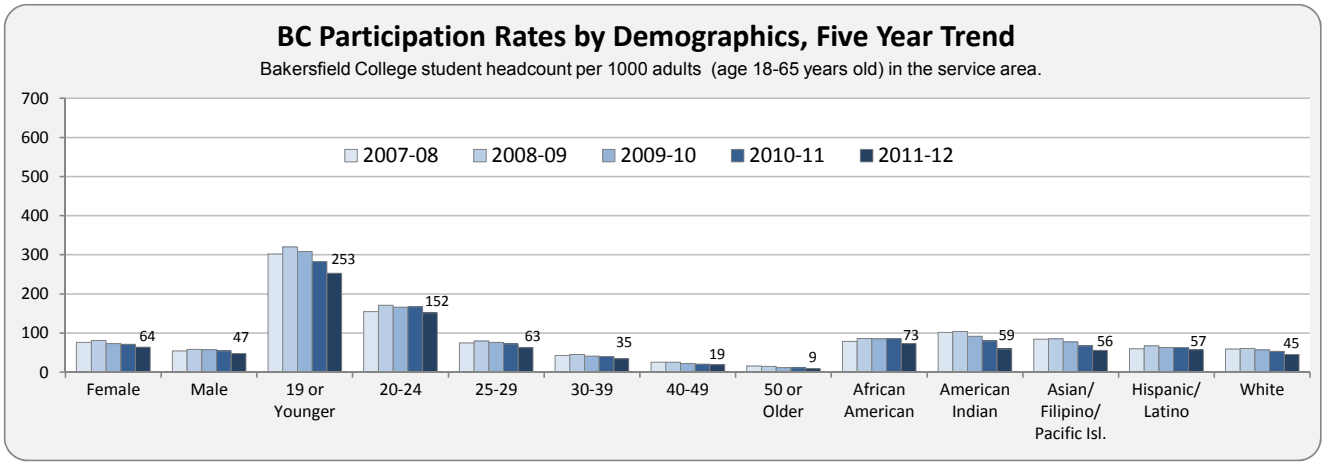
Bakersfield College

# The College in Review: Key Elements of Access and Success

## 1. BC Student Headcount and Participation Rate

The college student headcount per 1,000 adults (age 18-65 years old) in the service area.

| Bakersfield College | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| BC Student Headcount | 27,370 | 29,709 | 28,355 | 27,700 | 25,172 | |
| Service Area Population (18-65) | 420,681 | 428,871 | 436,586 | 444,264 | 455,036 | |
| **Participation Rates** | | | | | | |
| **BC Participation Rate** | **65.1** | **69.3** | **64.9** | **62.4** | **55.3** | |
| Statewide Participation Rate | 87.4 | 89.7 | 84.6 | 82.8 | - | |




The **Participation Rate** provides a measure of college access. It is calculated by dividing the unduplicated student headcount (individual count of students) by the number of adults age 18-65 years old in the service area, multiplied by 1000. Therefore, the measure describes how many people are attending college for every 1000 adults in the service area. The college service area was 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. The statewide participation rate comes from the Accountability Reporting for Community Colleges (ARCC) report. The 2011-12 data are not yet available.

The results above indicate that in 2011-12, for every 1000 adults in the service area, 55.3 were enrolled at the college. The trend in the last five years has been downward, peaking at 69.3 in 2008-09 when enrollment was at its highest. The downward trend is expected because while the service area population has been increasing, budget cuts resulted in a reduction of sections and lower enrollments. In fact, the service area population increased by 8% in the 5-year time period, while enrollments decreased by 8%.

We can compare and contrast results for demographic categories to identify areas of high or low participation. Looking at 2011-12, when the overall participation rate was 55.3, there were 64 females for every 1000 adults in the service area compared to 47 males. As would be expected, participation rates are highest among younger students: 253 of every 1000 people in the service area who are 18 or 19 years old attend the college compared to only 9 out of every 1000 people who are 50 to 65 years old. But further, looking at the 5-year trend, we see that participation rates in the 19 or Younger group have decreased as college enrollment has decreased - from a high of 320 to a low of 253. There was not a corresponding difference in the service area population - the number of 18 or 19 year olds in the service area remained fairly steady which indicates a tangible decline in participation for this age group. African Americans had the highest participation rate in 2011-12, while Whites had the lowest. Over the 5-year time period, participation rates for all ethnic groups declined.

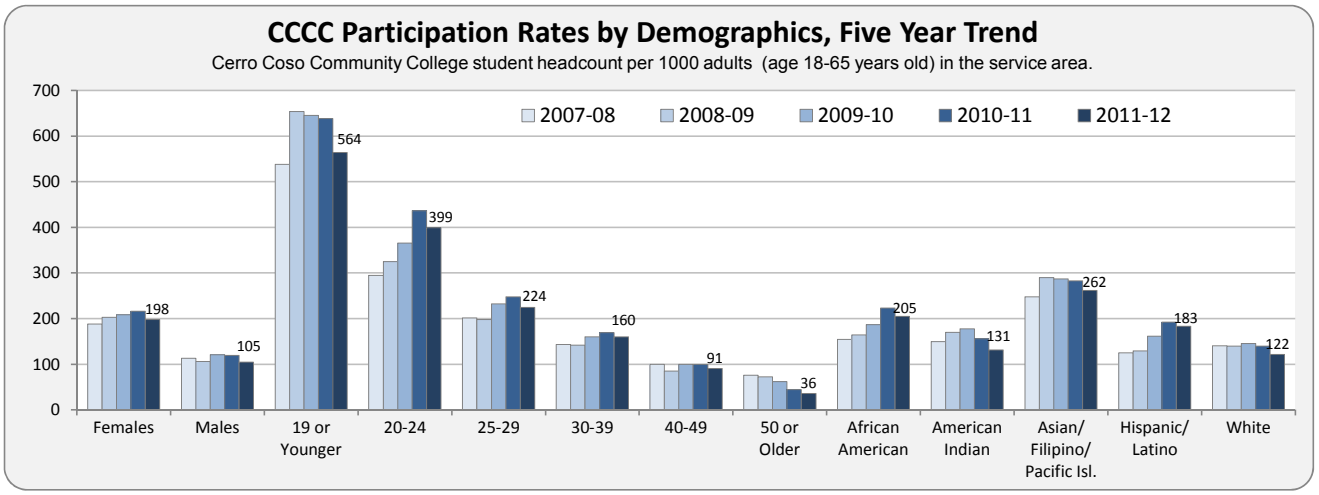
Cerro Coso Community College

# The College in Review: Key Elements of Access and Success

## 1. CC Student Headcount and Participation Rate

The college student headcount per 1,000 adults (age 18-65 years old) in the service area.

| Cerro Coso Community College | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| CC Student Headcount | 9,937 | 10,235 | 11,053 | 11,341 | 10,257 | |
| Service Area Population (18-65) | 66,893 | 67,675 | 68,358 | 68,813 | 69,072 | |
| **Participation Rates** | | | | | | |
| **CC Participation Rate** | **148.6** | **151.2** | **161.7** | **164.8** | **148.5** | |
| Statewide Participation Rate | 87.4 | 89.7 | 84.6 | 82.8 | - | |




The **Participation Rate** provides a measure of college access. It is calculated by dividing the unduplicated student headcount (individual count of students) by the number of adults age 18-65 years old in the service area, multiplied by 1000. Therefore, the measure describes how many people are attending college for every 1000 adults in the service area. The college service area was 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. The statewide participation rate comes from the Accountability Reporting for Community Colleges (ARCC) report. The 2011-12 data are not yet available.

The results above indicate that in 2011-12, for every 1000 adults in the service area, 148.5 were enrolled at the college. These results are well above the state average. But it should be noted that Cerro Coso has a significant number of students from outside the service area (for example in Fall 2011, only 47% of Cerro Coso students were from within the Cerro Coso service area). The trend in the last five years was upward, peaking at 164.8 in 2010-11, before declining in 2011-12. This trend follows the trend in enrollment growth/decline in the same time period. The correlation is expected since the service area population and the college headcount growth both increased by approximately 3% in the 5-year time period.

We can compare and contrast results for demographic categories to identify areas of high or low participation. Looking at 2011-12, when the overall participation rate was 148.5, there were 198 females for every 1000 adults in the service area compared to 105 males. As would be expected, participation rates are highest among younger students: 564 of every 1000 people in the service area who are 18 or 19 years old attend the college compared to only 36 out of every 1000 people who are 50 to 65 years old. Looking at the 5-year trend, changes in the participation rate by age group are similar to changes in the college student headcount. Asians had the highest participation rates, while Whites had the lowest. Over the 5-year time period, participation rates for African Americans and Hispanics have increased. While the service area population in these categories has increased in the time period, the increase in the participation rate is largely influenced by the changing college composition. For example, while the number of Hispanics in the service area has increased by 20% within this time period, the increase in the Hispanic student population increased by 76%.

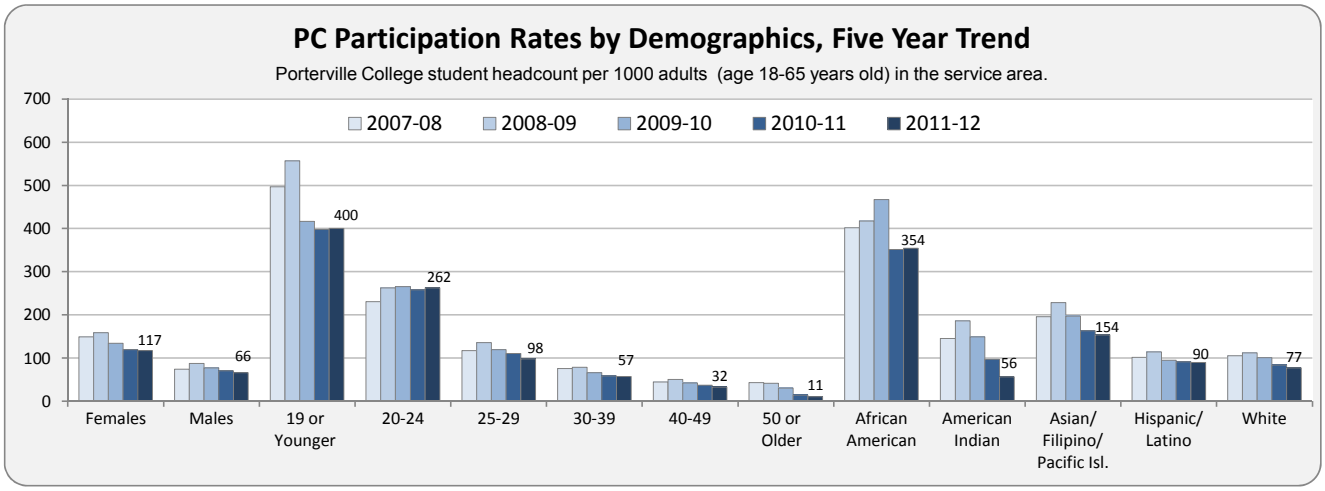
Porterville College

# The College in Review: Key Elements of Access and Success

## 1. PC Student Headcount and Participation Rate

The college student headcount per 1,000 adults (age 18-65 years old) in the service area.

| Porterville College | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| PC Student Headcount | 6,811 | 7,573 | 6,565 | 5,998 | 5,856 | |
| Service Area Population (18-65) | 60,738 | 61,386 | 62,268 | 63,284 | 64,062 | |
| **Participation Rates** | | | | | | |
| **PC Participation Rate** | **112.1** | **123.4** | **105.4** | **94.8** | **91.4** | |
| Statewide Participation Rate | 87.4 | 89.7 | 84.6 | 82.8 | - | |



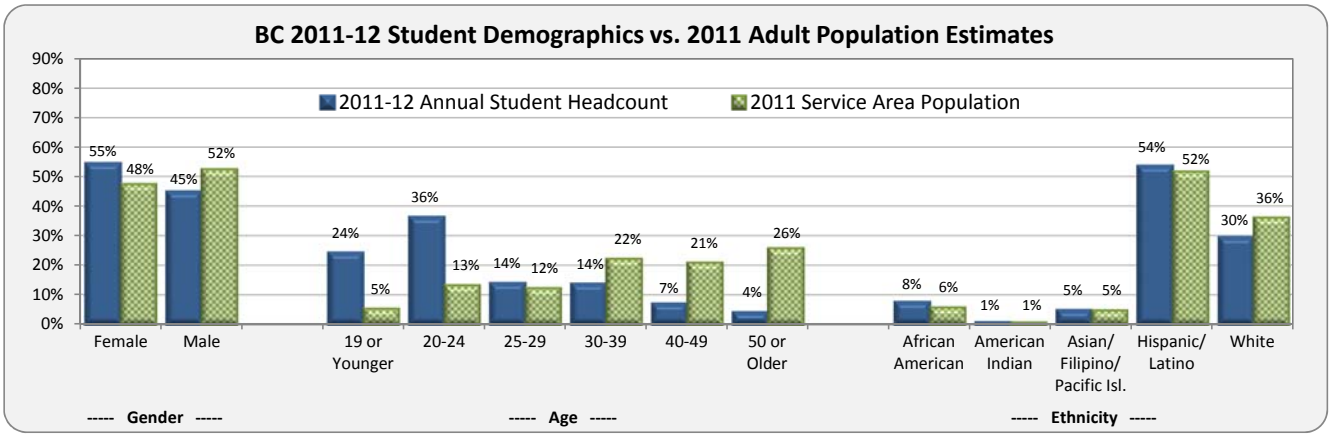

The **Participation Rate** provides a measure of college access. It is calculated by dividing the unduplicated student headcount (individual count of students) by the number of adults age 18-65 years old in the service area, multiplied by 1000. Therefore, the measure describes how many people are attending college for every 1000 adults in the service area. The college service area was 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. The statewide participation rate comes from the Accountability Reporting for Community Colleges (ARCC) report. The 2011-12 data are not yet available.

The results above indicate that in 2011-12, for every 1000 adults in the service area, 91.4 were enrolled at the college. The trend in the last five years has been downward, after peaking at 123.4 in 2008-09 when enrollment was at its highest. The downward trend is expected because while the service area population has been increasing, budget cuts resulted in a reduction of sections and lower enrollments. In fact, the service area population increased by 5% in the 5-year time period, while enrollments decreased by 14%.

We can compare and contrast results for demographic categories to identify areas of high or low participation. Looking at 2011-12, when the overall participation rate was 91.4, there were 117 females for every 1000 females in the service area compared to 66 males. As would be expected, participation rates are highest among younger students: 400 of every 1000 people in the service area who were 18 or 19 years old attend the college compared to only 11 out of every 1000 people who were 50 to 65 years old. Looking at the 5-year trend, participation rates in the 19 or Younger group have decreased as college enrollment has decreased - from a high of 557 to a low of 400. There was not a corresponding difference in the service area population - the number of 18 or 19 year olds in the service area remained fairly steady in the time period. The ethnic category with the highest participation rate in 2011-12 was African Americans, while the lowest was American Indians. Over the 5-year time period, participation rates for all ethnic categories declined as overall headcount declined.

## 2. BC Student Demographics vs. College Service Area Population

Comparing demographics of the adult population (age 18-65) in the college's service area to the students the college serves.

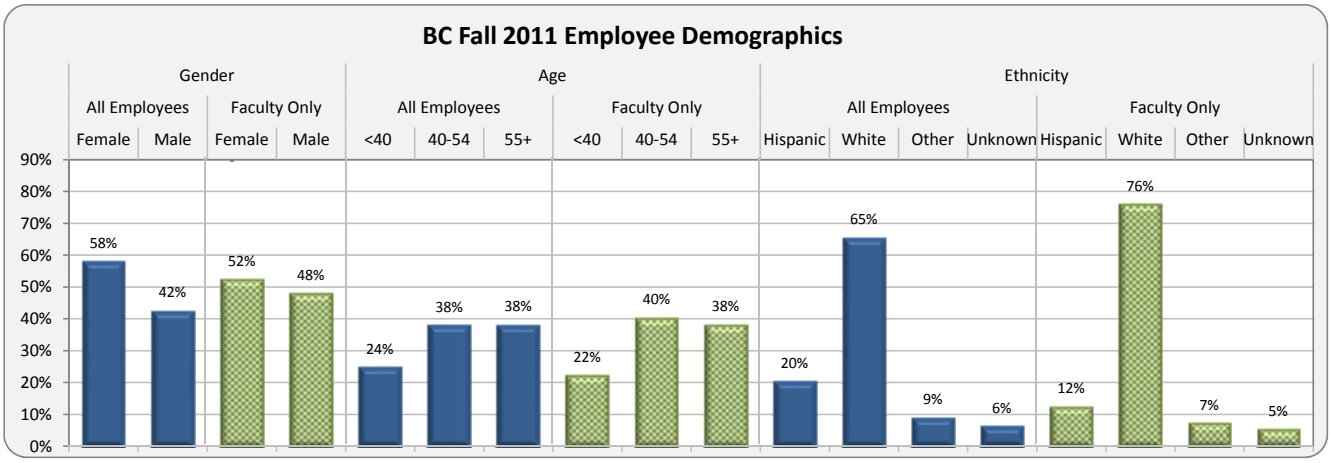



This chart compares the demographics of the college's 2011-12 annual student headcount to the adult population in the college's service area. The service area is defined by zip codes and the population data comes from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census are counted in the headcount.

