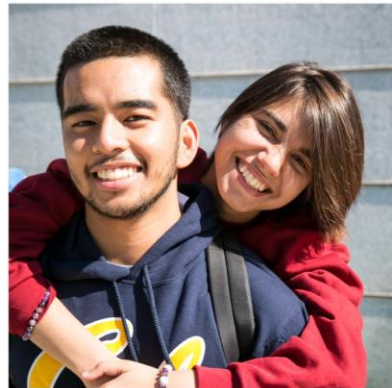


STUDENT EQUITY PLAN

2014 - 2019



LOS MEDANOS COLLEGE: STUDENT EQUITY PLAN

TABLE OF CONTENTS

| | |
|--|----|
| Signature Page | 1 |
| Planning Process & Approach to Design | 2 |
| Summary | 3 |
| Interconnected Indicators | |
| Data/Research & Highly Impacted Groups | |
| Activities | |
| Funding | |
| Detailed Activities | 4 |
| Activity Descriptions | |
| Expected Outcomes | |
| Indicators Addressed | |
| Primary Responsibility | |
| Success Indicators: Campus Based Research – Goals – Activities | |
| Access | 7 |
| Course Completion | 8 |
| ESL Completion | 9 |
| Basic Skills Completion – English | 10 |
| Basic Skills Completion – Math | 11 |
| Degrees & Certificates | 12 |
| Transfer | 13 |
| Budget Overview | 14 |
| Evaluation | 14 |
| Appendix | 15 |
| A: Student Equity Data Packet (July 2014) | |
| B: Veterans and Foster Youth Success and Persistence Rates (2008-2013) | |
| C: CCCCD Environmental Scan (August 2013) | |
| D: High School Graduate Study (October 2013) | |
| E: ESL Program Review Data Snapshot (2008-2014) | |
| F: Probation & Dismissal Students (2013-2014) | |

CERTIFICATION & SIGNATURE PAGE

COLLEGE: LOS MEDANOS COLLEGE

DISTRICT: CONTRA COST COMMUNITY COLLEGE DISTRICT

DATE APPROVED BY BOARD OF TRUSTEES: _____

SIGNATURES

College President: _____
Bob Kratochvil

Vice President of Instruction & Student Services: _____
Kevin Horan

Academic Senate President: _____
Silvester Henderson

Classified Senate President: _____
Linda Kohler

Associated Students President: _____
Gary Walker

Student Equity Coordinator/Contact Person: _____
Dave Belman

PLANNING PROCESS & APPROACH TO PLAN DESIGN

PLAN DEVELOPMENT PROCESS & TIMELINE

While initial planning began in late-Spring with the formation of the Student Equity Planning Team and participation by the team in the *Center for Urban Education's* (CUE) Student Equity Plan Institute, the formal plan development process was in many ways a continuation of previous equity related planning efforts on campus including participation in *California Tomorrow's* Campus Change Network (2006-2008), formation of the IDEA committee, successful receipt of Title V HSI and Title III HSI STEM Grants, campus-based action research projects with CUE, development of acceleration models in basic skills, and professional development activities related to Habits of Mind.

All members of the campus community (faculty, staff, students, and managers) were given numerous opportunities (formal and informal) to provide input into the development of the plan and the identification of activities. Key formal activities in the plan development process were as follows:

| | |
|-------------|---|
| Late May | Identification and recruitment of Student Equity Planning Team members |
| May 29-30 | Student Equity Planning Team participation in Center for Urban Education's Student Equity Plan Institute |
| Aug. 14 | Brief Presentation at Fall Opening Day |
| Aug. 29 | Open Forum: Student Equity Planning |
| Sept. 8 | Senate Presentations/Discussions (LMCAS, Academic Senate) |
| Sept. 16-17 | Campus-wide Survey |
| Sept. 19 | Plan Coordination Meeting (3SP, BSI, Student Equity, and Strategic Plan leaders) |
| Sept. 29 | College Assembly |
| Oct. 3-6 | Senate Presentations/Discussions (LMCAS, Academic Senate, Classified Senate) |
| Oct. 20-28 | Senate Discussions/Approvals (LMCAS, Academic Senate, Classified Senate) & SGC Discussion |

APPROACH TO PLAN DESIGN

Following participation in the CUE Student Equity Plan Institute, the planning team chose to use the planning template provided by CUE as opposed to the sample template distributed by the State. This decision was made based on two primary factors:

1. Throughout the planning process the team noted the interconnectedness of the success indicators, and the groups consistently facing disproportionate impact in multiple areas. This led to an approach of developing activities that spanned multiple areas and the need for a holistically integrated plan.
2. The "Success Indicator" page templates provided by CUE allowed for the ability to directly connect and link together data, goals, and associated activities in an easy to understand format, as opposed to being spread out in different sections of the plan.

Additionally, rather than include all detailed data in the body of the plan, the primary relevant data for each indicator is included in the appropriate Success Indicator section of the plan, and the complete detailed data is located in the Appendix.

STUDENT EQUITY PLANNING TEAM

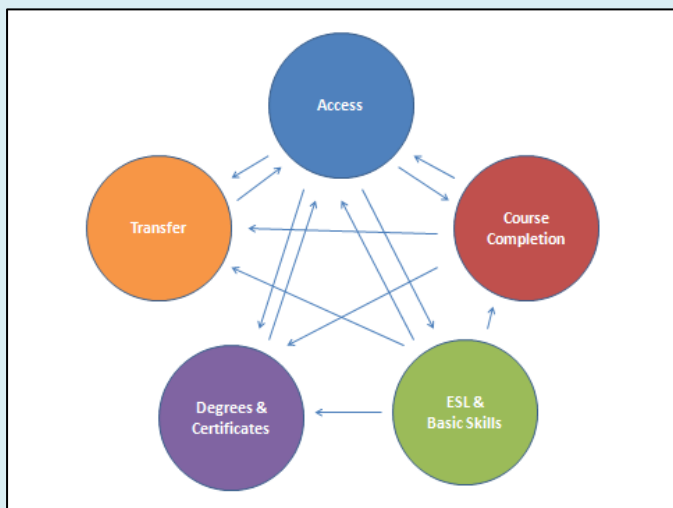
Members of the team who lead the process of developing the plan were as follows:

Bob Kratochvil, President
Kevin Horan, Vice President of Instruction & Student Services
Gail Newman, Sr. Dean of Student Services
Jeffrey Benford, Dean of Counseling & Student Support
Dave Belman, Dean of Student Success
A'kilah Moore, Dean of Math & Sciences
Theodora Adkins, Faculty – Business
Paula Gunder, Faculty – ESL / Professional Learning Facilitator
Ryan Pedersen, Faculty – Math / Title III HSI STEM Grant Project Director
Demetria Lawrence, Student Life Coordinator
George Mills, EOPS Minority Student Retention Specialist

EXECUTIVE SUMMARY

INTERCONNECTED INDICATORS

The following indicators were addressed in the Los Medanos College Student Equity Plan. These indicators were identified by the State as required for the plan.



Through the planning process **the college noted that outcomes/success in each indicator often has direct impacts on outcomes/success for other indicators.** One such example is a connection between Course Completion and Access. In this case, course completion rates can have implications for access, such as when students are academically dismissed from the college due to consistently low course completion rates or when students choose to stop attending due to being unsuccessful in their courses.

DATA/RESEARCH & HIGHLY IMPACTED GROUPS

To measure disproportionate impact for each of the indicators, the **primary source of data** was the Los Medanos College **Student Equity Data Packet – July 2014** provided by the Contra Costa Community College District Office of Research and Planning. The report provided the relevant data for each indicator **utilizing the metrics identified by the State.**

The **exception** to this was with regard to **Access** where results from the **Environmental Scan – August 2013** were used for reasons discussed in that section of the plan.

While different subgroups were identified as facing disproportionate impact in each area, the **overall data indicates the following groups show trends of facing disproportionate impact in multiple indicators** and suggest as particular need for more comprehensive efforts to increase equity for these highly impacted populations:

- Males
- African Americans
- All Ages
- Foster Youth
- Economically Disadvantaged
- Disabled

ACTIVITIES

As noted in other sections, the planning process consistently noted the interconnectedness of the various indicators as well as trends related to disproportionate impact for specific groups regarding multiple indicators. Therefore, in the planning process, the following activities emerged as having the potential to have impact for these populations across multiple indicators.

1: Peer Support

- A: Provide additional African American Student Engagement/Leadership opportunities
- B: Explore Supplemental Instruction

2: Learning Communities/Cohorts

- A: Explore scaling up impact of Learning Communities/Cohorts

3: Dedicated Counseling/Staff for Specific Populations

- A: Strengthen ESL Outreach/Counseling (with BSI)
- B: Increase Support for Foster Youth
- C: Increase Support for DSPS students
- D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)

4: Professional Development for Faculty and Staff

- A: Establish robust Professional Development for equity
- B: Assessment training regarding equity
- C: Explore faculty advising model

5: Hiring at all levels

- A: Develop an equity focused Hiring Toolkit
- B: Regular reporting on diversity of LMC employees to college and community

6: Policy

- A: Address needed support for IDEA committee
- B: Examine institutional language regarding equity

7: Marketing/Outreach

- A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)
- B: Increase ESL specific outreach efforts

FUNDING

The college was **allocated a Student Equity budget of \$375,387 for 2014-15** in order to address and support activities identified in the plan. However, due to the interconnectedness of various planning efforts on campus including the Student Success & Support Plan (3SP) and Basic Skills Initiative (BSI), **other funding sources were also utilized** in order to support some aspects of the Student Equity Plan.

DETAILED ACTIVITIES

1. PEER SUPPORT

A: Provide additional African American Student Engagement/Leadership opportunities

Fund and support student (and faculty/staff) participation in Umoja Conference, HBCU Tour, A2MEND Conference, Minority Male Institute, EOPS Mentoring project.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Umoja Scholars Program, Transfer Center, Student Life, EOPS

B: Explore Supplemental Instruction

Examine the ability to develop a supplemental instruction model. If developed, provide funding to support tutors embedded in identified courses/labs based on identified “high-risk” courses for disproportionately impacted students.

Indicators Addressed: Course Completion ESL & Basic Skills

Primary Responsibility: Professional Learning Facilitator, Center for Academic Support, Student Equity Plan Coordinator

2. LEARNING COMMUNITIES/COHORTS

A: Explore scaling up impact of Learning Communities/Cohorts

Examine models for expanding the current impact of learning communities/cohorts on serving specific student populations. Examples to be considered include options for expanding current programs such as Umoja Scholars, developing new cohorts such as a Spanish speaking cohort, or development of a First Year Experience.

Indicators Addressed: Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Dean of Student Success

3. DEDICATED COUNSELING/STAFF FOR SPECIFIC POPULATIONS

A: Strengthen ESL Program Outreach and Counseling (with Basic Skills Initiative)

Create two (2) part-time counseling positions to engage in outreach activities for increasing participation in ESL, and to provide intrusive support to ESL students through one-on-one and group student advising as well as high interaction/connection with ESL courses.

Indicators Addressed: Access ESL & Basic Skills

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, ESL Faculty, Dean of Liberal Arts, Basic Skills Committee, Outreach Director

B: Increase Support for Foster Youth

Fund the creation of one part-time counselor to specifically work with Foster Youth by providing one-on-one and group student advising as well as workshops for current and prospective students.

Indicators Addressed: Course Completion

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, Financial Aid

C: Increase Support for DSPS students (with 3SP)

Provide additional DSPS counseling at Pittsburg and Brentwood locations (to be funded by 3SP).

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, DSPS

D: Develop Student Success Reengagement Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

In conjunction with 3SP efforts, fund the development and staffing of a Student Success Reengagement Team including staff coordinator(s) and part-time counseling position(s) to work proactively and reactively in order to reduce the number of students on probation/dismissal status (currently approx. 2,000 annually).

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Dean of Counseling & Student Support

4. PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF

A: Establish robust Professional Development for equity

Fund the creation of a Professional Development facilitator/coordinator (50% faculty coordination) to work with the current PD Facilitator in order to provide significant professional development opportunities for faculty, staff, and student employees. This work may include bringing outside presenters/experts, hosting conferences/institutes, facilitating on-campus shadowing/mentoring, or other activities to be determined. Additionally, provide significant funding to support equity focused professional development activities.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Senior Foundation Director, Professional Learning Facilitator(s), PDAC, LPG

B: Assessment training regarding equity for faculty and staff

Facilitated by the Professional Development coordinator(s), and in conjunction with PDAC, TLC and the District Office of Research and Planning, provide expanded training for programs, departments, and individuals on the use of assessment (inc. CSLO and PSLO assessment, Program Review, department research) for addressing equity issues and increasing equitable outcomes in their respective areas.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Professional Learning Facilitator(s), PDAC, TLC, District Research Office, Sr. Dean of Planning & Institutional Effectiveness

C: Explore faculty advising model

Examine models for supporting and training faculty to provide increased advising for students in order to increase support for all students in being more comprehensively directed, focused, nurtured, engaged, connected, and valued (RP Group Six Success Factors).

Indicators Addressed: Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: Dean of Counseling & Student Support, Dean of Liberal Arts, Dean of Math & Sciences, Dean of Career Technical Education & Social Sciences, Counseling Department, Academic Senate

5. HIRING AT ALL LEVELS

A: Develop an equity focused Hiring Toolkit

Currently in development by the IDEA committee, create an equity focused hiring toolkit to be used by departments (instruction and student services) in order to facilitate the increased recruitment of diverse candidates for applicant pools and the hiring of equity focused employees with high expertise in their field.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: IDEA, EEO Committee, Human Resources, Vice President of Instruction & Student Services

B: Regular reporting on diversity of LMC employees to college and community

Work with college and District leadership to provide regular annual reporting to various constituencies/forums (ex. college assembly, Senates, department chairs) on the status (and changes) in the diversity of LMC’s workforce in order to support departments and administration in hiring diverse employees who are able to represent and serve the specific needs of the continually changing LMC student population.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: IDEA, EEO Committee, Human Resources, District Research Office

6. POLICY

A: Address needed support for IDEA committee

As a Shared Governance committee currently without specific financial or staffing support for operations, work to identify needed support for the IDEA committee. Following identification of needs, secure institutionally funded support related to staffing and committee costs necessary to supporting IDEA in its mission to promote equity in all areas on campus, including assisting in monitoring the implementation of activities and commitments specified in the Student Equity Plan.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: SGC, President, Student Equity Plan Coordinator, IDEA

B: Examine institutional language regarding equity

Examine institutional language, communications, and policies that support (or hinder) fostering a college climate that supports diversity, inclusion, and equity, and make necessary improvements/changes as identified.

Indicators Addressed: Access Course Completion ESL & Basic Skills Degrees & Certificates Transfer

Primary Responsibility: IDEA, SGC

7. MARKETING/OUTREACH

A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)

Funded by 3SP and the Career Pathways Trust, support the hiring of a High School/Community Outreach Coordinator and a High School Connector in order to increase college outreach efforts with a specific focus on increasing access and college going rates for the populations identified in the Student Equity Plan.

Indicators Addressed: Access

Primary Responsibility: Outreach Director, HS/Community Outreach Coordinator, HS Connector, Dean of Student Success, Dean of Career Technical Education & Social Sciences

B: Increase ESL specific outreach efforts (with BSI)

See 3A.

OVERALL

A: Create a Student Equity Plan Coordinator position

Supported by institutional funding, create a Student Equity Plan Coordinator position (faculty coordination) designed to guide the implementation of Student Equity Plan activities, and to develop and implement evaluation processes for individual components and the plan as a whole.

Primary Responsibility: Vice President of Instruction & Student Services

B: Provide Mini-grants to new activities

Facilitated by the IDEA committee, provide mini-grants (from Student Equity Plan funds) to support individuals, teams, departments, and units in the development of new activities that provide direct intervention and/or support to disproportionately impacted students for one or more of the student success indicators, as identified in the Student Equity Plan.

Primary Responsibility: IDEA

INDICATOR: ACCESS

COMPARE THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED TO THE PERCENTAGE OF EACH GROUP IN THE ADULT POPULATION WITHIN THE COMMUNITY SERVED.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

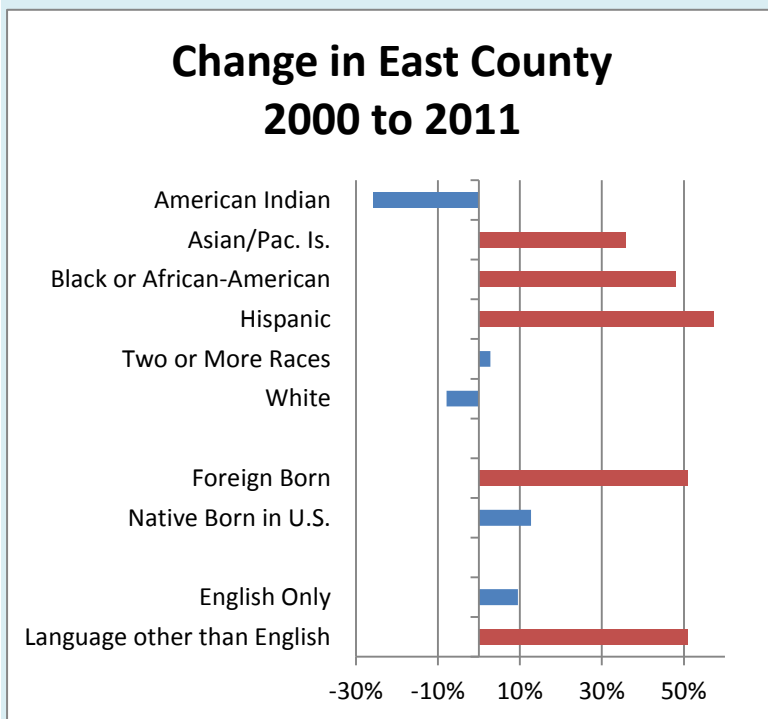
The following groups were identified as facing the largest disproportionate impact with regard to Access to the college:

- **High School Graduates**
- **African Americans, Asian/Pacific Islanders, and Latinos**
- **Non-English Speakers**
- **Foreign Born Students**

KEY RELEVANT DATA

To measure disproportionate impact in this area, rather than use the proposed metric which examines one particular year, the results of the **CCCCD Environmental Scan (August 2013)** were used as they demonstrate trending changes in the service area population. Key findings include:

“East county experienced the largest **increase in the number of public high school graduates** among all three areas of the county. The number of graduates increased... **50.1%** during this period. The **growth in the number of graduates will continue...**”



ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

3A: Strengthen ESL Program Outreach and Counseling

3C: Increase Support for DSPS students

3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)

4A: Establish robust Professional Development for equity

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

7A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade

7B: Increase ESL specific outreach efforts

GOALS

Increase the number of students attending the college annually for the particular subgroups identified through the research, with a specific focus on increasing the number of East County High School graduates.

| GROUP | 12-13 | 15-16 | 16-17 | 17-18 | 18-19 |
|----------|-------|-------|-------|-------|-------|
| HS Grads | 17% | 24% | 32% | 40% | 50% |

INDICATOR: COURSE COMPLETION

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

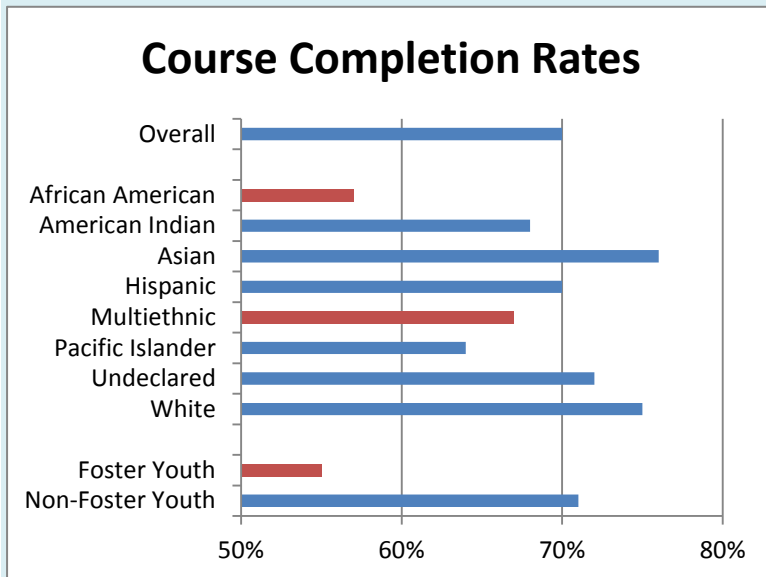
CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

The overall current course completion success rate for the college is 70%. The data below indicates that **Foster Youth** have a course completion success rate of 55% with represents the largest gap with regard to equity. Additionally, **African American** and **multiethnic** groups have significant gaps, with 57% and 67% course completion success rates respectively.

Additional campus data shows that **African American** and **multiethnic** groups are **significantly overrepresented** in the number of students on **Probation and Dismissal** status.

KEY RELEVANT DATA



RESOURCES

- 1A: Provide additional African American Student Engagement/Leadership opportunities
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3B: Increase Support for Foster Youth
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase **African American, multiethnic, and Foster Youth** (together with all groups) to a **minimum success rate of 75%**.

| GROUP | 2013 | 2016 | 2017 | 2018 | 2019 |
|--------------------------|------|------|------|------|------|
| African Americans | 57% | 60% | 65% | 70% | 75% |
| Multiethnic | 67% | 69% | 71% | 73% | 75% |
| Foster Youth | 55% | 60% | 65% | 70% | 75% |

INDICATOR: ESL COMPLETION

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.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 6%** is alarmingly low and is highly concerning. Due to the low overall completion rate for the indicator, it was decided that addressing disproportionate impact for subgroups would not be of the greatest benefit to support our ESL student population in reaching this defined completion goal.

KEY RELEVANT DATA

Based on the significantly low completion rates for all groups as well as the **overall completion rate of 6%**, it was determined that revitalization and strengthening of the ESL program as a whole in order to increase equity for ESL students within the college was paramount to focusing on better serving specific populations within the ESL program.

The ESL Program Review data from fall 2008 to spring 2014 show average ESL-internal program completion and success rates of 90% and 80% respectively. Additionally, this data show a marked decrease in enrollments (a 269 decline in seat count from fall of 2008, and a current state of being 60% below our six year average seat count of 359). Combining this with data from the college’s Title V HSI Grant that ran from 10/05 to 9/10, we also note that the program has suffered a significant decline in ESL program staff and faculty since the conclusion of the grant (losing the equivalent of a full time faculty member, a full time counselor, a full time outreach and orientation specialist, and a full time coordinator).

ACTIVITIES

- 1B: Explore Supplemental Instruction
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3A: Strengthen ESL Program outreach and counseling
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase **ESL completion rates** for each group to a **minimum of 30%** through **revitalization of the ESL program.**

| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|
| Overall | 6% | 10% | 16% | 22% | 30% |

INDICATOR: BASIC SKILLS COMPLETION - ENGLISH

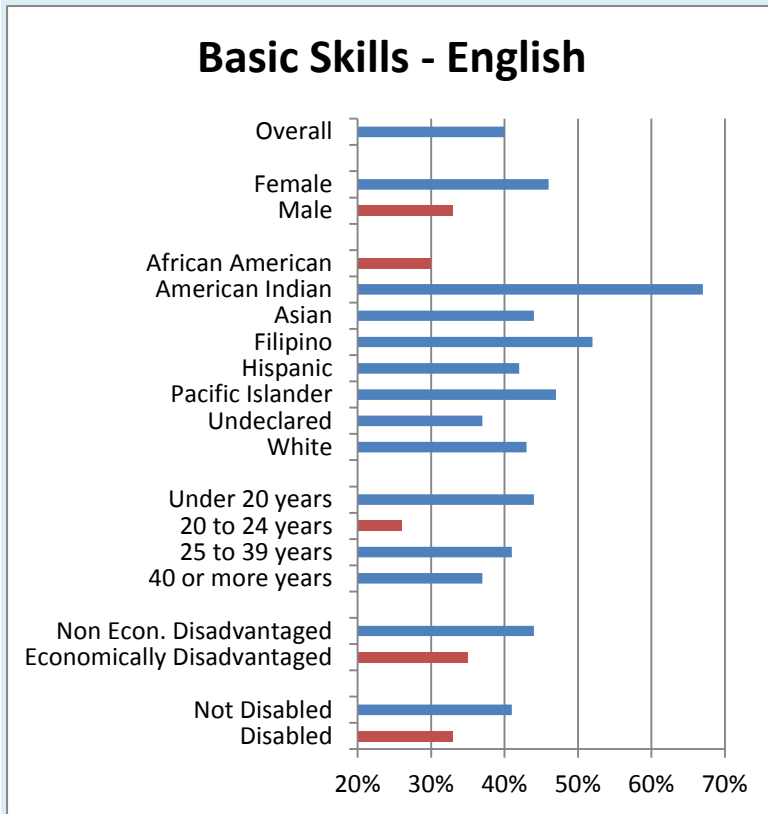
THE PERCENTAGE OF CREDIT STUDENTS WHO ATTEMPTED A COURSE DESIGNATED AT "LEVELS BELOW TRANSFER" IN ENGLISH AND SUCCESSFULLY COMPLETED A COLLEGE-LEVEL COURSE IN ENGLISH WITHIN SIX YEARS. THE COHORT IS DEFINED AS THE YEAR THE STUDENT ATTEMPTS A COURSE AT "LEVELS BELOW TRANSFER" IN ENGLISH AT THAT COLLEGE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 40% is alarmingly low. Male, African American, age 20-24, Economically Disadvantaged, and Disabled** students all face a disproportionate impact with rates of 26-35%.

KEY RELEVANT DATA



RESOURCES

- 1A: Provide additional African American Student Engagement/Leadership opportunities
- 1B: Explore Supplemental Instruction
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase **overall Basic Skills completion in English to 50%** focusing on the particular subgroups identified through the research.

| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------------------|---------|---------|---------|---------|---------|
| 20 to 24 | 26% | 32% | 38% | 44% | 50% |
| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Afr. American | 30% | 35% | 40% | 45% | 50% |
| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Male | 33% | 36% | 40% | 45% | 50% |
| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Econ. Disad. | 33% | 36% | 40% | 45% | 50% |
| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Disabled | 35% | 38% | 42% | 46% | 50% |

INDICATOR: BASIC SKILLS COMPLETION - MATH

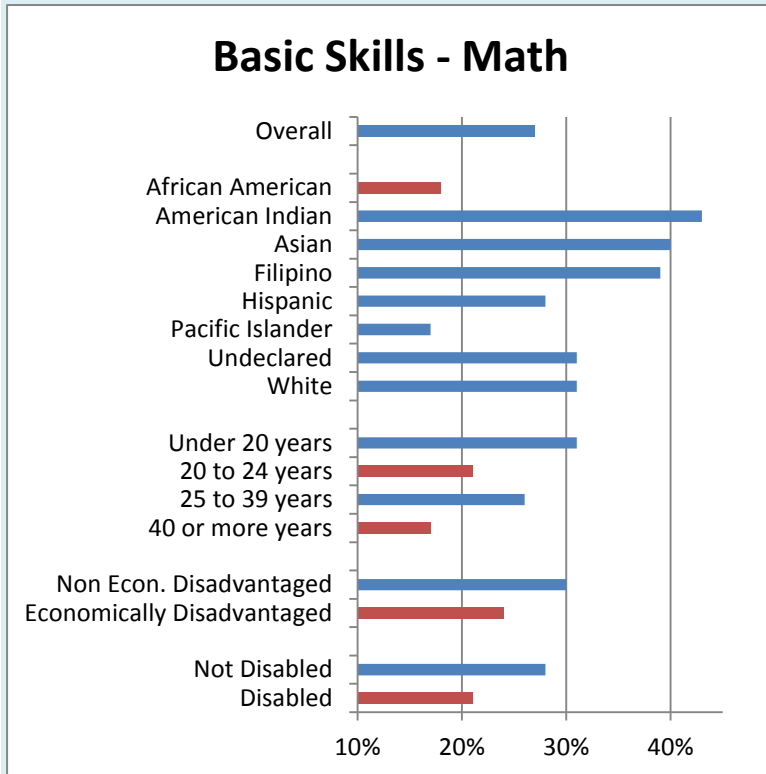
THE PERCENTAGE OF CREDIT STUDENTS WHO ATTEMPTED A COURSE DESIGNATED AT "LEVELS BELOW TRANSFER" IN MATH AND SUCCESSFULLY COMPLETED A COLLEGE-LEVEL COURSE IN MATH WITHIN SIX YEARS. THE COHORT IS DEFINED AS THE YEAR THE STUDENT ATTEMPTS A COURSE AT "LEVELS BELOW TRANSFER" IN MATH AT THAT COLLEGE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 27% is alarmingly low**. Furthermore, **African American, age 20-24, age 40 or more, Economically Disadvantaged, and Disabled** students all face a disproportionate impact with completion rates of 17-24%.

