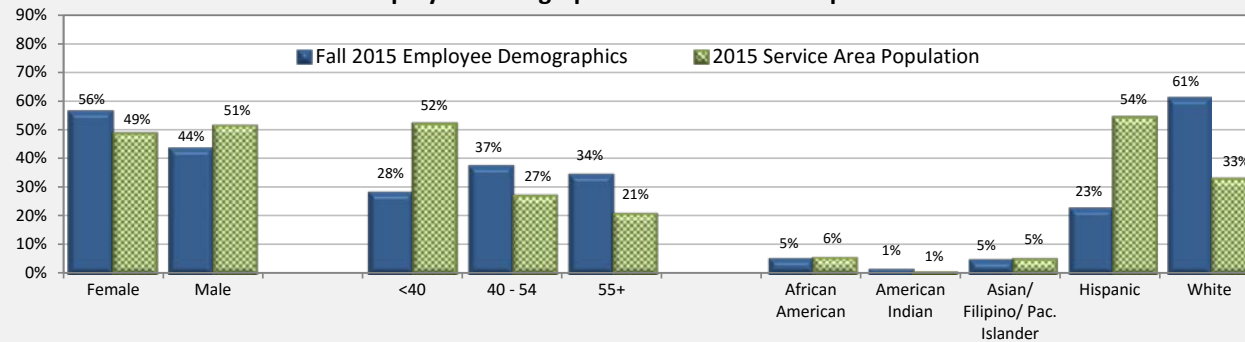
Objective #2 - Reflect the Communities We Serve

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 18-70). Employee figures came from the annual MIS Employee reporting submitted each fall term.