The chart above illustrates the differences between the students served by the college and the community the college serves. Results indicate that students are more likely to be female compared to the service area population. As to be expected, students are more likely to be 24 or younger compared to the service area population and less likely to be over 30 years of age. Compared to the service area, students are slightly more likely to be either African American or Hispanic and less likely to be White.

## 3. BC Employee Demographics

Demographics of Fall 2011 employees. Faculty demographics include contract and adjunct faculty.

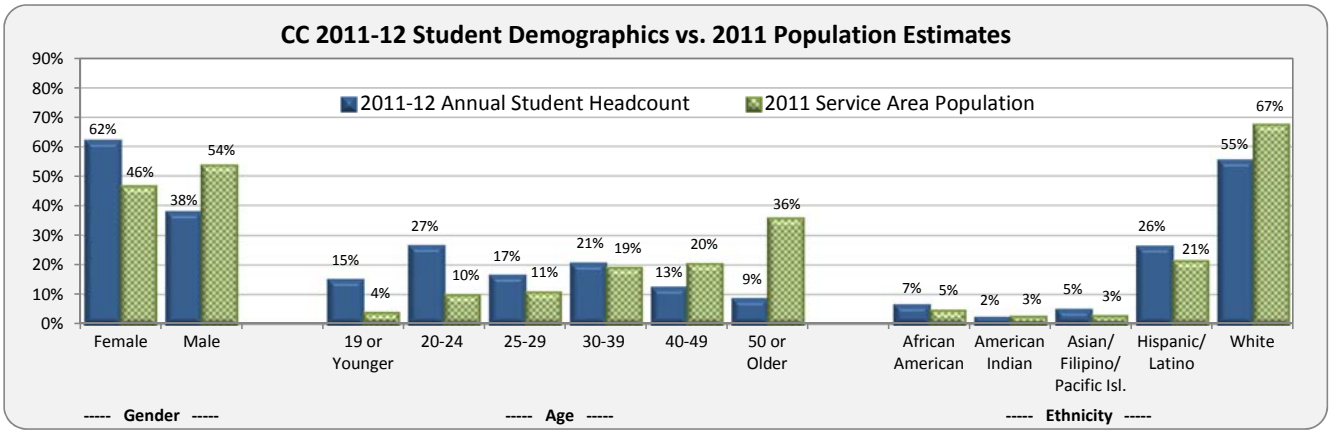



In the chart above, Fall 2011 employee demographics are illustrated for two groups: all regular employees and faculty only (full and part time). This information comes from the Fall Employee MIS data sent to the state each year and used in federal IPEDS (Integrated Postsecondary Education Data System) reporting. Administrative, faculty and classified employees as of November 1st are included; temporary, student and professional experts are not included.

When considering all employees, 58% are female, 38% are 55 years of age or older, and 65% are White. When considering faculty only, 52% are female, 40% are between 40 and 54 years of age, and 76% are White. When comparing faculty demographics to the student demographics reported in Element #2, faculty are slightly less likely to be female and much more likely to be White.

## 2. CC Student Demographics vs. College Service Area Population

Comparing demographics of the adult population (age 18-65) in the college's service area to the students the college serves.

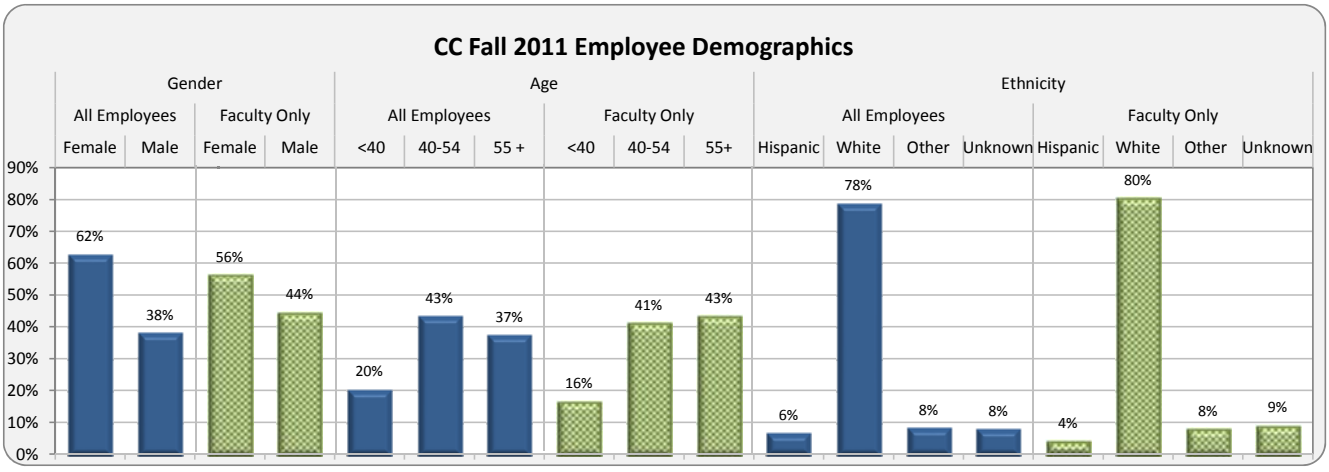



This chart compares the demographics of the college's 2011-12 annual student headcount to the adult population in the college's service area. The service area is defined by zip codes and the population data comes from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census are counted in the headcount.

The chart above illustrates the differences between the students served by the college and the community the college serves. Results indicate that students are much more likely to be female compared to the service area population. As to be expected, students are more likely to be 30 or younger compared to the service area population and less likely to be over 40 years of age. Compared to the service area, students are more likely to be an ethnic minority with the exception of American Indian, and less likely to be White.

## 3. CC Employee Demographics

Demographics of Fall 2011 employees. Faculty demographics include contract and adjunct faculty.

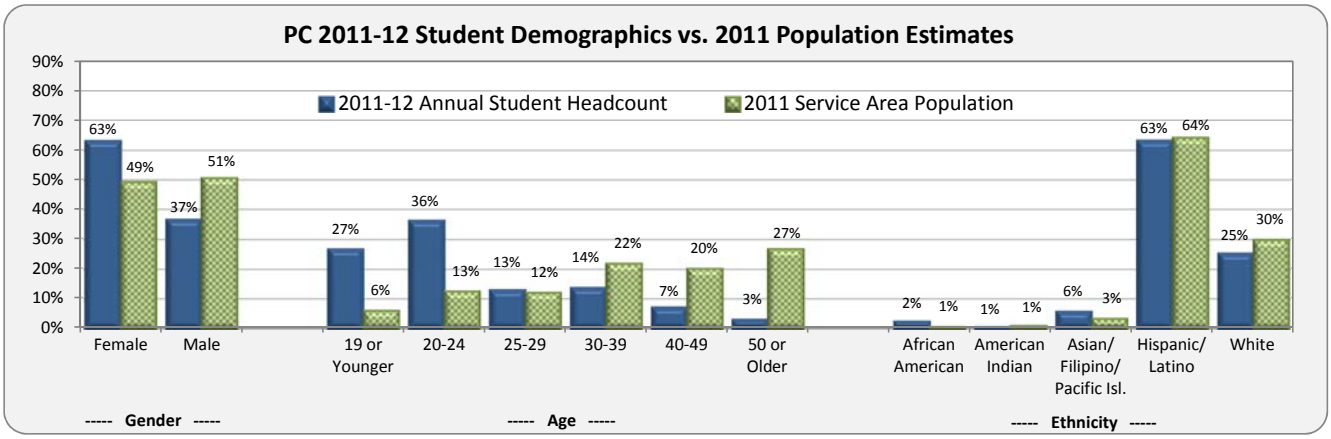



In the chart above, Fall 2011 employee demographics are illustrated for two groups: all regular employees and faculty only (full and part time). This information comes from the Fall Employee MIS data sent to the state each year and used in federal IPEDS (Integrated Postsecondary Education Data System) reporting. Administrative, faculty and classified employees as of November 1st are included; temporary, student and professional experts are not included.

When considering all employees, 62% are female, 43% are between 40 and 54 years of age, and 78% are White. When considering faculty only, 56% are female, 43% are 55 years of age or older, and 80% are White. When comparing faculty demographics to the student demographics reported in Element #2, gender is similar but faculty are much more likely to be White.

## 2. PC Student Demographics vs. College Service Area Population

Comparing demographics of the adult population (age 18-65) in the college's service area to the students the college serves.

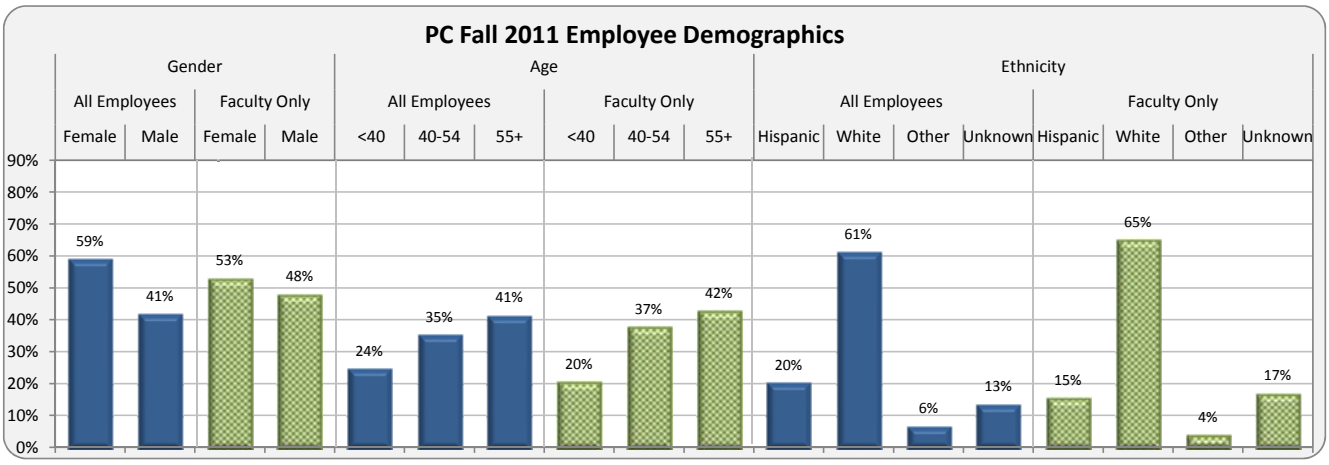



This chart compares the demographics of the college's 2011-12 annual student headcount to the adult population in the college's service area. The service area is defined by zip codes and the population data comes from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census are counted in the headcount.

The chart above illustrates the differences between the students served by the college and the community the college serves. Results indicate that students are more likely to be female compared to the service area population. As to be expected, students are more likely to be 24 or younger compared to the service area population and less likely to be over 30 years of age. Compared to the service area, students are slightly more likely to be either African American or Asian and less likely to be White.

## 3. PC Employee Demographics

Demographics of Fall 2011 employees. Faculty demographics include PC contract and adjunct faculty.




In the chart above, Fall 2011 employee demographics are illustrated for two groups: all regular employees and faculty only (full and part time). This information come from the Fall Employee MIS data sent to the state each year and used in federal IPEDS (Integrated Postsecondary Education Data System) reporting. Administrative, faculty and classified employees as of November 1st are included; temporary, student and professional experts are not included.

When considering all employees, 59% are female, 41% are 55 years of age or older, and 61% are White. When considering faculty only, 53% are female, 42% are 55 years old or older, and 65% are White. When comparing faculty demographics to the student demographics reported in Element #2, faculty are less likely to be female and much more likely to be White.

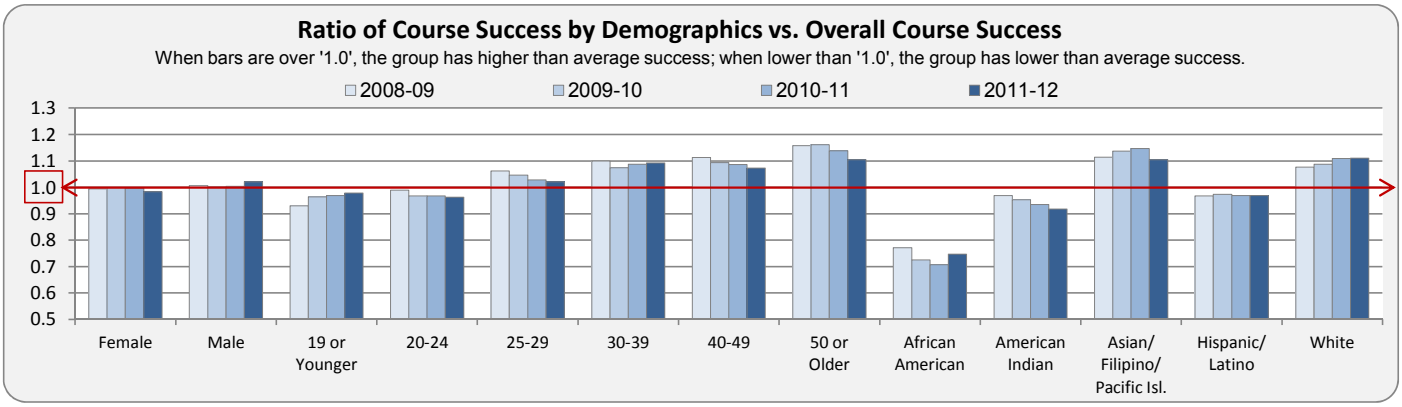
Bakersfield College

# The College in Review: Key Elements of Access and Success

## 4. BC Successful Course Completion Rates

Successful course completion occurs when a student is retained throughout the term and receives a final grade of A, B, C, or P.

| Bakersfield College | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|
| **Overall Success Rate (All Courses)** | **65.5%** | **65.8%** | **64.3%** | **65.9%** | |
| Overall Retention Rate (All Courses) | 84.2% | 84.0% | 82.7% | 83.2% | |
| **Success Rates by Course Type** | | | | | |
| **Online Course Success** | 48.7% | 50.6% | 47.7% | 47.2% | |
| Ratio of Online to All | 0.74 | 0.77 | 0.74 | 0.72 | |
| **Basic Skills Course Success** | 58.4% | 50.9% | 51.1% | 54.2% | |
| Ratio of Basic Skills to All | 0.89 | 0.77 | 0.79 | 0.82 | |
| **CTE Course Success** | 77.0% | 76.0% | 75.1% | 75.0% | |
| Ratio of CTE to All | 1.18 | 1.15 | 1.17 | 1.14 | |
| **Demographic Trends (Success for each Demographic Component)** | | | | | |
| Female | 65.1% | 65.7% | 64.1% | 64.9% | |
| Male | 65.9% | 65.8% | 64.6% | 67.3% | |
| 19 or Younger | 60.8% | 63.4% | 62.3% | 64.5% | |
| 20 - 24 | 64.7% | 63.7% | 62.2% | 63.5% | |
| 25 - 29 | 69.5% | 68.8% | 66.1% | 67.3% | |
| 30 - 39 | 72.0% | 70.7% | 69.9% | 72.0% | |
| 40 - 49 | 72.8% | 72.0% | 69.8% | 70.8% | |
| 50 or Older | 75.7% | 76.4% | 73.2% | 72.9% | |
| African American | 50.5% | 47.7% | 45.4% | 49.3% | |
| American Indian | 63.4% | 62.7% | 60.1% | 60.5% | |
| Asian/ Filipino/ Pacific Isl. | 72.9% | 74.8% | 73.7% | 72.8% | |
| Hispanic/ Latino | 63.3% | 64.0% | 62.3% | 63.9% | |
| White | 70.4% | 71.6% | 71.3% | 73.2% | |




While this element focuses on successful course completion (success rate), the overall retention rate is listed as well. Both rates are calculated using student enrollments that end with a grade, including DR. The DR 'grade' occurs when an enrollment is dropped between census day and the last date to drop without receiving a "W" grade. The calculations are defined as follows:

**Success** = A,B,C,P / A,B,C,P,D,F,I,NP,W,DR **Retention** = A,B,C,D,F,I,P,NP / A,B,C,P,D,F,I,NP,W,DR

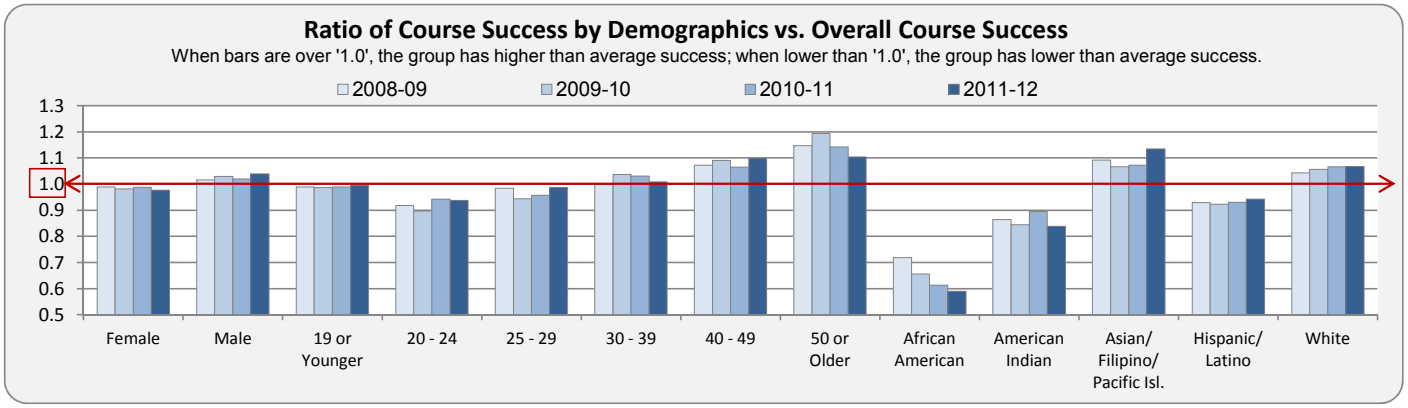
Only four years are included in order to provide a consistent trend since the 'DR' grade did not exist prior to Summer 2008. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

BC Success rates fluctuated but remained stable between 2008-09 and 2011-12, changing by less than a percentage point in the 4-year period. Success rates in Online courses declined slightly over the four year period and were 15-19 percentage points lower than the overall success rates. Basic skills course success rates fluctuated but were 7-15 percentage points lower than overall rates. CTE course success rates were higher than the overall rates by 9-12 percentage points. While very similar in the first three years, success rates for males were higher than females. Success rates were positively related to age - increasing as age increased. While Asians and Whites had the highest success rates, African Americans lagged behind the overall average success rates by 15-19 percentage points.