KEY RELEVANT DATA



ACTIVITIES

- 1A: Provide additional African American Student Engagement/Leadership opportunities
- 1B: Explore Supplemental Instruction
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase **overall Basic Skills completion in Math to 40%** focusing on the particular subgroups identified through the research.

| GROUP | 2012-13 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------------------|---------|---------|---------|---------|---------|
| 40 or more | 17% | 21% | 26% | 33% | 40% |
| Afr. American | 18% | 22% | 27% | 33% | 40% |
| 20 to 24 | 21% | 25% | 30% | 35% | 40% |
| Disabled | 21% | 25% | 30% | 35% | 40% |
| Econ. Disad. | 24% | 27% | 31% | 35% | 40% |

INDICATOR: DEGREE AND CERTIFICATE COMPLETION

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.

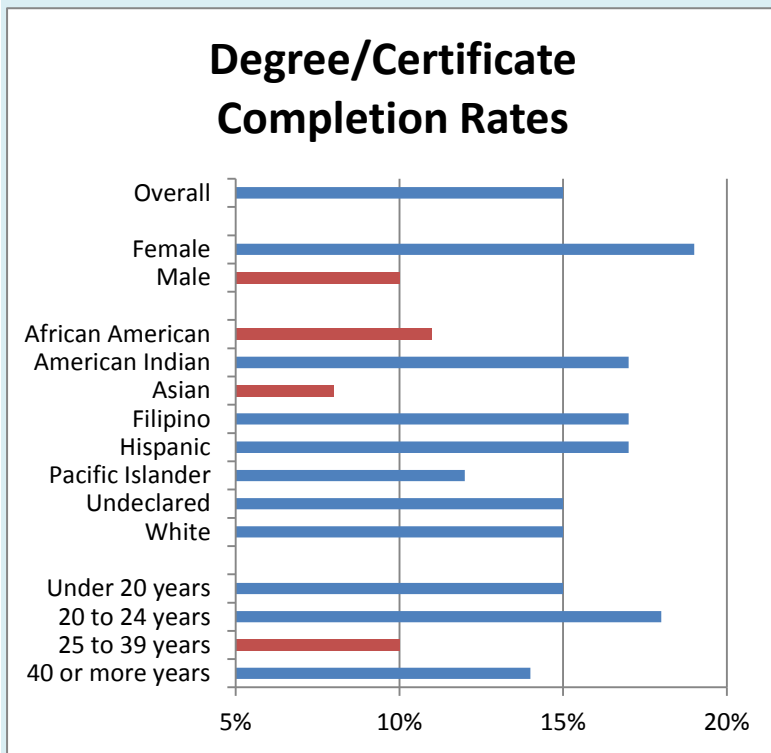
CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

The data indicated that **Males** and students **ages 25 to 39**, who have a 10% completion rate for degrees and certificates, experience a significant adverse impact, compared with the 15% overall completion rate.

The data also indicates that **Asians**, who have an 8% completion rate and **African Americans** who have an 11% completion rate, experience a significant disproportionate impact, compared with the 15% overall degree and certificate completion rate.

KEY RELEVANT DATA



ACTIVITIES

- 1A: Provide additional African American Student Engagement/Leadership opportunities
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase all degree completion rates to a **minimum of 17.0%** for all students, with particular attention on the most significant gaps for **Asian, Male, and African American** students.

| GROUP | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|---------|---------|---------|---------|---------|
| Asians | 8% | 10% | 12% | 14% | 17% |

| GROUP | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------|---------|---------|---------|---------|---------|
| Males | 10% | 11% | 13% | 15% | 17% |

| GROUP | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------------------|---------|---------|---------|---------|---------|
| African Americans | 11% | 12% | 13% | 15% | 17% |

INDICATOR: TRANSFER

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.

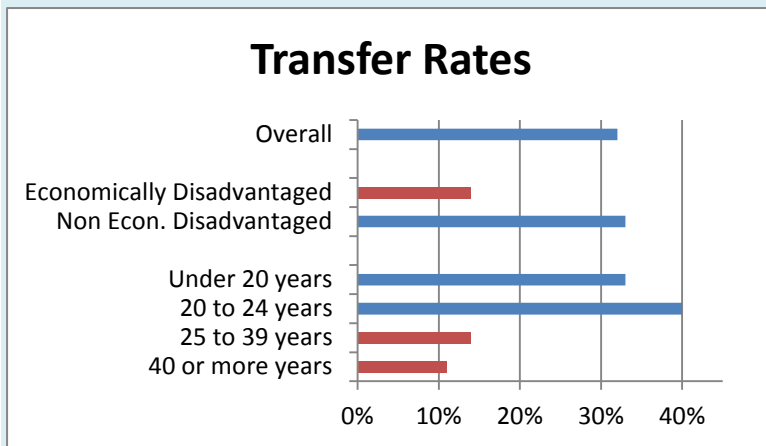
CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

The data indicated that students ages **25-39**, students **40 or more** years old, and **Economically Disadvantaged** students all experience significant disproportionate impact with regard to Transfer. Each group achieves Transfer at a rate of 11-14%, compared with the overall college rate of 32%.

Additionally, data from the previous cohort year (2006-07) indicates that **African Americans** who have a 27% success rate for transfer, experience a significant adverse impact.

KEY RELEVANT DATA



ACTIVITIES

- 1A: Provide additional African American Student Engagement/Leadership opportunities
- 2A: Explore scaling up impact of Learning Communities/Cohorts
- 3C: Increase Support for DSPS students
- 3D: Develop a Student Success Re-engagement Team to serve students on Probation, Dismissal, Reinstatement status (with 3SP)
- 4A: Establish robust Professional Development for equity
- 4B: Assessment training regarding equity
- 4C: Explore faculty advising model
- 5A: Develop an equity focused Hiring Toolkit
- 5B: Regular reporting on diversity of LMC employees to college and community
- 6A: Address needed support for IDEA committee
- 6B: Examine institutional language regarding equity

GOALS

Increase all transfer rates to a **minimum of 41.0%** (the state-wide Transfer Velocity Rate) with particular attention on the most significant gap for **Economically Disadvantaged** students, students **ages 25 and older**, and **African American** students.

| GROUP | 07-08 | 09-10 | 10-11 | 11-12 | 12-13 |
|-----------------------------------|-------|-------|-------|-------|-------|
| Economically Disadvantaged | 14% | 19% | 26% | 33% | 41% |

| GROUP | 07-08 | 2016 | 2017 | 2018 | 2019 |
|-------------------|--------|------|------|------|------|
| 25 or more | 11-14% | 19% | 26% | 33% | 41% |

| GROUP | 06-07 | 07-08 | 08-09 | 2018 | 2019 |
|--------------------------|-------|-------|-------|------|------|
| African Americans | 27% | 30% | 33% | 37% | 41% |

BUDGET AND EVALUATION

BUDGET OVERVIEW

Based on the range and scope of the activities identified in the plan and the numerous individuals, departments, and groups planning and implementing them, multiple sources of funding will ultimately contribute to the planned activities including:

- Student Equity funds
- Student Success & Support Program funds
- Basic Skills Initiative funds
- General funds
- Categorical funds
- Grants

Furthermore, the following budget identifies specific costs associated with implementation of the various activities outlined in the Student Equity Plan including the **planned use of Student Equity funds in 2014-15**, as well as key **additional funds identified to support new activities** related to other college planning initiatives.

| Item | Cost |
|---|----------------------|
| Umoja Conference | \$ 21,000.00 |
| HBCU College Tour - 50% of Cost | \$ 4,500.00 |
| A2MEND Conference | \$ 7,500.00 |
| Professional Development Coordinator - 50% Faculty | \$ 50,000.00 |
| Professional Development Activities (Presenters, Workshops, Institutes/Conferences, Stipends, Etc.) | \$ 35,000.00 |
| ESL Counselor - 50% Counselor | \$ 42,500.00 |
| Foster Youth Counselor - 50% Counselor | \$ 42,500.00 |
| Student Success Re-engagement Team: Coordinator - 100% MSRS (62) | \$ 91,500.00 |
| Student Success Re-engagement Team: Counselor - 67% Counselor | \$ 55,000.00 |
| Supplemental Instruction Expenses (Tutors, Faculty Stipends, Etc.) | \$ 10,887.00 |
| Mini-Grants (\$500-\$5,000 to support additional activities related to Student Equity Plan) | \$ 15,000.00 |
| Total Estimates | \$ 375,387.00 |
| Total Student Equity Funding | \$ 375,387.00 |
| Total Remaining | \$ - |

| Additional Key New Items: Non-Student Equity Funded | Cost |
|--|--------------|
| High School/Community Outreach Coordinator - 100% MSRS (62) [Funded by 3SP] | \$ 91,500.00 |
| High School Connector - 100% MSRS (62) [Funded by CPT] | \$ 91,500.00 |
| High School Peer Mentoring - Student Ambassadors [Funded by 3SP] | \$ 7,500.00 |
| Student Success Re-engagement Team: Office Assistant II - 50% (46) [Funded by 3SP] | \$ 35,500.00 |
| DSPS Counselor - 100% Counselor [Funded by 3SP] | \$ 99,000.00 |
| Additional General/DSPS Counseling at Brentwood [Funded by 3SP] | \$ 55,000.00 |
| ESL Counselor - 50% Counselor [Funded by BSI] | \$ 42,500.00 |
| HBCU College Tour - 50% of Cost [Funded by Title V HSI Grant] | \$ 4,500.00 |
| Student Equity Plan Coordinator - Faculty [Institutionally Supported] | TBD |
| Staffing/Supplies Support for IDEA Committee [Institutionally Supported] | TBD |

EVALUATION

Evaluation of the Student Equity Plan will occur on an ongoing and annual basis.

On an annual basis, the Student Equity Plan Coordinator will work with the District Research Office to provide **data related to the student success indicators** defined in the plan. This data will be shared throughout the college in order to assess progress in meetings the goals outlined in the plan, and to inform decision-making regarding the continuation, modification, or termination of the various activities identified in the plan.

Additionally, in order to inform the various activities outlined in the plan throughout the development and implementation process, the Student Equity Plan Coordinator will work with the individuals/groups/departments responsible for each activity, to **develop formative evaluation processes unique to each activity**.

Appendix A:
Los Medanos College
Student Equity Data Packet (July 2014)



LOS MEDANOS
COLLEGE

**STUDENT EQUITY
DATA PACKET**

July 2014

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

TABLE OF CONTENTS

SUCCESS INDICATORS:

| | |
|---|----|
| Access | 1 |
| Course Completion (Course Success) | 2 |
| ESL Completion | 3 |
| Basic Skills English Completion | 4 |
| Basic Skills Math Completion | 5 |
| Degree and Certificate Completion | 6 |
| 30-Units..... | 7 |
| Persistence | 8 |
| Completion Rate (Student Progress and Attainment Rate)..... | 9 |
| Transfer | 10 |

RESOURCES:

| | |
|---------------------------------------|----|
| Data Sources and Specifications | 11 |
|---------------------------------------|----|

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 | | | | | | | | |
| Total | 6% | 12,371 | 193,861 | 100% | 100% | | 1.000 | (rate/highest rate) |
| 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: CCCCO Data Mart, Outcomes, Success Rate, Fall 2013.

ESL COMPLETION

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.

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

| 2007-2008 to 2012-2013 Cohort | Remedial Progress Rate | Number in Starting Cohort | Number Improving | % Distribution of Starting Cohort | % Distribution of Improving Group | Difference Between Groups | Proportionality Index | 80-Percent Index |
|-----------------------------------|------------------------|---------------------------|------------------|-----------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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.

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 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.

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

| 2007-2008 to 2012-2013 Cohort | Remedial Progress Rate | Number in Starting Cohort | Number Improving | % Distribution of Starting Cohort | % Distribution of Improving Group | Difference Between Groups | Proportionality Index | 80-Percent Index |
|-----------------------------------|------------------------|---------------------------|------------------|-----------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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.

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 MATH COMPLETION

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.

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

| 2007-2008 to 2012-2013 Cohort | Remedial Progress Rate | Number in Starting Cohort | Number Improving | % Distribution of Starting Cohort | % Distribution of Improving Group | Difference Between Groups | Proportionality Index | 80-Percent Index |
|-----------------------------------|------------------------|---------------------------|------------------|-----------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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.

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 |
|-----------------------------------|------------|---------------------------|------------------------|-----------------------------------|--|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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 |
|-----------------------------------|--------------------------------|---------------------------|----------------------------|---|---------------------------------------|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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 |
|-----------------------------------|------------------|---------------------------|-------------------|---|---------------------------------------|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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 (rate/highest rate) |
|-----------------------------------|-----------------|---------------------------|-------------------|---|---------------------------------------|---------------------------|-----------------------|---|
| GENDER | | | | | | | | |
| 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 >= 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 |
|-------------------------------|---------------|---------------------------|---------------------|-----------------------------------|---|---------------------------|-----------------------|---------------------|
| | | | | a | b | (b-a) | (b/a) | (rate/highest rate) |
| GENDER | | | | | | | | |
| 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>

Appendix B:

Los Medanos College

Veterans and Foster Youth Success and Persistence Rates (2008-2013)

| COLLEGE | TERM | Veteran status | Head Count | Enrollment | Success | Success Rate | Persisted | FA to SP Persistence Rate |
|---------|--------|----------------|------------|------------|---------|--------------|-----------|------------------------------|
| LMC | 2008FA | Veterans | 120 | 364 | 261 | 72% | 91 | 76% |
| LMC | 2009FA | Veterans | 212 | 637 | 485 | 76% | 153 | 72% |
| LMC | 2010FA | Veterans | 266 | 786 | 589 | 75% | 202 | 76% |
| LMC | 2011FA | Veterans | 271 | 808 | 607 | 75% | 193 | 71% |
| LMC | 2012FA | Veterans | 279 | 846 | 648 | 77% | 184 | 66% |
| LMC | 2013FA | Veterans | 266 | 819 | 613 | 75% | 188 | 71% |
| LMC | 2008FA | Non-Veterans | 9903 | 25367 | 17340 | 68% | 6214 | 63% |
| LMC | 2009FA | Non-Veterans | 10848 | 28003 | 19187 | 69% | 6880 | 63% |
| LMC | 2010FA | Non-Veterans | 9692 | 26135 | 17892 | 68% | 6372 | 66% |
| LMC | 2011FA | Non-Veterans | 8858 | 23029 | 16404 | 71% | 5880 | 66% |
| LMC | 2012FA | Non-Veterans | 8499 | 22758 | 15901 | 70% | 5603 | 66% |
| LMC | 2013FA | Non-Veterans | 8466 | 22104 | 15646 | 71% | 5589 | 66% |

* Data derived from Colleague System: VETERAN_ASSOC

| COLLEGE | TERM | Foster Youth status | Head Count | Enrollment | Success | Success Rate | Persisted | FA to SP Persistence Rate |
|---------|--------|---------------------|------------|------------|---------|--------------|-----------|------------------------------|
| LMC | 2008FA | Foster Youth | 226 | 739 | 419 | 57% | 155 | 69% |
| LMC | 2009FA | Foster Youth | 165 | 530 | 294 | 55% | 107 | 65% |
| LMC | 2010FA | Foster Youth | 172 | 534 | 306 | 57% | 116 | 67% |
| LMC | 2011FA | Foster Youth | 218 | 682 | 382 | 56% | 151 | 69% |
| LMC | 2012FA | Foster Youth | 194 | 627 | 340 | 54% | 134 | 69% |
| LMC | 2013FA | Foster Youth | 169 | 489 | 271 | 55% | 116 | 69% |
| LMC | 2008FA | Non-Foster Youth | 9797 | 24992 | 17182 | 69% | 6150 | 63% |
| LMC | 2009FA | Non-Foster Youth | 10895 | 28110 | 19378 | 69% | 6926 | 64% |
| LMC | 2010FA | Non-Foster Youth | 9786 | 26387 | 18175 | 69% | 6458 | 66% |
| LMC | 2011FA | Non-Foster Youth | 8911 | 23155 | 16629 | 72% | 5922 | 66% |
| LMC | 2012FA | Non-Foster Youth | 8584 | 22977 | 16209 | 71% | 5653 | 66% |
| LMC | 2013FA | Non-Foster Youth | 8563 | 22434 | 15988 | 71% | 5661 | 66% |

* Data derived from Colleague System: ISIR_FAFSA

Appendix C:
Contra Costa Community College District
Environmental Scan (August 2013)



Contra Costa Community College District

ENVIRONMENTAL SCAN (External)

August 2013

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

Table of Contents

| | |
|--|----|
| Executive Summary..... | 1 |
| External Environment Implications for Planning | 1 |
| Introduction | 3 |
| Environmental Scanning | 3 |
| General Overview of the County | 6 |
| Figure 1: Map of Contra Costa Community College District | 7 |
| Section 1: Demographic Trends | 7 |
| Population Growth..... | 7 |
| Table 1: Regional Differences in Population Growth for Contra Costa County | 8 |
| Table 2: Total Population Projections for California and Contra Costa County, 2010 to 2050 | 8 |
| Gender | 8 |
| Table 3: Change to Gender Distribution in Contra Costa County, 2000 to 2011..... | 9 |
| Figure 2: Ratio of Males to Females per One Thousand Persons in Contra Costa County, 2011 ... | 10 |
| Age | 10 |
| Table 4: Change in Age Distribution by County Region, 2000 to 2011 | 12 |
| Figure 3: Age Distribution by County Region, 2011 | 13 |
| Race/Ethnicity | 13 |
| Table 5: Change in the Race/Ethnicity of Contra Costa County Population, 2000 to 2011..... | 15 |
| Figure 4: Race/Ethnic Distribution by County Region, 2011..... | 16 |
| Place of Birth..... | 16 |
| Table 6: Nativity of Birth by County Region, 2011 | 17 |
| Figure 5: Region of Foreign-Born by County Area, 2011 | 18 |
| Language Spoken at Home | 18 |
| Table 7: Language Spoken at Home by County Region, 2011 | 19 |
| Figure 6: Percent of the Population 5 years and over who Speak a Language Other than English in Contra Costa County in 2009-2011 | 20 |
| Section 2: Educational Opportunity..... | 20 |
| School Enrollment..... | 20 |
| Table 8: Change in School Enrollment in Contra Costa County, 2000 to 2011..... | 21 |
| Figure 7: School Enrollment by County Region, 2011..... | 22 |
| Educational Attainment | 22 |

| | |
|---|----|
| Table 9: Educational Attainment by County Region, 2011 | 24 |
| Figure 8: Educational Attainment by County Region, 2011 | 25 |
| Figure 9: Education Pays . . . Education pays in higher earnings and lower unemployment rates | 25 |
| High School Graduates | 26 |
| Table 10: Public High School Graduates by County Region, 2000-01 and 2010-11..... | 26 |
| Figure 10: Percent Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11 | 27 |
| Figure 11: Contra Costa County Actual and Projected Public High School Graduates | 27 |
| High School Graduation Rate | 27 |
| Figure 12: County Public High School Graduation Rate by Race/Ethnicity, 2010-11 | 28 |
| The Education Pipeline | 28 |
| Figure 13: The U.S. Educational Pipeline, by Race/Ethnicity and Gender, 2000 | 29 |
| Readiness | 29 |
| Figure 14: Percentage of Freshmen Needing Remediation | 30 |
| Academic Performance Index, 2012 | 30 |
| Figure 15: 2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District..... | 32 |
| High School College-Going Rates | 32 |
| Table 11: Public High School College-Going Rate for Contra Costa County, 2000 to 2009 | 33 |
| Table 12: Percentage of County Public High School Graduates Attending CCCCDC, 2011-12 | 34 |
| Population Participation Rates | 34 |
| Adult Participation at the Community Colleges..... | 34 |
| Table 13: Annual Participation of Adults (18-64 yrs.) at CCCCDC and California Community Colleges, 2000-01 to 2011-12 | 35 |
| Figure 16: Annual Participation Rate of Adults (18-64 yrs.) at CCCCDC and California Community Colleges, 2000-01 to 2011-12 | 35 |
| Figure 17: Annual Participation Rate of Adults (18-64 yrs.) by County Region, 2011-12 | 36 |
| Market Potential | 36 |
| Table 14: Market Potential of Population 25 Years and Over by County Region, 2000 and 2011 . | 37 |
| Figure 18: Market Potential of Population 25 Years and Over by County Region, 2011..... | 38 |
| Section 3: Socio-Economic Factors | 38 |
| Changing Family Structure | 38 |
| Table 15: Select Social Characteristics, 2000 and 2011 | 39 |

| | |
|---|----|
| Table 16: Students Needing Financial Aid, 2001-02 and 2011-12 | 39 |
| Industries | 40 |
| Table 17: Industries in Contra Costa County, 2013 to 2018 (Projected) | 41 |
| Occupations | 41 |
| Table 18: Occupations in Contra Costa County, 2013 to 2018 (Projected) | 41 |
| Occupational Outlook/Job Opportunities..... | 42 |
| Table 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018 ... | 42 |
| Figure 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018.. | 42 |
| Table 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018..... | 43 |
| Figure 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018 | 43 |
| Table 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018 ... | 44 |
| Figure 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018.. | 44 |
| Income and Poverty | 44 |
| Household Income | 44 |
| Table 22: Median Household Income by Region, 2000 and 2011 | 45 |
| Table 23: Poverty Rate of Individuals among Population of U.S., California, Contra Costa County and County Region, 2000 and 2011 | 46 |
| Figure 22: Percentage of Contra Costa County Families and People Whose Income is Below the Poverty Level, 2000 and 2011..... | 46 |
| Unemployment | 46 |
| Figure 23: Unemployment Rates among Population of U.S., California, Contra Costa County and County Regions | 47 |
| Housing Affordability | 47 |
| Table 24: Median Home Price by Region, 2000 and 2011 | 48 |
| Section 4: Financing of Higher Education | 48 |
| Figure 24: California Funding per Full Time Equivalent Student (FTES), 2012-13 | 49 |
| Comparison with Other Higher Education Segments | 49 |

Executive Summary

External Environment Implications for Planning

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2011. Demographers project a relatively slower rate of growth in the county's population in the next 25 years. By the year 2030, more than 200,000 persons are expected to be added to the current population of the county, making the total more than 1.25 million persons.

Working age adults (age 18 to 64) represent a sizable county age group (63% of the population). This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. This group will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Between 2000 and 2011, the population in the county grew by 89,001 persons (9.4%). Most of this growth was the result of the increase in the population of Hispanics and Asians. These two groups are leading the population growth in the county and have contributed 90 percent of that growth between 2000 and 2011.

The number of foreign-born residents in the county increased from 180,488 in 2000 to 245,126 persons in 2011, or 36% increase during this period.

Between 2000 and 2011, the number of county persons speaking a language other than English at home increased from 229,484 persons to 318,027 persons, an increase of 88,543 persons or 38.6%, during this period.

The relative share of Contra Costa County college enrollment in comparison to total enrollment at all levels of education increased from 22.9% in 2000 to 25.0% in 2011. This increase reflects a slightly higher level of community participation in higher education than in past years.

Educational attainment has a direct impact on household income and employment. Persons with a bachelor's degree earn 61% higher income compared to those who have a high school diploma and are more like to be employed. Contra Costa residents with the bachelor's degree and those with graduate or professional degrees constituted 38.9% of the population 25 years and older in 2011, compared to 35.0% in 2000.

The number of high school graduates is expected to reach its peak by 2013-14, but a declining trend will follow for the next four to five years up to 2017-18. Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

The high school graduation rate in Contra Costa County for 2010-11 was 83.1%. Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

The serious gap in the Academic Performance Index (API) among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The challenge for the district is to work collaboratively with the K-12 system to improve the API scores for all students regardless of their location.

While UC, CSU and independent colleges have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share. Intense marketing efforts will be needed to recruit more students at all three colleges.

Recruitment of adult learners is another piece of the enrollment puzzle. The adult participation rate represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. In 2011-12, the annual participation rate for the district stood at 8.3%, compared to 11.9% in 2001-02, reflecting the decline in enrollment resulting from factors such as tuition increases.

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. In 2011, the market included 370,903 persons in Contra Costa County. Examining how to appeal to these individuals can increase college participation rates and expand district-wide enrollments.

Job openings in the County show continued growth and stability over the next ten years. However, reliance on manufacturing, extraction, mining and farming is currently transitioning to more service-oriented industries including healthcare, environmental technology, and software development. The implication for the community colleges is that programs for healthcare should be strengthened and expanded. The colleges may want to invest their limited resources in developing curricula in the areas of telecommunication, bioscience, medical technology and environmental technology.

In 2011, the median household income for the wealthiest city in the county (Danville) was \$133,360, compared to \$45,305 for the lowest income city (San Pablo). The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for their children. The open admissions institutions and the community colleges had to settle for students who are under-prepared for college work.

The implication of the unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Industry relocation in the area becomes extremely difficult. Students who graduate from the colleges in the district will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

Introduction

Environmental Scanning

Traditionally, colleges have relied on historical data to provide the basis upon which to build strategic plans. However, relying too heavily on historical data limits an institution's ability to anticipate change and adapt to the changing environment in a systematic manner. On the other hand, the further out one ventures in anticipating change, the less effective will be the ability to predict it. Therefore, one needs to strike a balance between over-prediction and heavy reliance on historical data. For this reason, environmental scanning is most useful when applied to the mid-range planning process which projects the future three to five years hence.

Environmental scanning is defined by Brown and Weiner as "... a kind of radar to scan the world systematically and signal the new, the unexpected, the major and the minor"¹.

The environment in which community colleges must function is a complex set of social, cultural, political, and economic conditions that affect the nature of their service areas and their internal operations. However, effective environmental scanning should not be limited to the examination of forces of change in the external environment; it should be extended to evaluating the internal environment as well. Scanning the internal environment focuses on analyzing and using information about the institutional resources (human, financial, facilities, technology), organizational climate and internal communication, enrollment trends, student demographics, student success and progress, student services, and other similar elements and processes that assist the district in determining how to proceed.

Jack Welch, the former chief executive officer of General Electric, once said, "When the rate of change on the outside exceeds the rate of change on the inside, the end is in sight"². In other words, an organization that is not in tune with its environment will soon lose its competitive edge, and its ability to adapt to change will be diminished. Environmental scanning is the first step in becoming proactive rather than reactive to change.

Effective environmental scanning for the Contra Costa Community College District should be based on identifying the broad trends, both internally and externally, determining which of these trends may be relevant to both present and future operations of the district, and projecting the impact of these trends on the future. Environmental scanning should be used as a basis for charting the strategic directions and goals for the district.

Forces of Change

The basic framework of higher education in California has been essentially unaltered for almost forty years, when the state's master plan for higher education was completed in the 1960s. However, specific

¹ A. Brown and Eric Weiner, Supermanaging: How to Harness Change for Personal and Organizational Success (New York: Mentor, 1985), p. ix.

² William A. Wojciechowski and Dedra Manes, Planning for the 21st Century: A Guide for Community Colleges (Leadwood, KS: Leathers Publishing, 2003), p.33

policies have been continuously enacted regarding finance, governance, accountability, and other related topics, and these have resulted in substantial changes in the state's educational landscape. However, these changes have been anchored within a fundamental policy framework characterized by the following basic elements:

- A limited definition of the student base encompassing primarily those recently graduated from high schools.
- A brick and mortar mentality presuming that education will be delivered on college campuses through face-to-face interactions between students and faculty.
- An assumption that educational objectives of both students and institutions can be measured by transfer to four-year institutions and by graduation rates in terms of degrees and certificates received and granted.
- Acceptance of self-reported quality assurance based on traditionally defined academic processes.³

Many forces are emerging to challenge these basic premises and alter the parameters within which higher education operates. The new environment suggests a paradigm shift and a new conceptual understanding of the role of post-secondary education in the state.

