



STUDENT EQUITY DATA PACKET

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Office of Research and Planning
Contra Costa Community College District
500 Court Street
Martinez, California 94553

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ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

 <1.0-0.9 – mildly disproportionate;  <0.9-0.8 – moderately disproportionate;  <0.8 – highly disproportionate

2013 Population	Annual Participation Rate	Number in Student Population	Number in County Population 18-64 Yrs Old	% Distribution of Student Population	% Distribution of County Population	Difference Between Population Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(a-b)	(a/b)	(rate/highest rate)
Total	6%	12,371	193,861	100%	100%		1.000	
Female	7%	6,636	98,949	54%	51%	3%	1.051	1.000
Male	6%	5,584	94,912	45%	49%	-4%	0.922	0.877
Undeclared	~~	151	0	1%	0%	~~	~~	~~
RACE/ETHNICITY								
Total	6%	12,371	193,861	100%	100%		1.000	
African-American	8%	2,053	24,402	17%	13%	4%	1.318	0.658
American Indian	5%	34	686	0%	0%	0%	0.777	0.388
Asian	6%	1,274	21,501	10%	11%	-1%	0.929	0.464
Hispanic	6%	4,184	67,654	34%	35%	-1%	0.969	0.484
Pacific Islander	8%	94	1,217	1%	1%	0%	1.210	0.605
Two or more races	13%	785	6,144	6%	3%	3%	2.002	1.000
White	5%	3,531	72,257	29%	37%	-9%	0.766	0.382
Undeclared	~~	416	0	3%	0%	~~	~~	~~
AGE GROUP								
Total	6%	12,371	193,861	100%	100%		1.000	
Under 20 years*	40%	3,915	9,848	32%	5%	27%	6.230	1.000
20 to 24 years	20%	4,210	21,294	34%	11%	23%	3.098	0.497
25 to 39 years	5%	2,805	61,575	23%	32%	-9%	0.714	0.115
40 or more years*	1%	1,441	101,144	12%	52%	-41%	0.223	0.036
Undeclared	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

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

Source: Student population from CCCCO Data Mart, Annual 2012-13. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2013.

COURSE COMPLETION

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Student Population - Fall 2013	Successful Course Completion Rate	Number Enrolled	Number Successfully Completing Course	% Distribution of Enrollment	% Distribution of Successful Completion	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER								
Total	70%	125,022	87,263	na	na	na	na	na
Female	70%	66,862	47,026	na	na	na	na	na
Male	69%	55,878	38,659	na	na	na	na	na
Undeclared	69%	2,282	1,578	na	na	na	na	na
RACE/ETHNICITY								
Total	70%	125,022	87,263	na	na	na	na	na
African-American	57%	21,211	12,024	na	na	na	na	na
American Indian	68%	545	372	na	na	na	na	na
Asian	76%	12,527	9,577	na	na	na	na	na
Hispanic	70%	38,882	27,134	na	na	na	na	na
Pacific Islander	64%	1,166	742	na	na	na	na	na
Two or more races	67%	5,296	3,531	na	na	na	na	na
White	75%	36,690	27,607	na	na	na	na	na
Undeclared	72%	8,705	6,276	na	na	na	na	na
AGE GROUP								
Total	70%	125,022	87,263	na	na	na	na	na
Under 20 years	69%	44,385	30,784	na	na	na	na	na
20 to 24 years	68%	43,286	29,273	na	na	na	na	na
25 to 39 years	71%	24,904	17,708	na	na	na	na	na
40 or more years	76%	12,414	9,471	na	na	na	na	na
Undeclared	82%	33	27	na	na	na	na	na

NOTE: Because course success rate is based on seat count (enrollment) instead of head count, the metrics are not applicable (na).

Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR

Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCC Data Mart, Outcomes, Success Rate, Fall 2013.

ESL COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL course compared to the number of those students who complete such a final ESL course.