## 4. CC Successful Course Completion Rates

Successful course completion occurs when a student is retained throughout the term and receives a final grade of A, B, C, or P.

| Cerro Coso Community College | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|
| **Overall Success Rate (All Courses)** | **65.3%** | **65.2%** | **64.7%** | **64.3%** | |
| Overall Retention Rate (All Courses) | 83.7% | 82.0% | 82.4% | 83.2% | |
| **Success Rates by Course Type** | | | | | |
| **Online Course Success** | 59.3% | 57.8% | 58.0% | 58.0% | |
| Ratio of Online to All | 0.91 | 0.89 | 0.90 | 0.90 | |
| **Basic Skills Course Success** | 52.5% | 50.9% | 53.5% | 56.6% | |
| Ratio of Basic Skills to All | 0.80 | 0.78 | 0.83 | 0.88 | |
| **CTE Course Success** | 66.1% | 68.9% | 67.2% | 68.2% | |
| Ratio of CTE to All | 1.01 | 1.06 | 1.04 | 1.06 | |
| **Demographic Trends (Success for each Demographic Component)** | | | | | |
| Female | 64.6% | 64.0% | 63.8% | 62.8% | |
| Male | 66.4% | 67.2% | 65.9% | 66.8% | |
| 19 or Younger | 64.6% | 64.3% | 63.9% | 63.9% | |
| 20 - 24 | 60.0% | 58.6% | 61.0% | 60.3% | |
| 25 - 29 | 64.3% | 61.6% | 61.9% | 63.4% | |
| 30 - 39 | 65.3% | 67.6% | 66.7% | 64.8% | |
| 40 - 49 | 70.0% | 71.2% | 68.9% | 70.6% | |
| 50 or Older | 74.9% | 77.9% | 73.8% | 70.9% | |
| African American | 46.9% | 42.8% | 39.6% | 37.9% | |
| American Indian | 56.4% | 55.1% | 57.8% | 53.9% | |
| Asian/ Filipino/ Pacific Isl. | 71.3% | 69.6% | 69.3% | 73.0% | |
| Hispanic/ Latino | 60.7% | 60.2% | 60.1% | 60.6% | |
| White | 68.2% | 68.9% | 68.9% | 68.6% | |




While this element focuses on successful course completion (success rate), the overall retention rate is listed as well. Both rates are calculated using student enrollments that end with a grade, including DR. The DR 'grade' occurs when an enrollment is dropped between census day and the last date to drop without receiving a "W" grade. The calculations are defined as follows:

**Success** = A,B,C,P / A,B,C,P,D,F,I,NP,W,DR **Retention** = A,B,C,D,F,I,P,NP / A,B,C,P,D,F,I,NP,W,DR

Only four years are included in order to provide a consistent trend since the 'DR' grade did not exist prior to Summer 2008. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

CC Success rates remained stable between 2008-09 and 2011-12, declining by 1 percentage point in the 4-year time period. Online course success rates declined slightly in the time period and were 6-7 percentage points lower than the overall success rates. Success rates in Basic Skills courses increased during the 4-year period but were 8-14 percentage points lower than the overall success rates. CTE course success rates also improved during the time period and were 1-4 percentage points higher than the overall rate. Success rates for males were higher than females. Success rates were positively related to age, increasing as age increased. While Asians and Whites had the highest success rates, African Americans lagged behind the overall average success rates by 18-26 percentage points.

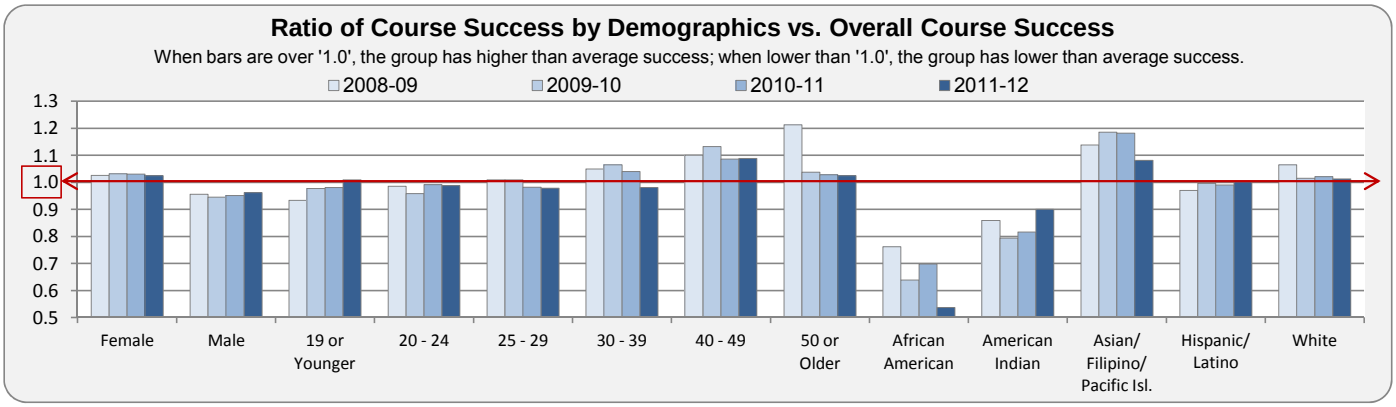
Porterville College

# The College in Review: Key Elements of Access and Success

## 4. PC Successful Course Completion Rates

Successful course completion occurs when a student is retained throughout the term and receives a final grade of A, B, C, or P.

| Porterville College | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|
| **Overall Success Rate (All Courses)** | **64.5%** | **63.9%** | **65.1%** | **66.5%** | |
| Overall Retention Rate (All Courses) | 86.1% | 85.5% | 85.0% | 84.8% | |
| **Success Rates by Course Type** | | | | | |
| **Online Course Success** | 59.0% | 53.7% | 48.7% | 50.9% | |
| Ratio of Online to All | 0.91 | 0.84 | 0.75 | 0.77 | |
| **Basic Skills Course Success** | 52.2% | 53.7% | 57.9% | 62.8% | |
| Ratio of Basic Skills to All | 0.81 | 0.84 | 0.89 | 0.94 | |
| **CTE Course Success** | 74.1% | 72.9% | 74.0% | 72.4% | |
| Ratio of CTE to All | 1.15 | 1.14 | 1.14 | 1.09 | |
| **Demographic Trends (Success for each Demographic Component)** | | | | | |
| Female | 66.1% | 66.0% | 67.1% | 68.2% | |
| Male | 61.6% | 60.4% | 61.9% | 64.0% | |
| 19 or Younger | 60.2% | 62.5% | 63.8% | 67.1% | |
| 20 - 24 | 63.5% | 61.3% | 64.5% | 65.7% | |
| 25 - 29 | 65.0% | 64.5% | 63.9% | 65.1% | |
| 30 - 39 | 67.7% | 68.0% | 67.6% | 65.3% | |
| 40 - 49 | 70.9% | 72.4% | 70.7% | 72.4% | |
| 50 or Older | 78.2% | 66.3% | 66.9% | 68.1% | |
| African American | 49.1% | 40.8% | 45.5% | 35.8% | |
| American Indian | 55.4% | 50.7% | 53.1% | 59.9% | |
| Asian/ Filipino/ Pacific Isl. | 73.4% | 75.8% | 76.9% | 71.9% | |
| Hispanic/ Latino | 62.5% | 63.7% | 64.4% | 66.6% | |
| White | 68.7% | 64.9% | 66.4% | 67.3% | |




While this element focuses on successful course completion (success rate), the overall retention rate is listed as well. Both rates are calculated using student enrollments that end with a grade, including DR. The DR 'grade' occurs when an enrollment is dropped between census day and the last date to drop without receiving a "W" grade. The calculations are defined as follows:

**Success** = A,B,C,P / A,B,C,P,D,F,I,NP,W,DR **Retention** = A,B,C,D,F,I,P,NP / A,B,C,P,D,F,I,NP,W,DR

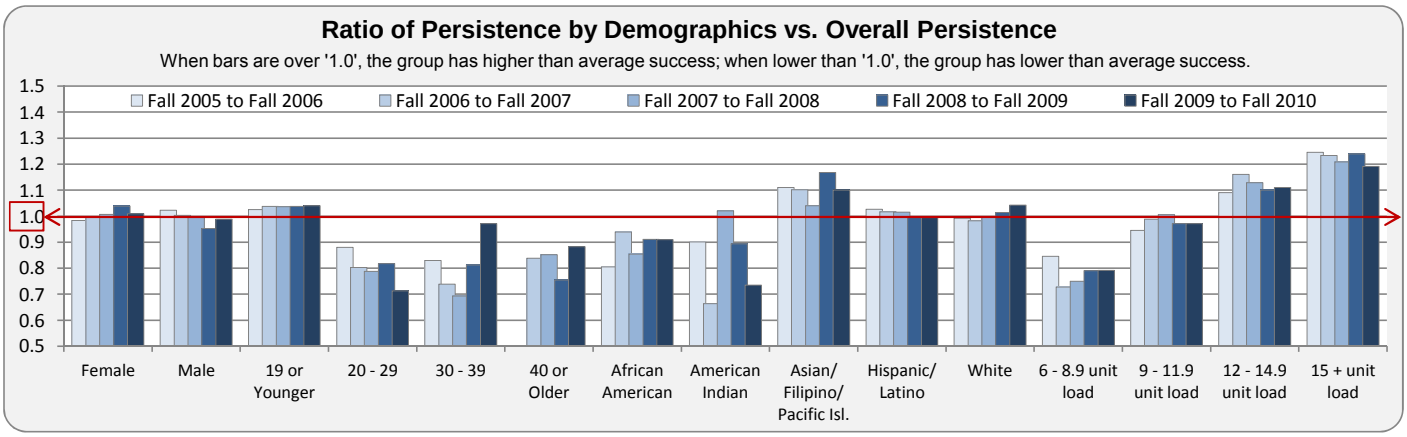
Only four years are included in order to provide a consistent trend since the 'DR' grade did not exist prior to Summer 2008. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

PC Success rates increased slightly between 2008-09 and 2011-12, by 2 percentage points in the 4-year period. Online course success rates fluctuated but declined in the time period while the margin between Online and overall success rates increased - Online success rates were 6-16 percentage points below the overall success rates. Success rates in Basic Skills courses increased in the time period while the margin between Basic Skills and overall success rates decreased - Basic Skills rates were between 4-12 percentage points lower than the overall success rates. CTE course success rates fluctuated but declined slightly in the time period but were 6-10 percentage points higher than the overall success rates. Success rates for females were higher than males. Success rates were generally positively related to age - increasing as age increased - except in the last year, where success rates for students 19 or Younger increased. Asians and Whites had the highest success rates, followed closely by Hispanics. African Americans, while not a large demographic, lagged behind the overall average success rates by 15-31 percentage points.

## 5. BC Student Persistence (2012 ARCC Definition)

Percentage of students earning six or more units in their first fall term who return to enroll the following fall.

| BC Fall to Fall Persistence | Fall 2005 to Fall 2006 | Fall 2006 to Fall 2007 | Fall 2007 to Fall 2008 | Fall 2008 to Fall 2009 | Fall 2009 to Fall 2010 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 2,269 | 2,455 | 2,472 | 2,743 | 2,579 | |
| Persisters | 1,556 | 1,708 | 1,671 | 1,841 | 1,889 | |
| **Persistence Rate** | **68.6%** | **69.6%** | **67.6%** | **67.1%** | **73.2%** | |
| **Demographic Trends (Persistence for each Demographic Component)** | | | | | | |
| Female | 67.4% | 69.4% | 68.1% | 69.7% | 73.9% | |
| Male | 70.1% | 69.8% | 67.3% | 63.9% | 72.4% | |
| 19 or Younger | 70.4% | 72.2% | 70.1% | 69.6% | 76.2% | |
| 20 - 29 | 60.4% | 55.9% | 53.3% | 54.9% | 52.2% | |
| 30 - 39 | 56.9% | 51.4% | 46.9% | 54.5% | 71.2% | |
| 40 or Older | 53.6% | 58.3% | 57.6% | 50.7% | 64.6% | |
| African American | 55.2% | 65.3% | 57.7% | 61.1% | 66.7% | |
| American Indian | 61.8% | *46.2%* | *69.0%* | 60.0% | *53.8%* | |
| Asian/ Filipino/ Pacific Isl. | 76.1% | 76.6% | 70.3% | 78.4% | 80.6% | |
| Hispanic/ Latino | 70.4% | 70.7% | 68.6% | 66.7% | 72.9% | |
| White | 68.0% | 68.3% | 67.3% | 68.1% | 76.4% | |
| 6 - 8.9 unit load | 58.0% | 50.6% | 50.7% | 53.0% | 58.0% | |
| 9 - 11.9 unit load | 64.8% | 68.8% | 68.0% | 65.2% | 71.1% | |
| 12 - 14.9 unit load | 74.8% | 80.7% | 76.3% | 73.9% | 81.3% | |
| 15 + unit load | 85.4% | 85.8% | 81.7% | 83.2% | 87.2% | |




Persistence data is derived from the California Community College Chancellor's Office Accountability Reporting for Community Colleges (ARCC) data. ARCC (2012) defines persistence as the number of first-time California Community College (CCC) students enrolled in the fall term who complete at least six units and return in the subsequent fall term to attempt a credit course at any CCC. Students who enroll in the prior summer and who meet the criteria are also included in the cohort. Students taking only Physical Education classes are not included. Students who transfer to a four-year institution or receive an award before the subsequent fall term are removed from the cohort. Persistence is a major keystone to Completion and using the ARCC Persistence data provides a statewide view not otherwise available, which captures "student swirl" outside our district.

Persistence rates at BC followed an upward trend in the time period, peaking at the highest rate (73.2%) in the last cohort. Data disaggregated by student demographics including student unit load. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

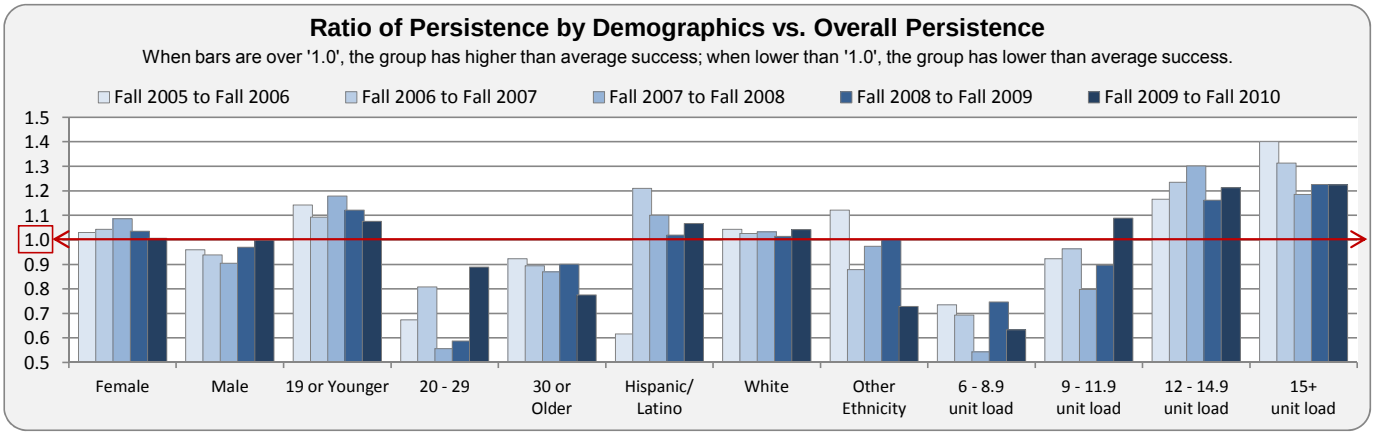
The persistence rate did not differ much by gender. Younger students were more likely to persist than older students. Asian, Hispanic, and White students were more likely to persist than African American or American Indian students. There are consistent differences in persistence rates by unit load, showing a positive relationship between load and persistence. The higher the load, the greater the persistence.