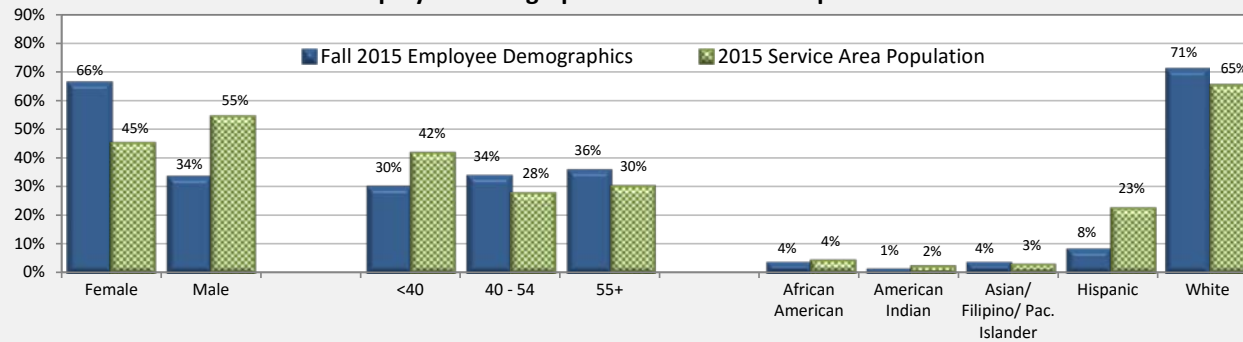
BC

BC Fall 2015 Employee Demographics vs. 2015 Adult Population Estimates



CC

CC Fall 2015 Employee Demographics vs. 2015 Adult Population Estimates

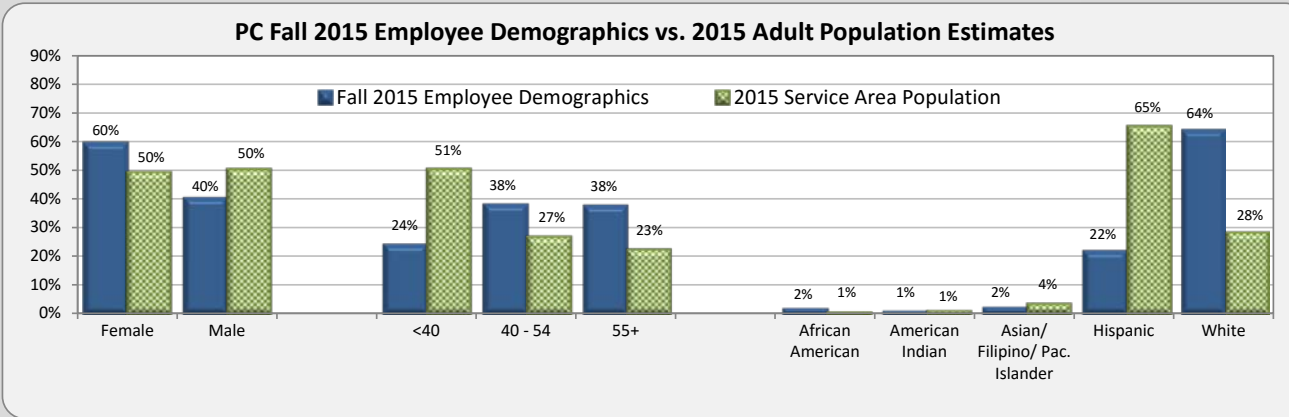


Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

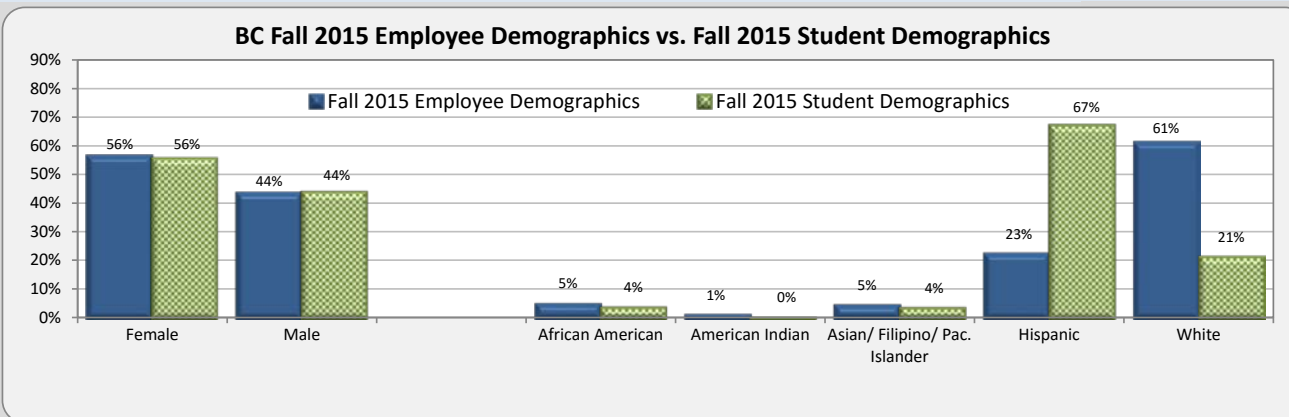
Measure: Degree to which Employee Diversity Reflects the Service Area Population

PC



Measure: Degree to which Employee Diversity Reflects the Student Population

BC



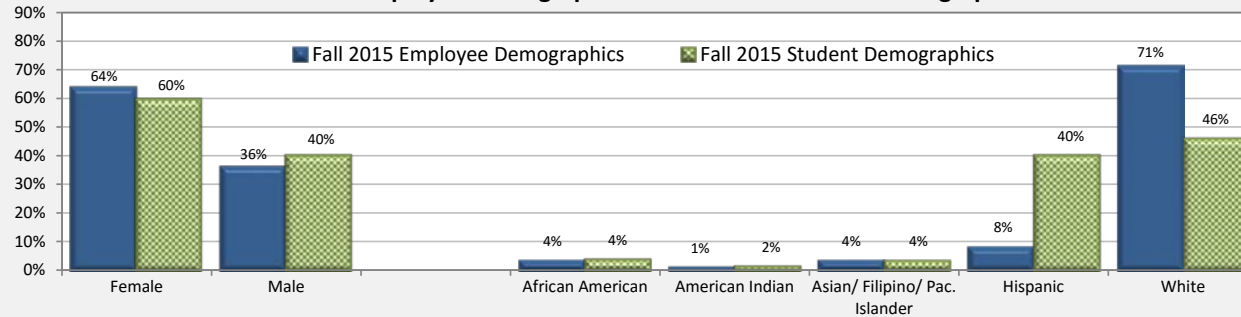
Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Student Population