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	6%	201	12	100%	100%		1.000	
Female	5%	130	7	65%	58%	-6%	0.902	0.625
Male	9%	58	5	29%	42%	13%	1.444	1.000
Undeclared	0%	13	0	6%	0%	-6%	0.000	0.000
RACE/ETHNICITY								
Total	6%	201	12	100%	100%		1.000	
African-American	17%	6	1	3%	8%	5%	na	1.833
American Indian	~	0	0	0%	0%	~	~	~
Asian	8%	25	2	12%	17%	4%	1.340	0.880
Filipino	0%	1	0	0%	0%	0%	na	0.000
Hispanic	5%	146	7	73%	58%	-14%	0.803	0.527
Pacific Islander	~	0	0	0%	0%	~	~	~
White	9%	11	1	5%	8%	3%	1.523	1.000
Undeclared	8%	12	1	6%	8%	2%	1.396	0.917
AGE GROUP								
Total	6%	201	12	100%	100%		1.000	
Under 20 years	16%	19	3	9%	25%	16%	2.645	1.000
20 to 24 years	10%	30	3	15%	25%	10%	1.675	0.633
25 to 39 years	5%	86	4	43%	33%	-9%	0.779	0.295
40 or more years	3%	66	2	33%	17%	-16%	0.508	0.192
Undeclared	~	0	0	0%	0%	~	~	~
ECONOMICALLY DISADVANTAGED								
Total	6%	201	12	100%	100%		1.000	0.708
Yes	8%	83	7	41%	58%	17%	1.413	1.000
No	4%	118	5	59%	42%	-17%	0.710	0.502
DISABLED STUDENTS								
Total	6%	201	12	100%	100%		1.000	0.239
Yes	25%	8	2	4%	17%	13%	na	1.000
No	5%	193	10	96%	83%	-13%	0.868	0.207

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in ESL at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

BASIC SKILLS ENGLISH COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	40%	1,342	540	100%	100%		1.000	
Female	46%	733	334	55%	62%	7%	1.132	1.000
Male	33%	546	179	41%	33%	-8%	0.815	0.719
Undeclared	43%	63	27	5%	5%	0%	1.065	0.941
RACE/ETHNICITY								
Total	40%	1,342	540	100%	100%		1.000	
African-American	30%	288	87	21%	16%	-5%	0.751	0.583
American Indian	67%	6	4	0%	1%	0%	na	1.287
Asian	44%	57	25	4%	5%	0%	1.090	0.847
Filipino	52%	83	43	6%	8%	2%	1.288	1.000
Hispanic	42%	415	174	31%	32%	1%	1.042	0.809
Pacific Islander	47%	19	9	1%	2%	0%	1.177	0.914
White	43%	376	162	28%	30%	2%	1.071	0.832
Undeclared	37%	98	36	7%	7%	-1%	0.913	0.709
AGE GROUP								
Total	40%	1,342	540	100%	100%		1.000	
Under 20 years	44%	918	403	68%	75%	6%	1.091	1.000
20 to 24 years	26%	227	59	17%	11%	-6%	0.646	0.592
25 to 39 years	41%	138	56	10%	10%	0%	1.008	0.924
40 or more years	37%	59	22	4%	4%	0%	0.927	0.849
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	40%	1,342	540	100%	100%		1.000	
Yes	35%	566	199	42%	37%	-5%	0.874	0.800
No	44%	776	341	58%	63%	5%	1.092	1.000
DISABLED STUDENTS								
Total	40%	1,342	540	100%	100%		1.000	
Yes	33%	134	44	10%	8%	-2%	0.816	0.800
No	41%	1,208	496	90%	92%	2%	1.020	1.000

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in English at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