*Note: Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. Students who took fewer than six units were not tracked in the ARCC persistence metric.*

## 5. CC Student Persistence (2012 ARCC Definition)

Percentage of students earning six or more units in their first fall term who return to enroll the following fall.

| CC Fall to Fall Persistence | Fall 2005 to Fall 2006 | Fall 2006 to Fall 2007 | Fall 2007 to Fall 2008 | Fall 2008 to Fall 2009 | Fall 2009 to Fall 2010 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 301 | 334 | 311 | 402 | 375 | |
| Persisters | 163 | 178 | 167 | 241 | 199 | |
| **Persistence Rate** | **54.2%** | **53.3%** | **53.7%** | **60.0%** | **53.1%** | |
| **Demographic Trends (View Persistence for each Demographic Component)** | | | | | | |
| Female | 55.7% | 55.6% | 58.3% | 62.0% | 53.4% | |
| Male | 52.0% | 50.0% | 48.6% | 58.2% | 53.0% | |
| 19 or Younger | 61.8% | 58.3% | 63.3% | 67.3% | 57.1% | |
| 20 - 29 | 36.5% | 43.1% | 29.9% | 35.2% | 47.1% | |
| 30 or Older | 50.0% | 47.6% | 46.7% | 54.0% | 41.2% | |
| Hispanic/ Latino | 33.3% | 64.5% | 59.1% | 61.1% | 56.6% | |
| White | 56.5% | 54.7% | 55.4% | 60.8% | 55.3% | |
| Other Ethnicity | 60.7% | 46.8% | 52.3% | 60.0% | 38.6% | |
| 6 - 8.9 unit load | 39.8% | 36.9% | 29.2% | 44.8% | 33.6% | |
| 9 - 11.9 unit load | 50.0% | 51.3% | 42.9% | 53.8% | 57.8% | |
| 12 - 14.9 unit load | 63.2% | 65.8% | 69.9% | 69.7% | 64.4% | |
| 15 + unit load | *75.9%* | 70.0% | 63.6% | 73.5% | *65.0%* | |




Persistence data is derived from the California Community College Chancellor's Office Accountability Reporting for Community Colleges (ARCC) data. ARCC (2012) defines persistence as the number of first-time California Community College (CCC) students enrolled in the fall term who complete at least six units and return in the subsequent fall term to attempt a credit course at any CCC. Students who enroll in the prior summer and who meet the criteria are also included in the cohort. Students taking only Physical Education classes are not included. Students who transfer to a four-year institution or receive an award before the subsequent fall term are removed from the cohort. Persistence is a major keystone to Completion and using the ARCC Persistence data provides a statewide view, not otherwise available, which captures "student swirl" outside our district.

Persistence rates at CC fluctuated and declined slightly in the time period, peaking at the highest rate (60.0%) in the 2008 to 2009 cohort. Data were broken out (disaggregated) by student demographics including student unit load. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

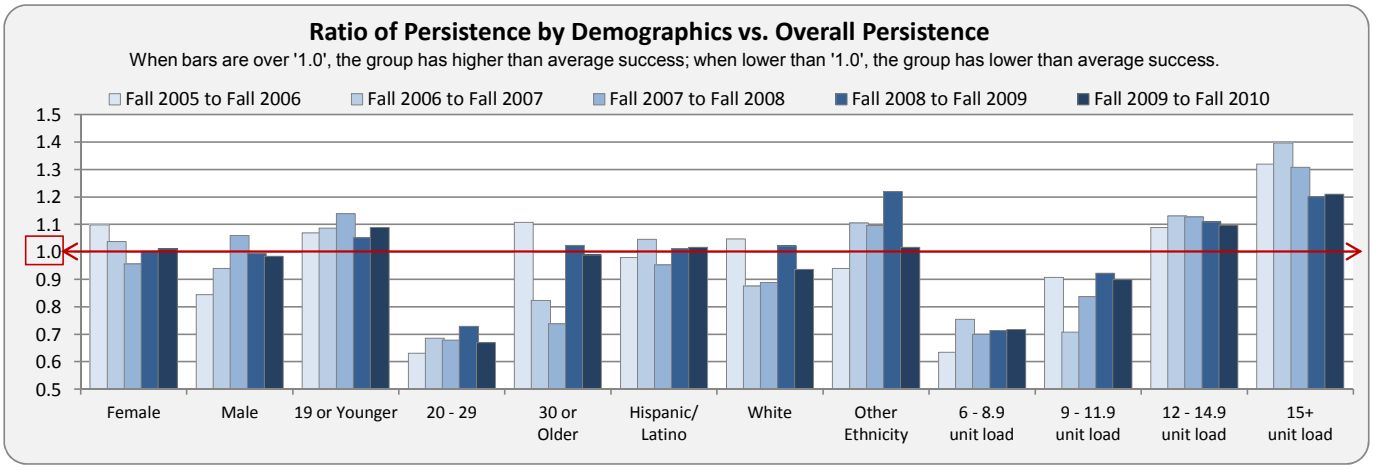
When disaggregated, some categories had few students and had to be combined. Persistence rates were higher for female students compared to males although the gap closed considerably in the last cohort. Younger students were more likely to persist than older students. Hispanic and White students were more likely to persist than the 'Other' category which combined Asian, African American, and American Indian students. There are consistent differences in persistence rates by unit load, showing a positive relationship between load and persistence. The higher the load, the greater the persistence.

*Note: Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. Students who took fewer than six units were not tracked in the ARCC persistence metric.*

## 5. PC Student Persistence (2012 ARCC Definition)

Percentage of students earning six or more units in their first fall term who return to enroll the following fall.

| PC Fall to Fall Persistence | Fall 2005 to Fall 2006 | Fall 2006 to Fall 2007 | Fall 2007 to Fall 2008 | Fall 2008 to Fall 2009 | Fall 2009 to Fall 2010 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 567 | 439 | 476 | 541 | 622 | |
| Persisters | 325 | 260 | 301 | 362 | 437 | |
| **Persistence Rate** | **57.3%** | **59.2%** | **63.2%** | **66.9%** | **70.3%** | |
| **Demographic Trends (Persistence for each Demographic Component)** | | | | | | |
| Female | 62.9% | 61.5% | 60.4% | 67.1% | 71.1% | |
| Male | 48.4% | 55.7% | 67.0% | 66.5% | 69.2% | |
| 19 or Younger | 61.3% | 64.4% | 72.0% | 70.4% | 76.6% | |
| 20 - 29 | 36.2% | 40.6% | 42.9% | 48.8% | 47.1% | |
| 30 or Older | 63.5% | 48.7% | 46.7% | 68.5% | 69.5% | |
| Hispanic/ Latino | 56.1% | 61.9% | 60.2% | 67.7% | 71.4% | |
| White | 60.0% | 51.9% | 56.1% | 68.3% | 65.9% | |
| Other Ethnicity | 53.8% | 65.5% | 69.2% | 81.6% | 71.4% | |
| 6 - 8.9 unit load | 36.4% | 44.7% | 44.2% | 47.7% | 50.4% | |
| 9 - 11.9 unit load | 52.0% | 41.9% | 52.9% | 61.7% | 63.2% | |
| 12 - 14.9 unit load | 62.4% | 67.0% | 71.2% | 74.2% | 77.1% | |
| 15 + unit load | 75.6% | 82.7% | 82.7% | 80.3% | 85.1% | |




Persistence data is derived from the California Community College Chancellor's Office Accountability Reporting for Community Colleges (ARCC) data. ARCC (2012) defines persistence as the number of first-time California Community College (CCC) students enrolled in the fall term who complete at least six units and return in the subsequent fall term to attempt a credit course at any CCC. Students who enroll in the prior summer and who meet the criteria are also included in the cohort. Students taking only Physical Education classes are not included. Students who transfer to a four-year institution or receive an award before the subsequent fall term are removed from the cohort. Persistence is a major keystone to Completion and using the ARCC Persistence data provides a statewide view, not otherwise available, which captures "student swirl" outside our district.

Persistence rates at PC followed an upward trend in the time period, peaking at the highest rate (70.3%) in the last cohort. Data were broken out (disaggregated) by student demographics including student unit load. The lower graph illustrates demographic results as a ratio when compared to the overall average, where results above 1.0 are higher than the average and results below 1.0 are lower than the average.

When disaggregated, some categories had few students and had to be combined. Females persisted at higher rates than males although this trend shifted in the middle of the time period as males closed the gap. Students 19 or Younger and 30 or Older were more likely to persist than those between the ages of 20-29. Hispanic students generally persisted at higher rates than White students. There are consistent differences in persistence rates by unit load, showing a positive relationship between load and persistence. The higher the load, the greater the persistence.

*Note: Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. Students who took fewer than six units were not tracked in the ARCC persistence metric.*

## 6. BC Student Progress

Percentage of first-time students who earned 12 units in their first term, 12 units in their first year, and 30 units in their first year.

| BC Student Progress | | | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Trendlines |
|---|---|---|---|---|---|---|---|---|
| Cohort Size | | | 4,658 | 5,066 | 4,366 | 4,161 | 3,600 | |
| 12 Units Completed in First Term | | | 15.1% | 16.2% | 20.2% | 18.5% | 17.8% | |
| 12 Units Completed in First Year | | | 35.1% | 39.5% | 47.0% | 46.4% | 46.0% | |
| 30 Units Completed in First Year | | | 3.6% | 4.3% | 4.6% | 4.7% | 4.3% | |
| **Demographic Trends (Progress Rates for each Demographic Component)** | | | | | | | | |
| Gender | Female | 12 Units in: First Term | 15.4% | 17.4% | 21.9% | 20.9% | 18.9% | |
| | | First Year | 37.2% | 42.7% | 51.5% | 49.8% | 48.7% | |
| | | 30 Units in: First Year | 3.3% | 4.4% | 4.6% | 5.7% | 4.2% | |
| | Male | 12 Units in: First Term | 14.8% | 15.2% | 18.4% | 16.1% | 16.5% | |
| | | First Year | 33.1% | 36.4% | 42.4% | 43.0% | 43.5% | |
| | | 30 Units in: First Year | 3.9% | 4.2% | 4.6% | 3.8% | 4.5% | |
| Age | 19 or Younger | 12 Units in: First Term | 18.9% | 20.8% | 25.0% | 23.2% | 21.5% | |
| | | First Year | 42.3% | 47.7% | 55.6% | 54.7% | 53.2% | |
| | | 30 Units in: First Year | 4.8% | 5.8% | 5.9% | 6.2% | 5.3% | |
| | 20 - 24 | 12 Units in: First Term | 8.0% | 7.3% | 8.8% | 7.9% | 6.8% | |
| | | First Year | 19.8% | 24.2% | 26.2% | 25.4% | 28.5% | |
| | | 30 Units in: First Year | 1.4% | 0.9% | 1.1% | * | 1.4% | |
| | 25 - 29 | 12 Units in: First Term | 5.3% | 5.4% | 8.6% | 5.7% | 8.9% | |
| | | First Year | 21.0% | 19.5% | 25.8% | 21.8% | 20.2% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| | 30 or Older | 12 Units in: First Term | 5.0% | 4.4% | 6.3% | 5.1% | 4.8% | |
| | | First Year | 17.5% | 17.9% | 23.2% | 26.5% | 21.8% | |
| | | 30 Units in: First Year | * | 1.3% | * | * | * | |
| Ethnicity | African American | 12 Units in: First Term | 7.3% | 10.5% | 9.7% | 10.1% | 10.5% | |
| | | First Year | 17.4% | 23.8% | 26.4% | 24.8% | 24.3% | |
| | | 30 Units in: First Year | 1.5% | 2.8% | * | 2.0% | * | |
| | Asian/ Filipino/ Pacific Isl. | 12 Units in: First Term | 22.7% | 20.1% | 28.7% | 31.1% | 22.1% | |
| | | First Year | 47.9% | 45.9% | 60.2% | 67.1% | 59.7% | |
| | | 30 Units in: First Year | 5.5% | 6.1% | 9.3% | 10.2% | 7.2% | |
| | Hispanic/ Latino | 12 Units in: First Term | 12.9% | 14.2% | 17.7% | 16.5% | 17.7% | |
| | | First Year | 35.2% | 38.9% | 47.9% | 46.7% | 48.4% | |
| | | 30 Units in: First Year | 2.5% | 3.1% | 3.2% | 3.5% | 4.0% | |
| | White | 12 Units in: First Term | 19.5% | 21.7% | 26.3% | 23.7% | 21.3% | |
| | | First Year | 38.9% | 44.8% | 49.9% | 50.3% | 49.4% | |
| | | 30 Units in: First Year | 5.7% | 6.6% | 7.5% | 7.1% | 5.5% | |
| | All Other/ Unknown | 12 Units in: First Term | 13.6% | 12.9% | 19.3% | 18.3% | 10.7% | |
| | | First Year | 27.6% | 35.3% | 38.1% | 41.6% | 27.9% | |
| | | 30 Units in: First Year | 3.0% | 4.4% | 5.1% | 7.1% | 4.2% | |

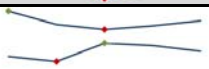
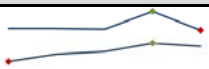
The Progress element provides information on key momentum points through a program of study. Three measures are included: students completing 12 units within their first term, students completing 12 units within their first year (increasing this rate is an objective in the 2011-12 District Strategic Plan), and students completing 30 units in their first year.

First-time students each fall term (prior summer attendance was allowed) were tracked through the subsequent spring term to determine how many units were completed. **Note**: When disaggregated, results are based on fewer students and became more influenced by individual results. Some categories had to be combined. An asterisk indicates data were suppressed due to small numbers (fewer than six).

At BC, during the time period studied, between 15 to 20% of the first-time student cohorts completed 12 units in their first term, 35 to 47% completed 12 units in their first year, and between 3 to 5% completed 30 units in their first year. Rates trended upwards, peaking in the 2009 cohort. Typically, females completed at a higher rate than males although the gap was closer (or opposite) when completing 30 units in the first year. Age is negatively associated with completing the three metrics; students 19 or Younger were generally two or three times more likely to complete the metrics than other age groups. Asians and Whites had the highest completion rates in all three metrics. Rates were lower for Hispanic students and lower still for African Americans.

## 6. CC Student Progress

Percentage of first-time students who earned 12 units in their first term, 12 units in their first year, and 30 units in their first year.

| CC Student Progress | | | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Trendlines |
|---|---|---|---|---|---|---|---|---|
| Cohort Size | | | 1,005 | 1,131 | 950 | 986 | 993 | |
| 12 Units Completed in First Term | | | 13.7% | 14.9% | 14.4% | 12.9% | 13.5% | |
| 12 Units Completed in First Year | | | 24.0% | 27.6% | 29.6% | 28.0% | 29.0% | |
| 30 Units Completed in First Year | | | 2.0% | 2.6% | 1.2% | 2.2% | 2.3% | |
| **Demographic Trends (Progress Rates for each Demographic Component)** | | | | | | | | |
| Gender | Female | 12 Units in: First Term | 11.7% | 13.4% | 14.8% | 13.0% | 12.5% | |
| | | First Year | 24.0% | 24.3% | 32.0% | 28.7% | 27.7% | |
| | | 30 Units in: First Year | 1.6% | 2.8% | 1.2% | 2.2% | 2.3% |  |
| | Male | 12 Units in: First Term | 16.4% | 16.5% | 14.0% | 13.0% | 14.8% | |
| | | First Year | 24.1% | 31.6% | 26.9% | 27.3% | 30.8% | |
| | | 30 Units in: First Year | 2.5% | 2.3% | * | 2.3% | 2.4% |  |
| Age | 19 or Younger | 12 Units in: First Term | 23.5% | 22.8% | 24.0% | 18.7% | 20.2% | |
| | | First Year | 40.4% | 39.3% | 40.3% | 36.3% | 39.6% | |
| | | 30 Units in: First Year | 4.6% | 4.8% | 2.4% | 3.4% | 4.3% |  |
| | 20 - 24 | 12 Units in: First Term | 11.4% | 8.1% | 6.9% | 7.8% | 9.0% |  |
| | | First Year | 17.6% | 16.2% | 21.3% | 20.6% | 19.0% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| | 25 - 29 | 12 Units in: First Term | 8.8% | 13.3% | * | * | * | |
| | | First Year | 16.8% | 24.8% | 25.3% | 14.9% | 16.7% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| | 30 or Older | 12 Units in: First Term | 4.4% | 4.4% | 4.3% | 6.4% | 4.2% |  |
| | | First Year | 10.3% | 13.6% | 14.7% | 18.5% | 17.1% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| Ethnicity | Hispanic/ Latino | 12 Units in: First Term | 13.4% | 11.5% | 11.6% | 8.8% | 13.2% | |
| | | First Year | 27.4% | 23.6% | 23.6% | 22.7% | 28.2% | |
| | | 30 Units in: First Year | * | * | * | * | 2.3% | |
| | White | 12 Units in: First Term | 12.9% | 16.4% | 15.4% | 16.0% | 15.6% | |
| | | First Year | 23.5% | 30.8% | 33.2% | 32.1% | 34.5% | |
| | | 30 Units in: First Year | 2.0% | 3.2% | 1.4% | 2.4% | 2.4% |  |
| | All Other/ Unknown | 12 Units in: First Term | 16.9% | 13.5% | 14.3% | 9.5% | 9.4% | |
| | | First Year | 22.3% | 22.9% | 23.6% | 23.7% | 18.4% | |
| | | 30 Units in: First Year | 3.3% | * | * | * | * | |

The Progress element provides information on key momentum points through a program of study. Three measures are included: students completing 12 units within their first term, students completing 12 units within their first year (increasing this rate is an objective in the 2011-12 District Strategic Plan), and students completing 30 units in their first year.