Higher education has traditionally believed that it has three roles, namely the creation and validation of knowledge, preservation of knowledge and information, and the transmission of this knowledge to others through teaching and publications. However, with the continuous rise in the cost of education and with no apparent increase in benefits, students, young and old, are expecting a return on their investment. In effect, the public is demanding evidence of improved student learning, in addition to fulfilling the traditional roles of higher education. These demands are justified given the recent national studies pointing to an accelerating trend in the opposite direction.⁴

Business and political leaders expect higher education to provide the training and retraining of the workforce in order to be able to compete in a global economy and maintain the standard of living. However, one of the largest barriers to local and statewide economic development is the area of basic skills education. A large number of adults remain functionally illiterate.

Students come to college with different backgrounds, experiences, cultures, and educational needs. They also come in a variety of races and ethnicities and different levels of competencies in the use of English. Students are also growing more diverse as ethnic and cultural diversification accelerates in the population to be served.

Another complexity is the age distribution of students. We are beyond the time when college was the domain of those between the ages of 18 to 24. Many people do not begin college until later in life. Even those who earn degrees in their twenties, return to college for further education or “booster shots” at

³ Dennis Jones, Peter Ewell, and Aims McGuinness, [The Challenge and Opportunity Facing Higher Education: An Agenda for Policy research](#), The National Center for Public Policy and Higher Education, December, 1998.

⁴ Justin D. Baer, Andrea L. Cook and Stéphane Baldi, [The Literacy of America's College Students](#), American Institutes for Research (funded by the Pew Charitable Trusts), January 2006

different times in their lives. The older the students, the more diverse their experiences will have been, and the more complex the task of responding to their needs.

As the learners become more diverse, so should the learning methods. No one method of teaching works all the time. Particular methods flow from the specific type of learning needed to achieve desired results in a given course or program. Learning and understanding do not necessarily occur because one is taught. The paradigm shift from teaching to a learning focus provides a different set of lenses that will undoubtedly impact the way we view our policies, practices and our organizational architecture.

The advancement in technology represents another challenge that has significantly impacted traditional methods of delivery. The so called iPod generation is at the door demanding eye-catching visuals, interactive instructional methods, and active engagement in learning. Moreover, Eli Noam of Columbia University predicted that "...the future will witness a reversal in the historic direction of information flow. In the past, people came to the information, which was stored at the university. In the future, the information will come to the people wherever they are."⁵

The Framework

The environmental scanning framework consists of two components: The external environment and the internal profile. The external environment includes analysis and discussion of the forces of change external to the district, including the demographic, social, and economic changes and competition. The internal profile includes analysis and discussion of student access and success issues, programs and curricular offerings, human resources, and productivity. Detailed discussion of these items follows.

⁵ Noam, Eli. "Electronics and the Dim Future of the University." *Science*, Vol. 270, pp. 247-249, October 13, 1995. Can be found at <http://www.asis.org/annual-96/noam.html>

External Environment

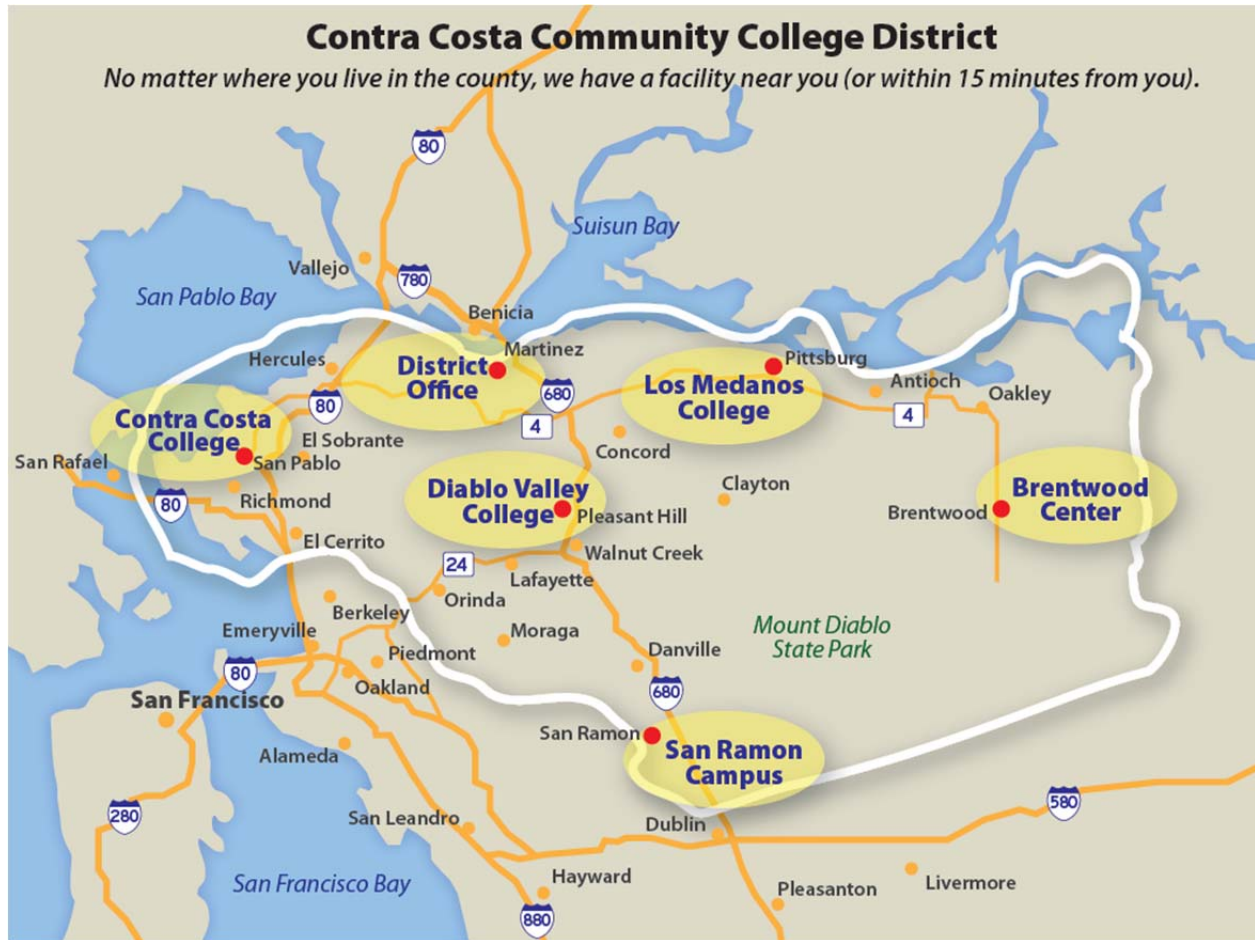
This section provides information about Contra Costa County and its sub-regional areas. Issues discussed include demographic trends, educational opportunities, socioeconomic characteristics, and financing of California community colleges. Information has been drawn from a variety of sources including the US Census, US Census 2010, the 2011 American Community Survey, and the 2012 Performance Index of Contra Costa County.

General Overview of the County

Contra Costa County is a suburban-commercial county of more than one million residents who live in 19 cities and towns and dozen unincorporated areas (Figure 1). The county ranks ninth in the state (out of 58 counties) and 37th in the US (out of 3,141 counties) in terms of population size. Following are brief statements that provide summary information about the county. More details will be presented later in this report.

- In the last decade, Contra Costa County's population grew by 16.0% compared to 10.0% for California, and 9.7% for the US.
- The County has 720 square miles in land area (the size of Rhode Island), but it has high population density of 1,465 persons per square mile, compared to 239 for California and 87 for the US. The high population density impacts college enrollment, housing cost, and the quality of life.
- In 2011, 96.1% of the county population reported only one race, with 68.8% of the population reporting White, compared with 74.0% for the state, and 78.1% for the US. African Americans represented 9.7% in the County, compared to 6.6% in the state and 13.1% in the US. Asians and Pacific Islanders constituted 15.8% in the county, compared to 13.6% in the state, and only 5.2% in the US. The population of the county is 24.8% Hispanic (of any race), compared to 38.1% in California and 16.7% in the nation as a whole.
- In 2012, Health Care and Social Assistance was the largest of 21 major business sectors.
- Median household income in 2011 was \$79,135 in the county, compared to only \$61,632 in the state, and \$52,762 in the US.

Figure 1: Map of Contra Costa Community College District



Section 1: Demographic Trends

Population Growth

This study presents a discussion of several factors including population growth, gender, age, ethnicity, place of birth, and the language spoken at home. The underlying theme in this section is the presentation of tables, graphs, and narrative related to the current state of affairs, the longitudinal changes between 2000 and 2010, and the differences among the three geographical regions of the county (east, west, and central), based on US Census information. The implications of the data for strategic planning at the district and its colleges will also be highlighted.

Longitudinal Changes: The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from less than 20,000 persons in 1900 to more than one million in 2010. This phenomenal increase represents the gradual settlement of the county through domestic and foreign migration. With the exception of the phenomenal growth following World War II, each ten-year period witnessed a double digit growth rate. Despite the continued increase in population, the rate of growth has been slowing down. Between 2000 and 2010, the rate of growth was 10.6%, compared to two and three times that rate in earlier years. (Table 1)

Demographers project a relatively slower rate of growth in the County's population (Table 2), compared to the growth level of the past. By the year 2050, more than 450,000 persons are expected to be added to the current population of the county, making the total more than 1.4 million persons.

Most of the population growth is projected to take place in the eastern and southern parts of the county due to the availability of land and the more affordable housing cost. This population growth will impact the population density and quality of life, and therefore require major investments in highway construction, mass transit systems, new schools, parks, and other infrastructure needs.

Regional Differences: In both 2000 and 2010, Contra Costa's five largest cities were Concord, Antioch, Richmond, San Ramon, and Walnut Creek. While every place in Contra Costa grew, some grew much more than others. The fastest growing city in the county was Brentwood, which more than doubled in population. The cities of Oakley and San Ramon also expanded rapidly. While the population growth in West county and Central county remained in the single digits from 2000 to 2010, (4.8% and 5.7%, respectively), East county's population grew into the double digits (26.6%).

Table 1: Regional Differences in Population Growth for Contra Costa County

| Year | West County | Central County | East County | All Contra Costa |
|----------|-------------|----------------|-------------|------------------|
| 2000 | 242,439 | 475,403 | 230,974 | 948,816 |
| 2010 | 254,165 | 502,422 | 292,438 | 1,049,025 |
| % Growth | 4.8% | 5.7% | 26.6% | 10.6% |

Source: U.S. Census Bureau Decennial Census information for Contra Costa County, 2000 and 2010.

Table 2: Total Population Projections for California and Contra Costa County, 2010 to 2050

| | Estimates | Projections | | | |
|--------------|------------|-------------|------------|------------|------------|
| | 2010 | 2020 | 2030 | 2040 | 2050 |
| California | 37,309,382 | 40,643,643 | 44,279,354 | 47,690,186 | 50,365,074 |
| Contra Costa | 1,052,211 | 1,147,399 | 1,254,205 | 1,392,509 | 1,489,068 |

Projections Prepared by Demographic Research Unit, California Department of Finance, January 2013

Gender

Of the 1,037,817 persons living in Contra Costa County in 2011, 51.2% were females and 48.8% were males (Table 3). This breakdown is similar to that of California, but it is slightly different from that of the US as a whole (males, 49.2%; females, 50.8%). In effect, women outnumber men since their life expectancy is usually longer than that of men. However, this relationship may be altered slightly due to other factors such as wars, immigration, and levels of educational attainment.

Longitudinal changes: The proportion of men (48.8) and women (51.2) in Contra Costa County have not changed from 2000 to 2011 (Table 3). The number of females exceeded that of males by 22,276 persons in 2000 and by 24,617 in 2011. The ratio of males to females has remained at 954 males to every 1,000 females.

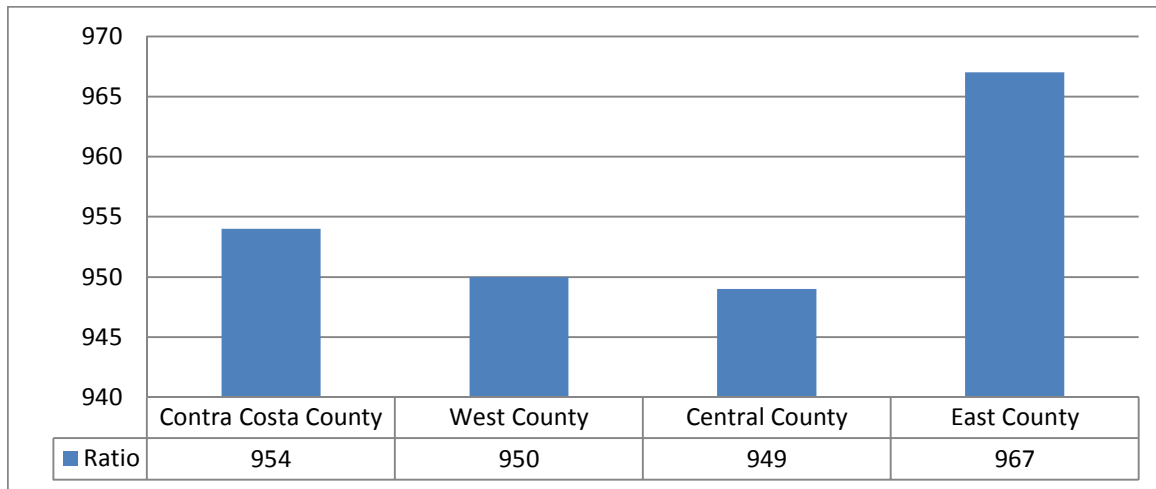
Regional Differences: There are some differences among the county's regions and these differences are reflected, to some extent, in college enrollment. East County has the highest proportion of men to women (967 men per 1,000 women) among all three regions. See Figure 2. This is mostly due to the movement of young families in their prime age into this area. Central County and West County have lower proportions of men to women (949 and 950 men per 1,000 women, respectively). This relatively lower ratio may be due to population aging (women's life expectancy is higher than men) and probably the existence of a larger percentage of female households.

The implications of this analysis will become apparent when enrollment demographics are discussed later. However, it is important to note that as the population ages, there will be more women than men and that younger communities tend to have a more balanced distribution among the genders.

Table 3: Change to Gender Distribution in Contra Costa County, 2000 to 2011

| Region / Gender | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|----------------------------|---------|--------|-----------|--------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| Female | 485,546 | 51.2% | 531,217 | 51.2% | 45,671 | 9.4% |
| Male | 463,270 | 48.8% | 506,600 | 48.8% | 43,330 | 9.4% |
| Total | 948,816 | 100.0% | 1,037,817 | 100.0% | 89,001 | 9.4% |
| West County | | | | | | |
| Female | 125,018 | 51.6% | 128,228 | 51.3% | 3,210 | 2.6% |
| Male | 117,421 | 48.4% | 121,794 | 48.7% | 4,373 | 3.7% |
| Total | 242,439 | 100.0% | 250,022 | 100.0% | 7,583 | 3.1% |
| Central County | | | | | | |
| Female | 243,973 | 51.3% | 263,098 | 51.3% | 19,125 | 7.8% |
| Male | 231,430 | 48.7% | 249,579 | 48.7% | 18,149 | 7.8% |
| Total | 475,403 | 100.0% | 512,677 | 100.0% | 37,274 | 7.8% |
| East County | | | | | | |
| Female | 116,555 | 50.5% | 139,891 | 50.8% | 23,336 | 20.0% |
| Male | 114,419 | 49.5% | 135,227 | 49.2% | 20,808 | 18.2% |
| Total | 230,974 | 100.0% | 275,118 | 100.0% | 44,144 | 19.1% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 2: Ratio of Males to Females per One Thousand Persons in Contra Costa County, 2011

Age

In 2011, Contra Costa County had a population of 1,037,817 persons, with a median age of 38.3 years, compared to 35.1 years for California and 37.0 for the US (Table 4). The age distribution is grouped into five categories. Following is the relative size of these groups in 2011

- The school age group (under 19), 27.5% of the population
- The college age group (20 to 24), 5.8% of the population
- The young adults group (25 to 44), 26.8% of the population
- The older adults group (45 to 64), 27.7% of the population
- The elderly group (65 and older), 12.3% of the population

Longitudinal changes: The relative size of the youngest (under 19) and oldest (65 and older) age groups remained about the same in 2011 as they were in 2000. However, the size of the two adult groups (25 to 44 and 45 to 64) has changed considerably between 2000 and 2011 (Table 4).

There is a gradual shift toward a much older age distribution, primarily due to the significant size of the Baby Boomer Generation (those born between 1946 and 1964) and to the location of Rossmore (one the largest retirement communities in Northern California) in Central County.

The State of California, Department of Finance Unit projects that by 2050, the percentage of the elderly will increase from its current level of 12.3% to almost 22.4%. On the other hand, by 2050, the percentage of school age youth (those under the age of 18) is expected to decline from 27.5% to 20.5% of the county's population. Working age adults (age 18 to 64) will represent a sizable group (57.1% of the population).

This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. It will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Regional Differences: There are some differences among the three regions of the county (Figure 3).

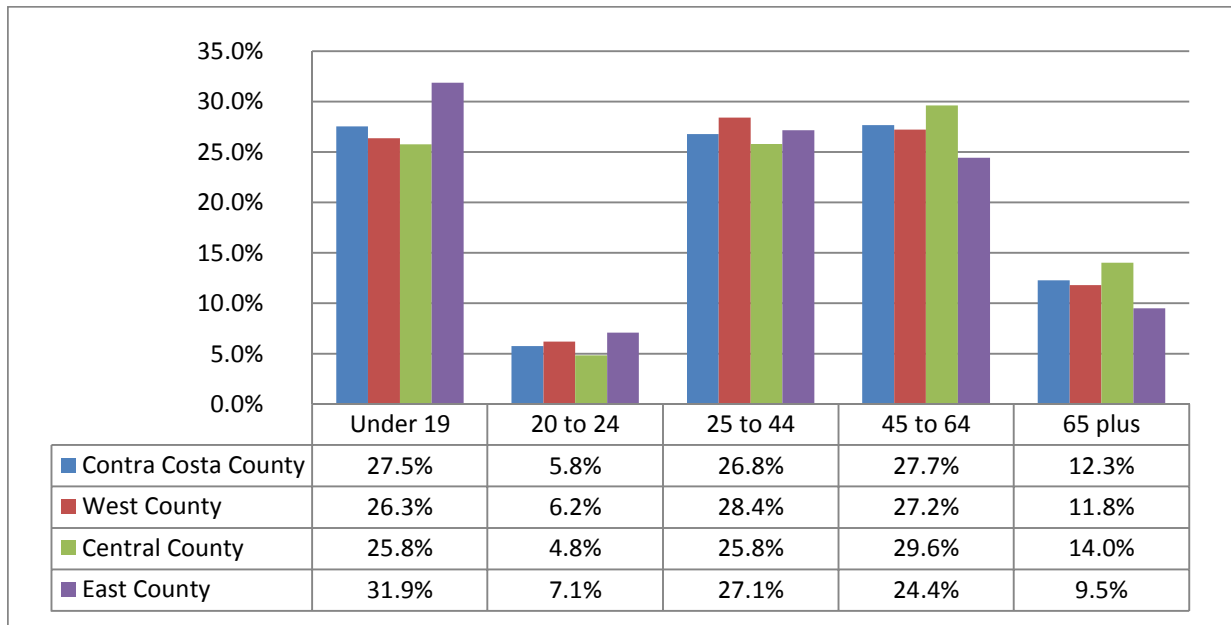
- East County tends to have the most youth (36.4% under 19), the fewest elderly (8.9% above 65), and the smallest working-age adults (54.8%)
- Central County had a larger elderly population (14.0%), fewer young people (25.8% under 19), and a relatively large percentage of working-age adults (60.2%)
- West County has 26.3% youth, 11.8% elderly, and the greatest percentage of working-age adults (61.8 %)

In summary, communities in East County will support a younger population with school and college age students. Communities in South County will have patterns of growth similar to that of the east. In contrast, the population in central and West County will be aging. Communities with large youth populations tend to require more social services such as schools, daycare, health care, and other services. Elderly communities also require a high level of social services including healthcare, adult learning activities, and other social services. The types of educational programs offered by community colleges must change to reflect the demographic makeup of the population.

Table 4: Change in Age Distribution by County Region, 2000 to 2011

| Region / Group | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|----------------------------|----------------|---------------|------------------|---------------|-------------------------|--------------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| Under 19 | 274,300 | 28.9% | 285,627 | 27.5% | 11,327 | 4.1% |
| 20 to 24 | 50,696 | 5.3% | 59,788 | 5.8% | 9,092 | 17.9% |
| 25 to 44 | 290,142 | 30.6% | 277,835 | 26.8% | (12,307) | -4.2% |
| 45 to 64 | 226,406 | 23.9% | 287,030 | 27.7% | 60,624 | 26.8% |
| 65 plus | 107,272 | 11.3% | 127,537 | 12.3% | 20,265 | 18.9% |
| Total | 948,816 | 100.0% | 1,037,817 | 100.0% | 89,001 | 9.4% |
| West County | | | | | | |
| Under 19 | 70,123 | 28.9% | 65,872 | 26.3% | (4,251) | -6.1% |
| 20 to 24 | 15,545 | 6.4% | 15,501 | 6.2% | (44) | -0.3% |
| 25 to 44 | 74,113 | 30.6% | 71,046 | 28.4% | (3,067) | -4.1% |
| 45 to 64 | 55,284 | 22.8% | 68,057 | 27.2% | 12,773 | 23.1% |
| 65 plus | 27,374 | 11.3% | 29,546 | 11.8% | 2,172 | 7.9% |
| Total | 242,439 | 100.0% | 250,022 | 100.0% | 7,583 | 3.1% |
| Central County | | | | | | |
| Under 19 | 124,485 | 26.2% | 132,078 | 25.8% | 7,593 | 6.1% |
| 20 to 24 | 21,602 | 4.5% | 24,799 | 4.8% | 3,197 | 14.8% |
| 25 to 44 | 141,882 | 29.8% | 132,151 | 25.8% | (9,731) | -6.9% |
| 45 to 64 | 125,733 | 26.4% | 151,766 | 29.6% | 26,033 | 20.7% |
| 65 plus | 61,701 | 13.0% | 71,883 | 14.0% | 10,182 | 16.5% |
| Total | 475,403 | 100.0% | 512,677 | 100.0% | 37,274 | 7.8% |
| East County | | | | | | |
| Under 19 | 79,692 | 34.5% | 87,677 | 31.9% | 7,985 | 10.0% |
| 20 to 24 | 13,549 | 5.9% | 19,488 | 7.1% | 5,939 | 43.8% |
| 25 to 44 | 74,147 | 32.1% | 74,638 | 27.1% | 491 | 0.7% |
| 45 to 64 | 45,389 | 19.7% | 67,207 | 24.4% | 21,818 | 48.1% |
| 65 plus | 18,197 | 7.9% | 26,108 | 9.5% | 7,911 | 43.5% |
| Total | 230,974 | 100.0% | 275,118 | 100.0% | 44,144 | 19.1% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 3: Age Distribution by County Region, 2011

Race/Ethnicity

Contra Costa County has a significant mix of races and ethnic groups that vary by county region. Of the 1,037,817 county residents in 2011, 96.5% indicated only one race, while 3.5% cited two or more races. The county has the following ethnic breakdown in 2011 (Table 5):

- White Non-Hispanic accounted for 48.5%
- African Americans Non-Hispanic represented 8.9%
- Asian / Pacific Islanders Non-Hispanic accounted for 14.5%
- Hispanics of any race represented 23.9%
- American Indians accounted for 0.2%
- Two or more races and other races represented 3.9%

Longitudinal Changes: Between 2000 and 2011, the population in the county grew by 89,001 persons or 9.4%. Most of this growth was the result of the increase in the population of Hispanics and Asians. The number of Hispanics of any race increased from 167,776 in 2000 to 248,089 persons in 2011, a 47.9% increase during this period. The number of Asians/Pacific Islanders also increased sharply by 42.3% during the same period. On the other hand, the number of Whites declined by 45,704 persons, or 8.3% during this period. The implication of this population shift is clear. Two ethnic groups are leading the population growth in the county. It is projected that the size of these two groups will continue to increase in future years.

Regional Differences: The ethnic diversity of the three service areas of the county exhibits sharp contrasts.

- West County has the highest percentage of Hispanic (31.2%) and African American (17.7%) populations of among the three regions. Whites account for 27.5% of the population, Asian 14.5%, Two or More Races 3.5%, Some Other Race 0.4%, and American Indians 0.2%.

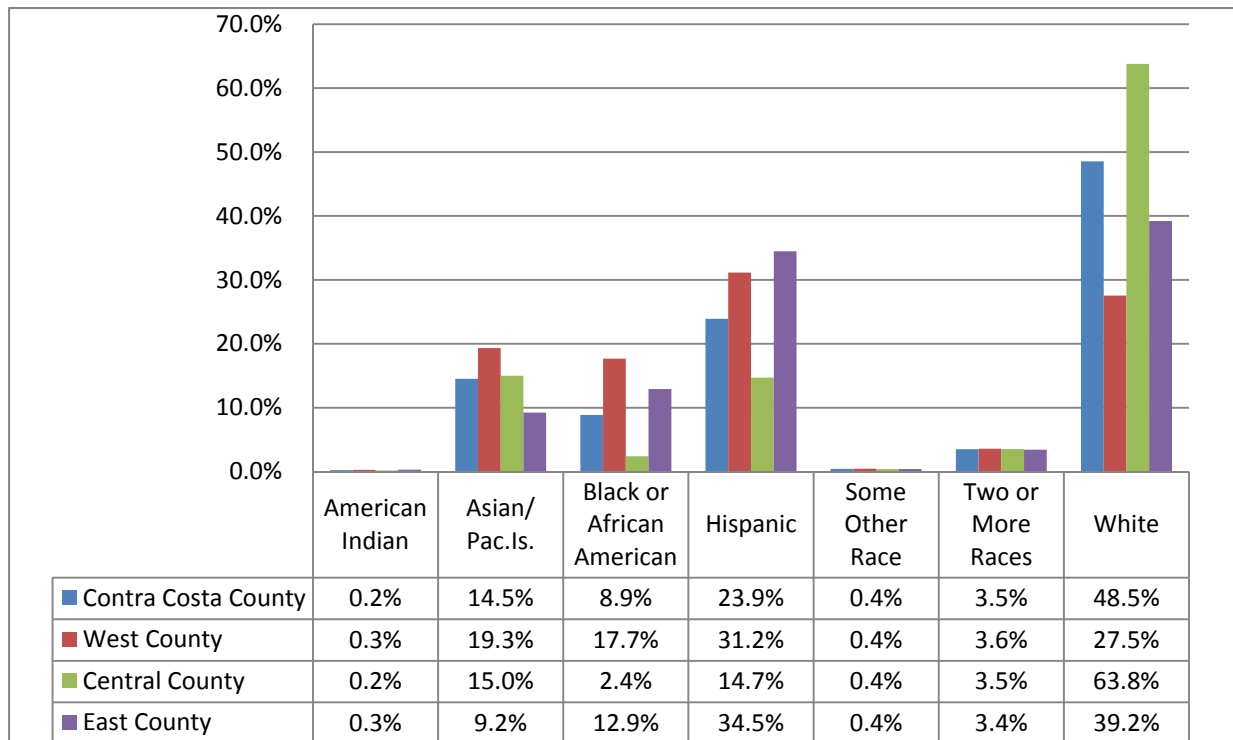
- Central County has a majority White population (63.8%) at a proportion that exceeds that of other regions. Asian/Pacific Islanders represent 15.0%, while African Americans account for a tiny minority of the population, only 2.4%. Two or More Races was 3.5%, Some Other Race 0.4%, American Indians 0.2%. Hispanics of any race, counted separately, represent 14.7%.
- East County has a majority of Whites at 39.2%, while African Americans account for 12.9%, Asians/Pacific Islanders for 9.2%, and American Indians 0.3%. Two or more Races was 3.4% and Some Other Race was 0.4%. Hispanics in East County, counted separately, represent the highest percentage among the three regions (34.5%).

