

LOS MEDANOS
COLLEGE

INTEGRATED PLAN
DATA PACKET

Fall 2017

District Research
Contra Costa Community College District
500 Court Street
Martinez, California 94553

TABLE OF CONTENTS

PREFACE	1
SUMMARY OF INDICATORS.....	2
INTEGRATED PLAN INDICATORS:	
ACCESS.....	3
3SP SERVICES	4
Orientation.....	4
Assessment	5
Educational Plan.....	6
PROBATION PROGRESS	7
ESL AND BASIC SKILLS IMPROVEMENT.....	8
ESL Improvement.....	8
Basic Skills English Improvement	9
Basic Skills Math Improvement.....	10
TRANSFER LEVEL MATH ACHIEVEMENT	11
SUCCESSFUL COURSE COMPLETION.....	12
CAREER TECHNICAL EDUCATION (CTE) COMPLETION	13
COMPLETION: DEGREES, CERTIFICATES AND TRANSFER	14
DATA SOURCES	15

PREFACE

The following indicators support the Integrated Plan by providing achievement information about multiple student equity groups identified by the Community Colleges Chancellor's Office. The groups include ethnic groups, gender groups, foster youth, low income students, disabled students and veterans.

The 4CD colleges identified indicators of success that could provide robust information about the colleges and student needs. Each indicator provides unique information about a key transitional point for student success. The differences in success at those critical points reveal opportunities for the colleges to address the needs of students.

A table of information is given for each indicator. The first indicator table, **Access**, compares the numbers and proportions of enrolled students to the adult population in the community. The final indicator table, **Completion: Degrees, Certificates and Transfer**, provides numbers and proportions who reach the endpoints of completion.

Each table shows the number of students who pursue success related to the indicator, followed by the number who actually achieved that success. At the bottom of the table, definitions describe the basis for identifying students who pursued success and who achieved success. The proportion of successes is shown for each group and all students. Then, each group's success rate is compared to the overall average success rate. The difference from the overall success rate shows whether the group is above or below the overall average success rate related to the indicator. To show the pattern formed by all indicators, the next page displays a matrix of all the indicators.

Below is the list of indicators.

- **ACCESS:** Shows enrolled students as a percentage of the adult population within the community.
- **3SP SERVICES:** Shows students who received the service in their first year as a percentage of all first-time students with degree, certificate or transfer goal. Services are: **1) orientation, 2) assessment, 3) educational plan.**
- **PROBATION PROGRESS:** Shows the percentage of students who achieved good academic standing (clear of probation) within 3 primary terms after academic probation, Fall 2015 to Spring 2017.
- **REMEDIAL PROGRESS (ESL, ENGLISH AND MATH):** Shows the percentage of students who completed a college-level course in the same discipline (within six years) after first enrolling in a course below transfer level in English, mathematics, and/or ESL.
- **TRANSFER-LEVEL MATH ACHIEVEMENT (EARLY COLLEGE-LEVEL SUCCESS IN MATH):** Shows the percentage who complete transfer-level Math by the second year after attempting Math at any level in their first-year.
- **SUCCESSFUL COURSE COMPLETION:** Shows the percentage of successful credit course completions to all credit course enrollments at census.
- **CTE COMPLETION:** Shows students who completed a degree, certificate, or transfer-related outcomes (within 6 years) as a percentage of students with at least eight units in the same discipline in their first year.
- **COMPLETION: Degrees, Certificates and Transfers:** Shows the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years.

LMC Summary of Indicators

This matrix summarizes the success of all groups on all indicators. The columns show the indicators: Access through Completion: Degrees, Certificates and Transfers. The target populations, 16 in all, are listed in the rows. The percentages in each cell are the result of comparing the rate of each group to the overall average rate for all groups: red percentages are lower than the overall average rate, while green percentages exceed the average. Some groups tend to include very small numbers of students (e.g., American Indian, Native Hawaiian, Undeclared/Unknown) and so will show big swings in resulting percentages.