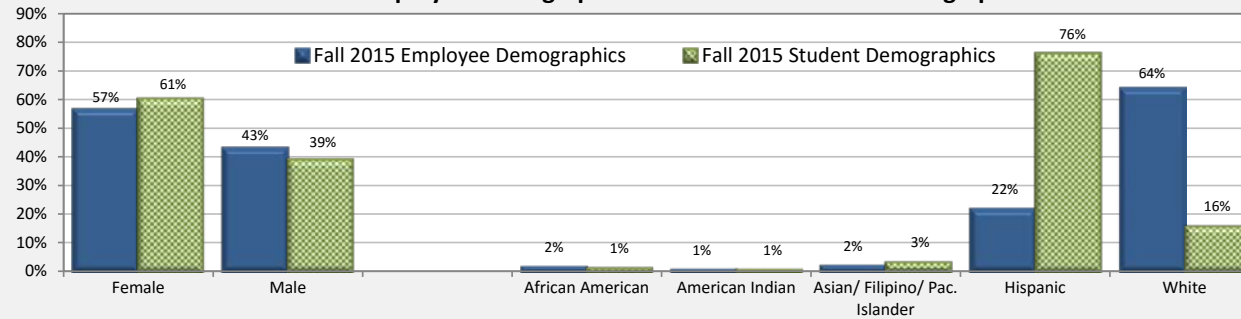
CC

CC Fall 2015 Employee Demographics vs. Fall 2015 Student Demographics



PC

PC Fall 2015 Employee Demographics vs. Fall 2015 Student Demographics



Strategic Plan: Common Measures

2016 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	2015-16	Trendlines
	Female	55%	59%	69%	66%	61%	
	Male	43%	40%	30%	32%	37%	
	Not Reported	2%	1%	1%	2%	1%	
	African American	9%	10%	11%	11%	12%	
	American Indian	1%	1%	1%	1%	1%	
	Asian/ Filipino/ Pacific Islander	7%	6%	6%	6%	6%	
	Hispanic/ Latino	33%	35%	34%	35%	36%	
	White	43%	40%	39%	39%	37%	
	Not Reported	9%	7%	8%	9%	8%	
	Has a Disability	2%	2%	1%	2%	2%	
	Does not have a Disability	95%	96%	98%	96%	96%	
	Not Reported	3%	2%	0%	2%	2%	
CC	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Female	54%	49%	59%	62%	68%	
	Male	44%	50%	39%	36%	30%	
	Not Reported	2%	2%	2%	2%	1%	
	African American	11%	8%	7%	9%	11%	
	American Indian	2%	1%	2%	2%	3%	
	Asian/ Filipino/ Pacific Islander	6%	6%	7%	7%	7%	
	Hispanic/ Latino	14%	17%	16%	15%	20%	
	White	59%	58%	58%	58%	51%	
	Not Reported	9%	9%	10%	8%	8%	
	Has a Disability	2%	2%	2%	3%	2%	
	Does not have a Disability	95%	96%	97%	94%	95%	
	Not Reported	2%	2%	1%	3%	2%	

Strategic Plan: Common Measures

2016 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



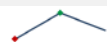

PC	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Female	55%	56%	63%	47%	54%	
	Male	43%	43%	35%	51%	43%	
	Not Reported	1%	1%	1%	2%	2%	
	African American	7%	7%	9%	11%	10%	
	American Indian	2%	1%	2%	1%	1%	
	Asian/ Filipino/ Pacific Islander	6%	6%	8%	7%	7%	
	Hispanic/ Latino	26%	38%	35%	34%	34%	
	White	49%	41%	38%	38%	37%	
	Not Reported	10%	7%	8%	9%	9%	
	Has a Disability	1%	2%	2%	2%	3%	
	Does not have a Disability	97%	96%	97%	96%	94%	
	Not Reported	1%	2%	0%	2%	2%	
DO	Applicant Demographics	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Female	58%	69%	56%	62%	64%	
	Male	41%	29%	42%	37%	34%	
	Not Reported	1%	2%	2%	1%	1%	
	African American	9%	11%	15%	13%	11%	
	American Indian	1%	1%	1%	1%	1%	
	Asian/ Filipino/ Pacific Islander	5%	7%	6%	8%	6%	
	Hispanic/ Latino	40%	32%	27%	30%	34%	
	White	39%	42%	41%	39%	40%	
	Not Reported	6%	8%	9%	9%	8%	
	Has a Disability	2%	1%	2%	2%	1%	
	Does not have a Disability	97%	97%	98%	96%	97%	
	Not Reported	2%	1%	0%	2%	1%	

Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development





Measure: Percentage of Employees who Feel They Have Adequate Training **2011** **2013** **2016** **Trendlines**

Explanation: This information comes from the 2011, 2013 and 2016 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	2016	Trendlines
		Number of Respondents	364	273	311	
	"I have been provided adequate training to do my work."		77%	75%	77%	
CC	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	138	96	95	
	"I have been provided adequate training to do my work."		76%	80%	77%	
PC	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	109	85	85	
	"I have been provided adequate training to do my work."		81%	89%	84%	
DO	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	43	29	34	
	"I have been provided adequate training to do my work."		74%	72%	79%	

Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow **2011** **2013** **2016** **Trendlines**

Explanation: This information comes from the 2011, 2013 and 2016 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	2016	Trendlines
		Number of Respondents	363	273	308	
	"There are opportunities in this college/district to learn and grow in my career."		63%	67%	71%	
CC	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	138	94	96	
	"There are opportunities in this college/district to learn and grow in my career."		61%	68%	68%	
PC	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	110	85	83	
	"There are opportunities in this college/district to learn and grow in my career."		65%	72%	75%	
DO	Percentage of Respondents Reporting:		2011	2013	2016	Trendlines
		Number of Respondents	42	29	34	
	"There are opportunities in this college/district to learn and grow in my career."		64%	62%	74%	

Strategic Plan: Common Measures

2016 Annual Review



Strategic Goal #5: Organizational Effectiveness

Measure: Percentage of Employees who Feel Encouraged and Supported		2011	2013	2016	Trendlines		
Explanation: This information comes from the 2011, 2013 and 2016 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	360	272	309			
	"The college/district provides encouragement and support for my professional growth and development."	61%	61%	68%			
	Number of Respondents	361	275	305			
	"My immediate supervisor encourages my professional growth and development."	80%	79%	77%			
CC	Percentage of Respondents Reporting:						
	Number of Respondents	135	94	95			
	"The college/district provides encouragement and support for my professional growth and development."	64%	68%	75%			
	Number of Respondents	135	95	94			
	"My immediate supervisor encourages my professional growth and development."	77%	78%	80%			
PC	Percentage of Respondents Reporting:						
	Number of Respondents	109	84	83			
	"The college/district provides encouragement and support for my professional growth and development."	63%	76%	75%			
	Number of Respondents	108	85	83			
	"My immediate supervisor encourages my professional growth and development."	78%	86%	75%			
DO	Percentage of Respondents Reporting:						
	Number of Respondents	42	29	34			
	"The college/district provides encouragement and support for my professional growth and development."	57%	66%	76%			
	Number of Respondents	41	29	35			
	"My immediate supervisor encourages my professional growth and development."	71%	79%	86%			
Measure: Number of Internal Candidates Hired in New Positions		2011-12	2012-13	2013-14	2014-15	2015-16	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	20	

Strategic Plan: Common Measures

2016 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

	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
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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. Blanks indicate a missing report.

BC	Number of Institutional Set Student Achievement Standards		5	6	9	21	
	% Meeting the Standard		60%	100%	100%	71%	
CC	Number of Institutional Set Student Achievement Standards		5	19	19	19	
	% Meeting the Standard		80%	79%	89%	79%	
PC	Number of Institutional Set Student Achievement Standards		8	10	8	10	
	% Meeting the Standard		75%	40%	50%	60%	

Measure: Percentage of Courses with Ongoing Assessment

	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
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Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

BC	Course Student Learning Outcomes						
	% with Ongoing Assessment		100%	100%	100%	100%	
CC	Course Student Learning Outcomes						
	% with Ongoing Assessment	59%	69%	68%	62%	79%	
PC	Course Student Learning Outcomes						
	% with Ongoing Assessment	67%	86%	92%	80%	76%	