In summary, each college has unique student and staff diversity issues that are quite different from those of other colleges. It is as if the geography of the county has created three individual communities that are thinly or minimally related to each other.

Table 5: Change in the Race/Ethnicity of Contra Costa County Population, 2000 to 2011

| Region / Group | 2000 Population | | 2011 Population | | Change: 2000 to 2011 | |
|----------------------------|--------------------|---------------|--------------------|---------------|-------------------------|--------------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| American Indian | 3,648 | 0.4% | 2,488 | 0.2% | (1,160) | -31.8% |
| Asian/ Pac.Is. | 105,838 | 11.2% | 150,630 | 14.5% | 44,792 | 42.3% |
| Black or African American | 86,851 | 9.2% | 92,044 | 8.9% | 5,193 | 6.0% |
| Hispanic | 167,776 | 17.7% | 248,089 | 23.9% | 80,313 | 47.9% |
| Some Other Race | 2,636 | 0.3% | 4,350 | 0.4% | 1,714 | 65.0% |
| Two or More Races | 32,658 | 3.4% | 36,511 | 3.5% | 3,853 | 11.8% |
| White | 549,409 | 57.9% | 503,705 | 48.5% | (45,704) | -8.3% |
| Total | 948,816 | 100.0% | 1,037,817 | 100.0% | 89,001 | 9.4% |
| West County | | | | | | |
| American Indian | 699 | 0.3% | 691 | 0.3% | (8) | -1.1% |
| Asian/ Pac.Is. | 45,094 | 18.6% | 48,339 | 19.3% | 3,245 | 7.2% |
| Black or African American | 61,337 | 25.3% | 44,175 | 17.7% | (17,162) | -28.0% |
| Hispanic | 58,913 | 24.3% | 77,897 | 31.2% | 18,984 | 32.2% |
| Some Other Race | 921 | 0.4% | 1,119 | 0.4% | 198 | 21.5% |
| Two or More Races | 9,047 | 3.7% | 8,963 | 3.6% | (84) | -0.9% |
| White | 66,428 | 27.4% | 68,838 | 27.5% | 2,410 | 3.6% |
| Total | 242,439 | 100.0% | 250,022 | 100.0% | 7,583 | 3.1% |
| Central County | | | | | | |
| American Indian | 1,251 | 0.3% | 966 | 0.2% | (285) | -22.8% |
| Asian/ Pac.Is. | 46,114 | 9.7% | 76,881 | 15.0% | 30,767 | 66.7% |
| Black or African American | 8,557 | 1.8% | 12,315 | 2.4% | 3,758 | 43.9% |
| Hispanic | 52,294 | 11.0% | 75,363 | 14.7% | 23,069 | 44.1% |
| Some Other Race | 956 | 0.2% | 2,097 | 0.4% | 1,141 | 119.4% |
| Two or More Races | 15,384 | 3.2% | 18,075 | 3.5% | 2,691 | 17.5% |
| White | 350,847 | 73.8% | 326,980 | 63.8% | (23,867) | -6.8% |
| Total | 475,403 | 100.0% | 512,677 | 100.0% | 37,274 | 7.8% |
| East County | | | | | | |
| American Indian | 1,121 | 0.5% | 831 | 0.3% | (290) | -25.9% |
| Asian/ Pac.Is. | 18,709 | 8.1% | 25,410 | 9.2% | 6,701 | 35.8% |
| Black or African American | 24,021 | 10.4% | 35,554 | 12.9% | 11,533 | 48.0% |
| Hispanic | 60,284 | 26.1% | 94,829 | 34.5% | 34,545 | 57.3% |
| Some Other Race | 521 | 0.2% | 1,134 | 0.4% | 613 | 117.7% |
| Two or More Races | 9,214 | 4.0% | 9,473 | 3.4% | 259 | 2.8% |
| White | 117,104 | 50.7% | 107,887 | 39.2% | (9,217) | -7.9% |
| Total | 230,974 | 100.0% | 275,118 | 100.0% | 44,144 | 19.1% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 4: Race/Ethnic Distribution by County Region, 2011

Place of Birth

Contra Costa County has a mosaic of cultures and people who were born in six different continents. In 2011, 23.6% of the people living in the county were foreign-born, compared to only 19.0% in 2000 (Table 6). In effect the county has a rich geographical and cultural mix. This cultural diversity enriches the community and contributes to a broad, rather than a parochial, view of the world. The educational needs for this heterogeneous group will be different from those of more homogeneous communities.

Longitudinal Change: The number of foreign-born residents in the county increased from 180,488 in 2000 to 245,126 persons in 2011, or 35.8% increase during this period. The majority of this increase was due to migration from Latin America and Asia (Figure 5). For the 245,126 county's foreign-born residents in 2011, Latin America (42.7%) leads the way, followed by Asia (42.4%), Europe (9.1%), Africa (2.9%), North America (1.5%), and Oceania (1.4%). Proximity to California, economic prosperity of the home country, and applicable immigration laws have an impact on the immigration figures.

Regional Differences: There are some striking differences among the three regions.

- West County's foreign-born residents came almost equally from Latin America (49.5%) and Asia (42.3%). Europeans accounted for a much smaller share of only 4.1%. Other continents had much smaller shares.
- Compared to other county regions, Central County had by far the greatest percentage of foreign-born Europeans (15.6%). However, the largest percentage of foreign born residents came from Asia (49.8%), followed by Latin America (28.9%).

- In East County, the majority (59.9%) of foreign-born residents came from Latin America, while 28.9% came from Asia, 4.1% from Africa, and only 4.0% from Europe. Other continents had much smaller shares.

In summary, there are different patterns of diversity based on the nativity of birth in the three county areas. The dominant immigrants in East County are mostly Hispanics; in West County, it is both Hispanics and Asians; and in Central County, it is mostly Asians. Europeans seem to show a preference for Central County. Three times as many foreign-born Europeans (16,864) reside in Central County, compared to the other two county regions combined (5,547).

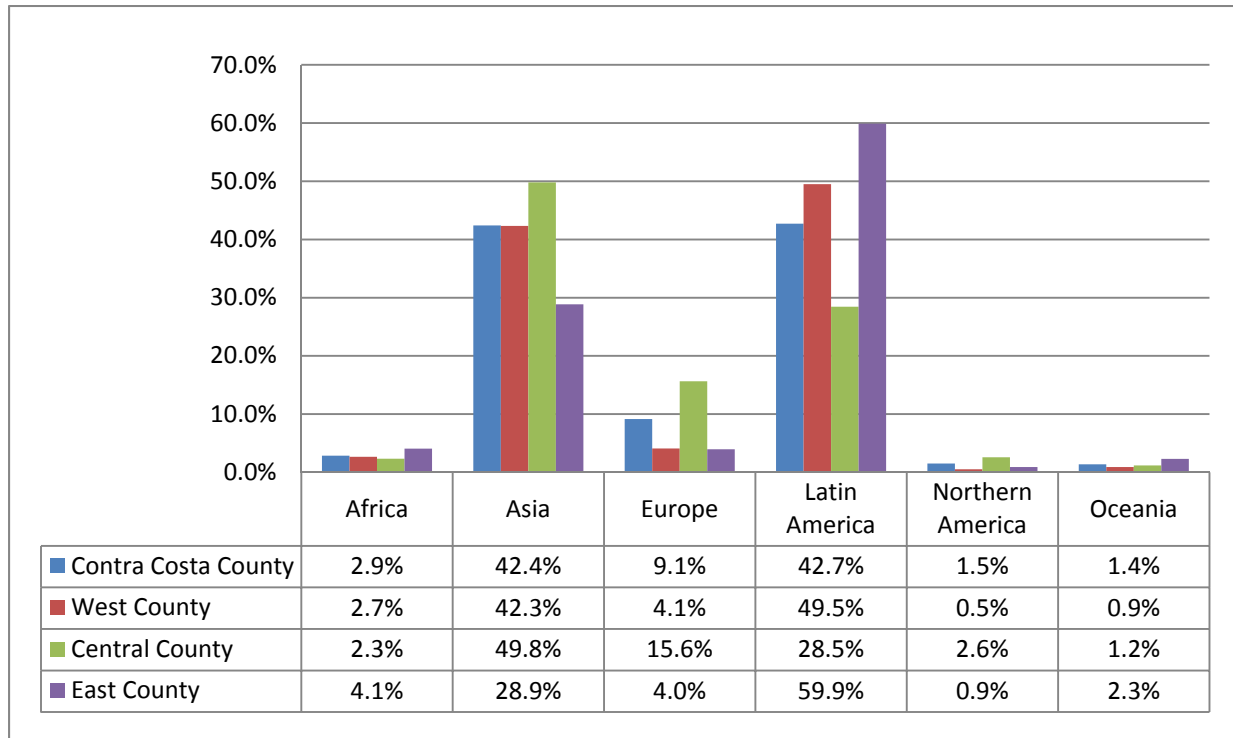
The implications of this analysis are that each college may address the issue of diversity from different perspectives. Programs in English as a Second Language (ESL) may be expanded at different rates in each region. However, bilingual student services should become more accessible to students at different locations on all three campuses. More importantly, the three colleges should make serious efforts to integrate the multi-cultural perspectives into the curriculum.

Enhancing the faculty and staff diversity is also an important factor to be considered in the hiring process. All colleges must continue to develop strategies for preparing students and workers who are more competent culturally and globally.

Table 6: Nativity of Birth by County Region, 2011

| Region / Group | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|----------------------------|---------|--------|-----------|--------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| Native Born in U.S. | 768,328 | 81.0% | 792,691 | 76.4% | 24,363 | 3.2% |
| Foreign Born | 180,488 | 19.0% | 245,126 | 23.6% | 64,638 | 35.8% |
| Total Population | 948,816 | 100.0% | 1,037,817 | 100.0% | 89,001 | 9.4% |
| West County | | | | | | |
| Native Born in U.S. | 178,121 | 73.5% | 171,161 | 68.5% | (6,960) | -3.9% |
| Foreign Born | 64,318 | 26.5% | 78,861 | 31.5% | 14,543 | 22.6% |
| Total Population | 242,439 | 100.0% | 250,022 | 100.0% | 7,583 | 3.1% |
| Central County | | | | | | |
| Native Born in U.S. | 397,929 | 83.7% | 404,839 | 79.0% | 6,910 | 1.7% |
| Foreign Born | 77,474 | 16.3% | 107,838 | 21.0% | 30,364 | 39.2% |
| Total Population | 475,403 | 100.0% | 512,677 | 100.0% | 37,274 | 7.8% |
| East County | | | | | | |
| Native Born in U.S. | 192,278 | 83.2% | 216,691 | 78.8% | 24,413 | 12.7% |
| Foreign Born | 38,696 | 16.8% | 58,427 | 21.2% | 19,731 | 51.0% |
| Total Population | 230,974 | 100.0% | 275,118 | 100.0% | 44,144 | 19.1% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 5: Region of Foreign-Born by County Area, 2011

Language Spoken at Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years and older) speaking languages other than English at home. While English remains the dominant language of choice for the majority of people in California, other languages have gained some importance as several waves of immigrants arrived at shores over the past 100 years. California lies at the high end of the spectrum regarding the percentage of persons speaking languages other than English at home. In 2011, that percentage stood at 44%, compared to only 21% for the US as a whole. In Contra Costa County, 32.8% of the population who were 5 years and older spoke a language other than English at home.

Longitudinal Change: Between 2000 and 2011, the number of persons speaking a language other than English at home increased from 229,484 persons to 318,027 persons, an increase of 88,543 persons or 38.6%, during this period (Table 7). In contrast, the number who spoke English only at home increased modestly by 28,557 persons, or 4.6%. In effect, the percentage of those who spoke a language other than English at home stood at 32.8% in 2011, compared to 26.9% in 2000. In 2011, Spanish was the dominant (53.1%) foreign language among those who spoke other languages at home, followed by Asian languages (27.6%), Indo-European languages (16.5%), and Other languages (2.9%). See Figure 6.

Regional Differences: The three regions of the county exhibited different patterns with respect to languages spoken at home in 2011.

- West County had the highest percentage of those who spoke a language other than English (45.4%). This percentage exceeded that of the state (44%).

- Central County had the lowest percentage (26.3%) of persons speaking a foreign language other than English at home.
- In East County, 33.4 % of the population, five years and older, spoke a language other than English at home, while 66.6% spoke English.

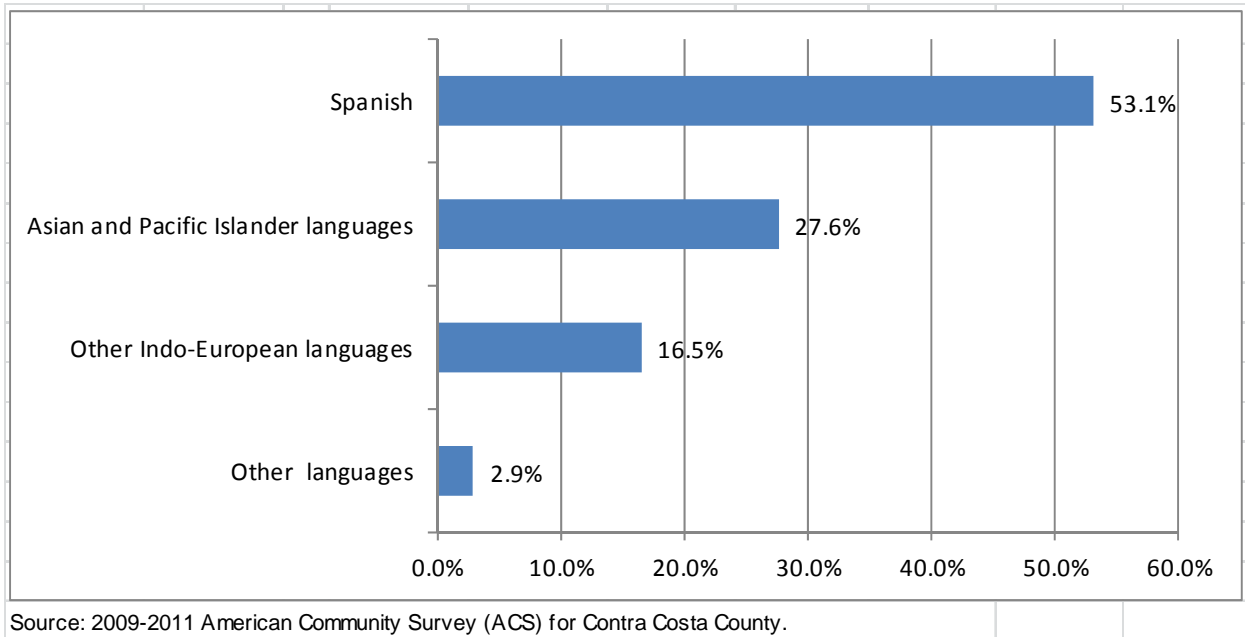
In summary, the county represents a mosaic of cultures and languages that is probably unsurpassed in other parts of the country. The challenge for the colleges is to be prepared to absorb the influx of these rich cultures and to offer the academic programs and services that meet the needs of different students. As a starting point, information concerning the colleges should be made available in the predominant languages of the people living in different regions.

Table 7: Language Spoken at Home by County Region, 2011

| Region / Group | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|----------------------------------|---------|--------|----------|--------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| English Only | 624,278 | 73.1% | 652,835 | 67.2% | 28,557 | 4.6% |
| Language other than English | 229,484 | 26.9% | 318,027 | 32.8% | 88,543 | 38.6% |
| Do not speak English "very well" | 101,195 | 44.1% | 227,078 | 71.4% | | |
| Total Population | 853,762 | 100.0% | 970,862 | 100.0% | 117,100 | 13.7% |
| West County | | | | | | |
| English Only | 142,536 | 63.1% | 127,243 | 54.6% | (15,293) | -10.7% |
| Language other than English | 83,329 | 36.9% | 105,746 | 45.4% | 22,417 | 26.9% |
| Do not speak English "very well" | 41,069 | 49.3% | 53,028 | 50.1% | | |
| Total Population | 225,865 | 100.0% | 232,989 | 100.0% | 7,124 | 3.2% |
| Central County | | | | | | |
| English Only | 356,531 | 79.9% | 355,686 | 73.7% | (845) | -0.2% |
| Language other than English | 89,731 | 20.1% | 127,168 | 26.3% | 37,437 | 41.7% |
| Do not speak English "very well" | 34,359 | 38.3% | 58,197 | 45.8% | | |
| Total Population | 446,262 | 100.0% | 482,854 | 100.0% | 36,592 | 8.2% |
| East County | | | | | | |
| English Only | 155,211 | 73.3% | 169,906 | 66.6% | 14,695 | 9.5% |
| Language other than English | 56,424 | 26.7% | 85,113 | 33.4% | 28,689 | 50.8% |
| Do not speak English "very well" | 25,767 | 45.7% | 35,007 | 41.1% | | |
| Total Population | 211,635 | 100.0% | 255,019 | 100.0% | 43,384 | 20.5% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 6: Percent of the Population 5 years and over who Speak a Language Other than English in Contra Costa County in 2009-2011



Section 2: Educational Opportunity

School Enrollment

In 2011, Contra Costa County had a total school enrollment (population of 3 years and older) of 283,527 students, of whom 25.0% enrolled in college or graduate school, and 75.0% enrolled in nursery school through high school. The comparable rates for California were 28.9% for college or graduate school, and 71.1% for nursery school through high school. For the USA, the rates were 27.5% and 72.5%, respectively.

Longitudinal Change: The total number of students enrolled at all levels of education in Contra Costa County increased from 270,131 students in 2000 to 283,527 students in 2011, representing an increase of 13,396 students or 5.0%, during this period. The growth in school enrollment during this period was uneven. Nursery-kindergarten enrollment stayed flat (0.1%). Enrollment in grades 1-8 dropped 2.8%. High school enrollment increased 13.7%; and college or graduate enrollment experienced the greatest growth, at 14.5%. (Table 8)

Regional Differences: School enrollment patterns in the three county regions vary. (Figure 7)

- West county's college-graduate enrollment (27.4%) represents the highest rate among the three county regions. Apparently, the proximity of West County to the University of California at Berkeley has impacted its high percentage of college enrollment. On the other hand, it has the lowest rate of pre-college enrollment at 72.6%.
- Central county falls somewhere in between the two extremes of east and west counties. It has 74.4% school enrollment (K-12) and 25.6% college enrollment.

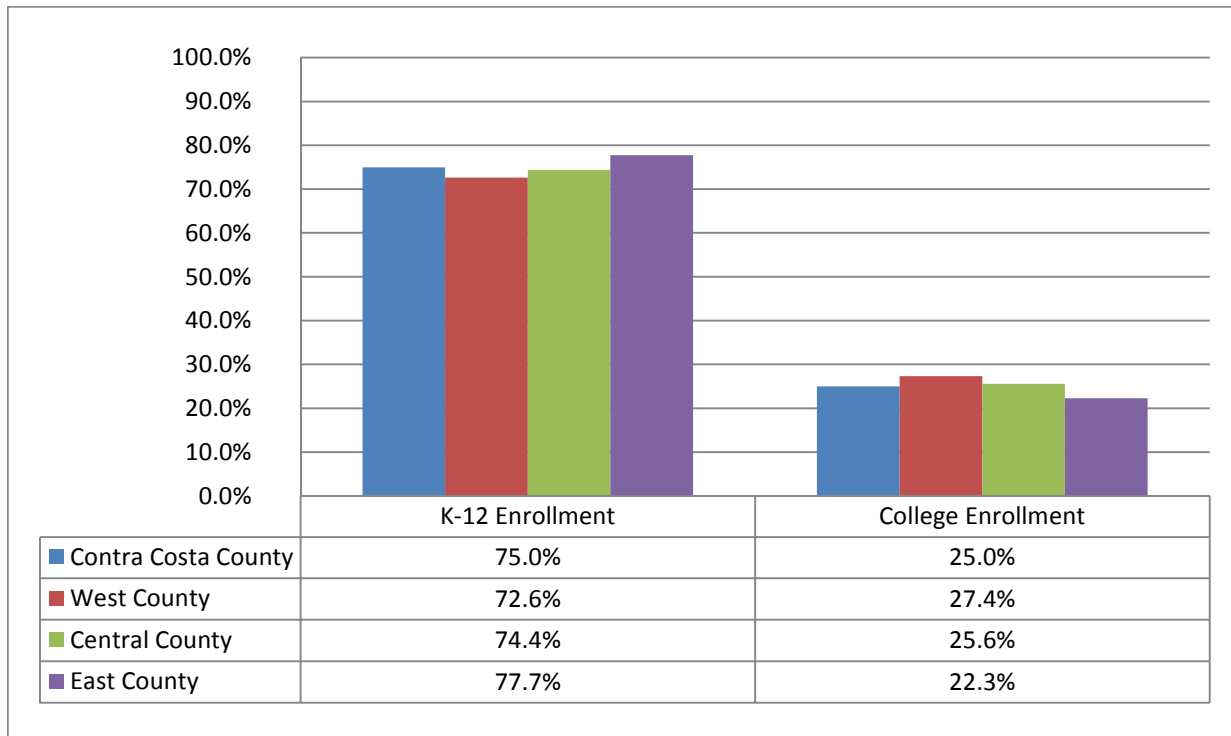
- East county had the highest level of pre-college enrollment at 77.7%, compared to enrollment of 23.3%. The high percentage of kindergarten through 12th grade enrollment reflects the phenomenal population growth in East county, to which families with young school-age children were attracted because of affordable housing.

In summary, the relative share of college enrollment in comparison to total enrollment at all levels of education increased from almost 23% in 2000 to 25% in 2011. This is a significant increase that reflects a higher level of community participation in higher education.

Table 8: Change in School Enrollment in Contra Costa County, 2000 to 2011

| Region / Group | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|-----------------------------|---------|--------|----------|--------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| Nursery-Kindergarten | 32,943 | 12.2% | 32,979 | 11.6% | 36 | 0.1% |
| Elementary (1-8) | 119,161 | 44.1% | 115,812 | 40.8% | (3,349) | -2.8% |
| High School (9-12) | 56,052 | 20.7% | 63,751 | 22.5% | 7,699 | 13.7% |
| College or Graduate | 61,975 | 22.9% | 70,985 | 25.0% | 9,010 | 14.5% |
| Population 3+ yrs. enrolled | 270,131 | 100.0% | 283,527 | 100.0% | 13,396 | 5.0% |
| West County | | | | | | |
| Nursery-Kindergarten | 7,678 | 10.9% | 7,370 | 11.3% | (308) | -4.0% |
| Elementary (1-8) | 30,982 | 44.0% | 25,791 | 39.4% | (5,191) | -16.8% |
| High School (9-12) | 13,939 | 19.8% | 14,352 | 21.9% | 413 | 3.0% |
| College or Graduate | 17,813 | 25.3% | 17,905 | 27.4% | 92 | 0.5% |
| Population 3+ yrs. enrolled | 70,412 | 100.0% | 65,418 | 100.0% | (4,994) | -7.1% |
| Central County | | | | | | |
| Nursery-Kindergarten | 16,494 | 13.0% | 17,099 | 12.6% | 605 | 3.7% |
| Elementary (1-8) | 53,254 | 41.8% | 54,643 | 40.4% | 1,389 | 2.6% |
| High School (9-12) | 26,703 | 21.0% | 28,967 | 21.4% | 2,264 | 8.5% |
| College or Graduate | 30,815 | 24.2% | 34,629 | 25.6% | 3,814 | 12.4% |
| Population 3+ yrs. enrolled | 127,266 | 100.0% | 135,338 | 100.0% | 8,072 | 6.3% |
| East County | | | | | | |
| Nursery-Kindergarten | 8,771 | 12.1% | 8,510 | 10.3% | (261) | -3.0% |
| Elementary (1-8) | 34,925 | 48.2% | 35,378 | 42.7% | 453 | 1.3% |
| High School (9-12) | 15,410 | 21.3% | 20,432 | 24.7% | 5,022 | 32.6% |
| College or Graduate | 13,347 | 18.4% | 18,451 | 22.3% | 5,104 | 38.2% |
| Population 3+ yrs. enrolled | 72,453 | 100.0% | 82,771 | 100.0% | 10,318 | 14.2% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 7: School Enrollment by County Region, 2011

Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income and better health. Parental education is associated with enriched environment and greater educational opportunities for the children. For the purposes of this discussion, there are four categories of educational attainment: high school or less, some college including the associate degree, bachelor's degree, and graduate or professional degrees. In 2011, the county surpassed the state in terms of higher levels of educational attainment. Comparison between the county and the state follows:

- High School or Less: 30.2% for the county vs. 40.3% for California
- Associate Degree or Some College: 30.9% for the county vs. 29.5% for California
- Bachelor's Degree, 24.8% for the county vs. 19.3% for California
- Graduate or Professional Degrees: 14.1% for the county vs. 11.0% for California

Longitudinal Change: In 2011, the population in Contra Costa County had attained a higher level of education, compared to that of 2000. Persons with the bachelor's degree and those with graduate or professional degrees increased substantially during this period. These two groups constituted 38.9% of the population 25 years and older in 2011, compared to 35.0% in 2000. In contrast, the percentage of persons with high school diploma or less declined from 32.9% of the population 25 years and older in 2000 to 30.2% in 2011. The percentage of those with associate degree or some college decreased slightly between 2000 and 2011, from 32.1% to 30.9%. (Table 9)

Regional Differences: There are striking differences among the county areas. (Figure 8)

- West county has a high percentage (39.6%) of persons with high school diploma or less. The percentage of persons with an associate degree and some college stood at 30.9%. Bachelor's degrees and graduate/professional degrees stood at 20.1% and 10.9%, respectively.
- Central County represents has the highest percentage of persons with the bachelor's degree (32.3%) and graduate/professional degrees (20.0%), compared to the other two regions of the county. These two percentages combined (52.3%) are almost three times as much as those in East county and more than one and one-half times as those in west county.
- East county has the highest percentage of persons with high school diploma or less (43.4%). Also, the lowest proportion of bachelor's degree (14.1%) and graduate degree holders (5.2%), compared to the other two regions. However, this region has the highest percentage of those with associate degree or some college (37.8%).

To a large extent, the educational differences among the three regions of the county impact the strategic directions of each college. While all colleges have a comprehensive mission to prepare students for transfer, train them for different occupations, meet their aspiration for life-long learning, and address their remedial educational needs, the educational attainment of the local community provides the mandate for each college to place emphasis on certain aspects of the mission more than others. Some have done well in transfer programs, while others have had strong basic skills and vocational programs. In summary, the educational level of the community impacts the college's educational and service programs.