Target Populations	Access	Assessment	Orientation	Educational Plan	Probation Progress	Remedial Progress: ESL	Remedial Progress: English	Remedial Progress: Math	Transfer Level Math Achievement	Successful Course Completion	CTE Completion	Completion: Degrees, Certificates and Transfer
American Indian/Alaska Native	0%	-37%	-10%	-37%	14%		55%	7%	-8%	-6%	14%	-47%
Asian	-1%	-9%	-8%	-2%	-19%	10%	19%	7%	11%	6%	18%	12%
Black or African American	2%	3%	0%	3%	6%	-7%	-15%	-8%	-16%	-10%	-10%	-5%
Filipino		6%	2%	0%	-7%	-11%	7%	14%	19%		20%	16%
Hispanic or Latino	5%	2%	2%	1%	0%	-3%	1%	1%	2%	-1%	2%	-4%
Native Hawaiian or other Paci..	0%	-17%	-15%	3%	14%	-11%	-1%	-8%	9%	-4%	-46%	8%
White	-9%	1%	5%	1%	0%	22%	3%	6%	1%	6%	-4%	2%
More than one race	4%	-2%	-1%	0%	-4%	39%	4%	-1%	-3%	-5%	3%	4%
Undeclared/Some other race	1%	13%	-15%	13%	14%	-11%	-1%	-3%	-41%	17%	15%	-3%
Females	3%	0%	2%	0%	1%	2%	-7%	-3%	1%	1%	6%	4%
Males	-4%	0%	-1%	0%	1%	-4%	5%	4%	-1%	-1%	-3%	-4%
Unknown Gender	1%	-6%	-23%	1%	6%	-11%	12%	-1%	-16%	2%	-4%	-16%
Current or former foster youth	7%	-5%	-11%	-2%	-2%	14%	-11%	-10%	-6%	-18%	6%	-15%
Individuals with disabilities	1%	12%	2%	12%	0%	14%	-4%	-5%	-27%	1%	-4%	-8%
Low-income students	44%	3%	4%	5%	1%	4%	-2%	0%	-3%	-2%	4%	-2%
Veterans	-2%	6%	11%	9%	2%		2%	8%	-11%	5%	29%	27%

Los Medanos College
Integrated Plan Data Packet

ACCESS

ACCESS RATE. Shows student head count as a percentage of the adult population within the community.

Target Populations	2016-2017 student head count	Percent distribution of student head count (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
	A	B	C	(B-C)
American Indian/Alaska Native	28	0%	0%	0%
Asian	1,222	10%	11%	-1%
Black or African American	1,951	15%	13%	2%
Hispanic or Latino	5,066	40%	35%	5%
Native Hawaiian or other Pacific Islander	68	1%	1%	0%
White	3,232	26%	35%	-9%
Undeclared/Some other race	80	1%	0%	1%
More than one race	979	8%	4%	4%
Total of 8 cells above (100%)	12,626	100%	100%	
Males	5,663	45%	49%	-4%
Females	6,805	54%	51%	3%
Unknown Gender	158	1%	0%	1%
Total of 3 cells above (100%)	12,626	100%	100%	
Current or former foster youth	586	7%	0%	7%
Individuals with disabilities	1,004	12%	11%	1%
Low-income students	7,057	57%	13%	44%
Veterans	419	5%	7%	-2%

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

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2016SU, 2016FA, 2017SP is counted in this group. This will include students identifies as having any level of disability registered with DSPS (primary, secondary, etc.)

Low-income students: Any student receiving any type of financial aid including loans, grants, waivers and scholarships in 2016SU, 2016FA, 2017SP is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Overall student population and DSPS from CCCCO Data Mart, Annual 2016-2017. Student foster youth, low-income students and veterans student information from 4CD Colleague system. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2016. Comparison statistics for foster youth from kidsdata.org. Disabled adults (tbl_S1810), poverty (tbl_B17001), and veteran (tbl_S2101) information from U.S. Census ACS_2015_5YR estimates. JD