BASIC SKILLS MATH COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

 <1.0-0.9 – mildly disproportionate;  <0.9-0.8 – moderately disproportionate;  <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	27%	1,333	366	100%	100%		1.000	
Female	29%	731	209	55%	57%	2%	1.041	1.000
Male	26%	535	140	40%	38%	-2%	0.953	0.915
Undeclared	25%	67	17	5%	5%	0%	0.924	0.887
RACE/ETHNICITY								
Total	27%	1,333	366	100%	100%		1.000	
African-American	18%	310	56	23%	15%	-8%	0.658	0.590
American Indian	43%	7	3	1%	1%	0%	na	1.399
Asian	40%	43	17	3%	5%	1%	1.440	1.291
Filipino	39%	59	23	4%	6%	2%	1.420	1.273
Hispanic	28%	403	112	30%	31%	0%	1.012	0.907
Pacific Islander	17%	12	2	1%	1%	0%	0.607	0.544
White	31%	395	121	30%	33%	3%	1.116	1.000
Undeclared	31%	104	32	8%	9%	1%	1.121	1.004
AGE GROUP								
Total	27%	1,333	366	100%	100%		1.000	
Under 20 years	31%	762	238	57%	65%	8%	1.138	1.000
20 to 24 years	21%	258	55	19%	15%	-4%	0.776	0.683
25 to 39 years	26%	225	58	17%	16%	-1%	0.939	0.825
40 or more years	17%	87	15	7%	4%	-2%	0.628	0.552
Undeclared	0%	1	0	0%	0%	0%	na	0.000
ECONOMICALLY DISADVANTAGED								
Total	27%	1,333	366	100%	100%		1.000	
Yes	24%	575	139	43%	38%	-5%	0.880	0.807
No	30%	758	227	57%	62%	5%	1.091	1.000
DISABLED STUDENTS								
Total	27%	1,333	366	100%	100%		1.000	
Yes	21%	135	28	10%	8%	-2%	0.755	0.735
No	28%	1,198	338	90%	92%	2%	1.028	1.000

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in Math at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

DEGREE AND CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Award Rate	Number in Starting Cohort	Number Receiving Award	% Distribution of Starting Cohort	% Distribution of Students with Awards	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	15%	1,401	209	100%	100%		1.000	
Female	19%	712	136	51%	65%	14%	1.280	1.000
Male	10%	610	61	44%	29%	-14%	0.670	0.524
Undeclared	15%	79	12	6%	6%	0%	1.018	0.795
RACE/ETHNICITY								
Total	15%	1,401	209	100%	100%		1.000	
African-American	11%	201	23	14%	11%	-3%	0.767	0.657
American Indian	17%	12	2	1%	1%	0%	1.117	0.957
Asian	8%	61	5	4%	2%	-2%	0.549	0.471
Filipino	17%	76	13	5%	6%	1%	1.147	0.982
Hispanic	17%	402	70	29%	33%	5%	1.167	1.000
Pacific Islander	12%	17	2	1%	1%	0%	0.789	0.676
White	15%	509	76	36%	36%	0%	1.001	0.857
Undeclared	15%	123	18	9%	9%	0%	0.981	0.840
AGE GROUP								
Total	15%	1,401	209	100%	100%		1.000	
Under 20 years	15%	1,199	179	86%	86%	0%	1.001	0.813
20 to 24 years	18%	98	18	7%	9%	2%	1.231	1.000
25 to 39 years	10%	67	7	5%	3%	-1%	0.700	0.569
40 or more years	14%	37	5	3%	2%	0%	0.906	0.736
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	15%	1,401	209	100%	100%		1.000	
Yes	15%	775	118	55%	56%	1%	1.021	1.000
No	15%	626	91	45%	44%	-1%	0.974	0.955
DISABLED STUDENTS								
Total	15%	1,401	209	100%	100%		1.000	
Yes	20%	76	15	5%	7%	2%	1.323	1.000
No	15%	1,325	194	95%	93%	-2%	0.981	0.742
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned AA/AS or credit (Chancellor's Office approved) Certificate.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

EARNED 30 CREDIT UNITS

The ratio of the number of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry by population group.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Rate of Students with 30 Units	Number in Starting Cohort	Number Completing 30 Units	% Distribution of Students in Starting Cohort	% Distribution of Students Completing	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	64%	1,401	900	100%	100%		1.000	
Female	65%	712	465	51%	52%	1%	1.017	1.000
Male	63%	610	384	44%	43%	-1%	0.980	0.964
Undeclared	65%	79	51	6%	6%	0%	1.005	0.988
RACE/ETHNICITY								
Total	64%	1,401	900	100%	100%		1.000	
African-American	62%	201	124	14%	14%	-1%	0.960	0.852
American Indian	75%	12	9	1%	1%	0%	1.168	1.036
Asian	61%	61	37	4%	4%	0%	0.944	0.838
Filipino	72%	76	55	5%	6%	1%	1.127	1.000
Hispanic	65%	402	263	29%	29%	1%	1.018	0.904
Pacific Islander	71%	17	12	1%	1%	0%	1.099	0.975
White	63%	509	320	36%	36%	-1%	0.979	0.869
Undeclared	65%	123	80	9%	9%	0%	1.012	0.899
AGE GROUP								
Total	64%	1,401	900	100%	100%		1.000	
Under 20 years	66%	1,199	796	86%	88%	3%	1.033	1.000
20 to 24 years	52%	98	51	7%	6%	-1%	0.810	0.784
25 to 39 years	51%	67	34	5%	4%	-1%	0.790	0.764
40 or more years	51%	37	19	3%	2%	-1%	0.799	0.773
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	64%	1,401	900	100%	100%		1.000	
Yes	69%	775	537	55%	60%	4%	1.079	1.000
No	58%	626	363	45%	40%	-4%	0.903	0.837
DISABLED STUDENTS								
Total	64%	1,401	900	100%	100%		1.000	
Yes	66%	76	50	5%	6%	0%	1.024	1.000
No	64%	1,325	850	95%	94%	0%	0.999	0.975
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