First-time students each fall term (prior summer attendance was allowed) were tracked through the subsequent spring term to determine how many units were completed. Note: When disaggregated, results are based on fewer students and became more influenced by individual results. Some categories had to be combined. An asterisk indicates data were suppressed due to small numbers (fewer than six).

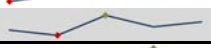
At CC, during the time period studied, between 13 to 15% of the first-time student cohorts completed 12 units in their first term, 24 to 30% completed 12 units in their first year, and between 1 to 3% completed 30 units in their first year. Rates fluctuated throughout the time period but peaked in either the 2008 or 2009 cohort. Typically, males completed at a higher rate than females. Age is negatively associated with completing the three metrics; students 19 or Younger were generally two or three times more likely to complete the metrics than other age groups. Whites generally had the highest completion rates in all three metrics. Completion rates for Hispanics increased, closing the gap in the last cohort.

Porterville College

# The College in Review: Key Elements of Access and Success

## 6. PC Student Progress

Percentage of first-time students who earned 12 units in their first term, 12 units in their first year, and 30 units in their first year.

| PC Student Progress | | | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Trendlines |
|---|---|---|---|---|---|---|---|---|
| Cohort Size | | | 742 | 1,022 | 951 | 904 | 906 | |
| 12 Units Completed in First Term | | | 15.8% | 16.7% | 25.3% | 27.2% | 24.0% | |
| 12 Units Completed in First Year | | | 28.3% | 35.4% | 46.5% | 51.3% | 48.2% | |
| 30 Units Completed in First Year | | | 2.7% | 2.7% | 5.0% | 4.6% | 4.7% | |
| **Demographic Trends (Progress Rates for each Demographic Component)** | | | | | | | | |
| Gender | Female | 12 Units in: First Term | 16.2% | 16.9% | 26.7% | 30.9% | 28.6% | |
| | | First Year | 30.4% | 37.1% | 49.9% | 54.7% | 52.6% | |
| | | 30 Units in: First Year | 2.5% | 2.7% | 5.1% | 5.1% | 6.9% | |
| | Male | 12 Units in: First Term | 14.9% | 16.5% | 23.6% | 22.9% | 18.2% | |
| | | First Year | 25.6% | 33.4% | 42.1% | 47.5% | 42.9% | |
| | | 30 Units in: First Year | 2.7% | 2.8% | 5.0% | 4.2% | 2.0% | |
| Age | 19 or Younger | 12 Units in: First Term | 20.5% | 20.9% | 31.1% | 31.2% | 29.1% | |
| | | First Year | 36.7% | 44.2% | 54.6% | 58.0% | 56.5% | |
| | | 30 Units in: First Year | 4.8% | 4.0% | 7.2% | 5.4% | 6.2% |  |
| | 20 - 24 | 12 Units in: First Term | 13.5% | 6.7% | 11.0% | 17.9% | 9.2% | |
| | | First Year | 21.1% | 21.3% | 24.0% | 40.6% | 22.9% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| | 25 - 29 | 12 Units in: First Term | 16.4% | 15.1% | 24.2% | 21.7% | * | |
| | | First Year | 20.0% | 23.3% | 47.0% | 39.1% | 35.6% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| | 30 or Older | 12 Units in: First Term | 5.7% | 9.5% | 13.0% | 13.1% | 10.9% | |
| | | First Year | 16.4% | 16.9% | 30.4% | 24.2% | 23.4% | |
| | | 30 Units in: First Year | * | * | * | * | * | |
| Ethnicity | Hispanic/ Latino | 12 Units in: First Term | 14.4% | 15.2% | 25.1% | 27.0% | 25.4% | |
| | | First Year | 26.3% | 36.4% | 48.7% | 52.8% | 53.7% | |
| | | 30 Units in: First Year | 2.0% | 2.7% | 4.2% | 4.8% | 4.6% | |
| | White | 12 Units in: First Term | 17.5% | 20.9% | 26.7% | 29.6% | 24.2% | |
| | | First Year | 28.3% | 34.3% | 44.2% | 51.0% | 39.8% | |
| | | 30 Units in: First Year | 4.2% | 3.0% | 7.0% | 4.9% | 5.2% | |
| | All Other/ Unknown | 12 Units in: First Term | 18.8% | 15.8% | 23.0% | 23.9% | 14.1% | |
| | | First Year | 38.8% | 33.1% | 39.0% | 44.0% | 31.5% | |
| | | 30 Units in: First Year | * | * | * | * | * | |

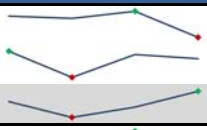
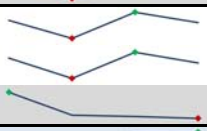
The Progress element provides information on key momentum points through a program of study. Three measures are included: students completing 12 units within their first term, students completing 12 units within their first year (increasing this rate is an objective in the 2011-12 District Strategic Plan), and students completing 30 units in their first year.

First-time students each fall term (prior summer attendance was allowed) were tracked through the subsequent spring term to determine how many units were completed. **Note**: When disaggregated, results are based on fewer students and became more influenced by individual results. Some categories had to be combined. An asterisk indicates data were suppressed due to small numbers (fewer than six).

At PC, during the time period studied, between 16 to 27% of the first-time student cohorts completed 12 units in their first term, 28 to 51% completed 12 units in their first year, and between 3 to 5% completed 30 units in their first year. Rates trended upwards, peaking in either the 2009 or 2010 cohort. Typically, females completed at a higher rate than males in all three metrics with gaps increasing over the time period. Younger students completed at a substantially higher rate than older students. Generally, White students achieved 12 units in their first term and 30 units in their first year at a higher rate, but Hispanic students achieved 12 units in their first year at a higher rate.

## 7a. BC English Course Progression

Measures the rate at which students attempt an English course one level below transfer and return to successfully complete the transfer level course within one year.

| BC English Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 1,208 | 1,193 | 1,238 | 1,078 |  |
| | Successful | 593 | 517 | 583 | 571 | |
| | Success Rate | 49.1% | 43.3% | 47.1% | 53.0% | |
| Progressed to Transfer Level | Students Enrolled | 304 | 236 | 335 | 295 |  |
| | Successful | 200 | 151 | 214 | 188 | |
| | Success Rate | 65.8% | 64.0% | 63.9% | 63.7% | |
| **English Course Progression Rate** | | **16.6%** | **12.7%** | **17.3%** | **17.4%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **1,208** | **200** | **1,193** | **151** | **1,238** | **214** | **1,078** | **188** |
| First-time Student | 30.5% | 13.0% | 32.5% | 8.5% | 26.7% | 13.9% | 23.7% | 15.2% |
| Female | 61.0% | 18.2% | 60.3% | 11.8% | 60.8% | 17.4% | 61.9% | 15.4% |
| Male | 38.7% | 14.1% | 39.7% | 13.9% | 39.1% | 16.9% | 37.8% | 20.3% |
| 19 or younger | 55.0% | 14.7% | 53.9% | 12.8% | 46.4% | 18.4% | 45.5% | 17.1% |
| 20-29 | 35.2% | 20.0% | 35.7% | 12.0% | 43.0% | 16.7% | 42.1% | 18.1% |
| 30 or older | 9.8% | 14.4% | 10.4% | 14.5% | 10.6% | 14.5% | 12.3% | 16.5% |
| African American | 4.6% | 19.6% | 5.0% | * | 4.6% | 14.0% | 7.0% | 12.0% |
| Asian/ Filipino/ Pacific Isl. | 5.0% | 23.0% | 5.8% | 14.5% | 4.7% | 22.4% | 3.1% | 21.2% |
| Hispanic/ Latino | 54.1% | 13.3% | 57.5% | 11.2% | 60.5% | 14.8% | 61.9% | 17.1% |
| White | 32.3% | 21.3% | 28.1% | 16.1% | 27.1% | 22.6% | 24.1% | 20.8% |
| Other Races & Unknown | 4.0% | * | 3.6% | * | 3.1% | 15.8% | 4.0% | * |

This element measures the rate at which students who attempt an English course one level below transfer, succeed and then return to enroll and successfully complete a transfer level English course within one year. Increasing this rate was identified as an objective in the 2011-12 District Strategic Plan. For BC, the courses identified were ENGL B1 and ENGL B1A. For each year, the cohort is identified as those students who attempted ENGL B1 in either summer or fall. Those counted as 'Finishers' successfully completed ENGL B1 and then enrolled and successfully completed ENGL B1A in either fall or spring of the same academic year.

**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females make up 61.0% of the cohort in 2008-09 but only 18.2% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

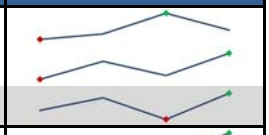
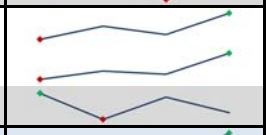
The English Course Progression Rate improved from 16.6% in 2008-09 to 17.4% in 2011-12. The progression rates for first-time students also increased throughout the time period, but were lower than the overall rate. Rates by gender and age varied from year to year without clear trends. Progession rates for Asians and Whites were higher than African Americans or Hispanics.

Cerro Coso Community College

# The College in Review: Key Elements of Access and Success

## 7a. CC English Course Progression

Measures the rate at which students attempt an English course one level below transfer and return to successfully complete the transfer level course within one year.

| CC English Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 233 | 242 | 278 | 249 |  |
| | Successful | 107 | 131 | 112 | 142 | |
| | Success Rate | 45.9% | 54.1% | 40.3% | 57.0% | |
| Progressed to Transfer Level | Students Enrolled | 52 | 66 | 57 | 80 |  |
| | Successful | 39 | 44 | 42 | 55 | |
| | Success Rate | 75.0% | 66.7% | 73.7% | 68.8% | |
| **English Course Progression Rate** | | **16.7%** | **18.2%** | **15.1%** | **22.1%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **233** | **39** | **242** | **44** | **278** | **42** | **249** | **55** |
| First-time Student | 17.6% | 26.8% | 20.7% | 24.0% | 22.7% | 15.9% | 22.9% | 22.8% |
| Female | 61.8% | 18.8% | 64.5% | 17.9% | 57.6% | 17.5% | 65.5% | 22.7% |
| Male | 37.8% | 12.5% | 35.1% | 18.8% | 41.7% | 12.1% | 34.5% | 20.9% |
| 19 or younger | 32.6% | 22.4% | 36.8% | 24.7% | 35.6% | 17.2% | 31.3% | 29.5% |
| 20-29 | 42.9% | 15.0% | 36.8% | 16.9% | 36.7% | 16.7% | 45.8% | 15.8% |
| 30 or older | 24.5% | 12.3% | 26.4% | 10.9% | 27.7% | 10.4% | 22.9% | 24.6% |
| Hispanic/ Latino | 27.0% | 11.1% | 20.2% | 12.2% | 25.5% | 8.5% | 22.1% | 21.8% |
| White | 57.1% | 21.1% | 66.5% | 19.9% | 60.1% | 18.6% | 61.4% | 21.6% |
| Other Races & Unknown | 15.9% | * | 13.2% | 18.8% | 14.4% | * | 16.5% | 24.4% |

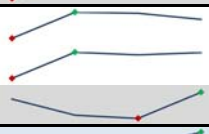
This element measures the rate at which students who attempt an English course one level below transfer, succeed and then return to enroll and successfully complete a transfer level English course within one year. Increasing this rate was identified as an objective in the 2011-12 Strategic Plan. For CC, the courses identified were ENGL C70 and ENGL C101. For each year, the cohort is identified as those students who attempted ENGL C70 in either summer or fall. Those counted as 'Finishers' successfully completed ENGL C70 and then enrolled and successfully completed ENGL C101 in either fall or spring of the same academic year.

**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females make up 61.8% of the 2008-09 cohort but only 18.8% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

The English Course Progression Rate fluctuated throughout the time period but improved from 16.7% in 2008-09 to 22.1% in 2011-12. The progression rates for first-time students declined in the time period, but were higher than the overall rates. Females were more likely to complete the sequence in most years. Younger students completed the sequence at a higher rate than older students. Whites were more likely to complete the sequence than Hispanics, except in the most recent year.

## 7a. PC English Course Progression

Measures the rate at which students attempt an English course one level below transfer and return to successfully complete the transfer level course within one year.

| PC English Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 482 | 583 | 557 | 489 | |
| | Successful | 270 | 384 | 346 | 303 | |
| | Success Rate | 56.0% | 65.9% | 62.1% | 62.0% | |
| Progressed to Transfer Level | Students Enrolled | 143 | 225 | 221 | 202 |  |
| | Successful | 108 | 158 | 153 | 157 | |
| | Success Rate | 75.5% | 70.2% | 69.2% | 77.7% | |
| **English Course Progression Rate** | | **22.4%** | **27.1%** | **27.5%** | **32.1%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **482** | **108** | **583** | **158** | **557** | **153** | **489** | **157** |
| First-time Student | 31.3% | 26.5% | 26.6% | 34.8% | 30.2% | 27.4% | 24.3% | 41.2% |
| Female | 65.8% | 22.7% | 61.9% | 28.3% | 62.3% | 31.4% | 64.8% | 32.2% |
| Male | 34.0% | 22.0% | 37.9% | 25.3% | 37.3% | 21.2% | 35.0% | 32.2% |
| 19 or younger | 50.0% | 26.6% | 44.4% | 34.4% | 47.2% | 33.1% | 45.6% | 39.5% |
| 20-29 | 34.4% | 19.3% | 40.3% | 19.6% | 39.9% | 21.2% | 39.5% | 22.8% |
| 30 or older | 15.6% | 16.0% | 15.3% | 25.8% | 12.9% | 26.4% | 14.9% | 34.2% |
| Hispanic/ Latino | 66.4% | 20.3% | 69.8% | 24.8% | 72.4% | 28.5% | 72.0% | 34.4% |
| White | 20.1% | 26.8% | 20.6% | 33.3% | 18.3% | 24.5% | 19.6% | 22.9% |
| Other Races & Unknown | 13.5% | 26.2% | 9.6% | 30.4% | 9.3% | 25.0% | 8.4% | 34.1% |

This element measures the rate at which students who attempt an English course one level below transfer, succeed and then return to enroll and successfully complete a transfer level English course within one year. Increasing this rate was identified as an objective in the 2011-12 Strategic Plan. For PC, the courses identified were ENGL P50 and ENGL P101A. For each year, the cohort is identified as those students who attempted ENGL P50 in either summer or fall. Those counted as 'Finishers' successfully completed ENGL P50 and then enrolled and successfully completed ENGL P101A in either fall or spring of the same academic year.

**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females may make up 65.8% of the 2008-09 cohort but only 22.7% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

The English Course Progression Rate improved from 22.4% in 2008-09 to 32.1% in 2011-12. The progression rates for first-time students were higher than the overall rates. In some years, females were more likely to complete the sequence, but in others, the rates were nearly equal. Younger students completed the sequence at the highest rates, but in most years, the 30 and older category had a higher progression rate than the 20-29 group. In the first two years, Whites had higher progression rates than Hispanics, but in the later two years, Hispanic rates were higher.