Los Medanos College
Integrated Plan Data Packet

3SP SERVICES - ORIENTATION

ORIENTATION RATE. Shows students who participated in orientation in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students completing orientation within one year	The rate of first-time students completing orientation in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	4	3	75%	85%	-10%
Asian	279	216	77%	85%	-8%
Black or African American	78	66	85%	85%	0%
Filipino	76	66	87%	85%	2%
Hispanic or Latino	704	609	87%	85%	2%
Native Hawaiian or other Pacific Islander	10	7	70%	85%	-15%
White	421	378	90%	85%	5%
Undeclared/Some other race	2	2	100%	85%	-15%
More than one race	164	137	84%	85%	-1%
All Students	1,738	1,484	* 85%		
Males	801	672	84%	85%	-1%
Females	911	796	87%	85%	2%
Unknown Gender	26	16	62%	85%	-23%
Current or former foster youth	78	58	74%	85%	-11%
Individuals with disabilities	97	84	87%	85%	2%
Low-income students	886	790	89%	85%	4%
Veterans	28	27	96%	85%	11%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Orientation Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

Los Medanos College
Integrated Plan Data Packet

3SP SERVICES - ASSESSMENT

ASSESSMENT RATE. Shows students who participated in assessment in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students receiving assessment within one year	The rate of first-time students receiving assessment in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	4	2	50%	87%	-37%
Asian	279	219	78%	87%	-9%
Black or African American	78	70	90%	87%	3%
Filipino	76	71	93%	87%	6%
Hispanic or Latino	704	624	89%	87%	2%
Native Hawaiian or other Pacific Islander	10	7	70%	87%	-17%
White	421	369	88%	87%	1%
Undeclared/Some other race	2	2	100%	87%	13%
More than one race	164	140	85%	87%	-2%
All Students	1,738	1,504	* 87%		
Males	801	693	87%	87%	0%
Females	911	790	87%	87%	0%
Unknown Gender	26	21	81%	87%	-6%
Current or former foster youth	78	64	82%	87%	-5%
Individuals with disabilities	97	96	99%	87%	12%
Low-income students	886	801	90%	87%	3%
Veterans	28	26	93%	87%	6%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Assessment Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

Los Medanos College
Integrated Plan Data Packet

3SP SERVICES - EDUCATIONAL PLAN

EDUCATIONAL PLAN RATE. Shows students who received an educational plan in their first year as a percentage of all first-time students with degree, certificate or transfer goal in Fall 2016.

Target Populations	Number of first-time students in Fall 2016	Number of first-time students receiving an educational plan within one year	The rate of first-time students receiving an educational plan in one year	Total (all student average) completion rate*	Comparison to the all-student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	4	2	50%	87%	-37%
Asian	279	237	85%	87%	-2%
Black or African American	78	70	90%	87%	3%
Filipino	76	66	87%	87%	0%
Hispanic or Latino	704	617	88%	87%	1%
Native Hawaiian or other Pacific Islander	10	9	90%	87%	3%
White	421	370	88%	87%	1%
Undeclared/Some other race	2	2	100%	87%	13%
More than one race	164	142	87%	87%	0%
All Students	1,738	1,515	* 87%		
Males	801	699	87%	87%	0%
Females	911	793	87%	87%	0%
Unknown Gender	26	23	88%	87%	1%
Current or former foster youth	78	66	85%	87%	-2%
Individuals with disabilities	97	96	99%	87%	12%
Low-income students	886	817	92%	87%	5%
Veterans	28	27	96%	87%	9%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Educational Plan Rate Definition:

Denominator: Cohort includes all first time students with degree, certificate or transfer goal in Fall 2016

Numerator: Success indicated by specific service delivered by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, FB-RV SQL program. JD

Los Medanos College
Integrated Plan Data Packet

ACADEMIC/PROGRESS PROBATION SERVICES

PROBATION PROGRESS RATE. Shows the percentage of students who achieved good academic standing (clear of probation) within 3 primary terms after academic probation, Fall 2015 to Spring 2017.