Table 9: Educational Attainment by County Region, 2011

| Region / Group | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|---------------------------------|---------|--------|----------|--------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| High school or less | 205,823 | 32.9% | 205,987 | 30.2% | 164 | 0.1% |
| Associate degree / Some college | 200,770 | 32.1% | 210,810 | 30.9% | 10,040 | 5.0% |
| Bachelor's degree | 142,909 | 22.8% | 169,329 | 24.8% | 26,420 | 18.5% |
| Graduate or professional degree | 76,139 | 12.2% | 96,276 | 14.1% | 20,137 | 26.4% |
| Population 25 yrs. and over | 625,641 | 100.0% | 682,402 | 100.0% | 56,761 | 9.1% |
| West County | | | | | | |
| High school or less | 65,586 | 41.7% | 66,794 | 39.6% | 1,208 | 1.8% |
| Associate degree / Some college | 48,352 | 30.8% | 49,616 | 29.4% | 1,264 | 2.6% |
| Bachelor's degree | 27,232 | 17.3% | 33,880 | 20.1% | 6,648 | 24.4% |
| Graduate or professional degree | 16,065 | 10.2% | 18,359 | 10.9% | 2,294 | 14.3% |
| Population 25 yrs. and over | 157,235 | 100.0% | 168,649 | 100.0% | 11,414 | 7.3% |
| Central County | | | | | | |
| High school or less | 76,566 | 23.2% | 66,305 | 19.2% | (10,261) | -13.4% |
| Associate degree / Some college | 100,780 | 30.5% | 98,488 | 28.5% | (2,292) | -2.3% |
| Bachelor's degree | 98,672 | 29.9% | 111,791 | 32.3% | 13,119 | 13.3% |
| Graduate or professional degree | 54,413 | 16.5% | 69,216 | 20.0% | 14,803 | 27.2% |
| Population 25 yrs. and over | 330,431 | 100.0% | 345,800 | 100.0% | 15,369 | 4.7% |
| East County | | | | | | |
| High school or less | 63,671 | 46.1% | 72,888 | 43.4% | 9,217 | 14.5% |
| Associate degree / Some college | 51,638 | 37.4% | 62,706 | 37.3% | 11,068 | 21.4% |
| Bachelor's degree | 17,005 | 12.3% | 23,658 | 14.1% | 6,653 | 39.1% |
| Graduate or professional degree | 5,661 | 4.1% | 8,701 | 5.2% | 3,040 | 53.7% |
| Population 25 yrs. and over | 137,975 | 100.0% | 167,953 | 100.0% | 29,978 | 21.7% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 8: Educational Attainment by County Region, 2011

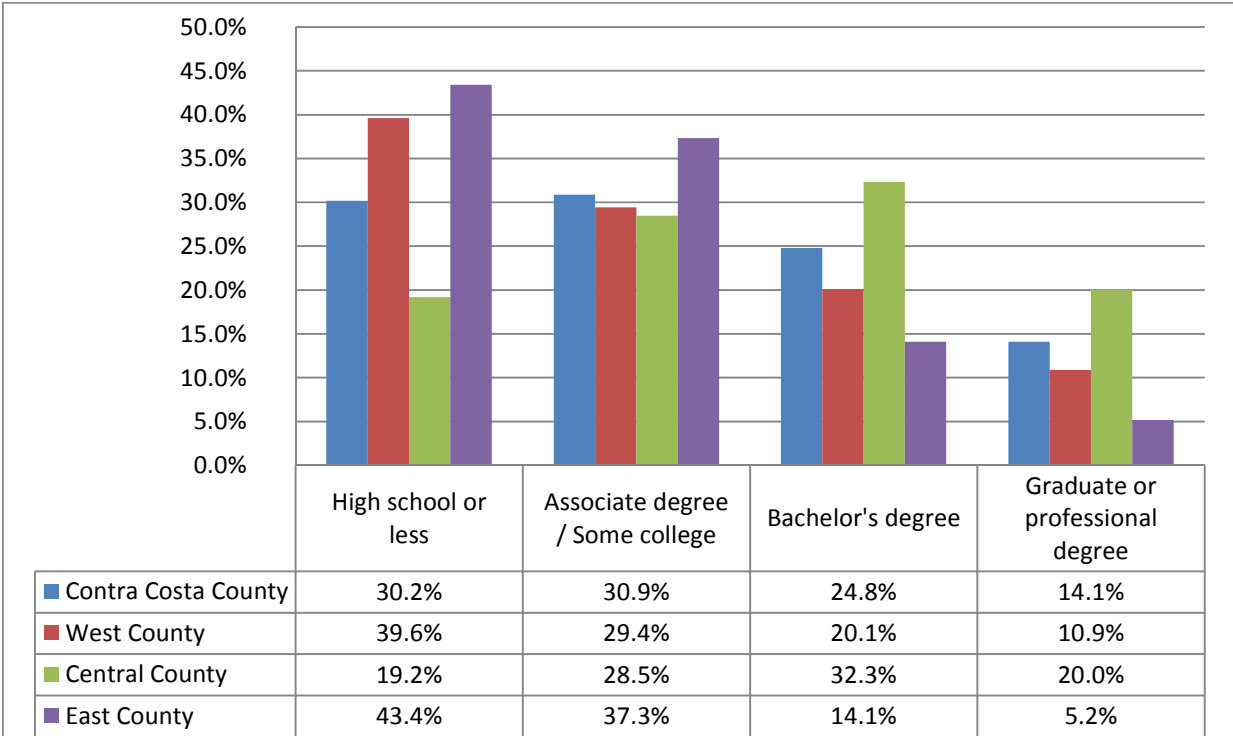
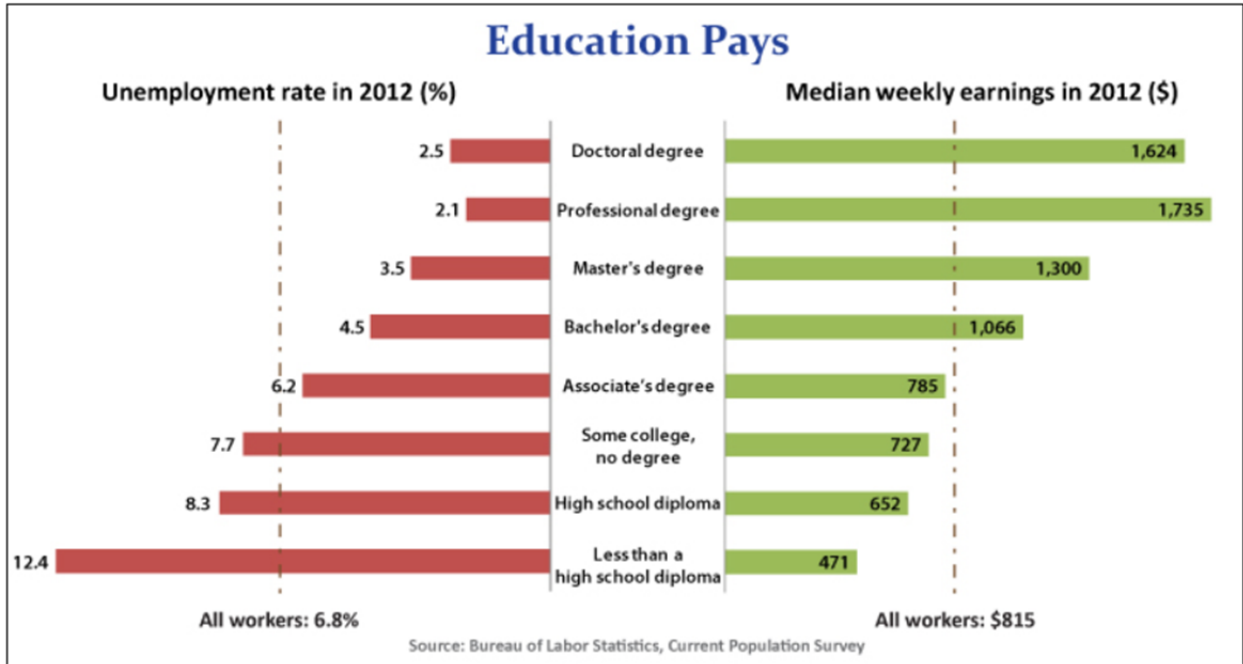


Figure 9: Education Pays . . . Education pays in higher earnings and lower unemployment rates



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: Bureau of Labor Statistics, Current Population Survey. Last modified January 28, 2013.

High School Graduates

The number of high school graduates is an important predictor of future enrollment in postsecondary institutions. For planning purposes, the combination of the number of high school graduates and the college-going rate is used as a basis for projecting future enrollment patterns at the community colleges. Contra Costa County has 56 high schools: 45 public and 11 private. Almost 90% of the graduates come from the county's public high schools.

Longitudinal Change: In 2010-11, the number of graduates from the public high schools reached 11,273 students compared to 9,139 graduates in 2000-01, an increase of 23.4% during this period. (Table 10 and Figure 10) This growth reflects the high birthrate among certain groups and the increased immigration in 1990s and 2000s. The number of graduates is expected to reach its peak by 2013-14, but a declining trend will follow for the next four to five years up to 2017-18 (Figure 11). Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

Regional Differences: The change in the number of high school graduates will impact the three county regions in different ways.

- West county experienced the least growth in the number of public high school graduates in the past ten years. The number of graduates increased from 1,764 in 2000-01 to 1,863 in 2010-11, a lower than average growth of only 5.6%. Based on population changes, slow rates of growth are expected in the next few years.
- Central county's number of graduates increased from 5,138 in 2000-01 to 6,052 in 2010-11, a rate of growth of 17.8%. This growth was due to two factors, faster population growth in Clayton and San Ramon and the higher than average academic performance index for the schools in Orinda, Moraga, and Walnut Creek. This high academic quality served as a magnet that attracted students from other parts of the county.
- East county experienced the largest increase in the number of public high school graduates among all three areas of the county. The number of graduates increased from 2,237 graduates in 2000-01 to 3,358 graduates in 2010-11, an increase of 50.1% during this period. The growth in the number of graduates will continue due to the movement of young families to that area of the county. Land availability and housing affordability contributed to this movement.

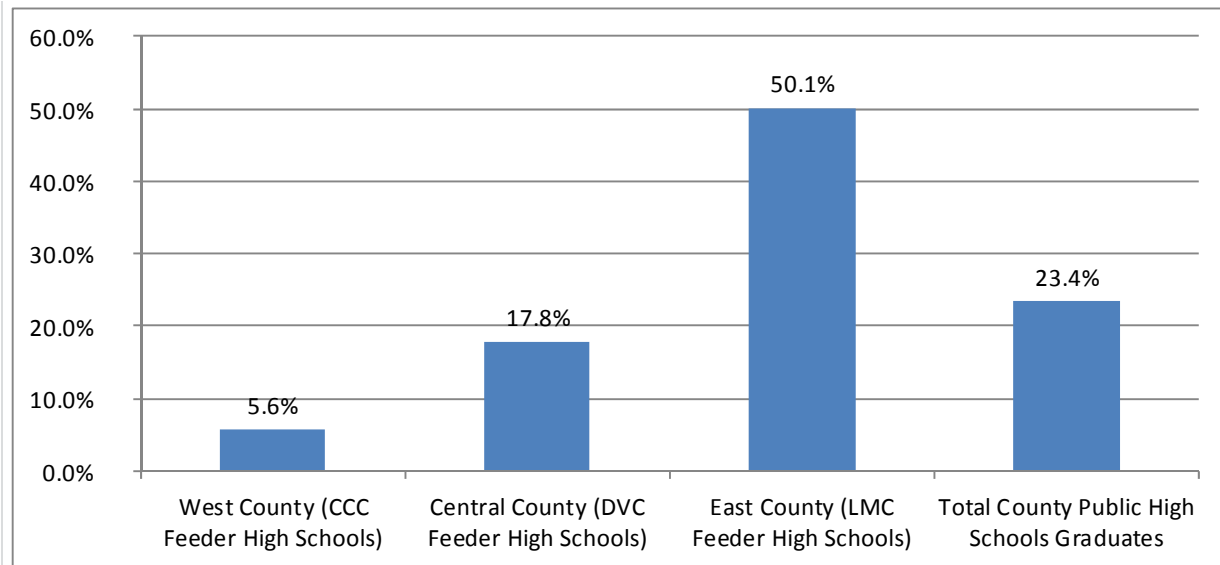
In summary, the prospects for growth in community college enrollment as a result of high school graduation will vary among the three regions of the county.

Table 10: Public High School Graduates by County Region, 2000-01 and 2010-11

| Public High Schools Graduates | 2000-01 | | 2010-11 | | Change: 2000-01 to 2010-11 | |
|--|---------|--------|---------|--------|-------------------------------|---------|
| | n | % | n | % | n | % |
| | (a) | | (b) | | (b-a) | (b-a)/a |
| West County (CCC Feeder High Schools) | 1,764 | 19.3% | 1,863 | 16.5% | 99 | 5.6% |
| Central County (DVC Feeder High Schools) | 5,138 | 56.2% | 6,052 | 53.7% | 914 | 17.8% |
| East County (LMC Feeder High Schools) | 2,237 | 24.5% | 3,358 | 29.8% | 1,121 | 50.1% |
| Total County Public High Schools Graduates | 9,139 | 100.0% | 11,273 | 100.0% | 2,134 | 23.4% |

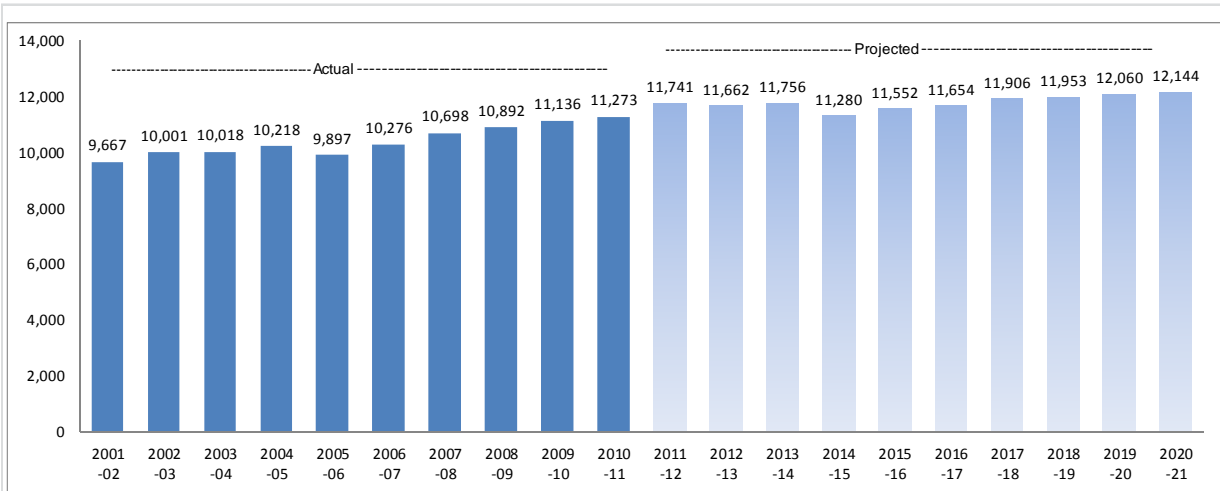
Source: California Department of Education: <http://dq.cde.ca.gov/dataquest>.

Figure 10: Percent Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11



Source: California Department of Education: <http://dq.cde.ca.gov/dataquest>.

Figure 11: Contra Costa County Actual and Projected Public High School Graduates



Source: Department of Finance Projections: 2012 Series_K-12_Reports

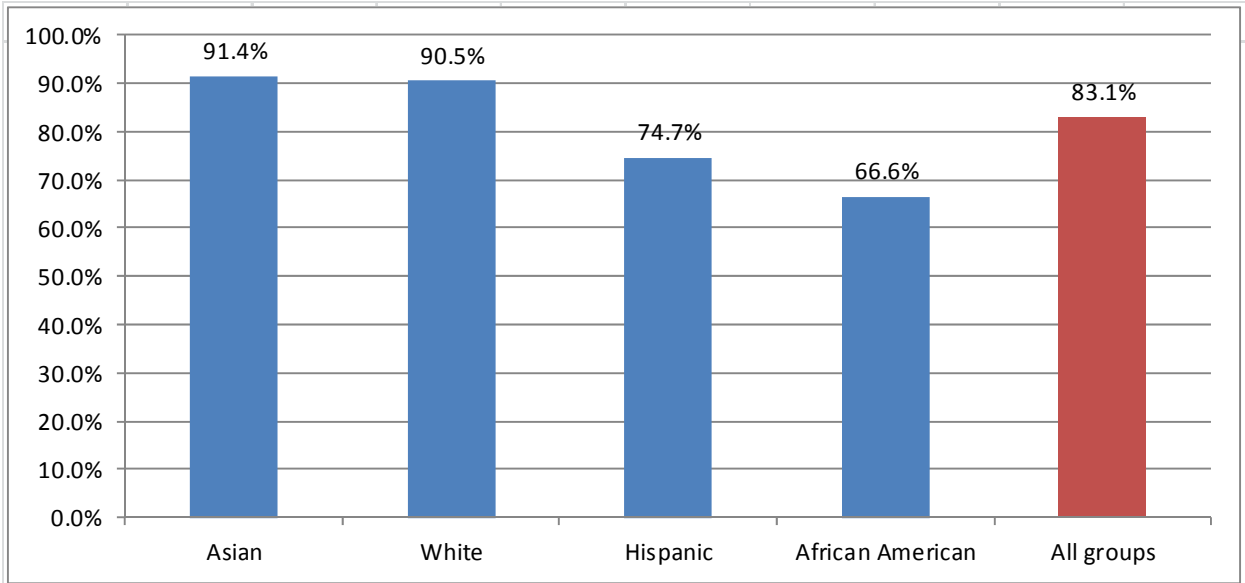
High School Graduation Rate

One of the major challenges facing Contra Costa County is the lower level of high school graduation rate, particularly among the Hispanic and African American students. The high school graduation rate is based on the percentage of ninth-grade students who receive a high school diploma in four years. The rate for the cohort graduating in Contra Costa County in 2010-11 was 83.1%. The comparable rate for California was 76.3%. California ranks 32nd among other states with respect to high school graduation rate.

The high school graduation rate varies among ethnic groups (Figure 12). Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic

students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

Figure 12: County Public High School Graduation Rate by Race/Ethnicity, 2010-11



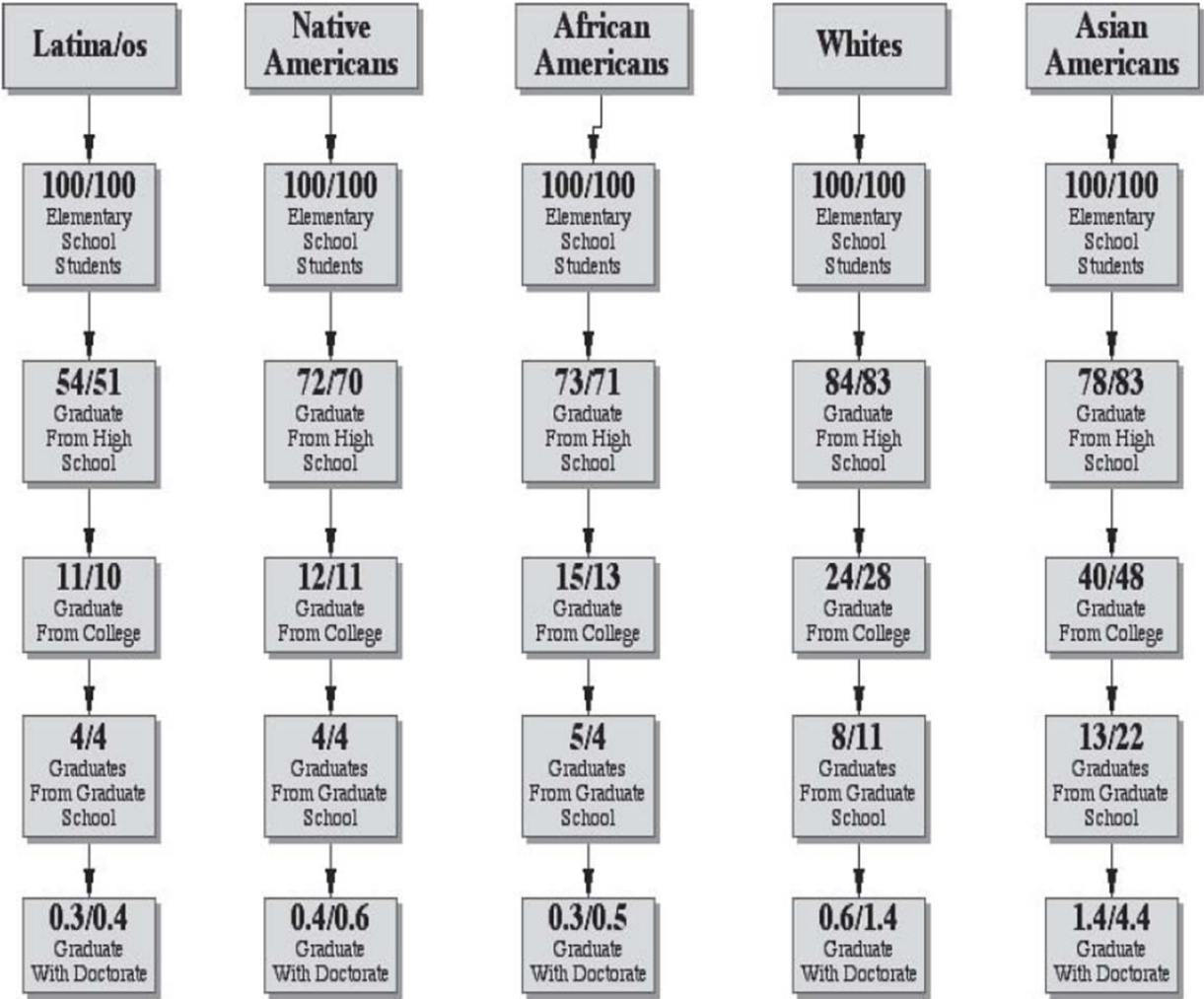
Source: California Department of Education.

The Education Pipeline

The lower high school graduation rate for certain ethnic groups is also reflected in lower college graduation rates. The following chart represents the national loss of students at key points in the educational pipeline, a pattern reflected in California and in Contra Costa County as well. As Figure 13 indicates, the college graduation rate for ninth-grade African American students is only one-half of that for Whites, while the college graduation rate for Hispanics is a dismal one-third.

These statistics have serious implications for the district and will ultimately impact future enrollment. It will also impact the curriculum and the academic programs as more students will be in need of basic skills and remedial education in English, math or both.

Figure 13: The U.S. Educational Pipeline, by Race/Ethnicity and Gender, 2000

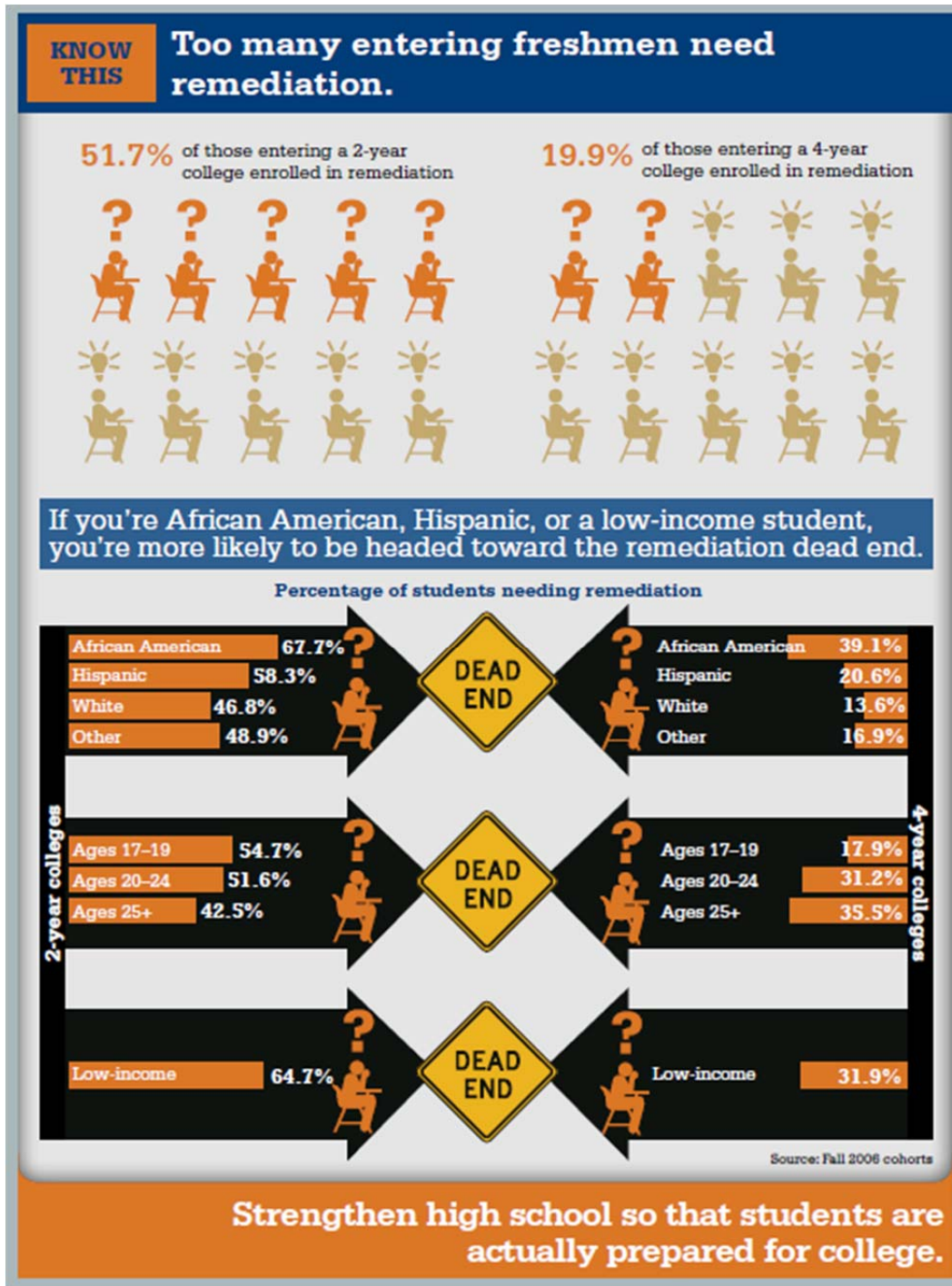


Note: The first number in each box represents females; the second, males.
 Source: U.S. Bureau of the Census (2000).

Readiness

Figure 14 shows the percentage of incoming college students who are unprepared for college-level coursework. Nationwide over half of the incoming community college students need basic skills programs, and Contra Costa County is not much different. Many teens and young adults leave the education system before attaining the necessary skills.

Figure 14: Percentage of Freshmen Needing Remediation



Source: Complete College America. (2012). Remediation: Higher education's bridge to nowhere. Washington, DC: Author. Retrieved from <http://www.completecollege.org/docs/CCA-Remediation-final.pdf>

Academic Performance Index, 2012

The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR)

program in secondary schools. The API is a rating from 200 to 1,000 and it represents how well a school performed on the spring testing. Examination of the relationship between the API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation.* On the average, graduates from high schools with higher API had higher course success rates, compared to their counterparts from schools that had lower API scores.

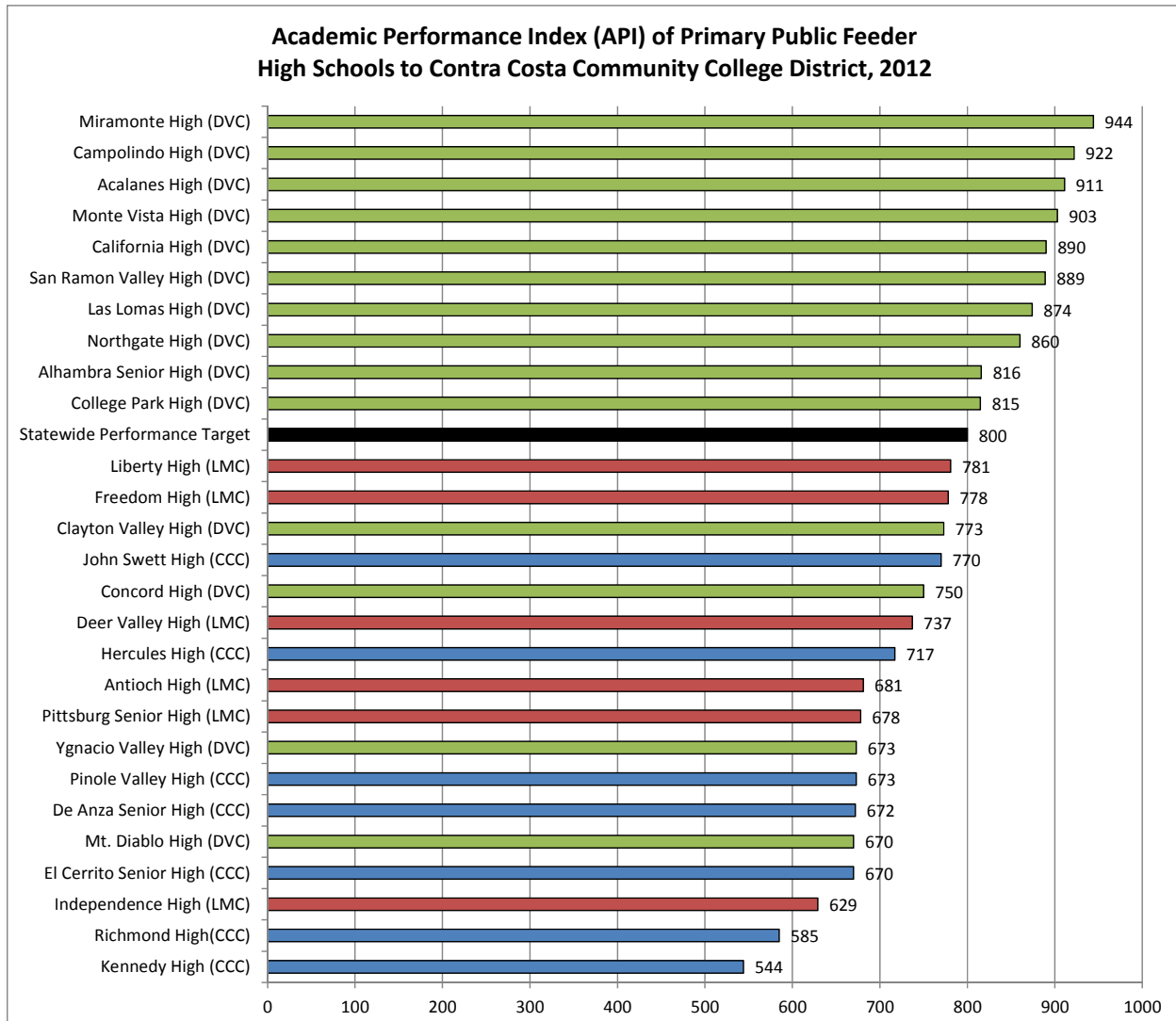
The academic performance index for public high schools in Contra Costa County (Figure 15) indicates the following:

- The statewide performance target for the API is 800. Of the 27 public schools in Contra Costa County, 10 schools had scores above the target, and 17 schools had scores below the target.
- The range of API scores was 544 for Kennedy High School in Richmond (West county) to 944 for Miramonte High School in Orinda (Central county), a staggering gap of 44%.
- All of the top ten schools are located in Central county.
- The average API score for schools in West county stood at 699, compared to 734 for East county's schools, and 818 for Central county schools. In effect the scores in Central county were 12% higher than those in West county and 8% higher than those of East county.