Measure: Percentage of Program Learning Outcomes with Ongoing Assessment

	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
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Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

BC	Program Learning Outcomes						
	% with Ongoing Assessment		100%	100%	100%	100%	
CC	Program Learning Outcomes						
	% with Ongoing Assessment	66%	76%	73%	71%	92%	
PC	Program Learning Outcomes						
	% with Ongoing Assessment	81%	90%	74%	55%	89%	

Strategic Plan: Common Measures

2016 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

	2011-12	2012-13	2013-14	2014-15	2015-16	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%	50%	75%	75%	
CC	Institutional Learning Outcomes % with Ongoing Assessment	100%	100%	100%	100%	100%	
PC	Institutional Learning Outcomes % with Ongoing Assessment	33%	60%	100%	40%	65%	

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

	2011-12	2012-13	2013-14	2014-15	2015-16	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%	86%	100%	100%	
CC	Student and Learning Support Activities Learning Outcomes % with Ongoing Assessment	88%	83%	100%	92%	91%	
PC	Student and Learning Support Activities Learning Outcomes % with Ongoing Assessment	75%	85%	50%	50%	83%	

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

	2011-12	2012-13	2013-14	2014-15	2015-16	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	53.17%	54.15%	50.02%	51.42%	52.05%	
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Measure: Full-time to Part-time Faculty Ratio (75/25)


	2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
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Explanation: The full-time to part-time ratio is percentage of credit instruction taught by full-time instructors.




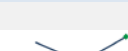



BC	Percentage of Full-time Faculty	72%	75%	73%	68%	70%	
CC	Percentage of Full-time Faculty	54%	62%	63%	61%	64%	
PC	Percentage of Full-time Faculty	71%	70%	66%	61%	64%	

Strategic Goal #5: Organizational Effectiveness

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

Measure: Percentage of Reserves	2011-12	2012-13	2013-14	2014-15	2015-16	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	23.7%	24.3%	29.7%	30.8%	38.7%	

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	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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	355	268	305	
	"There is trust between employees at the colleges and the district office."	27%	24%	32%	
CC	Percentage of Respondents Reporting:				
	Number of Respondents	136	92	94	
	"There is trust between employees at the colleges and the district office."	39%	50%	53%	
PC	Percentage of Respondents Reporting:				
	Number of Respondents	106	80	81	
	"There is trust between employees at the colleges and the district office."	21%	43%	51%	
DO	Percentage of Respondents Reporting:				
	Number of Respondents	43	29	34	
	"There is trust between employees at the colleges and the district office."	42%	34%	44%	
Measure: Percentage of Employees reporting Trust between Employee Groups		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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."	80%	80%	85%	
	"There is trust between classified staff and management."	35%	40%	55%	
	"There is trust between faculty and management."	36%	46%	59%	

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	2016	Trendlines
CC	Percentage of Respondents Reporting:				
	"There is trust between classified staff and faculty."	83%	79%	85%	
	"There is trust between classified staff and management."	59%	59%	55%	
	"There is trust between faculty and management."	53%	55%	62%	
PC	Percentage of Respondents Reporting:				
	"There is trust between classified staff and faculty."	83%	89%	75%	
	"There is trust between classified staff and management."	55%	73%	76%	
	"There is trust between faculty and management."	50%	75%	67%	
DO	Percentage of Respondents Reporting:				
	"There is trust between classified staff and faculty."	63%	64%	74%	
	"There is trust between classified staff and management."	48%	50%	66%	
	"There is trust between faculty and management."	37%	42%	57%	
Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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%	48%	
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	55%	58%	59%	
	"I have sufficient information to perform my job."	82%	81%	82%	
	"My representatives in governance committees adequately inform me about important college/district issues."	80%	79%	74%	
	"My representatives on governance committees ask for my input on important issues."	71%	69%	71%	
	"Information flows well upward through the organizational structure."	46%	53%	52%	
	"Information flows well downward through the organizational structure."	43%	45%	46%	
	"My immediate supervisor keeps me informed of issues relevant to my job."	80%	73%	75%	
	"My immediate supervisor asks for my input before making decisions that affect my work."	70%	61%	71%	