Target Populations	Number of students on probation in Fall 2015	Number of students having probation lifted within three terms	The rate of progress from probation to probation-free	Total (all student average) rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	1	1	100%	86%	14%
Asian	21	14	67%	86%	-19%
Black or African American	235	217	92%	86%	6%
Filipino	39	31	79%	86%	-7%
Hispanic or Latino	401	343	86%	86%	0%
Native Hawaiian or other Pacific Islander	10	10	100%	86%	14%
White	167	143	86%	86%	0%
Undeclared/Some other race	2	2	100%	86%	14%
More than one race	106	87	82%	86%	-4%
All Students	982	848	* 86%		
Males	483	420	87%	86%	1%
Females	486	421	87%	86%	1%
Unknown Gender	13	12	92%	86%	6%
Current or former foster youth	70	59	84%	86%	-2%
Individuals with disabilities	63	54	86%	86%	0%
Low-income students	611	534	87%	86%	1%
Veterans	34	30	88%	86%	2%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Probation Progress Rate Definition:

Denominator: Cohort includes all enrolled students on academic probation in Fall 2015

Numerator: Success indicated by academic probation cleared (no academic probation) by Spring 2017

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting term.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting term is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: Colleague, RV SQL program. JD

Los Medanos College
Integrated Plan Data Packet

REMEDIAL PROGRESS: ESL

ESL PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in English, mathematics, and/or ESL.

Target Populations	Number of students who complete a final ESL course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	0	0	~~	11%	~~
Asian	24	5	21%	11%	10%
Black or African American	26	1	4%	11%	-7%
Filipino	4	0	0%	11%	-11%
Hispanic or Latino	96	8	8%	11%	-3%
Native Hawaiian or other Pacific Islander	2	0	0%	11%	-11%
White	9	3	33%	11%	22%
Undeclared/Some other race	5	0	0%	11%	-11%
More than one race	2	1	50%	11%	39%
All Students	168	18	* 11%		
Males	61	4	7%	11%	-4%
Females	104	14	13%	11%	2%
Unknown Gender	3	0	0%	11%	-11%
Current or former foster youth	8	2	25%	11%	14%
Individuals with disabilities	12	3	25%	11%	14%
Low-income students	113	17	15%	11%	4%
Veterans	0	0	~~	11%	~~

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- 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 for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 BSI Cohort. JD

Los Medanos College
Integrated Plan Data Packet

REMEDIAL PROGRESS: ENGLISH

ENGLISH PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in English.

Target Populations	Number of students who complete a final remedial course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	6	6	100%	45%	55%
Asian	77	49	64%	45%	19%
Black or African American	341	104	30%	45%	-15%
Filipino	82	43	52%	45%	7%
Hispanic or Latino	573	266	46%	45%	1%
Native Hawaiian or other Pacific Islander	16	7	44%	45%	-1%
White	345	165	48%	45%	3%
Undeclared/Some other race	68	30	44%	45%	-1%
More than one race	75	37	49%	45%	4%
All Students	1,583	707	* 45%		
Males	832	417	50%	45%	5%
Females	730	278	38%	45%	-7%
Unknown Gender	21	12	57%	45%	12%
Current or former foster youth	107	36	34%	45%	-11%
Individuals with disabilities	135	56	41%	45%	-4%
Low-income students	1,008	430	43%	45%	-2%
Veterans	17	8	47%	45%	2%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- 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 for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 BSI Cohort. JD

Los Medanos College
Integrated Plan Data Packet

REMEDIAL PROGRESS: MATH

MATH PROGRESS RATE: Shows the percentage of students who completed a college-level course in the same discipline within six years after first enrolling in a course below transfer level in mathematics.

Target Populations	Number of students who complete a final remedial course with an A, B, C or credit	Number of students completing a degree applicable course with an A, B, C, or credit	The rate of progress from remedial to degree-applicable completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	5	2	40%	33%	7%
Asian	47	19	40%	33%	7%
Black or African American	371	91	25%	33%	-8%
Filipino	58	27	47%	33%	14%
Hispanic or Latino	493	166	34%	33%	1%
Native Hawaiian or other Pacific Islander	12	3	25%	33%	-8%
White	408	159	39%	33%	6%
Undeclared/Some other race	61	18	30%	33%	-3%
More than one race	77	25	32%	33%	-1%
All Students	1,532	510	* 33%		
Males	788	290	37%	33%	4%
Females	722	213	30%	33%	-3%
Unknown Gender	22	7	32%	33%	-1%
Current or former foster youth	112	26	23%	33%	-10%
Individuals with disabilities	141	39	28%	33%	-5%
Low-income students	975	319	33%	33%	0%
Veterans	17	7	41%	33%	8%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Remedial Progress Rate (Math, English ESL) Definition:

The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years.
- English and successfully completed a college-level course in English within six years.
- 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 for the first time a course at “levels below transfer” in Math, English and/or ESL.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Los Medanos College
Integrated Plan Data Packet

TRANSFER LEVEL MATH ACHIEVEMENT

TRANSFER LEVEL MATH ACHIEVEMENT RATE: Shows the percentage who complete transfer-level math by the second year after attempting math at any level in their first-year.

Target Populations	Number of first time students who attempt math in the first year	Number of first time students sucessfully completing transfer level math in 2 years	The rate of first time students who complete transfer level math in 2 years	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	3	1	33%	41%	-8%
Asian	42	22	52%	41%	11%
Black or African American	161	41	25%	41%	-16%
Filipino	55	33	60%	41%	19%
Hispanic or Latino	460	197	43%	41%	2%
Native Hawaiian or other Pacific Islander	2	1	50%	41%	9%
White	272	115	42%	41%	1%
Undeclared/Some other race	2	0	0%	41%	-41%
More than one race	85	32	38%	41%	-3%
All Students	1,082	442	* 41%		
Males	537	213	40%	41%	-1%
Females	533	226	42%	41%	1%
Unknown Gender	12	3	25%	41%	-16%
Current or former foster youth	54	19	35%	41%	-6%
Individuals with disabilities	65	9	14%	41%	-27%
Low-income students	619	236	38%	41%	-3%
Veterans	23	7	30%	41%	-11%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Transfer Level Math Achievement Rate Definition:

Cohort: Look system-wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Attempted a math course during their first year.

Outcome: Completed a transfer math course within two years.

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort.

Low-income students: Any student receiving a Board of Governor Fee Waiver (BOGW) in the starting cohort is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 SPAR Cohort. JD

Los Medanos College
Integrated Plan Data Packet

SUCCESSFUL COURSE COMPLETION

COURSE COMPLETION RATE. Shows the percentage of successful credit course completions to all credit course enrollments at census.

Target Populations	Number of courses students enrolled in and were present in on census day in Fall 2016	Number of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the number of courses enrolled	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	39	26	67%	73%	-6%
Asian	2,235	1,757	79%	73%	6%
Black or African American	3,336	2,089	63%	73%	-10%
Filipino	Not available			73%	Not available
Hispanic or Latino	9,426	6,770	72%	73%	-1%
Native Hawaiian or other Pacific Islander	129	89	69%	73%	-4%
White	6,057	4,788	79%	73%	6%
Undeclared/Some other race	124	111	90%	73%	17%
More than one race	1,905	1,298	68%	73%	-5%
All Students	23,251	16,928	* 73%		
Males	10,818	7,761	72%	73%	-1%
Females	12,176	8,974	74%	73%	1%
Unknown Gender	257	193	75%	73%	2%
Current or former foster youth	110	60	55%	73%	-18%
Individuals with disabilities	1,453	1,070	74%	73%	1%
Low-income students	13,172	9,414	71%	73%	-2%
Veterans	786	613	78%	73%	5%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Course Completion Rate Definition:

Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR

Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2016FA is counted in this group. This will include students identifies as having any level of disability registered with DSPS (primary, secondary, etc.)

Low-income students: Any student receiving Board of Governor's Fee Waiver (BOGW) in 2016FA is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data Mart, Outcomes, Success Rate, Fall 2016. JD

Los Medanos College
Integrated Plan Data Packet

CAREER AND TECHNICAL EDUCATION (CTE)

CTE COMPLETION RATE. Shows students who completed a degree, certificate, or transfer-related outcomes (within 6 years) as a percentage of students with at least eight units in the same discipline in their first year.