The serious gap in API scores among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The API index translates later to student success, retention and achievement in college.

Colleges that admit students from high schools with higher API scores have enjoyed relatively higher transfer rates to four-year institutions. The challenge for the district is to work collaboratively with the K-12 System to improve the API scores for all students regardless of their location.

Figure 15: 2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District



High School College-Going Rates

The high school college-going rate indicates the proportion of high school graduates enrolled at different levels of post-secondary education within one year immediately following their graduation. The college-going rate presented in this section includes three components that are based on college enrollment in different segments of higher education, comprising the following:

- University of California System (UC)
- California State University System (CSU)
- California Public Community Colleges System (CCC)

For many years, the college-going rate data were collected, analyzed, and reported by the California Post-Secondary Education Commission (CPEC) for the state as a whole as well as for each of the 58 counties in the state. However, in November 2011 the Commission's funding was eliminated. The last complete year in the data system is 2009-10.

The average college-going rate in Contra Costa County between 2000 and 2009 stood at 34.8% (Table 11), compared to 45.6% for the state as a whole. While the numbers for UC and CSU have increased steadily from the year 2000, rates of high school graduate enrollment in community colleges have been erratic due to several factors including the changing demographics of the population and the successive increases in tuition.

A review of county public high school graduates attending CCCC in the academic year of 2011-12 (Table 12) indicates the following:

- The college-going rate for public community colleges in the county stands at 25.9%.
- East county had the highest college-going rate at 30.6%, compared to 23.9% for West county, and 23.8% for Central county.

In summary, while CSU and UC have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share of the high school graduates. Intense marketing efforts will be needed to recruit more students' at all three colleges. Furthermore, recruitment of adult learners is another piece of the enrollment puzzle.

Table 11: Public High School College-Going Rate for Contra Costa County, 2000 to 2009

| Year | Graduates from Public High Schools | First-Time Freshmen | | | | College-Going Rate | | | |
|---------------------------|------------------------------------|---------------------|-------|-------|-------|--------------------|-------|-------|-------|
| | | UC | CSU | CCC | Total | UC | CSU | CCC | Total |
| 2000 | 8,738 | 870 | 751 | 847 | 2,468 | 10.0% | 8.6% | 9.7% | 28.2% |
| 2001 | 9,098 | 896 | 866 | 1,738 | 3,500 | 9.8% | 9.5% | 19.1% | 38.5% |
| 2002 | 9,597 | 993 | 855 | 1,947 | 3,795 | 10.3% | 8.9% | 20.3% | 39.5% |
| 2003 | 9,928 | 980 | 938 | 1,695 | 3,613 | 9.9% | 9.4% | 17.1% | 36.4% |
| 2004 | 9,903 | 904 | 995 | 1,903 | 3,802 | 9.1% | 10.0% | 19.2% | 38.4% |
| 2005 | 10,091 | 942 | 1,077 | 1,266 | 3,285 | 9.3% | 10.7% | 12.5% | 32.6% |
| 2006 | 9,597 | 1,135 | 1,155 | 933 | 3,223 | 11.8% | 12.0% | 9.7% | 33.6% |
| 2007 | 9,935 | 1,022 | 1,288 | 1,851 | 4,161 | 10.3% | 13.0% | 18.6% | 41.9% |
| 2008 | 10,336 | 1,070 | 1,247 | 842 | 3,159 | 10.4% | 12.1% | 8.1% | 30.6% |
| 2009 | 10,600 | 1,013 | 1,258 | 708 | 2,979 | 9.6% | 11.9% | 6.7% | 28.1% |
| Average Rate 2000 to 2009 | | | | | | 10.1% | 10.6% | 14.1% | 34.8% |

Source: CPEC

Table 12: Percentage of County Public High School Graduates Attending CCCC, 2011-12

| Public High Schools Graduates by Service Area | High School Graduates 2010-11 Cohort | Number from 2010-11 Cohort Enrolled at CCCC 2011-12 | Percent of 2010-11 Cohort Enrolled at CCCC 2011-12 |
|---|--------------------------------------|---|--|
| Contra Costa County | 11,273 | 2,916 | 25.9% |
| West County (CCC Feeder High Schools) | 1,863 | 445 | 23.9% |
| Central County (DVC Feeder High Schools) | 6,052 | 1,443 | 23.8% |
| East County (LMC Feeder High Schools) | 3,358 | 1,028 | 30.6% |

New high school graduates have a Grad Type status of 3=high school graduate, have a graduation date of 2011, and their first term occurs in 2011SU, 2011FA, or 2012SP.

Source: 2011-12 high school graduate information from California Dept. of Education. College information from Colleague. Run date 10/21/12.

Population Participation Rates

Adult Participation at the Community Colleges

The adult participation rate is an indicator of the extent of community participation in the educational services provided by the district and its colleges. It represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. The adult participation rate consists of two components: Unduplicated headcount enrollment, and count of the general population age 18 to 64 years (Table 13).

A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. On the other hand, a lower participation rate reflects a lower college enrollment, aging of the population, or both.

Longitudinal Changes: In 2011-12, the adult participation rate in Contra Costa County stood at 8.3%, compared to 10.2% for the state as a whole (Figure 16). These participation rates represent a decline from the rates of the peak period of 2001-02 (11.9% for the county and 13.5% for the state). This decline is due to a lower enrollment at the district and at the state as a result of successive tuition increases, among other factors. On the other hand, the gap between the county and the state is caused by the difference in age distribution. The median age in the county stood at 38.3 years, compared to 35.1 years for the state as a whole. With an aging population and declining enrollment, the participation rate will be lower.

Regional Differences: There are regional differences in the participation rates due to a multitude of factors. Socioeconomic issues and the age distribution of the community play major roles.

Central county, with the largest proportion of the population, has the highest participation rate at 9.1%, compared to that of west county at 7.6% and East county at 7.9%. (Figure 17)

A countywide participation rate of 8.3% in 2011-12 implies that a large segment of the population, 90% or more, is not engaged in community college education. This large percentage creates marketing potential and great opportunity for the district to expand its educational services to meet the needs of the population.

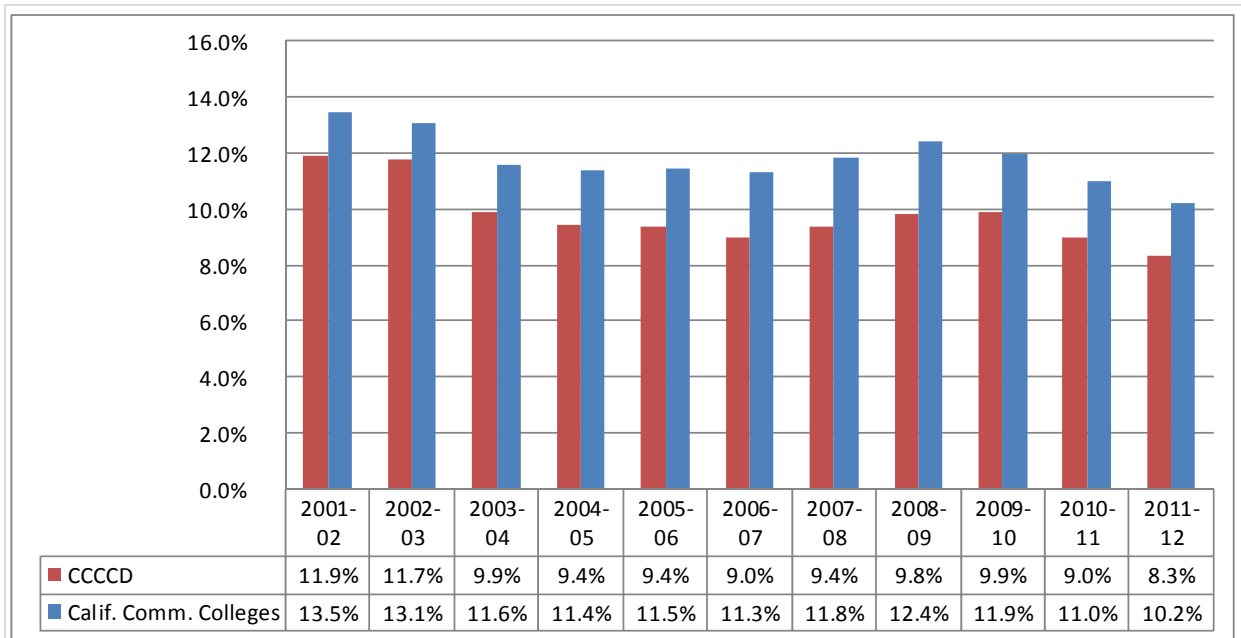
Table 13: Annual Participation of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-12

| Year | County Adult Pop (18-64 yrs.) | Annual Headcount at CCCCD | % Pop at CCCCD | Calif. Adult Pop (18-64 yrs.) | Annual Headcount at System | % Pop at System |
|---------|-------------------------------|---------------------------|----------------|-------------------------------|----------------------------|-----------------|
| 2001-02 | 595,005 | 70,959 | 11.9% | 20,552,831 | 2,768,848 | 13.5% |
| 2002-03 | 613,074 | 72,035 | 11.7% | 21,350,457 | 2,792,452 | 13.1% |
| 2003-04 | 627,269 | 62,043 | 9.9% | 21,708,189 | 2,512,463 | 11.6% |
| 2004-05 | 628,626 | 59,222 | 9.4% | 21,849,050 | 2,481,273 | 11.4% |
| 2005-06 | 633,033 | 59,509 | 9.4% | 21,922,522 | 2,515,368 | 11.5% |
| 2006-07 | 650,698 | 58,451 | 9.0% | 22,998,673 | 2,596,413 | 11.3% |
| 2007-08 | 648,237 | 60,919 | 9.4% | 23,168,645 | 2,739,821 | 11.8% |
| 2008-09 | 656,828 | 64,493 | 9.8% | 23,277,872 | 2,894,133 | 12.4% |
| 2009-10 | 656,037 | 65,047 | 9.9% | 23,112,731 | 2,758,686 | 11.9% |
| 2010-11 | 658,082 | 59,233 | 9.0% | 23,712,402 | 2,610,119 | 11.0% |
| 2011-12 | 660,391 | 54,880 | 8.3% | 23,764,806 | 2,423,853 | 10.2% |

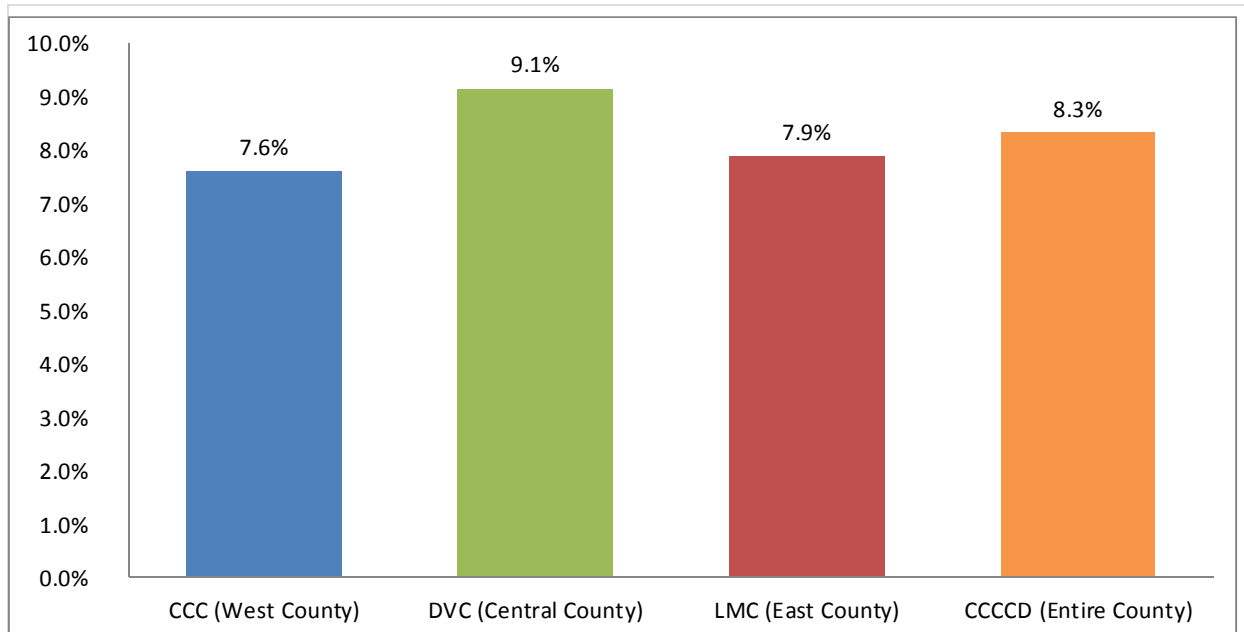
State and County Adult Population figures (18-64 years old) based on U.S Census Bureau, American Community Survey findings, <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

California Community Colleges and CCCCD population figures based on annual headcount totals from the State Chancellor's Data Mart, <http://datamart.cccco.edu/Students/Default.aspx>

Figure 16: Annual Participation Rate of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-12



Source: California Community Colleges, Data Mart and U.S. Census Bureau, American Community Surveys.

Figure 17: Annual Participation Rate of Adults (18-64 yrs.) by County Region, 2011-12

Source: California Community Colleges, Data Mart and U.S. Census Bureau, 2011 American Community Survey.

Market Potential

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. This segment includes persons with less than a high school diploma, persons with a high school diploma but no college, and persons with some college but no degree.

Longitudinal changes: Based on the data from the U.S. Census, the size of the district's market potential has expanded slightly since 2000. In 2011, the market included 370,903 persons with less than an associate degree, compared to 358,508 in 2000, a growth of 3.5% during this period (Table 14). The growth was the result of two opposing factors, the growth in population, and the decline in the percentage of persons with less than an associate degree. The rise in educational attainment will in effect reduce the size of market potential.

Regional Differences: The three areas of the county show stark differences with respect to market potential (Figure 18).

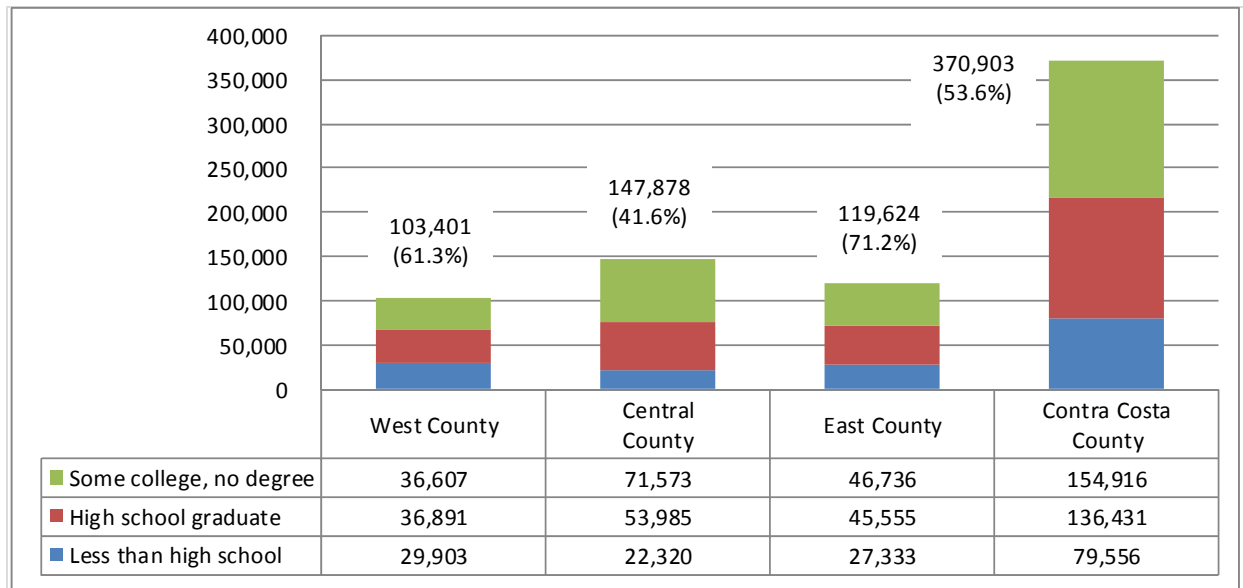
- West county had a market potential of 103,401 persons in 2011. This number represents 61.3% of population 25 years and older with no college degree.
- Central county is the most populous region, but it has the least market potential. Only 41.6% of the population 25 years and older has no college degree. The market size in this region stood at 147,878.
- East county had the least number of persons 25 years and older, compared to other regions, yet it has the highest market potential because 71.2% of the population has no college degree. The size of the market is 119,624 persons.

In summary, there was a potential market of 370,903 persons in Contra Costa County who could benefit from community college education. This market represents a goldmine that should be tapped by the community colleges in the district.

Table 14: Market Potential of Population 25 Years and Over by County Region, 2000 and 2011

| Region / Group | 2000 | | 2011 ACS | | Change: | |
|---|---------|-------|----------|-------|---------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| Population 25 years and over | 625,641 | | 692,402 | | 66,761 | 10.7% |
| Less than high school, no diploma | 81,867 | 13.1% | 79,556 | 11.5% | (2,311) | -2.8% |
| High school graduate (includes equivalency) | 123,956 | 19.8% | 136,431 | 19.7% | 12,475 | 10.1% |
| Some college, no degree | 152,680 | 24.4% | 154,916 | 22.4% | 2,236 | 1.5% |
| Market potential of persons 25 years and over | 358,503 | 57.3% | 370,903 | 53.6% | 12,400 | 3.5% |
| West County | | | | | | |
| Population 25 years and over | 157,235 | | 168,649 | | 11,414 | 7.3% |
| Less than high school, no diploma | 31,641 | 20.1% | 29,903 | 17.7% | (1,738) | -5.5% |
| High school graduate (includes equivalency) | 33,945 | 21.6% | 36,891 | 21.9% | 2,946 | 8.7% |
| Some college, no degree | 37,299 | 23.7% | 36,607 | 21.7% | (692) | -1.9% |
| Market potential of persons 25 years and over | 102,885 | 65.4% | 103,401 | 61.3% | 516 | 0.5% |
| Central County | | | | | | |
| Population 25 years and over | 330,431 | | 355,800 | | 25,369 | 7.7% |
| Less than high school, no diploma | 24,635 | 7.5% | 22,320 | 6.3% | (2,315) | -9.4% |
| High school graduate (includes equivalency) | 51,931 | 15.7% | 53,985 | 15.2% | 2,054 | 4.0% |
| Some college, no degree | 75,016 | 22.7% | 71,573 | 20.1% | (3,443) | -4.6% |
| Market potential of persons 25 years and over | 151,582 | 45.9% | 147,878 | 41.6% | (3,704) | -2.4% |
| East County | | | | | | |
| Population 25 years and over | 137,975 | | 167,953 | | 29,978 | 21.7% |
| Less than high school, no diploma | 25,591 | 18.5% | 27,333 | 16.3% | 1,742 | 6.8% |
| High school graduate (includes equivalency) | 38,080 | 27.6% | 45,555 | 27.1% | 7,475 | 19.6% |
| Some college, no degree | 40,365 | 29.3% | 46,736 | 27.8% | 6,371 | 15.8% |
| Market potential of persons 25 years and over | 104,036 | 75.4% | 119,624 | 71.2% | 15,588 | 15.0% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 18: Market Potential of Population 25 Years and Over by County Region, 2011

Source: Based on information from American Community Survey information (ACS_11_5YR_DP02).

Section 3: Socio-Economic Factors

To examine the socio-economic characteristics of the community is to address a number of issues, including the changing family structure, the transformation of industry, the occupational outlook, income disparity and housing affordability.

Changing Family Structure

America's divorce rates are among the highest in the world. The traditional institution of marriage has been declining steadily. In 2010, the U.S. Department of Health and Human Services reported that 40.8% of all children born in the United States were born out of wedlock. In California, that percentage stood at 40.5%. More importantly, the family unit is changing. In the 1950's, 60% of the families in the U.S. consisted of a father, a mother and two children. Today, that typical nuclear family amounts to only 24%. According to the 2011 American Community Survey for Contra Costa County (Table 15), the percentage of married-couple families with their own children under 18 years of age was 25.3%. The number of female households with no husband present, and with own children under 18, increased by 8.3% (from 22,363 to 24,225) from 2000 to 2011, and the number of county married couples who are separated increased by 23.3% (from 13,383 to 16,501). Statistics show that the nuclear family is now the minority. *Postmodern family* is the new term used to describe the variety of family arrangements that now constitute the majority of households.

Since traditional parents have been the primary educators and chief payers of college tuition, the new pattern of childrearing has had a profound impact on the life of children and on schools.

The implications for higher education will include an increased need for financial aid.

In California, the percentage of community college students needing financial doubled from 2001-02 to 2011-12, from 18.5% to 41.1%. In the same timeframe at CCCCD, the percentage of students needing financial has more than tripled. In 2001-02, 11.0% (7,800) of students needed financial aid. In 2011-12 that figure grew to 35.0% (19,215) of students. (Table 16)

Table 15: Select Social Characteristics, 2000 and 2011

| Subject | 2000 | | 2011 ACS | | Change: 2000 to 2011 | |
|--|---------|---------|----------|---------|-------------------------|---------|
| | n | % | n | % | n | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| HOUSEHOLDS BY TYPE | | | | | | |
| Total households | 344,129 | 344,129 | 370,925 | 370,925 | 26,796 | 7.8% |
| Family households (families) | 242,233 | 70.4% | 262,415 | 70.7% | 20,182 | 8.3% |
| With own children under 18 years | 121,884 | 35.4% | 127,060 | 34.3% | 5,176 | 4.2% |
| Married-couple family | 187,613 | 54.5% | 199,017 | 53.7% | 11,404 | 6.1% |
| With own children under 18 years | 91,975 | 26.7% | 93,734 | 25.3% | 1,759 | 1.9% |
| Female householder, no husband present, family | 39,683 | 11.5% | 43,977 | 11.9% | 4,294 | 10.8% |
| With own children under 18 years | 22,363 | 6.5% | 24,225 | 6.5% | 1,862 | 8.3% |
| MARITAL STATUS | | | | | | |
| Persons 15 years and over | 737,293 | 737,293 | 825,780 | 825,780 | 88,487 | 12.0% |
| Never married | 189,832 | 25.7% | 250,562 | 30.3% | 60,730 | 32.0% |
| Now married, except separated | 416,292 | 56.5% | 433,220 | 52.5% | 16,928 | 4.1% |
| Separated | 13,383 | 1.8% | 16,501 | 2.0% | 3,118 | 23.3% |
| Widowed | 43,390 | 5.9% | 45,656 | 5.5% | 2,266 | 5.2% |
| Divorced | 74,396 | 10.1% | 79,841 | 9.7% | 5,445 | 7.3% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 16: Students Needing Financial Aid, 2001-02 and 2011-12

| Location | 2001-02 | | | 2011-12 | | | Change: 2001-02 to 2011-12 | |
|-----------------------|--------------------------|--|-------|--------------------------|--|-------|-------------------------------|---------|
| | Annual Headcount n | Students Receiving Financial Aid n | % | Annual Headcount n | Students Receiving Financial Aid n | % | n | % |
| | | (a) | | | (b) | | (b-a) | (b-a)/a |
| Statewide | 2,768,848 | 511,395 | 18.5% | 2,425,898 | 996,981 | 41.1% | 485,586 | 95.0% |
| Districtwide | 70,959 | 7,800 | 11.0% | 54,880 | 19,215 | 35.0% | 11,415 | 146.3% |
| Contra Cost College | 15,037 | 2,592 | 17.2% | 12,229 | 5,883 | 48.1% | 3,291 | 127.0% |
| Diablo Valley College | 37,383 | 3,299 | 8.8% | 29,311 | 8,319 | 0.8% | 5,020 | 152.2% |
| Los Medanos College | 18,539 | 2,331 | 0.5% | 13,340 | 6,424 | 0.6% | 4,093 | 175.6% |

Source: California Community Colleges, Chancellor's Office, Data Mart.

Today's students tend to work longer hours per week than formerly. The majority of all U.S. undergraduate students work 12 to 40 hours a week to help pay the rising cost of tuition, fees, and books.

A study conducted by American Council on Education during the 2003-04 academic year found 78% of undergraduates worked while they were enrolled. The share of students who work has remained virtually unchanged since the federal government first began asking students detailed questions about

their employment in the mid-1990s. On average, employed students spend almost 30 hours per week working while enrolled. Again, this figure has changed little since the mid-'90s. Among the highlights:

- Regardless of age, gender, race/ethnicity, dependency or marital status, enrollment status, type of institution attended, or even income or educational and living expenses, 70-80% of students work while they are enrolled.
- There is predictable variability in the amount of time students spend working, with part-time students, older students, low-income students, and students from under-represented minority groups spending more time at work than others.
- Despite this variability, surprisingly large shares of white and upper-income students work more than 20 hours per week.
- About one-quarter of full-time students work full time.
- One-third of working students describe themselves as employees who also are taking classes. These individuals—most of whom are older and attend college part time—continue to hold the jobs they had prior to enrolling in college.
- Most of the remaining two-thirds of working students state that their primary reason for working is to pay tuition, fees, and living expenses, with upper-income students more likely to work in order to earn spending money or gain job experience.
- Research has shown that working 15 or fewer hours per week—ideally, on campus or in a position related to one's academic interests—has a positive effect on persistence and degree completion. Only a minority of working students hold such positions.
- It is difficult to understand the role that work may play in helping dependent students pay for college because income and educational expenses do not appear to significantly influence the likelihood that students will work, the amount that they work, or the amount that they earn.

Industries

Analysis of the industries and occupations in Contra Costa County provides valuable information for developing and enhancing the career and technical programs at the district. These programs aim at meeting the workforce needs of the industry.