FALL-TO-SPRING-TO-FALL PERSISTENCE

The ratio of the number of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system by population group.

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Persistence Rate	Number in Starting Cohort	Number Persisting	% Distribution of Students in Starting Cohort	% Distribution of Students Persisting	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	62%	1,401	868	100%	100%		1.000	
Female	63%	712	445	51%	51%	0%	1.009	1.000
Male	62%	610	380	44%	44%	0%	1.005	0.997
Undeclared	54%	79	43	6%	5%	-1%	0.879	0.871
RACE/ETHNICITY								
Total	62%	1,401	868	100%	100%		1.000	
African-American	59%	201	119	14%	14%	-1%	0.956	0.922
American Indian	58%	12	7	1%	1%	0%	0.942	0.908
Asian	49%	61	30	4%	3%	-1%	0.794	0.766
Filipino	62%	76	47	5%	5%	0%	0.998	0.963
Hispanic	63%	402	253	29%	29%	0%	1.016	0.980
Pacific Islander	59%	17	10	1%	1%	0%	0.949	0.916
White	64%	509	327	36%	38%	1%	1.037	1.000
Undeclared	61%	123	75	9%	9%	0%	0.984	0.949
AGE GROUP								
Total	62%	1,401	868	100%	100%		1.000	
Under 20 years	63%	1,199	750	86%	86%	1%	1.010	1.000
20 to 24 years	55%	98	54	7%	6%	-1%	0.889	0.881
25 to 39 years	57%	67	38	5%	4%	0%	0.915	0.907
40 or more years	70%	37	26	3%	3%	0%	1.134	1.123
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	62%	1,401	868	100%	100%		1.000	
Yes	59%	775	461	55%	53%	-2%	0.960	0.915
No	65%	626	407	45%	47%	2%	1.049	1.000
DISABLED STUDENTS								
Total	62%	1,401	868	100%	100%		1.000	
Yes	61%	76	46	5%	5%	0%	0.977	0.976
No	62%	1,325	822	95%	95%	0%	1.001	1.000
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

COMPLETION (Student Progress and Attainment Rate)

*The ratio of the number of students by population group who achieved any of the following outcomes within six years:
Earned AA/AS or credit Certificate; Transferred to four-year institution; or Achieved "Transfer Prepared" status*

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Completion Rate	Number in Starting Cohort	Number Completing	% Distribution of Students in Starting Cohort	% Distribution of Students Completing	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	43%	1,401	604	100%	100%		1.000	
Female	44%	712	315	51%	52%	1%	1.026	1.000
Male	42%	610	254	44%	42%	-1%	0.966	0.941
Undeclared	44%	79	35	6%	6%	0%	1.028	1.001
RACE/ETHNICITY								
Total	43%	1,401	604	100%	100%		1.000	
African-American	40%	201	81	14%	13%	-1%	0.935	0.747
American Indian	42%	12	5	1%	1%	0%	0.966	0.772
Asian	56%	61	34	4%	6%	1%	1.293	1.033
Filipino	54%	76	41	5%	7%	1%	1.251	1.000
Hispanic	39%	402	158	29%	26%	-3%	0.912	0.729
Pacific Islander	47%	17	8	1%	1%	0%	1.092	0.872
White	41%	509	210	36%	35%	-2%	0.957	0.765
Undeclared	54%	123	67	9%	11%	2%	1.263	1.010
AGE GROUP								
Total	43%	1,401	604	100%	100%		1.000	
Under 20 years	45%	1,199	543	86%	90%	4%	1.050	1.000
20 to 24 years	35%	98	34	7%	6%	-1%	0.805	0.766
25 to 39 years	27%	67	18	5%	3%	-2%	0.623	0.593
40 or more years	24%	37	9	3%	1%	-1%	0.564	0.537
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	43%	1,401	604	100%	100%		1.000	
Yes	42%	775	328	55%	54%	-1%	0.982	0.960
No	44%	626	276	45%	46%	1%	1.023	1.000
DISABLED STUDENTS								
Total	43%	1,401	604	100%	100%		1.000	
Yes	30%	76	23	5%	4%	-2%	0.702	0.303
No	100%	1,325	581	95%	96%	2%	1.017	1.000
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry: Earned AA/AS or credit Certificate (Chancellor's Office approved); Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC); Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