## 7b. BC Math Course Progression

Measures the rate at which students attempt a Math course one level below transfer and return to successfully complete the transfer level course within one year.

| BC Math Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 1,261 | 1,171 | 1,216 | 880 | |
| | Successful | 569 | 625 | 585 | 459 | |
| | Success Rate | 45.1% | 53.4% | 48.1% | 52.2% | |
| Progressed to Transfer Level | Students Enrolled | 216 | 206 | 186 | 175 | |
| | Successful | 110 | 118 | 100 | 81 | |
| | Success Rate | 50.9% | 57.3% | 53.8% | 46.3% | |
| **Math Course Progression Rate** | | **8.7%** | **10.1%** | **8.2%** | **9.2%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **1,261** | **110** | **1,171** | **118** | **1,216** | **100** | **880** | **81** |
| First-time Student | 29.5% | 6.2% | 27.1% | 9.5% | 19.7% | 7.9% | 13.6% | 15.0% |
| Female | 58.8% | 7.5% | 60.8% | 8.3% | 60.5% | 7.1% | 63.4% | 7.5% |
| Male | 40.9% | 10.5% | 39.1% | 12.9% | 39.3% | 10.0% | 36.1% | 12.3% |
| 19 or younger | 51.9% | 7.0% | 47.6% | 10.2% | 39.6% | 8.9% | 33.0% | 15.2% |
| 20-29 | 36.6% | 10.2% | 40.8% | 11.1% | 45.5% | 8.3% | 50.2% | 6.6% |
| 30 or older | 11.6% | 11.6% | 11.6% | 5.9% | 15.0% | 6.0% | 16.8% | 5.4% |
| Asian/ Filipino/ Pacific Isl. | 4.9% | 16.1% | 7.3% | 12.8% | 5.7% | * | 5.5% | 18.8% |
| Hispanic/ Latino | 52.6% | 8.3% | 53.9% | 8.2% | 55.3% | 6.1% | 57.0% | 9.0% |
| White | 33.1% | 8.4% | 31.0% | 13.2% | 31.2% | 11.6% | 28.3% | 10.0% |
| Other Races & Unknown | 9.4% | 8.5% | 7.8% | 7.7% | 7.9% | 10.4% | 9.2% | * |

This element measures the rate at which students who attempt a math course one level below transfer, succeed and then return to enroll and successfully complete a transfer level math course within one year. Increasing this rate was identified as an objective in the 2011-12 Strategic Plan. For BC, the courses identified were MathBD and Math B1A, B22, B23, B4A, or B2. For each year, the cohort is identified as those students who attempted Math BD in either summer or fall. Those counted as 'Finishers' successfully completed Math BD and then enrolled and successfully completed either Math B1A, B22, B23, B4A, or B2 in either fall or spring of the same academic year.

**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females make up 58.8% of the 2008-09 cohort but only 7.5% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

The Math Course Progression Rates fluctuated but improved from 8.7% in 2008-09 to 9.2% in 2011-12. The proportion of students in the cohort identified as first-time students declined from 29.5% to 13.6%, but the percentage of first-timers finishing the progression successfully more than doubled from 6.2% to 15%. Males consistently outperformed females in finishing the math progression by 3-to-5 percentage points. There was a notable decline in the percentages of 19 or Younger students in the base cohort (51.9% to 33.0%) with a parallel growth in 20-29 group from (36.6% to 50.2%), and to a lesser extent the 30+ age group (11.6% to 16.8%). However, as the proportion of younger students declined, their progression rates increased (7.0% to 15.2%). Similarly, as the proportion of older students increased, their progression rate decreased. In most years, Asian and White students progressed at a higher rate than Hispanic students.

Cerro Coso Community College

# The College in Review: Key Elements of Access and Success

## 7b. CC Math Course Progression

Measures the rate at which students attempt a Math course one level below transfer and return to successfully complete the transfer level course within one year.

| CC Math Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 352 | 339 | 383 | 362 | |
| | Successful | 175 | 199 | 264 | 213 | |
| | Success Rate | 49.7% | 58.7% | 68.9% | 58.8% | |
| Progressed to Transfer Level | Students Enrolled | 60 | 75 | 109 | 70 | |
| | Successful | 36 | 52 | 72 | 48 | |
| | Success Rate | 60.0% | 69.3% | 66.1% | 68.6% | |
| **Math Course Progression Rate** | | **10.2%** | **15.3%** | **18.8%** | **13.3%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **352** | **36** | **339** | **52** | **383** | **72** | **362** | **48** |
| First-time Student | 26.4% | 14.0% | 22.4% | 17.1% | 21.7% | 18.1% | 21.0% | 22.4% |
| Female | 56.0% | 8.6% | 59.9% | 12.3% | 59.5% | 19.7% | 65.5% | 10.5% |
| Male | 43.8% | 12.3% | 39.8% | 20.0% | 39.9% | 17.0% | 34.5% | 18.4% |
| 19 or younger | 37.5% | 14.4% | 30.1% | 22.5% | 20.9% | 23.8% | 21.3% | 23.4% |
| 20-29 | 37.5% | 9.8% | 41.9% | 12.7% | 51.2% | 19.9% | 45.9% | 12.0% |
| 30 or older | 25.0% | * | 28.0% | 11.6% | 27.9% | 13.1% | 32.9% | 8.4% |
| Hispanic/ Latino | 20.2% | 14.1% | 16.2% | * | 21.7% | 16.9% | 24.6% | * |
| White | 64.8% | 8.8% | 69.3% | 17.4% | 61.9% | 18.6% | 58.0% | 17.1% |
| Other Races & Unknown | 15.1% | 11.3% | 14.5% | 14.3% | 16.4% | 22.2% | 17.4% | 11.1% |

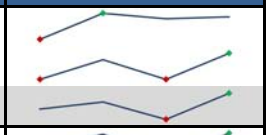
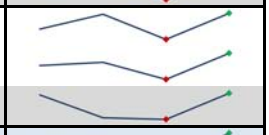
This element measures the rate at which students who attempt a math course one level below transfer, succeed and then return to enroll and successfully complete a transfer level math course within one year. Increasing this rate was identified as an objective in the 2011-12 Strategic Plan. For CC, the courses identified were Math C55 or C56 and Math C121, C130, C131, C141, C142, or C151. For each year, the cohort is identified as those students who attempted Math C55 or C56 in either summer or fall. Those counted as 'Finishers' successfully completed Math C55 or C56 and then enrolled and successfully completed either Math C121, C130, C131, C141, C142, or C151 in either fall or spring of the same academic year.

**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females make up 56.0% of the 2008-09 cohort but only 8.6% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

The Math Course Progression Rate fluctuated but improved from 10.2% in 2008-09 to 13.3% in 2011-12. First-time students generally progressed at a higher rate than others throughout the time period, with the largest gap in the most recent year. Males were more likely to complete the sequence in all but one year. There was a notable decline in the percentages of 19 or Younger students in the base cohort (37.5% to 21.3%) with a parallel growth in 20-29 group from (37.5% to 45.9%), and the 30+ age group (25.0% to 32.9%). However, as the proportion of younger students declined, their progression rate increased (14.4% to 23.4%). Differences by ethnicity were not consistent.

## 7b. PC Math Course Progression

Measures the rate at which students attempt a Math course one level below transfer and return to successfully complete the transfer level course within one year.

| PC Math Course Progression | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| One Level Below Transfer | Students in Cohort | 272 | 314 | 305 | 308 |  |
| | Successful | 147 | 183 | 147 | 195 | |
| | Success Rate | 54.0% | 58.3% | 48.2% | 63.3% | |
| Progressed to Transfer Level | Students Enrolled | 71 | 84 | 62 | 85 |  |
| | Successful | 53 | 56 | 41 | 64 | |
| | Success Rate | 74.6% | 66.7% | 66.1% | 75.3% | |
| **Math Course Progression Rate** | | **19.5%** | **17.8%** | **13.4%** | **20.8%** | |

| Demographic Breakdown of the Cohort vs. Successful Finishers | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|---|---|---|---|---|---|---|---|---|
| | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers | Cohort | Finishers |
| **Cohort Count** | **272** | **53** | **314** | **56** | **305** | **41** | **308** | **64** |
| First-time Student | 22.1% | 15.0% | 29.0% | 11.0% | 23.0% | * | 17.9% | 14.5% |
| Female | 66.9% | 18.7% | 63.7% | 16.0% | 64.6% | 11.7% | 63.0% | 17.0% |
| Male | 32.4% | 21.6% | 36.3% | 21.1% | 35.1% | 16.8% | 37.0% | 27.2% |
| 19 or younger | 42.3% | 18.3% | 45.5% | 12.6% | 44.3% | 12.6% | 34.7% | 17.8% |
| 20-29 | 44.9% | 19.7% | 40.4% | 22.0% | 40.7% | 15.3% | 45.5% | 25.0% |
| 30 or older | 12.9% | 22.9% | 14.0% | 22.7% | 15.1% | * | 19.8% | 16.4% |
| Hispanic/ Latino | 64.7% | 18.2% | 62.4% | 18.4% | 63.9% | 13.3% | 70.1% | 17.1% |
| White | 23.2% | 19.0% | 25.5% | 18.8% | 25.2% | 15.6% | 21.1% | 29.2% |
| Other Races & Unknown | 12.1% | 27.3% | 12.1% | * | 10.8% | * | 8.8% | 29.6% |

This element measures the rate at which students who attempt a math course one level below transfer, succeed and then return to enroll and successfully complete a transfer level math course within one year. Increasing this rate was identified as an objective in the 2011-12 Strategic Plan. For PC, the courses identified were Math P51 and Math P101, P102, or P122. For each year, the cohort is identified as those students who attempted Math P51 in either summer or fall. Those counted as 'Finishers' successfully completed Math P51 and then enrolled and successfully completed either Math P101, P102, or P122 in either fall or spring of the same academic year.

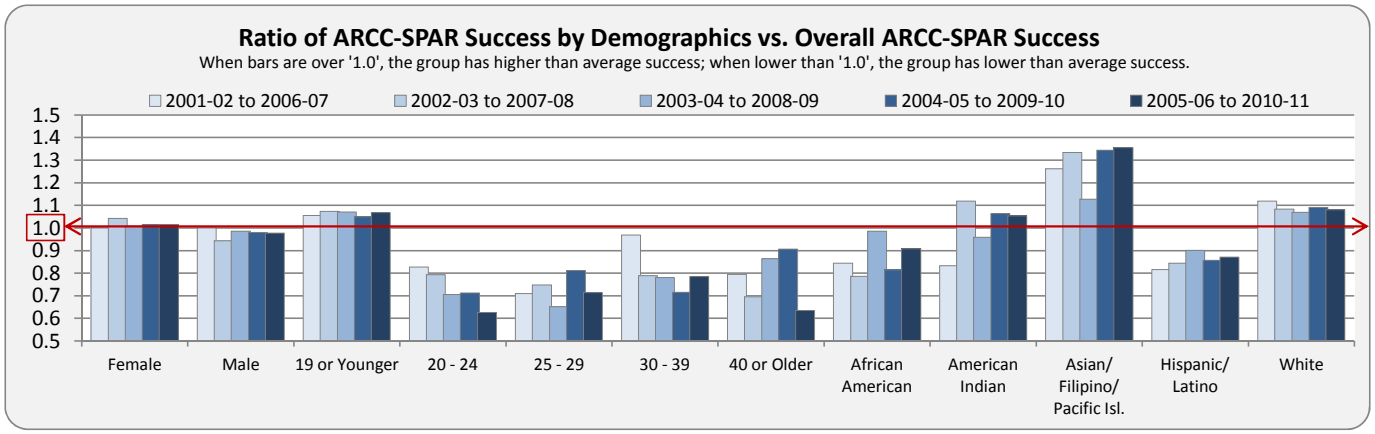
**Note**: The demographic profile for the cohort displays percentages of the whole cohort, whereas the 'Finisher' group is the percentage of the individual category that was successful (e.g. females make up 66.9% of the 2008-09 cohort but only 18.3% of them successfully completed the progression). Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results. An asterisk indicates data were suppressed due to the small number of successful students (less than six).

The Math Course Progression Rates declined in the second and third years but improved to the highest rate (20.8%) in 2011-12. First-time students progressed at a lower rate than others. Males consistently outperformed females in completing the math progression. Differences by age were small and/or varied without a consistent pattern. Gaps in ethnicity were small until the last year where progression rates for White students were 12 percentage points higher than Hispanic students.

## 8. BC Student Progress and Achievement Rate (SPAR)

As reported in ARCC, the percentage of first-time students who achieved any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).

| BC ARCC SPAR | 2001-02 to 2006-07 | 2002-03 to 2007-08 | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 2,452 | 2,353 | 2,176 | 2,326 | 2,283 | |
| SPAR Achievers | 1,152 | 1,158 | 1,060 | 1,156 | 1,052 | |
| **Achievement Rate** | **47.0%** | **49.2%** | **48.7%** | **49.7%** | **46.1%** | |
| **Demographic Trends (SPAR Success for each Demographic Component)** | | | | | | |
| Female | 47.0% | 51.3% | 49.1% | 50.4% | 46.8% | |
| Male | 47.0% | 46.4% | 48.0% | 48.8% | 45.1% | |
| 19 or Younger | 49.6% | 52.8% | 52.1% | 52.2% | 49.2% | |
| 20 - 24 | 38.8% | 39.0% | 34.4% | 35.4% | 28.8% | |
| 25 - 29 | 33.3% | 36.8% | 31.7% | 40.4% | 32.9% | |
| 30 - 39 | 45.5% | 38.8% | 38.0% | 35.6% | 36.1% | |
| 40 or Older | 37.3% | 34.2% | 42.0% | 45.1% | 29.2% | |
| African American | 39.7% | 38.7% | 48.0% | 40.5% | 41.8% | |
| American Indian | 39.1% | 55.0% | 46.7% | 52.9% | 48.6% | |
| Asian/ Filipino/ Pacific Isl. | 59.3% | 65.6% | 54.9% | 66.9% | 62.4% | |
| Hispanic/ Latino | 38.4% | 41.5% | 43.8% | 42.6% | 40.1% | |
| White | 52.6% | 53.3% | 52.0% | 54.2% | 49.8% | |




The Student Progress and Achievement Rate (SPAR) is a performance indicator in the Accountability Reporting for Community Colleges (ARCC) report compiled by the California Community College Chancellor's Office (CCCCO) from 2004 to 2012. It measures the percentage of first-time students who achieve any of five outcomes within six years. First-time students are included in the cohort if they complete 12 units and attempt either a Math, English or occupational course within a six year period. The successful outcomes include becoming transfer prepared or transfer directed, transferring to 4-year institution, and earning an AA/AS degree or a certificate (18 or more units). **Note**: The ARCC report looks at data systemwide meaning that both the required 12 units to be included in the initial cohort and individual outcomes can be counted from other California Community Colleges.

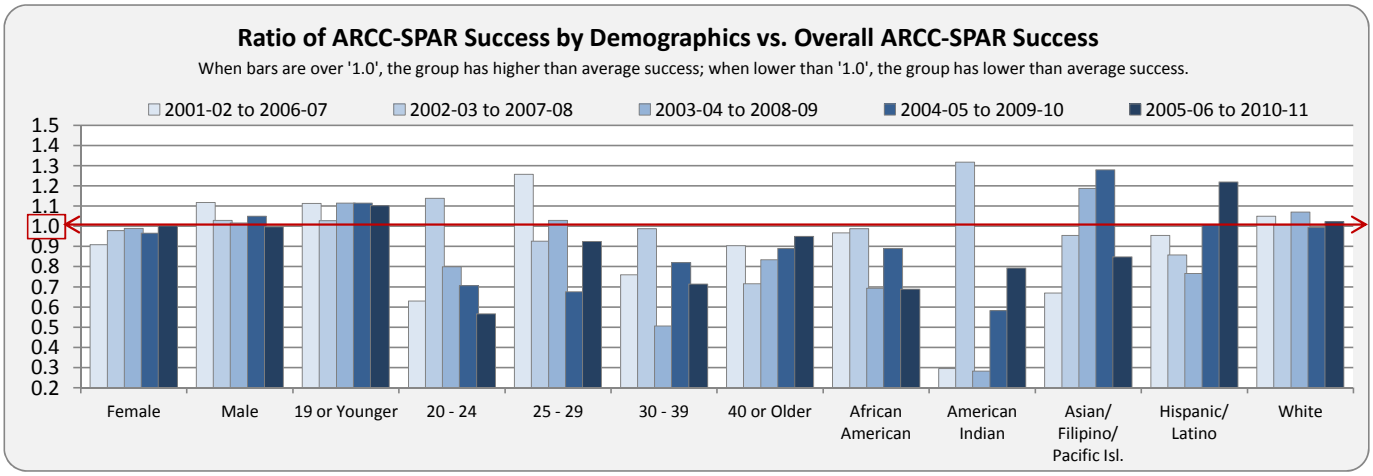
Two precautions are necessary when viewing this measure. First, only percentages are available as these data were pulled from the Chancellor's Office Data Mart site. Some of the demographic breakout numbers are based on very small cohorts and because actual numbers are not available, small cohorts are not noted. Secondly, ARCC has been replaced this year with the new state Scorecard which has different methodology. Data currently available on Data Mart will not match those extracted for this report. Future versions of this document will use the new Scorecard data.

The SPAR varied between a narrow range of 46.1% to 49.7% over this time period. Females were slightly more likely to complete than males in most years. The youngest group of students, those 19 or younger when they began, were more likely than other age groups to complete. Asian and White students were more likely to complete than African-American or Hispanic students.