The major industries in Contra Costa County in 2013 (Table 17) and projected into 2018 are as follows:

- Health Care and Social Assistance
- Retail Trade
- Professional, Scientific, and Technical Services
- Government
- Finance and Insurance

Table 17: Industries in Contra Costa County, 2013 to 2018 (Projected)

| NAICS Code | Description | 2013 Jobs | 2018 Jobs | Change | 2012 Avg. Annual Wage |
|------------|--|----------------|----------------|---------------|-----------------------|
| 62 | Health Care and Social Assistance | 56,037 | 61,132 | 5,095 | \$78,107 |
| 44-45 | Retail Trade | 49,630 | 52,174 | 2,544 | \$34,874 |
| 54 | Professional, Scientific, and Technical Services | 49,534 | 52,157 | 2,623 | \$70,461 |
| 90 | Government | 49,136 | 49,546 | 410 | \$73,085 |
| 52 | Finance and Insurance | 37,231 | 42,801 | 5,570 | \$82,294 |
| 81 | Other Services (except Public Administration) | 33,214 | 35,053 | 1,839 | \$27,476 |
| 53 | Real Estate and Rental and Leasing | 33,097 | 34,526 | 1,429 | \$30,701 |
| 72 | Accommodation and Food Services | 30,935 | 33,644 | 2,709 | \$21,567 |
| 56 | Administrative and Support and Waste Management | 27,758 | 28,427 | 669 | \$36,859 |
| 23 | Construction | 26,655 | 26,488 | (167) | \$63,735 |
| 31-33 | Manufacturing | 18,523 | 18,317 | (206) | \$163,264 |
| 71 | Arts, Entertainment, and Recreation | 13,378 | 14,118 | 740 | \$19,462 |
| 61 | Educational Services (Private) | 11,916 | 13,174 | 1,258 | \$31,443 |
| 51 | Information | 10,950 | 11,590 | 640 | \$96,260 |
| 42 | Wholesale Trade | 10,200 | 10,482 | 282 | \$82,478 |
| 48-49 | Transportation and Warehousing | 9,290 | 9,608 | 318 | \$49,888 |
| 55 | Management of Companies and Enterprises | 5,886 | 5,160 | (726) | \$115,662 |
| 22 | Utilities | 2,952 | 3,158 | 206 | \$155,417 |
| 21 | Mining, Quarrying, and Oil and Gas Extraction | 2,809 | 3,207 | 398 | \$105,853 |
| 11 | Agriculture, Forestry, Fishing and Hunting | 1,667 | 1,544 | (123) | \$31,683 |
| 99 | Unclassified Industry | 1,479 | 1,609 | 130 | \$70,740 |
| | Total | 482,276 | 507,916 | 25,640 | \$60,595 |

Source: EMSI Complete Employment - 2013.1

Occupations

Table 18: Occupations in Contra Costa County, 2013 to 2018 (Projected)

| SOC | Description | 2013 Jobs | 2018 Jobs | Change | % Change | Openings | Annual Openings | Median Hourly Earnings |
|---------|--|----------------|----------------|---------------|-----------|---------------|-----------------|------------------------|
| 41-0000 | Sales and Related Occupations | 73,345 | 77,479 | 4,134 | 6% | 14,665 | 2,933 | \$17.55 |
| 43-0000 | Office and Administrative Support Occupations | 61,169 | 63,180 | 2,011 | 3% | 9,114 | 1,823 | \$19.51 |
| 13-0000 | Business and Financial Operations Occupations | 36,328 | 39,781 | 3,453 | 10% | 6,895 | 1,379 | \$34.77 |
| 11-0000 | Management Occupations | 33,231 | 34,326 | 1,095 | 3% | 4,755 | 951 | \$36.73 |
| 35-0000 | Food Preparation and Serving Related Occupations | 30,686 | 33,444 | 2,758 | 9% | 8,126 | 1,625 | \$9.62 |
| 25-0000 | Education, Training, and Library Occupations | 26,593 | 27,740 | 1,147 | 4% | 4,009 | 802 | \$22.77 |
| 29-0000 | Healthcare Practitioners and Technical Occupations | 24,722 | 26,358 | 1,636 | 7% | 4,177 | 835 | \$50.19 |
| 39-0000 | Personal Care and Service Occupations | 24,147 | 26,195 | 2,048 | 8% | 4,859 | 972 | \$11.45 |
| 37-0000 | Building and Grounds Cleaning and Maintenance Occupations | 21,689 | 23,454 | 1,765 | 8% | 3,662 | 732 | \$13.24 |
| 47-0000 | Construction and Extraction Occupations | 20,998 | 21,063 | 65 | 0% | 3,042 | 608 | \$24.63 |
| 53-0000 | Transportation and Material Moving Occupations | 19,459 | 20,340 | 881 | 5% | 3,416 | 683 | \$16.34 |
| 27-0000 | Arts, Design, Entertainment, Sports, and Media Occupations | 19,258 | 20,301 | 1,043 | 5% | 3,277 | 655 | \$17.86 |
| 49-0000 | Installation, Maintenance, and Repair Occupations | 14,800 | 15,717 | 917 | 6% | 2,675 | 535 | \$23.29 |
| 51-0000 | Production Occupations | 14,376 | 14,356 | (20) | 0% | 2,033 | 407 | \$19.45 |
| 31-0000 | Healthcare Support Occupations | 13,260 | 14,870 | 1,610 | 12% | 2,545 | 509 | \$15.71 |
| 15-0000 | Computer and Mathematical Occupations | 12,060 | 12,305 | 245 | 2% | 1,487 | 297 | \$37.62 |
| 17-0000 | Architecture and Engineering Occupations | 8,980 | 9,061 | 81 | 1% | 1,253 | 251 | \$42.40 |
| 21-0000 | Community and Social Service Occupations | 6,313 | 6,618 | 305 | 5% | 978 | 196 | \$23.63 |
| 33-0000 | Protective Service Occupations | 5,632 | 5,902 | 270 | 5% | 1,004 | 201 | \$24.77 |
| 19-0000 | Life, Physical, and Social Science Occupations | 5,620 | 5,828 | 208 | 4% | 1,089 | 218 | \$35.66 |
| 23-0000 | Legal Occupations | 4,953 | 5,139 | 186 | 4% | 623 | 125 | \$42.44 |
| 99-0000 | Unclassified Occupation | 2,175 | 2,206 | 31 | 1% | 31 | 6 | \$13.58 |
| 55-0000 | Military occupations | 1,657 | 1,530 | (127) | (8%) | 0 | 0 | \$15.31 |
| 45-0000 | Farming, Fishing, and Forestry Occupations | 825 | 722 | (103) | (12%) | 136 | 27 | \$10.87 |
| | Total | 482,276 | 507,916 | 25,640 | 5% | 83,851 | 16,770 | \$23.40 |

Source: EMSI Complete Employment - 2013.1

Occupational Outlook/Job Opportunities

This section examines the projected job openings in Contra Costa and Alameda Counties within a period of five years (2013 to 2018) from three perspectives:

- Largest occupations
- Highest paying occupations
- Fastest-growing occupations

Table 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

| SOC Code | Description | 2013 Jobs | 2018 Jobs | Change | % Change | 2012 Median Hourly Earnings |
|----------|--|-----------|-----------|--------|----------|-----------------------------|
| 43-0000 | Office and Administrative Support Occupations | 178,644 | 184,422 | 5,778 | 3% | \$19.55 |
| 41-0000 | Sales and Related Occupations | 178,175 | 187,150 | 8,975 | 5% | \$17.96 |
| 11-0000 | Management Occupations | 93,863 | 98,253 | 4,390 | 5% | \$40.83 |
| 13-0000 | Business and Financial Operations Occupations | 93,783 | 102,722 | 8,939 | 10% | \$33.97 |
| 35-0000 | Food Preparation and Serving Related Occupations | 83,992 | 91,760 | 7,768 | 9% | \$10.06 |
| 25-0000 | Education, Training, and Library Occupations | 75,075 | 79,150 | 4,075 | 5% | \$25.71 |
| 53-0000 | Transportation and Material Moving Occupations | 68,927 | 71,822 | 2,895 | 4% | \$17.31 |
| 29-0000 | Healthcare Practitioners and Technical Occupations | 68,615 | 73,996 | 5,381 | 8% | \$47.28 |
| 39-0000 | Personal Care and Service Occupations | 65,073 | 71,764 | 6,691 | 10% | \$11.39 |
| 27-0000 | Arts, Design, Entertainment, Sports, and Media Occupations | 57,246 | 61,214 | 3,968 | 7% | \$18.48 |

Source: EMSI Complete Employment - 2013.1

Figure 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

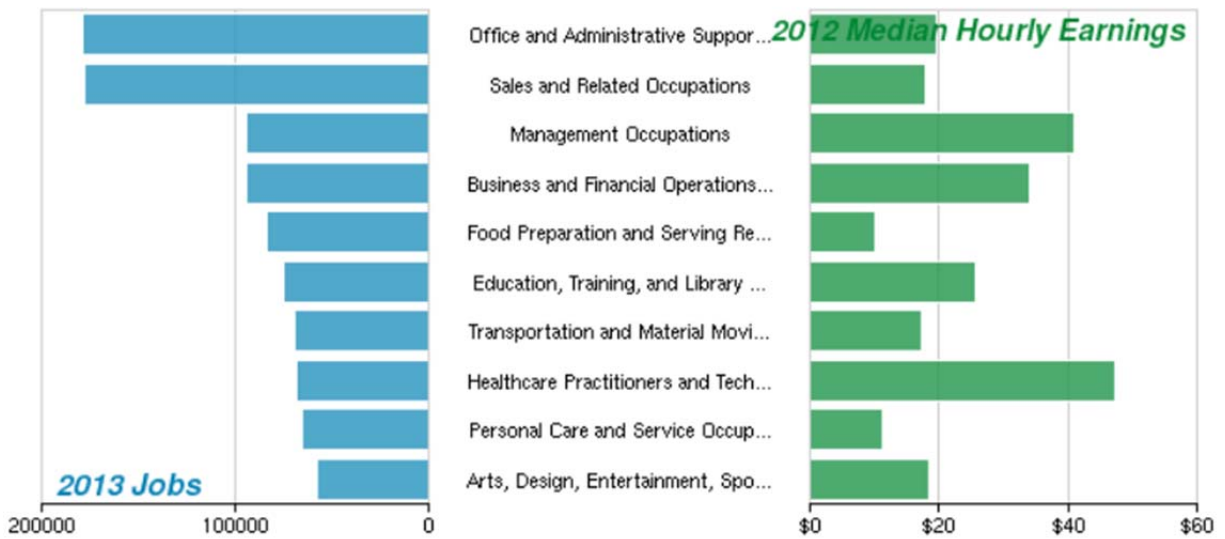


Table 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018

| SOC Code | Description | 2013 Jobs | 2018 Jobs | Change | % Change | 2012 Median Hourly Earnings |
|----------|--|-----------|-----------|--------|----------|-----------------------------|
| 29-0000 | Healthcare Practitioners and Technical Occupations | 68,615 | 73,996 | 5,381 | 8% | \$47.28 |
| 23-0000 | Legal Occupations | 13,013 | 13,472 | 459 | 4% | \$43.46 |
| 17-0000 | Architecture and Engineering Occupations | 31,412 | 32,570 | 1,158 | 4% | \$42.48 |
| 15-0000 | Computer and Mathematical Occupations | 44,904 | 47,109 | 2,205 | 5% | \$40.90 |
| 11-0000 | Management Occupations | 93,863 | 98,253 | 4,390 | 5% | \$40.83 |
| 19-0000 | Life, Physical, and Social Science Occupations | 20,636 | 22,004 | 1,368 | 7% | \$35.85 |
| 13-0000 | Business and Financial Operations Occupations | 93,783 | 102,722 | 8,939 | 10% | \$33.97 |
| 25-0000 | Education, Training, and Library Occupations | 75,075 | 79,150 | 4,075 | 5% | \$25.71 |
| 33-0000 | Protective Service Occupations | 20,143 | 21,483 | 1,340 | 7% | \$25.35 |
| 47-0000 | Construction and Extraction Occupations | 56,292 | 59,970 | 3,678 | 7% | \$25.05 |

Source: EMSI Complete Employment - 2013.1

Figure 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018

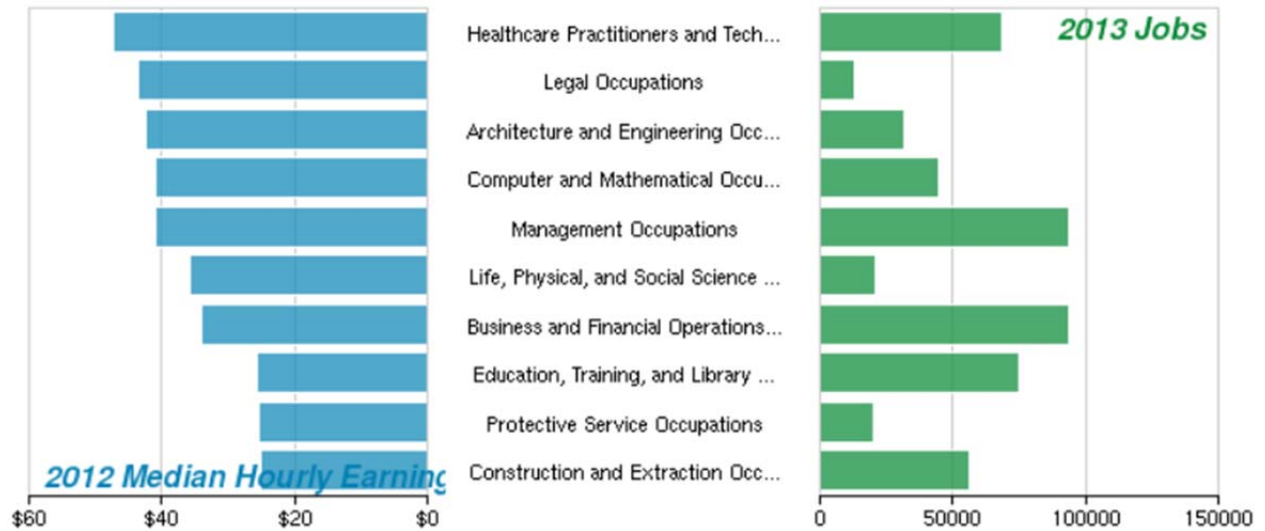
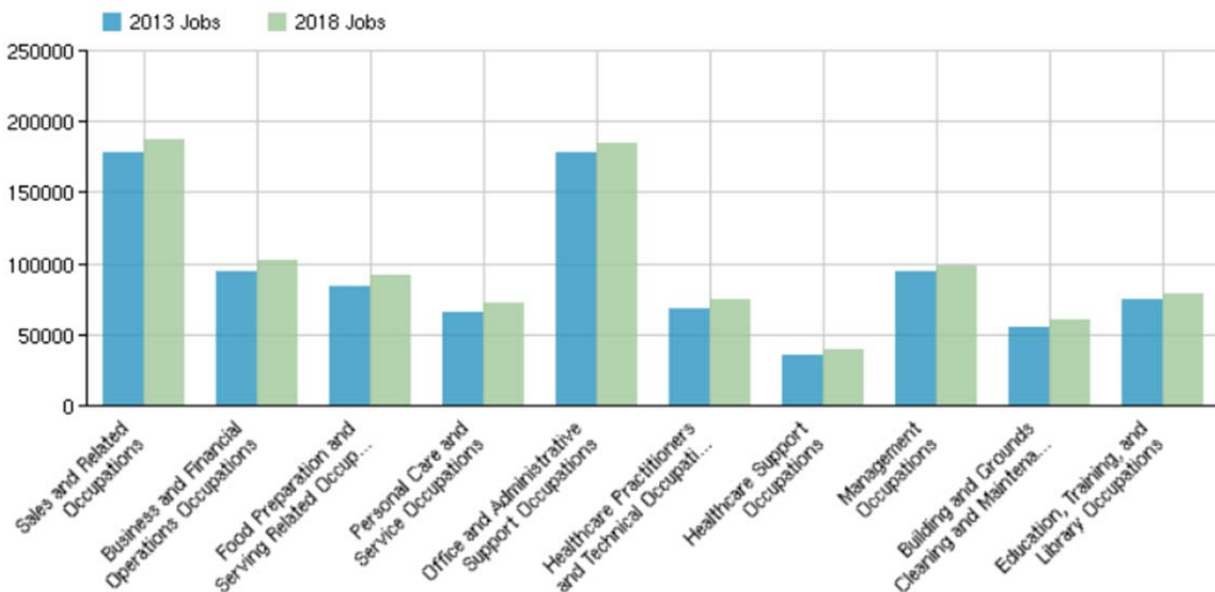


Table 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

| SOC Code | Description | 2013 Jobs | 2018 Jobs | Growth | Growth % | 2012 Median Hourly Earnings |
|----------|---|-----------|-----------|--------|----------|-----------------------------|
| 41-0000 | Sales and Related Occupations | 178,175 | 187,150 | 8,975 | 5% | \$17.96 |
| 13-0000 | Business and Financial Operations Occupations | 93,783 | 102,722 | 8,939 | 10% | \$33.97 |
| 35-0000 | Food Preparation and Serving Related Occupations | 83,992 | 91,760 | 7,768 | 9% | \$10.06 |
| 39-0000 | Personal Care and Service Occupations | 65,073 | 71,764 | 6,691 | 10% | \$11.39 |
| 43-0000 | Office and Administrative Support Occupations | 178,644 | 184,422 | 5,778 | 3% | \$19.55 |
| 29-0000 | Healthcare Practitioners and Technical Occupations | 68,615 | 73,996 | 5,381 | 8% | \$47.28 |
| 31-0000 | Healthcare Support Occupations | 35,430 | 39,913 | 4,483 | 13% | \$15.53 |
| 11-0000 | Management Occupations | 93,863 | 98,253 | 4,390 | 5% | \$40.83 |
| 37-0000 | Building and Grounds Cleaning and Maintenance Occupations | 55,505 | 59,736 | 4,231 | 8% | \$13.36 |
| 25-0000 | Education, Training, and Library Occupations | 75,075 | 79,150 | 4,075 | 5% | \$25.71 |

Source: EMSI Complete Employment - 2013.1

Figure 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

Income and Poverty

Household Income

In 2011, the median household income in Contra Costa County was \$79,135, compared to \$61,632 in California and \$52,762 in the US (Table 22). The relatively high income level in the county is a reflection of the higher than average level of educational attainment and the relatively high cost of living in the county. Furthermore, 39% of the households in Contra Costa County had incomes of \$100,000 or more, compared to 28% in California, and only 22% in the US as a whole.

Despite the county's wealth, the poverty rate for the individuals living in the county stood at 10%, compared to 14% for California and the US (Table 23). There are also variations in the poverty rate

based on the dependency factors. Thirteen percent of related children under 18 were below the poverty level, compared with 6% for persons 65 years and over, and 21% for female householder families with no husband present (Figure 22). Note: The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. Each person or family is assigned 1 of 48 possible poverty thresholds. The same thresholds do not vary geographically. The poverty threshold for one person is \$10,890; for a family of four \$22,350).

Undoubtedly there is a significant income disparity between the “haves” and the “have-nots” in the county. While income for the top tier of the population has increased sharply in the past 20 years, income for the bottom tier has declined. Furthermore, in 2011, the median household income for the wealthiest city in the county (Danville) was \$133,360 compared to \$45,305 for the lowest income city (San Pablo). While the upper middle class has grown, there is a disturbingly large unemployed, dysfunctional class, especially in the large cities. The main determinants of income seem to be the strength of the family bonds, work ethics, and college education. Those who go to college seem to do very well, while the young people who bear children at the age of 14 and 15, with no claimed paternity, end up on some type of governmental assistance and probably never finish high school. The children in turn have slipped into a large underclass.

The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for their children. The open admissions institutions and the community colleges have to settle for students who are underprepared for college work (compare the API index for Central County feeder high schools to those of West County). As a result, community colleges must invest heavily in basic skills education and in tutoring and mentoring services.

Table 22: Median Household Income by Region, 2000 and 2011

| Geographic Region | 2000 (a) | 2011 ACS (b) | Change: 2000 to 2011 | |
|----------------------|-------------|-----------------|-------------------------|---------|
| | | | (b-a) | (b-a)/a |
| United States | \$ 41,994 | \$ 52,762 | \$ 10,768 | 25.6% |
| California | \$ 47,493 | \$ 61,632 | \$ 14,139 | 29.8% |
| Contra County County | \$ 63,675 | \$ 79,135 | \$ 15,460 | 24.3% |
| West County | \$ 50,025 | \$ 63,510 | \$ 13,485 | 27.0% |
| Central County | \$ 73,060 | \$ 90,983 | \$ 17,923 | 24.5% |
| East County | \$ 68,464 | \$ 82,640 | \$ 14,176 | 20.7% |

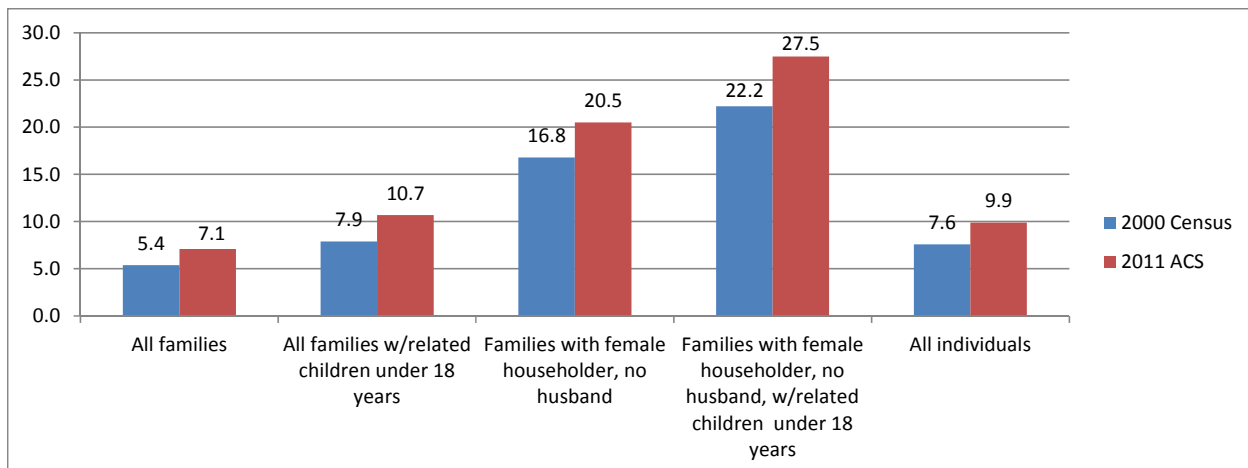
Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 23: Poverty Rate of Individuals among Population of U.S., California, Contra Costa County and County Region, 2000 and 2011

| Geographic Region | 2000 Census a | 2011 ACS b | Difference (b-a) |
|----------------------|------------------|---------------|---------------------|
| United States | 12.4 | 14.3 | 1.9 |
| California | 14.2 | 14.4 | 0.2 |
| Contra County County | 7.6 | 9.9 | 2.3 |
| West County | 12.4 | 13.6 | 1.2 |
| Central County | 4.5 | 6.5 | 2.0 |
| East County | 5.8 | 7.9 | 2.1 |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

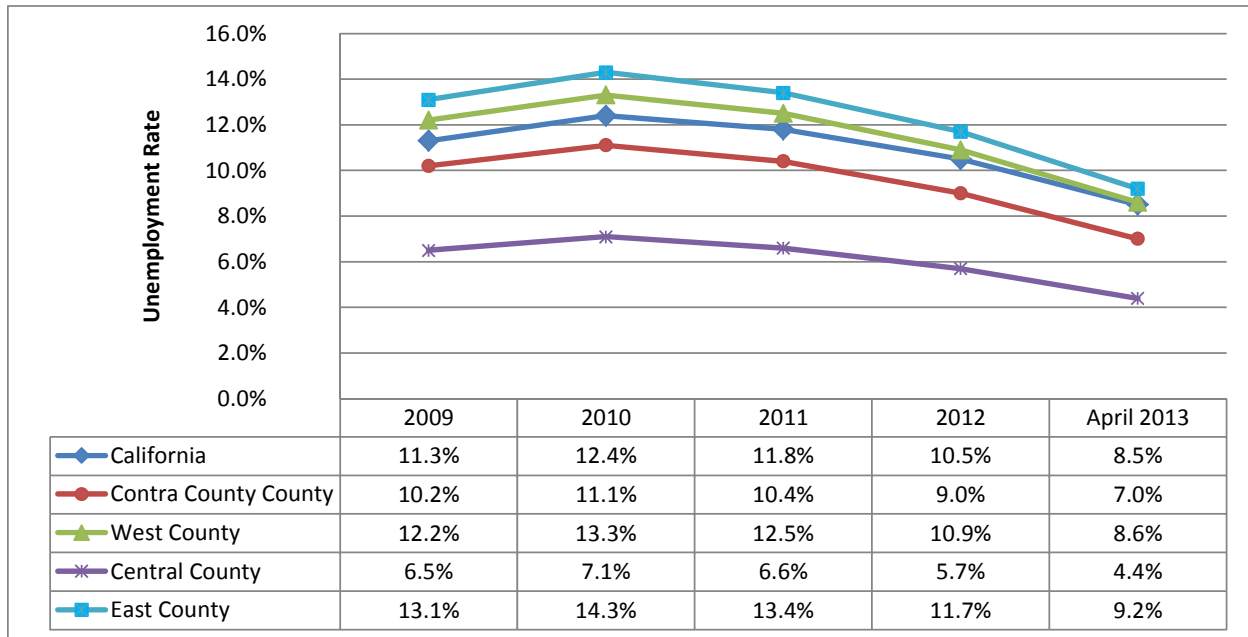
Figure 22: Percentage of Contra Costa County Families and People Whose Income is Below the Poverty Level, 2000 and 2011



Unemployment

In Contra Costa County, the unemployment rate in April 2013 was 7.0%, compared to 8.5% for California, and 7.1% for the US. While unemployment rates have improved significantly since 2009, see Figure 23, the regions within Contra Costa County have experienced improvement at different rates. Central county's unemployment has remained consistently lower than that of West county and East county. In 2013, Central county's unemployment rate was 4.4%, while West county's was 8.6% and East county's was 9.2%. Given the disparity between county regions in terms of median age and educational attainment, it is not surprising that Central county maintains a lower unemployment rate than the other regions of the county where populations are younger and have not attained the same degree of education.

Figure 23: Unemployment Rates among Population of U.S., California, Contra Costa County and County Regions



Housing Affordability

In Contra Costa County, the median price of a house in 2011 was \$490,200, compared to \$421,600 for California, and \$186,200 for the US (Table 24). In effect, the housing cost in the county was almost three times as much as that for the nation as a whole. The county ranks 21st in the nation and 15th in California in terms of the median price of a house. Furthermore, 49% of the homes in the county cost more than \$500,000. Henry David Thoreau once wrote that no home should cost more than what a person earns in one year. By that standard, these statistics seem to be astronomical in comparison to the median household income.

Longitudinal Changes: Between 2000 and 2011, the median price of a house in the county increased from \$267,800 to its current level of \$490,200, an 83% increase during this period. At the same time, the median household income increased by only 24.3% (from \$63,675 to \$79,135). This phenomenal increase in housing cost was due to the high demand for housing, lower than average mortgage rates, and the shortage of land for expansion in many communities.

Regional Differences: Housing affordability varies by county region. In 2011, the median home price in West county was \$395,700. In East county, it was \$379,400, and in Central county, it was \$636,200. In effect, Central county was more expensive than the other two regions. The attraction of Central county was due to the quality of life in general, including quality schools, availability of jobs in professional fields, low crime rates, and accessibility to the highway infrastructure. Undoubtedly, the high educational attainment and high income has impacted the demand for housing in this area.