TRANSFER

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Transfer Rate	Number in Starting Cohort	Number Transferring	% Distribution of Starting Cohort	% Distribution of Students Transferring	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	32%	1,363	441	100%	100%		1.000	
Female	32%	739	239	54%	54%	0%	1.000	1.000
Male	32%	547	176	40%	40%	0%	0.994	0.995
Undeclared	34%	77	26	6%	6%	0%	1.044	1.044
RACE/ETHNICITY								
Total	32%	1,363	441	100%	100%		1.000	
African-American	40%	205	81	15%	18%	3%	1.221	0.909
American Indian	0%	9	0	1%	0%	-1%	na	0.000
Asian	38%	69	26	5%	6%	1%	1.165	0.867
Filipino	43%	69	30	5%	7%	2%	1.344	1.000
Hispanic	29%	426	125	31%	28%	-3%	0.907	0.675
Pacific Islander	46%	13	6	1%	1%	0%	1.426	1.062
White	29%	451	132	33%	30%	-3%	0.905	0.673
Undeclared	34%	121	41	9%	9%	0%	1.047	0.779
AGE GROUP								
Total	32%	1,363	441	100%	100%		1.000	
Under 20 years	33%	1,198	397	88%	90%	2%	1.024	0.819
20 to 24 years	40%	84	34	6%	8%	2%	1.251	1.000
25 to 39 years	14%	44	6	3%	1%	-2%	0.421	0.337
40 or more years	11%	37	4	3%	1%	-2%	0.334	0.267
Undeclared	~~	0	0	0%	0%	~~	~~	~~
CalWORKS								
Total	32%	1,363	441	100%	100%		1.000	
Yes	14%	22	3	2%	1%	-1%	0.421	0.417
No	33%	1,341	438	98%	99%	1%	1.009	1.000
DISABLED STUDENTS								
Total	32%	1,363	441	100%	100%		1.000	
Yes	33%	72	24	5%	5%	0%	1.030	1.000
No	32%	1,291	417	95%	95%	0%	0.998	0.969

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data Mart, Outcomes, Transfer Velocity, 2007-2008 Cohort, 6 Year Period.

DATA SOURCES

Data sources for the success indicators that measure disproportionate impact by disaggregated subgroups

Success Indicators	Gender		Ethnicity		Age Group		Disability Status		Economically Disadvantaged	
	DM	DOD	DM	DOD	DM	DOD	DM	DOD	DM	DOD
Access (Under Development)	✓		✓		✓					
Course Completion	✓		✓		✓					
ESL and Basic Skills Completion										
ESL		✓		✓		✓		✓		✓
Remedial English		✓		✓		✓		✓		✓
Remedial Math		✓		✓		✓		✓		✓
Degree and Certificate Completion										
30-Units		✓		✓		✓		✓		✓
Persistence		✓		✓		✓		✓		✓
Completion (SPAR)		✓		✓		✓		✓		✓
Transfer	✓		✓		✓		✓		✓	

DM = Data Mart

DOD = Data On Demand

- Data Mart: <http://datamart.cccco.edu/DataMart.aspx>
- Data On Demand (Scorecard Data Specifications):
<http://scorecard.cccco.edu/scorecarddocumentation.aspx>
- Data Element Information:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>
- Student Equity Plan Documentation (Plan template, Instructions, FAQ, Guidelines for Measuring Disproportionate Impact, etc.):
<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>