## 8. CC Student Progress and Achievement Rate (SPAR)

As reported in ARCC, the percentage of first-time students who achieved any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).

| CC ARCC SPAR | 2001-02 to 2006-07 | 2002-03 to 2007-08 | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 600 | 512 | 481 | 465 | 380 | |
| SPAR Achievers | 291 | 259 | 243 | 246 | 192 | |
| **Achievement Rate** | **48.5%** | **50.6%** | **50.5%** | **52.9%** | **50.5%** | |
| **Demographic Trends (SPAR Success for each Demographic Component)** | | | | | | |
| Female | 44.1% | 49.5% | 50.0% | 51.1% | 50.6% | |
| Male | 54.2% | 52.1% | 51.3% | 55.5% | 50.4% | |
| 19 or Younger | 54.0% | 52.0% | 56.3% | 58.9% | 55.7% | |
| 20 - 24 | 30.6% | 57.6% | 40.4% | 37.3% | 28.6% | |
| 25 - 29 | 61.0% | 46.9% | 52.0% | 35.7% | 46.7% | |
| 30 - 39 | 36.8% | 50.0% | 25.6% | 43.3% | 36.0% | |
| 40 or Older | 43.9% | 36.2% | 42.1% | 47.1% | 48.0% | |
| African American | 46.9% | 50.0% | 35.0% | 47.1% | 34.8% | |
| American Indian | 14.3% | 66.7% | 14.3% | 30.8% | 40.0% | |
| Asian/ Filipino/ Pacific Isl. | 32.4% | 48.3% | 60.0% | 67.7% | 42.9% | |
| Hispanic/ Latino | 46.3% | 43.4% | 38.7% | 53.3% | 61.5% | |
| White | 50.9% | 50.9% | 54.1% | 52.6% | 51.7% | |




The Student Progress and Achievement Rate (SPAR) is a performance indicator in the Accountability Reporting for Community Colleges (ARCC) report compiled by the California Community College Chancellor's Office (CCCCO) from 2004 to 2012. It measures the percentage of first-time students who achieve any of five outcomes within six years. First-time students are included in the cohort if they complete 12 units and attempt either a Math, English or occupational course within a six year period. The successful outcomes include becoming transfer prepared or transfer directed, transferring to 4-year institution, and earning an AA/AS degree or a certificate (18 or more units). Note: The ARCC report looks at data systemwide meaning that both the required 12 units to be included in the initial cohort and individual outcomes can be counted from other California Community Colleges.

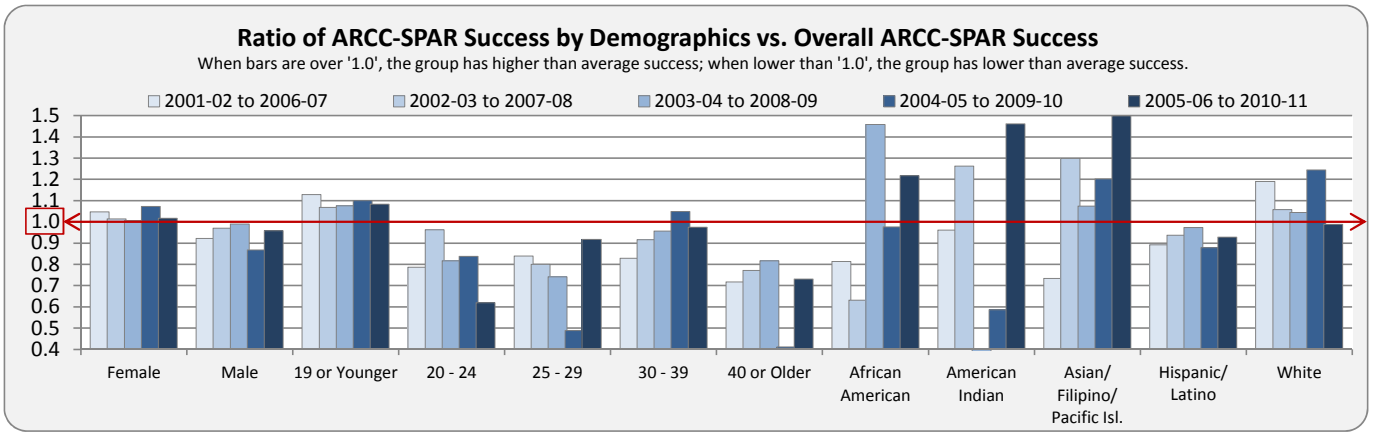
Two precautions are necessary when viewing this measure. First, only percentages are available, as these data were pulled from the Chancellor's Office Data Mart site. Some of the demographic breakout numbers are based on very small cohorts and because actual numbers are not available, small cohorts are not noted. Secondly, ARCC has been replaced this year with the new state Scorecard which has different methodology so data currently available on Data Mart will not match those extracted for this report. Future versions of this document will use the new Scorecard data.

The SPAR varied between a narrow range of 48.5% to 52.9% over this time period. Males were more likely to complete than females in most years. The youngest group of students, those 19 or younger when they began, were generally more likely than other age groups to complete. The performance of White students was generally near or slightly above the average for the college. Other ethnic groups were small and varied over the time period with a less consistent pattern.

## 8. PC Student Progress and Achievement Rate (SPAR)

As reported in ARCC, the percentage of first-time students who achieved any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).

| PC ARCC SPAR | 2001-02 to 2006-07 | 2002-03 to 2007-08 | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 | Trendlines |
|---|---|---|---|---|---|---|
| Cohort Size | 745 | 564 | 404 | 379 | 415 | |
| SPAR Achievers | 323 | 298 | 198 | 194 | 213 | |
| **Achievement Rate** | **43.4%** | **52.8%** | **49.0%** | **51.2%** | **51.3%** | |
| **Demographic Trends (SPAR Success for each Demographic Component)** | | | | | | |
| Female | 45.4% | 53.6% | 49.3% | 54.9% | 52.2% | |
| Male | 40.0% | 51.3% | 48.5% | 44.4% | 49.2% | |
| 19 or Younger | 48.9% | 56.4% | 52.7% | 56.3% | 55.6% | |
| 20 - 24 | 34.1% | 50.9% | 40.0% | 42.9% | 31.8% | |
| 25 - 29 | 36.4% | 42.3% | 36.4% | 25.0% | 47.1% | |
| 30 - 39 | 35.9% | 48.4% | 46.9% | 53.7% | 50.0% | |
| 40 or Older | 31.1% | 40.7% | 40.0% | 21.1% | 37.5% | |
| African American | 35.3% | 33.3% | 71.4% | 50.0% | 62.5% | |
| American Indian | 41.7% | 66.7% | 0.0% | 30.0% | 75.0% | |
| Asian/ Filipino/ Pacific Isl. | 31.8% | 68.6% | 52.6% | 61.5% | 76.9% | |
| Hispanic/ Latino | 38.6% | 49.5% | 47.7% | 45.0% | 47.6% | |
| White | 51.6% | 55.9% | 51.2% | 63.7% | 50.7% | |



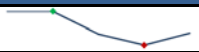

The Student Progress and Achievement Rate (SPAR) is a performance indicator in the Accountability Reporting for Community Colleges (ARCC) report compiled by the California Community College Chancellor's Office (CCCCO) from 2004 to 2012. It measures the percentage of first-time students who achieve any of five outcomes within six years. First-time students are included in the cohort if they complete 12 units and attempt either a Math, English or occupational course within a six year period. The successful outcomes include becoming transfer prepared or transfer directed, transferring to 4-year institution, and earning an AA/AS degree or a certificate (18 or more units). Note: The ARCC report looks at data systemwide meaning that both the required 12 units to be included in the initial cohort and individual outcomes can be counted from other California Community Colleges.

Two precautions are necessary when viewing this measure. First, only percentages are available as these data were pulled from the Chancellor's Office Data Mart site. Some of the demographic breakout numbers are based on very small cohorts and because actual numbers are not available, small cohorts are not noted. Secondly, ARCC has been replaced this year with the new state Scorecard which has different methodology so data currently available on Data Mart will not match those extracted for this report. Future versions of this document will use the new Scorecard data.

After the first year, which showed very low performance, the SPAR varied between a narrow range of 43.4% to 52.8% over this time period. Females were more likely to complete than males, though the degree of that difference varied over the five years. The youngest group of students, those 19 or younger when they began, were more likely than other age groups to complete. The completion rate for White students was higher than for Hispanic students, though again the degree of the difference varied. Other ethnic groups are small and their completion patterns are not consistent.

## 9. BC Associate Degrees and Certificates Awarded

The number of associate degrees and certificates awarded during each academic year.

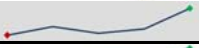
| BC Degrees and Certificates | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All Award Types** | **1,937** | **1,823** | **1,712** | **1,633** | **1,781** | |
| AA or AS Degrees | 1,029 | 1,039 | 977 | 935 | 884 | |
| Certificates of Achievement | 185 | 233 | 250 | 169 | 226 | |
| Job Skills Certificates | 723 | 551 | 485 | 529 | 671 | |
| **Demographic Breakdown of Students (Unduplicated) with One or More Award** | | | | | | |
| **Unduplicated Students** | **1,644** | **1,645** | **1,510** | **1,444** | **1,515** |  |
| Female | 62.1% | 63.2% | 62.3% | 58.9% | 61.3% | |
| Male | 37.8% | 36.5% | 37.7% | 41.1% | 38.7% | |
| 19 or Younger | 5.2% | 5.4% | 5.2% | 5.5% | 4.7% | |
| 20-24 | 44.3% | 47.1% | 45.0% | 47.4% | 45.4% | |
| 25-29 | 19.0% | 18.1% | 21.4% | 18.3% | 20.2% | |
| 30-39 | 16.8% | 16.0% | 16.8% | 17.2% | 18.0% | |
| 40 or Older | 14.7% | 13.4% | 11.6% | 11.6% | 11.7% | |
| African American | 5.0% | 5.5% | 6.0% | 5.2% | 5.3% | |
| American Indian | 1.3% | 1.6% | 1.0% | 0.8% | 0.6% | |
| Asian/ Filipino/ Pacific Isl. | 8.1% | 6.8% | 7.2% | 7.6% | 6.5% | |
| Hispanic/ Latino | 39.7% | 44.1% | 43.8% | 44.9% | 51.8% | |
| White | 41.8% | 38.5% | 37.9% | 38.4% | 32.4% | |
| Two or More Races | 1.3% | 1.0% | 1.5% | 2.2% | 2.7% | |
| Unknown | 2.8% | 2.5% | 2.6% | 0.9% | 0.7% | |

The number of degrees and certificates awarded during each academic year. These include awards posted in Banner. Certificates of Achievement typically require 18 or more units of study and are approved by both the local Board of Trustees and the state. Job Skills certificates are typically less than 18 units and are only approved by the local Board of Trustees. The number of awards can include duplicated students when a student receives more than one award in the academic year. Demographics are shown for the unduplicated students who received awards during the time period.

Awards ranged from 1,633 to 1,937 during these five years. The number of certificates of achievement varied widely from year to year, but generally increased, while the number of associate degrees and job skills certificates declined, though the job skills certificates increased again in 2011-12. In all but one year, over 60% of the students receiving one or more awards were female. This is higher than the general student population, which was 55% female in 2011-12. The percentage of awardees who are Hispanic increased while White awardees decreased, mirroring changes in the student population during the same time.

## 9. CC Associate Degrees and Certificates Awarded

The number of associate degrees and certificates awarded during each academic year.

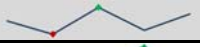
| CC Degrees and Certificates | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All Award Types** | **245** | **239** | **250** | **341** | **285** | |
| AA or AS Degrees | 222 | 203 | 223 | 301 | 221 | |
| Certificates of Achievement | 22 | 36 | 23 | 31 | 56 | |
| Job Skills Certificates | 1 | 0 | 4 | 9 | 8 | |
| **Demographic Breakdown of Students (Unduplicated) with One or More Award** | | | | | | |
| **Unduplicated Students** | **227** | **222** | **232** | **295** | **243** | |
| Female | 66.5% | 62.2% | 69.8% | 66.8% | 60.9% | |
| Male | 33.5% | 37.4% | 30.2% | 32.5% | 38.7% | |
| 19 or Younger | 7.5% | 9.0% | 6.5% | 5.8% | * | |
| 20-24 | 30.8% | 31.6% | 36.2% | 41.0% | 32.9% | |
| 25-29 | 18.1% | 15.3% | 15.5% | 15.3% | 17.7% | |
| 30-39 | 22.9% | 21.6% | 20.7% | 15.9% | 21.0% | |
| 40 or Older | 20.7% | 22.5% | 21.1% | 22.0% | 26.3% |  |
| American Indian | 2.6% | * | 3.0% | 2.7% | 4.5% | |
| Asian/ Filipino/ Pacific Isl | 5.7% | 3.6% | 3.5% | 2.7% | 5.4% | |
| Hispanic/ Latino | 15.9% | 10.8% | 12.9% | 14.3% | 17.7% | |
| White | 69.6% | 72.5% | 72.8% | 71.5% | 64.2% | |
| Other & Unknown | 6.2% | 10.8% | 7.8% | 8.8% | 8.2% | |

The number of degrees and certificates awarded during each academic year. These include awards posted in Banner. Certificates of Achievement typically require 18 or more units of study and are approved by both the local Board of Trustees and the state. Job Skills certificates are typically less than 18 units and are only approved by the local Board of Trustees. The number of awards can include duplicated students when a student receives more than one award in the academic year. Demographics are shown for the unduplicated students who received awards during the time period.

The number of certificates of achievement has increased over the five year period, while the number of associate degrees has remained fairly stable other than a spike in 2010-11. CC offers few job skills certificates; these have increased, but are still in the single digits. Over 60% of the students receiving one or more award are female. This mirrors the general population fairly closely. For example, in 2011-12, females represented 62% of the student population. The percentage of awardees who are Hispanic increased slightly while White awardees decreased slightly, mirroring changes in the student population during the same time.

## 9. PC Associate Degrees and Certificates Awarded

The number of associate degrees and certificates awarded during each academic year.

| PC Degrees and Certificates | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All Award Types** | **316** | **395** | **391** | **307** | **444** | |
| AA or AS Degrees | 209 | 252 | 245 | 179 | 333 | |
| Certificates of Achievement | 104 | 142 | 146 | 128 | 111 | |
| Job Skills Certificates | 3 | 1 | 0 | 0 | 0 | |
| **Demographic Breakdown of Students (Unduplicated) with One or More Award** | | | | | | |
| **Unduplicated Students** | **299** | **362** | **355** | **291** | **403** | |
| Female | 72.6% | 71.3% | 69.6% | 67.7% | 66.0% | |
| Male | 27.1% | 28.5% | 29.9% | 31.6% | 34.0% | |
| 19 or Younger | 2.0% | 2.5% | 3.9% | 2.8% | 4.0% | |
| 20-24 | 45.8% | 48.6% | 45.3% | 47.8% | 51.6% | |
| 25-29 | 21.1% | 18.8% | 18.9% | 19.2% | 15.1% | |
| 30-39 | 17.7% | 17.7% | 17.5% | 17.5% | 15.4% | |
| 40 or Older | 13.4% | 12.4% | 14.4% | 12.7% | 13.9% |  |
| Asian/ Filipino/ Pacific Isl | 6.7% | 9.1% | 9.9% | 12.7% | 5.0% | |
| Hispanic/ Latino | 53.8% | 56.9% | 60.0% | 59.5% | 66.5% | |
| White | 30.1% | 29.9% | 23.9% | 23.7% | 25.3% | |
| Other & Unknown | 9.4% | 4.1% | 6.2% | 4.1% | 3.2% | |

The number of degrees and certificates awarded during each academic year. These include awards posted in Banner. Certificates of Achievement typically require 18 or more units of study and are approved by both the local Board of Trustees and the state. Job Skills certificates are typically less than 18 units and are only approved by the local Board of Trustees. The number of awards can include duplicated students when a student receives more than one award in the academic year. Demographics are shown for the unduplicated students who received awards during the time period.

Awards decreased substantially in 2010-11, rebounding in 2011-12 to the highest in the five-year period. The number of certificates of achievement has been fairly stable, but the number of associate degrees has increased substantially. Two-thirds of the students receiving one or more award are female. This is higher than the general student population which was 63% female in 2011-12. The percentage of awardees who are Hispanic increased slightly while White awardees decreased slightly, mirroring the changes in the student population during the same time.

## 10. BC Student Transfers

Two ways of measuring students who transfer to a UC, CSU, private or out-of-state 4-year institution: by volume and rate.

| BC Transfers (Annual Volume) | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All UC/CSU Transfers** | **881** | **805** | **794** | **827** | **831** | |
| California State University | 815 | 750 | 746 | 762 | 783 | |
| University of California | 66 | 55 | 48 | 65 | 48 | |
| In-State Private Institutions | 496 | 364 | 399 | - | - | |
| Out-of-State Institutions | 159 | 169 | 186 | - | - | |
| **BC Transfer Velocity (6-Year Rates)** | **2002-03 to 2007-08** | **2003-04 to 2008-09** | **2004-05 to 2009-10** | **2005-06 to 2010-11** | **2006-07 to 2011-12** | Trendlines |
| **6-Year Transfer Rate** | **40.1%** | **41.0%** | **40.0%** | **37.5%** | **40.6%** | |
| Female | 39.8% | 41.1% | 40.4% | 37.0% | 37.9% | |
| Male | 40.4% | 41.0% | 39.4% | 38.2% | 44.2% | |
| 19 or Younger | 43.6% | 43.8% | 41.9% | 40.0% | 43.1% | |
| 20-29 | 27.0% | 25.3% | 26.9% | 22.5% | 23.3% | |
| 30 or Older | 21.9% | 28.4% | 26.7% | 16.7% | 24.4% | |
| African American | 34.3% | 41.4% | 35.1% | 42.4% | 34.3% | |
| American Indian | 50.0% | *47.4%* | *40.7%* | *48.1%* | *23.5%* | |
| Asian/ Filipino/ Pacific Isl. | 50.6% | 44.6% | 44.9% | 43.9% | 41.5% | |
| Hispanic/ Latino | 33.5% | 36.1% | 31.6% | 31.9% | 36.8% | |
| White | 42.8% | 44.2% | 45.8% | 40.6% | 45.0% | |

This element includes two measures for students transferring to a UC, CSU, private or out-of-state four-year institution. The first is the number (volume) of student transfers each year. Data from In-State Private Institutions and Out-of-State Institutions is released on a different data cycle than UC/CSU data - the latest data available is 2009-10.