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	2016	Trendlines
CC	Percentage of Respondents Reporting:				
	"Relevant information affecting the district as a whole is communicated throughout the district."	52%	53%	61%	
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	58%	67%	66%	
	"I have sufficient information to perform my job."	80%	83%	86%	
	"My representatives in governance committees adequately inform me about important college/district issues."	77%	73%	78%	
	"My representatives on governance committees ask for my input on important issues."	75%	65%	69%	
	"Information flows well upward through the organizational structure."	55%	51%	68%	
	"Information flows well downward through the organizational structure."	50%	48%	56%	
	"My immediate supervisor keeps me informed of issues relevant to my job."	76%	77%	76%	
	"My immediate supervisor asks for my input before making decisions that affect my work."	67%	72%	71%	
PC	Percentage of Respondents Reporting:				
	"Relevant information affecting the district as a whole is communicated throughout the district."	43%	71%	66%	
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	70%	86%	79%	
	"I have sufficient information to perform my job."	89%	93%	92%	
	"My representatives in governance committees adequately inform me about important college/district issues."	79%	78%	76%	
	"My representatives on governance committees ask for my input on important issues."	76%	72%	72%	
	"Information flows well upward through the organizational structure."	64%	77%	69%	
	"Information flows well downward through the organizational structure."	42%	73%	59%	
	"My immediate supervisor keeps me informed of issues relevant to my job."	83%	87%	80%	
	"My immediate supervisor asks for my input before making decisions that affect my work."	75%	85%	76%	

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	2016	Trendlines
DO	Percentage of Respondents Reporting:				
	"Relevant information affecting the district as a whole is communicated throughout the district."	71%	66%	68%	
	"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	67%	66%	71%	
	"I have sufficient information to perform my job."	88%	90%	94%	
	"My representatives in governance committees adequately inform me about important college/district issues."	59%	55%	58%	
	"My representatives on governance committees ask for my input on important issues."	49%	36%	55%	
	"Information flows well upward through the organizational structure."	44%	41%	53%	
	"Information flows well downward through the organizational structure."	40%	38%	53%	
	"My immediate supervisor keeps me informed of issues relevant to my job."	79%	77%	85%	
	"My immediate supervisor asks for my input before making decisions that affect my work."	71%	66%	82%	

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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	270	313	
	"The college or location where I work is adequately maintained."	43%	50%	53%	
CC					
	Number of Respondents	140	95	96	
	"The college or location where I work is adequately maintained."	67%	72%	70%	
PC					
	Number of Respondents	109	86	84	
	"The college or location where I work is adequately maintained."	73%	90%	81%	
DO					
	Number of Respondents	42	30	34	
	"The college or location where I work is adequately maintained."	98%	90%	97%	

Strategic Plan: Common Measures

2016 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 2011-12 2012-13 2013-14 2014-15 2015-16 Trendlines

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

BC		2011-12	2012-13	2013-14	2014-15	2015-16	Trendlines
	Work Orders Submitted in the System	760	1,404	1,442	2,126	4,274	
	% Completed	89%	75%	74%	80%	94%	
CC							
	Work Orders Submitted in the System	2	362	394	352	310	
	% Completed	100%	88%	88%	73%	72%	
PC							
	Work Orders Submitted in the System	111	621	408	543	509	
	% Completed	100%	98%	94%	95%	92%	
DO							
	Work Orders Submitted in the System	100	72	58	12	11	
	% Completed	100%	100%	100%	100%	100%	




Measure: Number of Safety and Security Incidents Reported 2011 2012 2013 2014 2015 Trendlines

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>).

BC		2011	2012	2013	2014	2015	Trendlines
	Total Incidents	54	43	25	27	25	
CC							
	Total Incidents	0	0	0	0	0	
PC							
	Total Incidents	8	9	3	4	13	

Strategic Goal #5: Organizational Effectiveness

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel Safe at their Location		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 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	364	274	314	
	"I feel safe at my work location."	81%	79%	79%	
CC					
	Number of Respondents	141	92	96	
	"I feel safe at my work location."	90%	85%	86%	
PC					
	Number of Respondents	109	86	84	
	"I feel safe at my work location."	88%	93%	90%	
DO					
	Number of Respondents	42	29	34	
	"I feel safe at my work location."	90%	90%	97%	