Target Populations	Number of students in the completion cohort (definition below)	Number of students that meet the criteria of completion	Completion rate by group	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	5	3	60%	46%	14%
Asian	47	30	64%	46%	18%
Black or African American	76	28	37%	46%	-10%
Filipino	36	24	67%	46%	20%
Hispanic or Latino	195	93	48%	46%	2%
Native Hawaiian or other Pacific Islander	7	0	0%	46%	-46%
White	308	128	42%	46%	-4%
Undeclared/Some other race	44	27	61%	46%	15%
More than one race	35	17	49%	46%	3%
All Students	753	350	* 46%		
Males	449	194	43%	46%	-3%
Females	292	151	52%	46%	6%
Unknown Gender	12	5	42%	46%	-4%
Current or former foster youth	21	11	52%	46%	6%
Individuals with disabilities	50	21	42%	46%	-4%
Low-income students	511	256	50%	46%	4%
Veterans	12	9	75%	46%	29%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

CTE Completion Rate Definition:

The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any 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 >= 2.0)

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Source: CCCC Data On Demand, 2017 Scorecard, 2010-2011 SPAR Cohort. JD

Los Medanos College
Integrated Plan Data Packet

COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

COMPLETION RATE. Shows the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years.

Target Populations	Number of students in the completion cohort (definition below)	Number of students that meet the criteria of completion	Completion rate by group	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
	A	B	C	D	(C-D)
American Indian/Alaska Native	1	0	0%	47%	-47%
Asian	73	43	59%	47%	12%
Black or African American	201	85	42%	47%	-5%
Filipino	65	41	63%	47%	16%
Hispanic or Latino	484	206	43%	47%	-4%
Native Hawaiian or other Pacific Islander	11	6	55%	47%	8%
White	405	200	49%	47%	2%
Undeclared/Some other race	32	14	44%	47%	-3%
More than one race	89	45	51%	47%	4%
All Students	1,361	640	* 47%		
Males	666	289	43%	47%	-4%
Females	682	347	51%	47%	4%
Unknown Gender	13	4	31%	47%	-16%
Current or former foster youth	74	24	32%	47%	-15%
Individuals with disabilities	89	35	39%	47%	-8%
Low-income students	948	426	45%	47%	-2%
Veterans	19	14	74%	47%	27%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

Completion Rate 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 >= 2.0)

Notes on Special Populations:

Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.

Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2010-2011) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.

Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2010-2011) is counted in this group.

Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.

Los Medanos College
Integrated Plan Data Packet

DATA SOURCES

Indicator:	Success Indicator: Gap from Average	Data Source	Timeframe	Special Pops Notes
Access	Compares College Populations to Service Area Demographics	Colleague, ACS, EMSI	2016-2017	County Pops- EMSI & ACS Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
3SP Services: Orientation, Assessment, Ed Plan	Compares First-time Students to Number Receiving Service	SARS + Colleague	First time FA16; Services received by SP17	Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
Probation Progress	Compares Number On Probation (Academic) to Number Getting Off Probation	Colleague	FA2015 to SP2017	Special pops as above
Remedial Progress (ESL, English and Math)	Compares Number in 6-Yr. Cohort to Number Completing a Degree Applicable or Transfer Level Course	CCCCO SCORECARD: Remedial/ESL	2010-2011 to 2015-2016	Foster youth and veteran pops as above Low income and disabled status from CCCC
Transfer level MATH Achievement	Compares Number in Cohort to Number Attaining Transfer Level Math Within 2 Years	CCCCO SCORECARD: Transfer Level Math Achievement	2014-2015 to 2015-2016	Foster Youth- ISIR Disability- Colleague Low Income- BOGW Veterans- indicated on app
Successful Course Completion	Compares Number Enrolled to Number Successfully Completing Credit Courses	CCCCO DATAMART: Successful Credit Course Completion	Fall 2016	Special pops from CCCC, except low Income which uses Colleague BOGW
CTE Completion	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: CTE Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCC
Completion: Degrees, Certificates, Transfer	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCC

Colleague, SARS and ISIR are the District's internal data systems. BOGW stands for Board of Governor's Fee Waiver. CCCC is the California Community Colleges Chancellor's Office: <http://datamart.cccc.edu/Outcomes/Default.aspx> ACS is U.S. Census American Community Survey: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml> EMSI stands for Economic Modeling Specialist, Inc., a service providing demographic, occupational and industry statistics.