The second measure is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Velocity project. The project tracks cohorts of first-time students to determine if they show "behavioral intent to transfer". Intent to transfer is determined when a student completes 12 units and attempts transfer-level Math or English within a six-year period. Percentages shown in grey are from groups of fewer than 30 where overall results are more influenced by individual results.

The number and rate of transfers have been fairly consistent over the five-year period, with the total number of transfers ranging from 794 to 881 and, with the exception of one year, the 6-year transfer rate being consistently between 40.0% and 41.0%. Women and men transferred at roughly the same rate through most of the five-year period, although males were more likely in the last year. The youngest students, those 19 or younger when they began, were more likely than other age groups to transfer. Generally, White and Asian students are more likely to transfer than African American and Hispanic students, although the Hispanic/ Latino rate increased to match the declining White rate in 2011-12.

## 10. CC Student Transfers

Two ways of measuring students who transfer to a UC, CSU, private or out-of-state 4-year institution: by volume and rate.

| CC Transfers (Annual Volume) | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All UC/CSU Transfers** | **67** | **76** | **52** | **70** | **91** | |
| California State University | 58 | 61 | 44 | 57 | 77 | |
| University of California | 9 | 15 | 8 | 13 | 14 | |
| In-State Private Institutions | 87 | 80 | 88 | - | - | |
| Out-of-State Institutions | 136 | 136 | 153 | - | - |  |
| **CC Transfer Velocity (6-Year Rates)** | **2002-03 to 2007-08** | **2003-04 to 2008-09** | **2004-05 to 2009-10** | **2005-06 to 2010-11** | **2006-07 to 2011-12** | Trendlines |
| **6-Year Transfer Rate** | **41.3%** | **42.3%** | **41.9%** | **39.7%** | **46.4%** | |
| Female | 38.0% | 39.3% | 38.6% | 40.7% | 45.7% | |
| Male | 45.3% | 46.9% | 46.1% | 38.0% | 46.9% | |
| 19 or Younger | 42.8% | 47.6% | 47.8% | 45.1% | 52.2% | |
| 20-29 | 47.1% | *29.2%* | 26.7% | *24.0%* | *21.4%* | |
| 30 or Older | 24.3% | 20.0% | *19.2%* | *20.0%* | *18.5%* | |
| Hispanic / Latino | *37.9%* | *25.0%* | 31.3% | *31.6%* | *51.9%* | |
| White | 39.8% | 45.5% | 41.5% | 40.1% | 44.6% | |
| Other Ethnicity | 49.1% | 43.3% | 61.3% | *40.0%* | *58.6%* | |

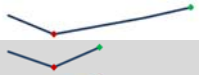
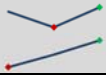
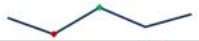
This element includes two measures for students transferring to a UC, CSU, private or out-of-state four-year institution. The first is the number (volume) of student transfers each year. Data from In-State Private Institutions and Out-of-State Institutions is released on a different data cycle than UC/CSU data - the latest data available is 2009-10.

The second measure is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Velocity project. The project tracks cohorts of first-time students to determine if they show "behavioral intent to transfer". Intent to transfer is determined when a student completes 12 units and attempts transfer-level Math or English within a six-year period. Percentages shown in grey are from groups of fewer than 30 where overall results are more influenced by individual results.

The number of CSU and UC transfers has ranged from 52 to 91 during the past five years. The 6-year transfer rate had been fairly consistent until an increase in the past year to 46.4%. Females had been more likely to transfer in the first three years, but males closed the gap in 2010-11 and exceeded females in 2011-12. The youngest students, those 19 or younger when they began, were generally more likely than other age groups to transfer but it should be noted that the number of students in the other age groups were small. Ethnic groups other than White were fairly small and thus no clear pattern emerged.

## 10. PC Student Transfers

Two ways of measuring students who transfer to a UC, CSU, private or out-of-state 4-year institution: by volume and rate.

| PC Transfers (Annual Volume) | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Trendlines |
|---|---|---|---|---|---|---|
| **All UC/CSU Transfers** | **132** | **108** | **94** | **142** | **126** | |
| California State University | 120 | 105 | 87 | 131 | 110 | |
| University of California | 12 | 3 | 7 | 11 | 16 |  |
| In-State Private Institutions | 99 | 73 | 106 | - | - |  |
| Out-of-State Institutions | 40 | 46 | 53 | - | - |  |
| **PC Transfer Velocity (6-Year Rates)** | **2002-03 to 2007-08** | **2003-04 to 2008-09** | **2004-05 to 2009-10** | **2005-06 to 2010-11** | **2006-07 to 2011-12** | Trendlines |
| **6-Year Transfer Rate** | **34.5%** | **33.3%** | **31.8%** | **34.3%** | **36.6%** | |
| Female | 32.8% | 31.6% | 29.6% | 29.7% | 32.3% | |
| Male | 37.7% | 37.3% | 35.4% | 46.6% | 44.5% | |
| 19 or Younger | 39.7% | 39.3% | 35.8% | 38.3% | 36.8% | |
| 20-29 | 17.1% | 12.9% | *4.3%* | 26.5% | 35.5% | |
| 30 or Older | 18.2% | *11.1%* | *26.7%* | *9.1%* | *33.3%* | |
| Hispanic/ Latino | 33.5% | 33.1% | 31.1% | 30.3% | 34.6% | |
| White | 35.8% | 32.1% | 38.2% | 33.7% | 36.6% |  |
| Other Ethnicity | 36.1% | *33.3%* | *18.5%* | *60.7%* | *44.7%* | |

This element includes two measures for students transferring to a UC, CSU, private or out-of-state four-year institution. The first is the number (volume) of student transfers each year. Data from In-State Private Institutions and Out-of-State Institutions is released on a different data cycle than UC/CSU data - the latest data available is 2009-10.

The second measure is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Velocity project. The project tracks cohorts of first-time students to determine if they show "behavioral intent to transfer". Intent to transfer is determined when a student completes 12 units and attempts transfer-level Math or English within a six-year period. Percentages shown in grey are from groups of fewer than 30 where overall results are more influenced by individual results.

The number of CSU/UC transfers, ranging from 94 to 142, fluctuated in the time period. The transfer rate initially declined, then increased, to a high of 36.6% in the most recent year. In the past five years, males have consistently transferred at a higher rate than females. The youngest students, those 19 or younger when they began, were more likely than other age groups to transfer until the last year when the gap closed considerably. White students have transferred at higher rates than Hispanic students, although the gap is small.

## 11. BC Schedule and Productivity

| BC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | *5 Yr % Change* | Trendlines |
|---|---|---|---|---|---|---|---|
| Courses Approved | 1,528 | 1,476 | 1,434 | 1,304 | 1,261 | *-17.5%* | |
| Courses Offered | 875 | 906 | 840 | 810 | 786 | *-10.2%* | |
| Active Sections Scheduled | 4,113 | 4,307 | 3,761 | 3,730 | 3,445 | *-16.2%* | |
| Adjusted Sections | 3,922 | 4,132 | 3,623 | 3,632 | 3,363 | *-14.3%* | |
| Census Enrollment | 114,750 | 124,870 | 116,880 | 120,573 | 111,824 | *-2.5%* | |
| Students per Adjusted Section | 29 | 30 | 32 | 33 | 33 | *13.6%* | |
| Annual Productivity | 16.9 | 17.5 | 18.2 | 17.2 | 16.9 | *0.1%* | |

This element includes the number of unique courses approved in the catalog each academic year as well as the number actually offered. The number of course sections is also included. Adjusted Sections reduces the number of active sections by counting each group of cross-listed sections as one section. The total enrollment at census day (each course enrollment for each student counting as one). The number of students per adjusted section is also included. Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the total full-time equivalent faculty (FTEF) workload.

Courses (approved and offered) have declined during the time period as have the number of active sections offered. Enrollment increased then dropped off. The number of students per adjusted section increased to 33 and overall productivity has varied between 16.9 and 18.2.

## 12. BC FTES and Target

| BC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | *3 or 5 Yr % Change* | Trendlines |
|---|---|---|---|---|---|---|---|
| FTES Target | - | - | 13,444 | 13,384 | 12,696 | *-5.6%* | |
| Actual FTES Generated | 13,354 | 14,656 | 14,007 | 14,052 | 12,598 | *-5.7%* | |
| FTES % of Target | - | - | 104.2% | 105.0% | 99.2% | *-4.8%* | |

This measure includes the Comprehensive FTES target for the college as well as the amount of actual FTES generated during each academic year. The actual FTES as a percentage of the target is also provided.

For the three years the Comprehensive FTES target has existed, BC exceeded its target in the first two and came in just under target in 2011-12.

## 13. BC Full-Time Equivalent Faculty Workload

| BC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | *5 Yr % Change* | Trendlines |
|---|---|---|---|---|---|---|---|
| Total Annual Faculty Workload | 790.6 | 838.9 | 770.7 | 815.4 | 748.0 | *-5.4%* | |
| Shown as a percentage of Total Annual Faculty Workload | | | | | | | |
| Contract Workload (Fall/Spring) | 55.9% | 52.1% | 56.5% | 55.2% | 57.9% | *3.7%* | |
| Overload Workload (Fall/Spring) | 8.4% | 8.7% | 7.5% | 7.4% | 8.6% | *1.3%* | |
| Adjunct Workload (Fall/Spring) | 26.3% | 29.2% | 26.3% | 30.1% | 26.7% | *1.5%* | |
| Summer Workload | 9.3% | 10.0% | 9.7% | 7.3% | 6.8% | *-27.2%* | |

This measure provides the total amount of faculty workload (FTEF) along with breakdowns by contract type (regular contract, overload, adjunct (part-time), and summer). The five-year change represented here is the change in the proportions over time, not necessarily the total for each category.

The overall amount of faculty workload dropped by 5.4% over the five-year time period. Contract faculty workload increased by the highest proportion while summer workload decreased by the highest proportion.

## 11. CC Schedule and Productivity

| CC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| Courses Approved | 1,015 | 1,008 | 994 | 834 | 588 | -42.1% | |
| Courses Offered | 511 | 506 | 470 | 386 | 343 | -32.9% | |
| Active Sections Scheduled | 1,636 | 1,629 | 1,509 | 1,422 | 1,270 | -22.4% | |
| Adjusted Sections | 1,192 | 1,149 | 1,182 | 1,184 | 1,119 | -6.1% | |
| Census Enrollment | 29,600 | 31,691 | 30,976 | 31,991 | 27,737 | -6.3% | |
| Students per Adjusted Section | 25 | 28 | 26 | 27 | 25 | -0.2% | |
| Annual Productivity | 14.2 | 14.4 | 15.4 | 15.1 | 14.3 | 0.7% | |

This element includes the number of unique courses approved in the catalog each academic year as well as the number actually offered. The number of course sections is also included. Adjusted sections reduces the number of active sections by counting each group of cross-listed sections as one section. The total enrollment at census day (each course enrollment for each student counting as one). The number of students per adjusted section is also included. Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the total full-time equivalent faculty (FTEF) workload.

Courses (approved and offered) have declined during the time period as have the number of active sections offered. Enrollment has fluctuated but declined in 2011-12. The number of students per active section increased until 2011-12 when it returned to the 2007-08 level. Annual productivity increased to a high of 15.4 in 2009-10 before declining to 14.3 in 2011-12.

## 12. CC FTES and Target

| CC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 3 or 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| FTES Target | - | - | 3,494 | 3,509 | 3,304 | -5.4% | |
| Actual FTES Generated | 3,289 | 3,608 | 3,674 | 3,656 | 3,366 | 0.9% | |
| FTES % of Target | - | - | 105.1% | 104.2% | 101.9% | -3.9% | |

This measure includes the district-established Comprehensive FTES target for the college as well as the amount of actual FTES generated during each academic year. The actual FTES as a percentage of the target is also provided.

For the three years the Comprehensive FTES target has existed, CC exceeded its target.

## 13. CC Full-Time Equivalent Faculty Workload

| CC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| Total Annual Faculty Workload | 231.6 | 250.7 | 238.8 | 241.6 | 235.4 | 1.6% | |
| Shown as a percentage of Total Annual Faculty Workload | | | | | | | |
| Contract Workload (Fall/Spring) | 29.5% | 31.3% | 34.6% | 32.9% | 32.7% | 11.1% | |
| Overload Workload (Fall/Spring) | 14.8% | 13.1% | 9.5% | 10.5% | 11.9% | -19.6% | |
| Adjunct Workload (Fall/Spring) | 41.9% | 43.2% | 40.1% | 40.8% | 42.1% | 0.3% | |
| Summer Workload | 13.8% | 12.3% | 15.8% | 15.9% | 13.2% | -4.2% | |

This measure provides the total amount of faculty workload (FTEF) along with breakdowns by contract type (regular contract, overload, adjunct (part-time), and summer). The five-year change represented here is the change in the proportions over time, not necessarily the total for each category.

The overall amount of faculty workload dropped slightly over the five-year time period. The workload proportions by type have fluctuated throughout the time period but contract workload has generally increased while overload has decreased.

## 11. PC Schedule and Productivity

| PC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| Courses Approved | 835 | 752 | 681 | 638 | 591 | -29.2% | |
| Courses Offered | 390 | 391 | 359 | 318 | 301 | -22.8% | |
| Active Sections Scheduled | 1,105 | 1,141 | 981 | 899 | 806 | -27.1% | |
| Adjusted Sections | 982 | 1,000 | 863 | 814 | 730 | -25.7% | |
| Census Enrollment | 29,378 | 33,680 | 28,762 | 27,141 | 25,771 | -12.3% | |
| Students per Adjusted Section | 30 | 34 | 33 | 33 | 35 | 18.0% | |
| Annual Productivity | 14.8 | 15.5 | 16.6 | 16.7 | 17.2 | 16.6% | |

This element includes the number of unique courses approved in the catalog each academic year as well as the number actually offered. The number of course sections is also included. Adjusted Sections reduces the number of active sections by counting each group of cross-listed sections as one section. The total enrollment at census day (each course enrollment for each student counting as one). The number of students per adjusted section is also included. Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the total full-time equivalent faculty (FTEF) workload.

Courses (approved and offered) have declined during the time period as have the number of active sections offered. Enrollment is down from a high in 2008-09. The number of students per adjusted section increased to 35 and overall productivity has increased from 14.8 to 17.2.

## 12. PC FTES and Target

| PC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 3 or 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| FTES Target | - | - | 3,371 | 3,363 | 3,076 | -8.7% | |
| Actual FTES Generated | 3,172 | 3,402 | 3,489 | 3,309 | 3,247 | 2.4% | |
| FTES % of Target | - | - | 103.5% | 98.4% | 105.5% | 2.0% | |

This measure includes the district-established Comprehensive FTES target for the college as well as the amount of actual FTES generated during each academic year. The actual FTES as a percentage of the target is also provided.

For the three years the Comprehensive FTES target has existed, PC exceeded its target in 2009-10 and 2011-12 and was slightly under target in 2010-11.

## 13. PC Full-Time Equivalent Faculty Workload

| PC Annual Trends | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 5 Yr % Change | Trendlines |
|---|---|---|---|---|---|---|---|
| Total Annual Faculty Workload | 215.1 | 220.0 | 210.7 | 198.7 | 188.8 | -12.2% | |
| Shown as a percentage of Total Annual Faculty Workload | | | | | | | |
| Contract Workload (Fall/Spring) | 59.7% | 58.2% | 60.8% | 56.1% | 55.4% | -7.1% | |
| Overload Workload (Fall/Spring) | 0.8% | 1.8% | 0.9% | 7.3% | 7.2% | 862.3% | |
| Adjunct Workload (Fall/Spring) | 30.4% | 31.1% | 30.9% | 30.3% | 29.2% | -4.1% | |
| Summer Workload | 8.5% | 8.4% | 7.0% | 6.2% | 8.2% | -4.1% | |

This measure provides the total amount of faculty workload (FTEF) along with breakdowns by contract type (regular contract, overload, adjunct (part-time), and summer). The five-year change represented here is the change in the proportions over time, not necessarily the total for each category.

The overall amount of faculty workload dropped over the five-year time period. Overload has increased substantially, while all other categories have declined.