The implications of this unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Many people have given up the idea of ever owning a home. Industry relocation in the area becomes extremely difficult. Retired people on fixed income may not be able to afford the high mortgage payment and may have to relocate in Oregon, Arizona or Nevada. More importantly, students who graduate from CCCCD will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

Table 24: Median Home Price by Region, 2000 and 2011

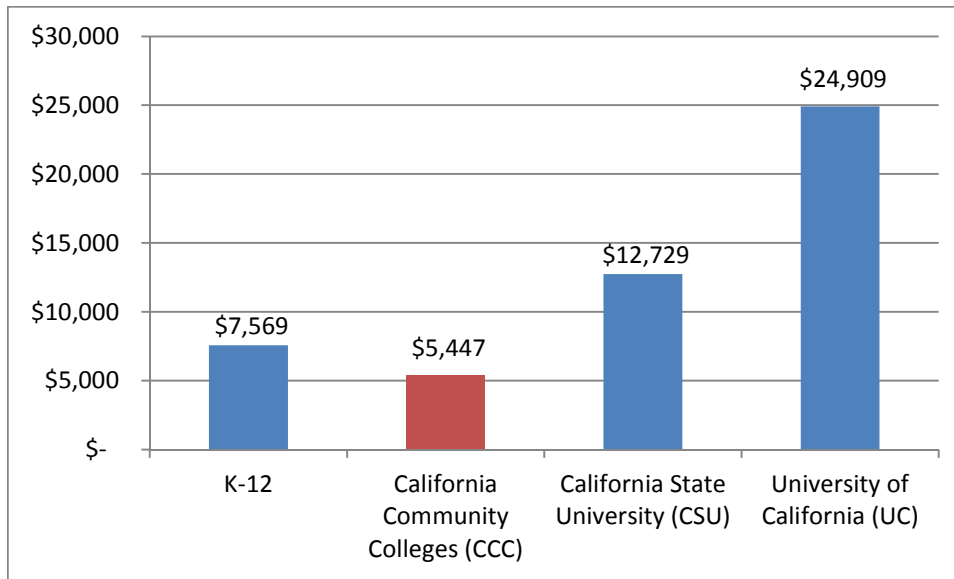
| Geographic Region | 2000 (a) | 2011 ACS (b) | Change: 2000 to 2011 | |
|----------------------|-------------|-----------------|-------------------------|---------|
| | | | (b-a) | (b-a)/a |
| United States | \$ 119,600 | \$ 186,200 | \$ 66,600 | 55.7% |
| California | \$ 211,500 | \$ 421,600 | \$ 210,100 | 99.3% |
| Contra County County | \$ 267,800 | \$ 490,200 | \$ 222,400 | 83.0% |
| West County | \$ 198,900 | \$ 395,700 | \$ 196,800 | 98.9% |
| Central County | \$ 367,300 | \$ 636,200 | \$ 268,900 | 73.2% |
| East County | \$ 226,900 | \$ 379,400 | \$ 152,500 | 67.2% |

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Section 4: Financing of Higher Education

California community colleges occupy a unique place in the state's public education landscape. These colleges offer instruction that overlaps both K-12 and the four-year institutions, in addition to offering their own curricula. Composed of 112 colleges and operated by 72 local districts, community colleges offer services that range from academic instruction and occupational training to economic development and services to welfare recipients. Collectively, these colleges are a \$6 billion dollar enterprise serving 2.4 million state residents. This is the largest system of its kind in the nation.

Given the scale of these colleges and their special location between high school and university education, they do contribute significantly to the development of human capital and the training of the state's workforce. The amount of financial resources available to community colleges has a direct impact on student access and the quality of instruction and services.

Figure 24: California Funding per Full Time Equivalent Student (FTES), 2012-13

Comparison with Other Higher Education Segments

Funding for public education in California reflects a great disparity among the four segments of education in the state: K-12, community colleges, California State University, and the University of California. While total revenues for California community colleges have grown over time, they have essentially kept pace with growing enrollment that has reached its zenith of almost 1,769,000 students in 2009.

Table 25: Per-Student Funding by Education System

| System | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|-----------|-----------|-----------|-----------|-----------|
| K-12 | \$ 8,423 | \$ 7,957 | \$ 7,417 | \$ 7,708 | \$ 7,569 |
| California Community Colleges (CCC) | \$ 5,499 | \$ 5,376 | \$ 5,321 | \$ 5,400 | \$ 5,447 |
| California State University (CSU) | \$ 9,842 | \$ 11,614 | \$ 11,722 | \$ 11,500 | \$ 12,729 |
| University of California (UC) | \$ 18,054 | \$ 20,641 | \$ 22,290 | \$ 21,500 | \$ 24,909 |
| NA - Not available. | | | | | |
| Source: Community College League of California, Fast Facts: http://www.ccleague.org/ | | | | | |

Table 26: Undergraduate Fees by Education System

| System | 2010-11 | 2011-12 | 2012-13 |
|---|-----------|-----------|-----------|
| California Community Colleges (CCC) | | | |
| Resident | \$ 780 | \$ 1,080 | \$ 1,380 |
| Non-resident | \$ 6,630 | \$ 6,409 | \$ 9,030 |
| California State University (CSU) | | | |
| Resident | \$ 5,202 | \$ 6,422 | \$ 7,017 |
| Non-resident | \$ 16,053 | \$ 17,582 | \$ 18,489 |
| University of California (UC) | | | |
| Resident | \$ 10,678 | \$ 13,218 | \$ 13,877 |
| Non-resident | \$ 34,400 | \$ 34,164 | \$ 36,738 |
| NA - Not available. | | | |
| Source: Community College League of California, Fast Facts: http://www.ccleague.org/ | | | |

Table 27: California Community Colleges Enrollment Fee History

| Academic Year | Per Unit | 12 Units | Annual Full Time** |
|-----------------------------|----------|----------|--------------------|
| 1983/84 and prior years | \$0 | \$0 | \$0 |
| 1984/85 - 1990/91 | \$5 | \$50* | \$100 |
| 1991/92 | \$6 | \$60* | \$120 |
| 1992/93 | \$10 | \$120 | \$300 |
| 1993/94 - 1997/98 | \$13 | \$156 | \$390 |
| 1998/99 | \$12 | \$144 | \$360 |
| 1999/00 - 2002/03 | \$11 | \$132 | \$330 |
| 2003/04 | \$18 | \$216 | \$540 |
| 2004/05 - 2005/06 | \$26 | \$312 | \$780 |
| 2006/07 | \$20 | \$240 | \$600 |
| 2007/08 | \$20 | \$240 | \$600 |
| 2008/09 - 2009/10 | \$26 | \$312 | \$780 |
| 2010/11 | \$26 | \$312 | \$780 |
| 2011/12 | \$36 | \$432 | \$1,080 |
| Summer 2012 to Present | \$46 | \$552 | \$1,380 |
| *Statutory maximum per term | | | |
| **Based on 30 units | | | |

Appendix D:
Los Medanos College
High School Graduate Study (October 2013)

LOS MEDANOS COLLEGE

HIGH SCHOOL GRADUATE STUDY

Enrollment, Placement, and Success of
Recent High School Graduates
from Area High Schools

October 2013

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

Table of Contents

2012-13 Los Medanos College (LMC) Feeder High School Graduate Study1
Number of Area High School Graduates Attending LMC by District2
Number of Area High School Graduates Attending LMC by School3
English Assessment of LMC Students from Area High Schools4
Math Assessment of LMC Students from Area High Schools.....5
Course Success Rate of LMC Students from Area High Schools.....6

Antioch Unified High School District

 Antioch High7
 Deer Valley High.....8

Liberty Union School District

 Freedom High9
 Heritage High10
 Liberty High11

Pittsburg Unified School District

 Pittsburg Senior High12

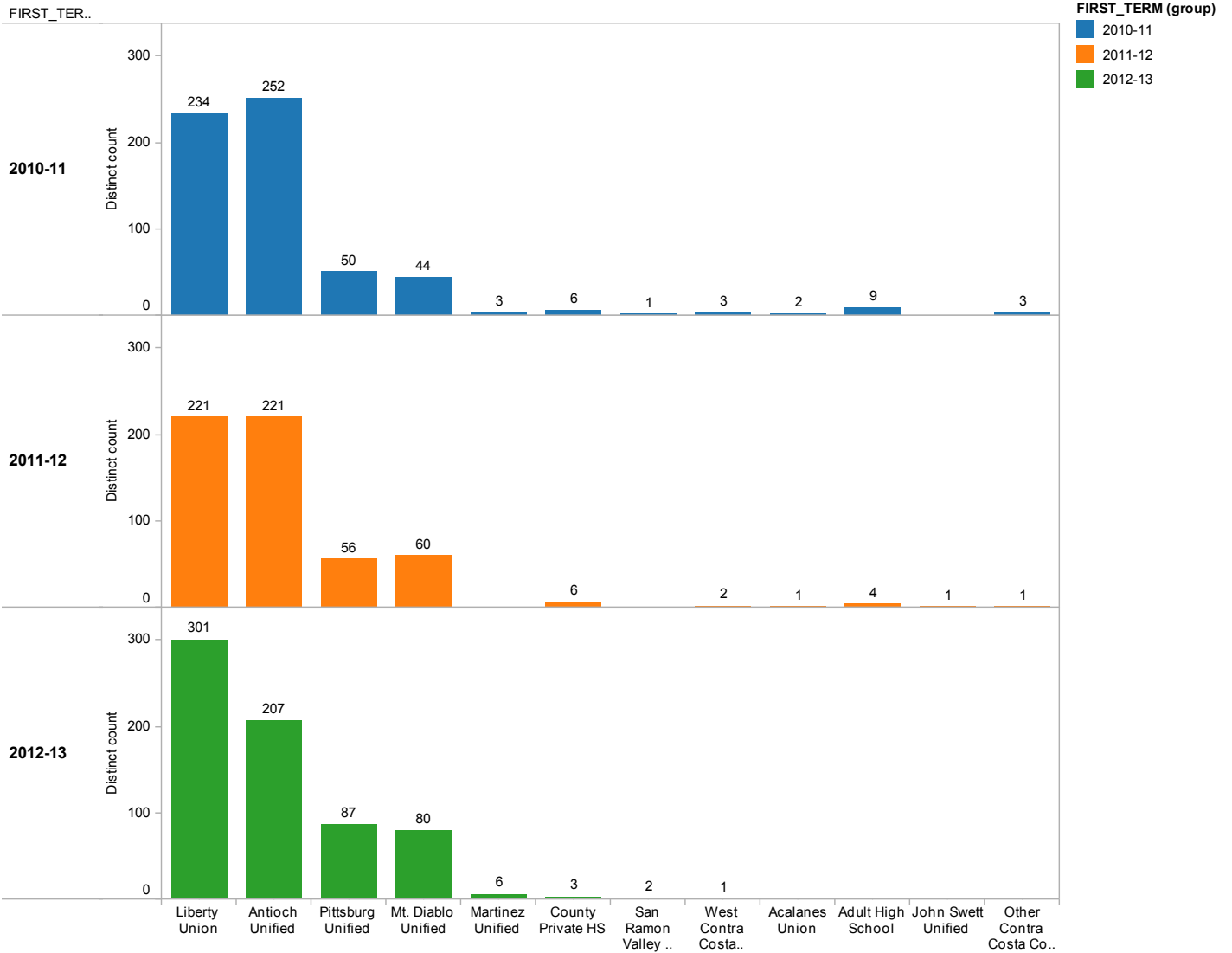
2012-13 Los Medanos College Feeder High School Graduate Study

| District/Top Feeder High Schools* | High School Graduates 2011-12 Cohort | Number from 2011-12 Cohort Enrolled at LMC 2012-13 | Percent of 2011-12 Cohort Enrolled at LMC 2012-13 |
|--|---|---|--|
| Antioch Unified School District | 1,053 | 202 | 19% |
| Antioch High | 307 | 80 | 26% |
| Deer Valley High | 563 | 109 | 19% |
| Prospects High (Alternative) | 183 | 13 | 7% |
| Liberty Union School District | 1,556 | 299 | 19% |
| Freedom High | 514 | 126 | 25% |
| Heritage High | 416 | 79 | 19% |
| Independence High | 168 | 5 | 3% |
| Liberty High | 458 | 89 | 19% |
| Pittsburg Unified School District | 485 | 87 | 18% |
| Pittsburg Senior High | 485 | 87 | 18% |
| County Public School Graduates | 11,549 | 684 | 6% |
| West County (CCC Feeder High Schools) | 1,802 | 1 | 0% |
| Central County (DVC Feeder High Schools) | 6,285 | 88 | 1% |
| East County (LMC Feeder High Schools) | 3,462 | 595 | 17% |

*Only top public feeder high schools are listed. Graduates from all public feeder schools are totaled under County Public School Graduates.

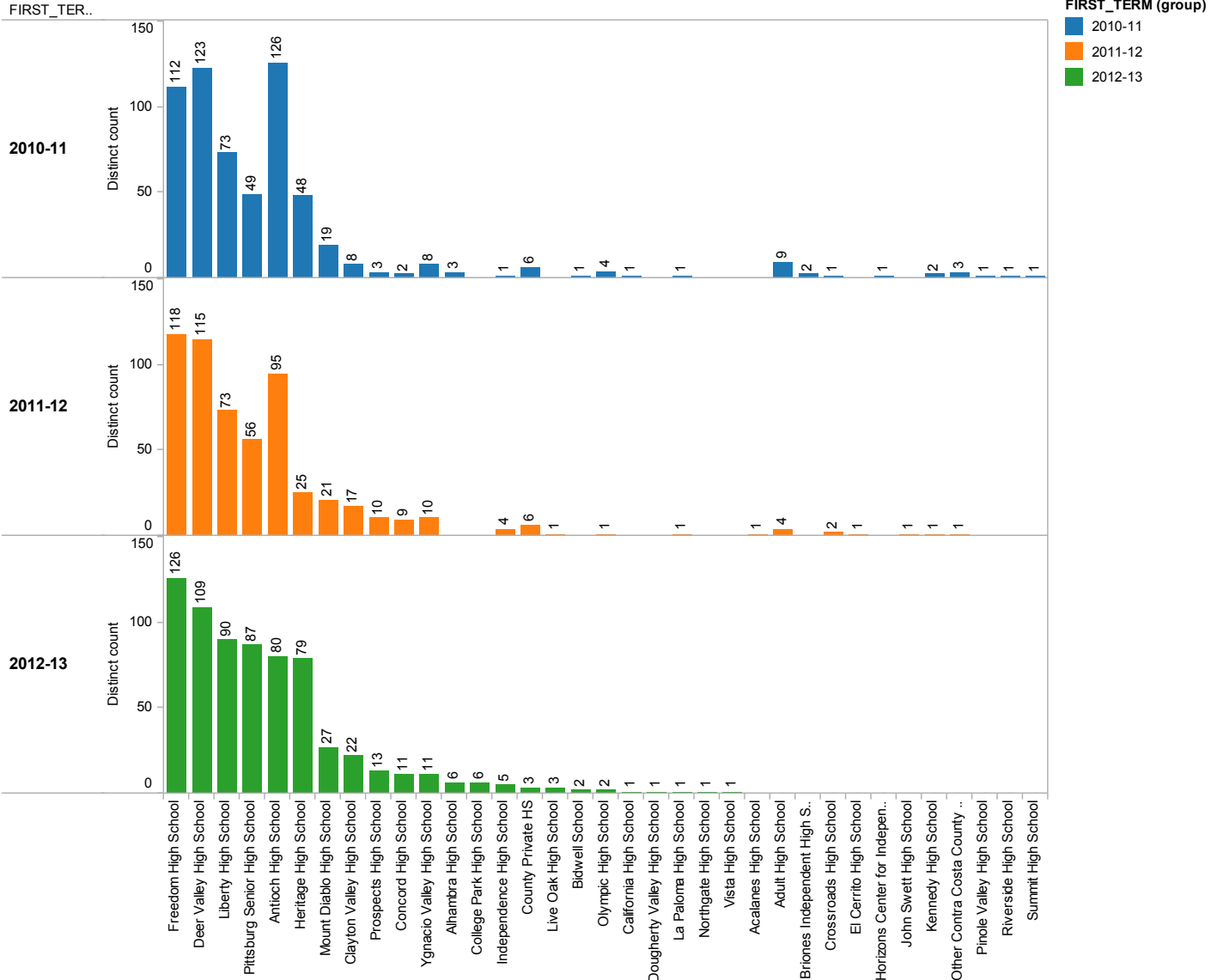
New high school graduates have a first term designation of either 2012SU, 2012FA, or 2013SP, have a Grad Type status of 3=high school graduate, and are 19-years-old or younger.

Number of Area High School Graduates Attending LMC by District



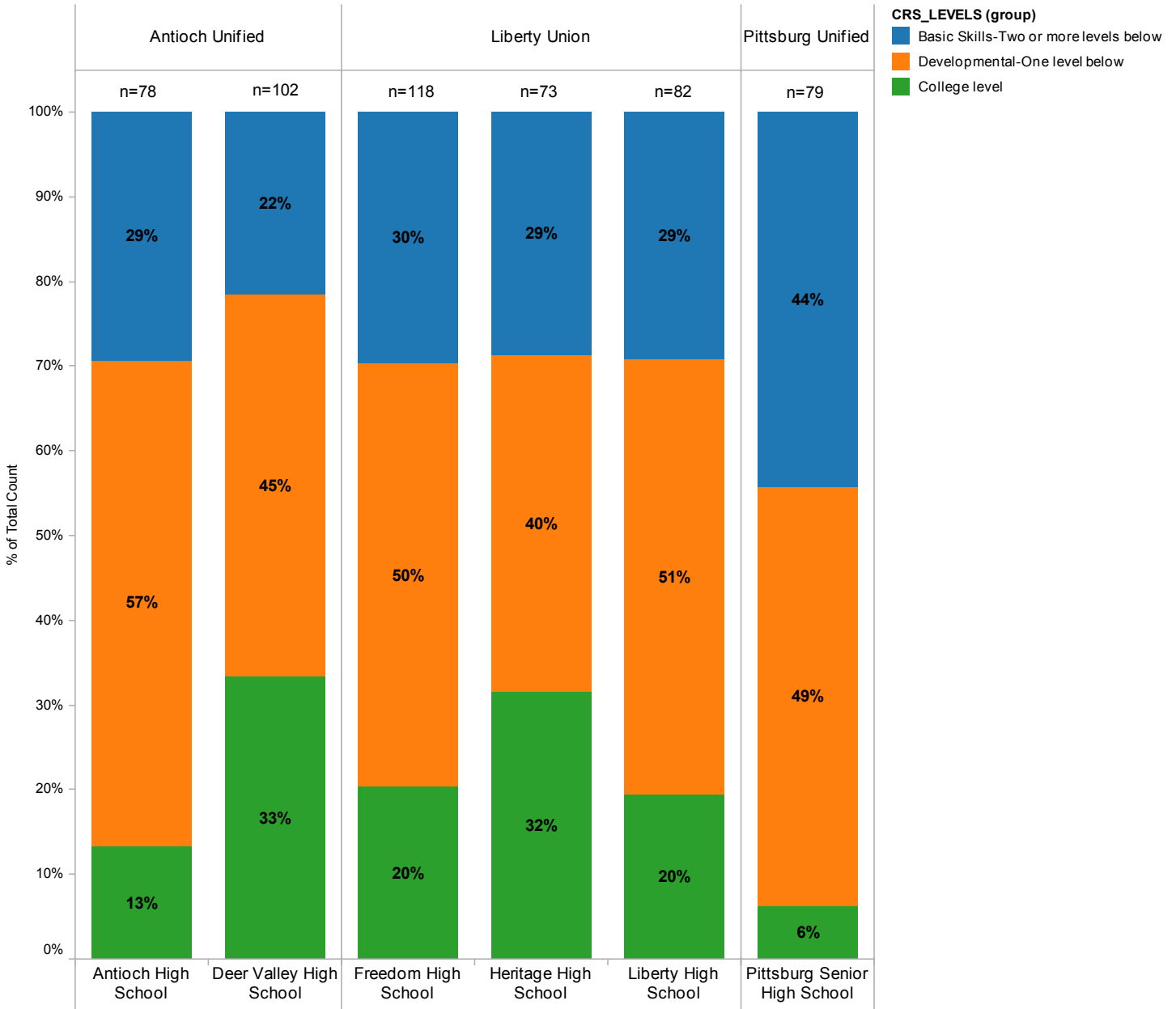
Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (District-Private) broken down by FIRST_TERM (group). Color shows details about FIRST_TERM (group). The data is filtered on LMC_Enrollment\$ _AGE_TERM, which ranges from 16 to 19.95. The view is filtered on HIGH SCHOOL (District-Private), which has multiple members selected.

Number of Area High School Graduates Attending LMC by School



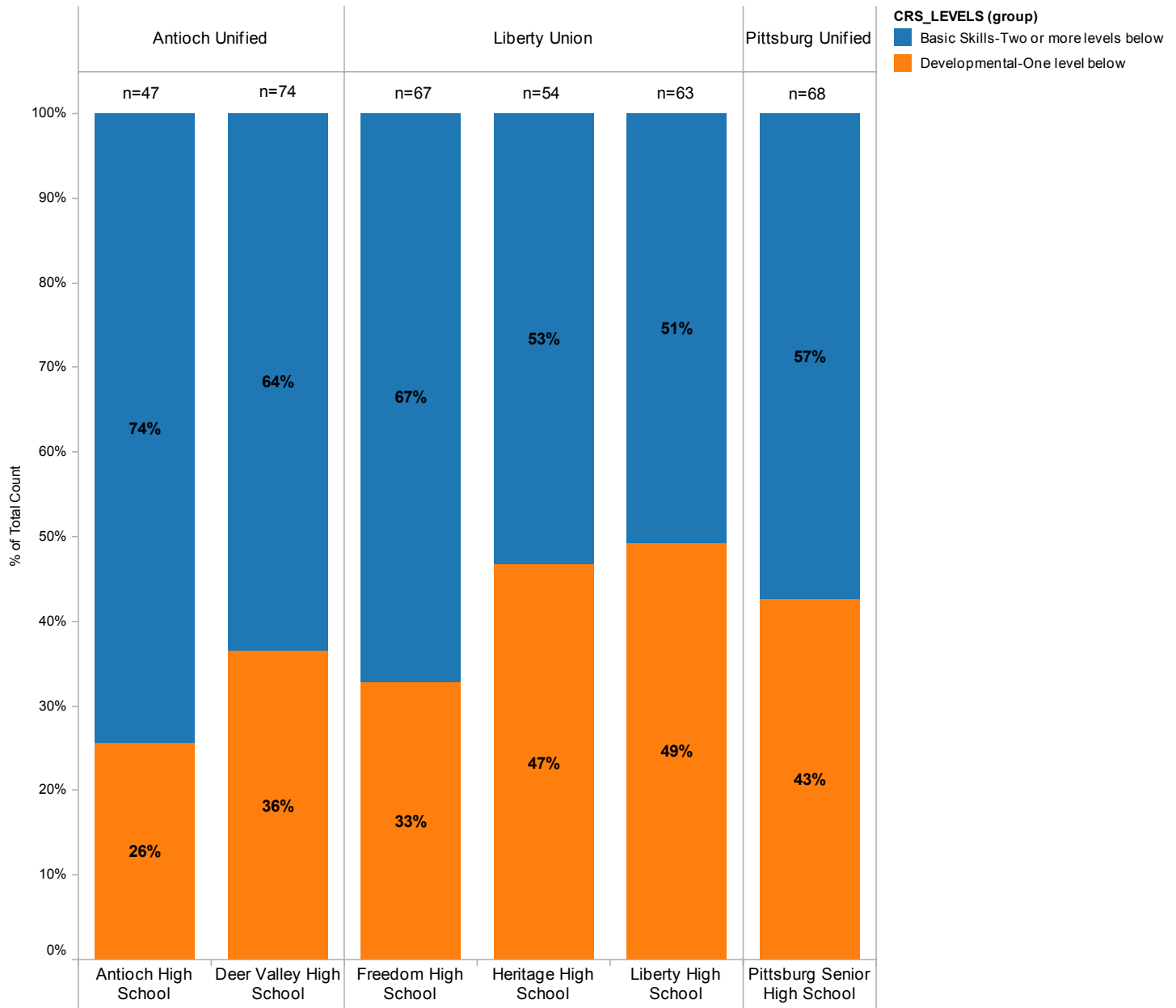
Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by FIRST_TERM (group). Color shows details about FIRST_TERM (group). The data is filtered on LMC_Enrollment\$ _AGE_TERM, which ranges from 16 to 19.95. The view is filtered on HIGH SCHOOL (Grouped Names), which has multiple members selected.

English Assessment Placement of Students from Area High Schools, 2012-2013



% of Total Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by HIGH SCHOOL (District-Private). Color shows details about CRS_LEVELS (group). The data is filtered on LMC_Enrollment\$AGE_TERM, COURSE_PLACED (group), HIGH SCHOOL and FIRST_TERM (group). The LMC_Enrollment\$AGE_TERM filter ranges from 16 to 19.95. The COURSE_PLACED (group) filter keeps English. The FIRST_TERM (group) filter keeps 2012-13. Percents are based on each column of each pane of the table.

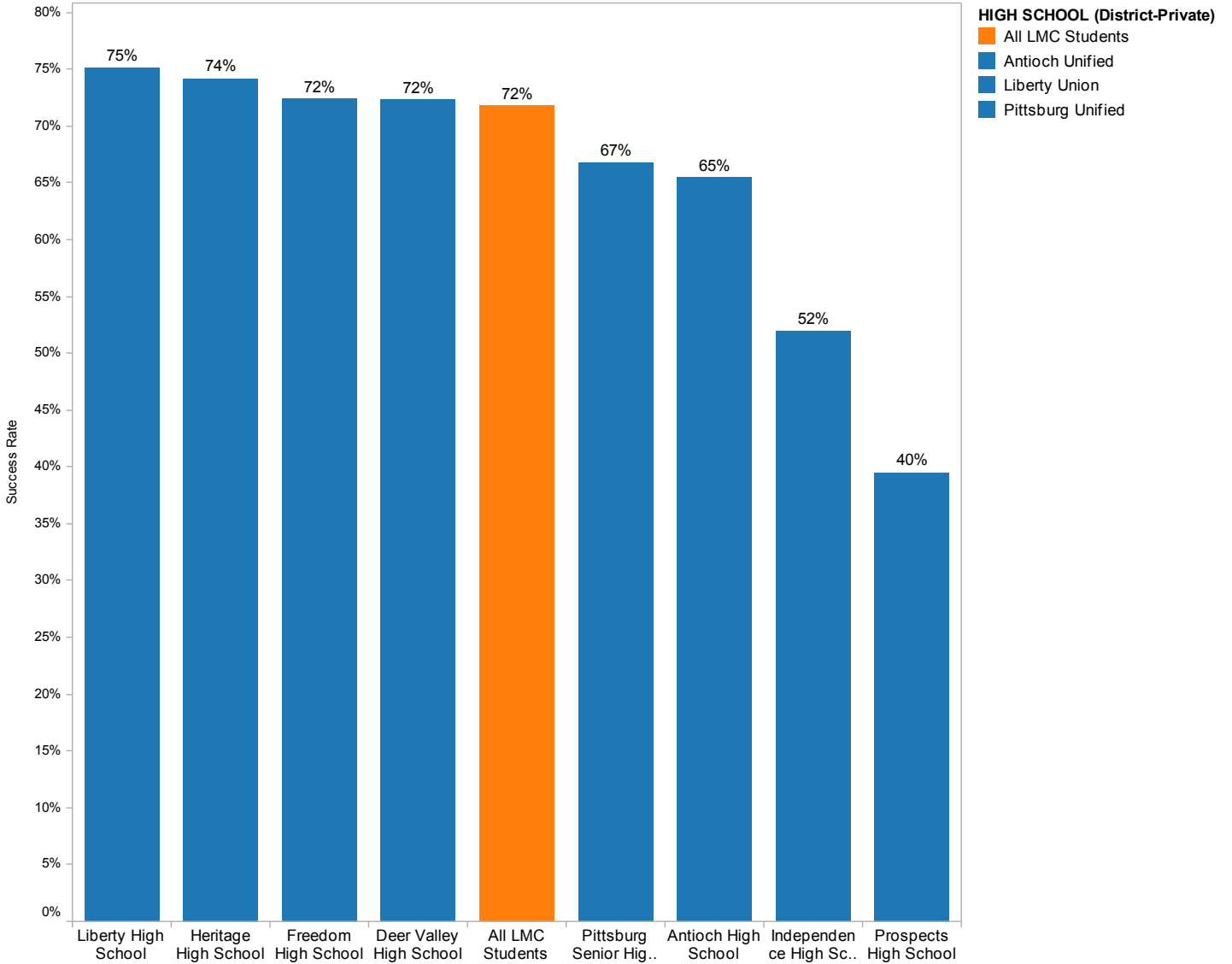
Math Assessment Placement of Students from Area High Schools, 2012-2013*



% of Total Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by HIGH SCHOOL (District-Private). Color shows details about CRS_LEVELS (group). The data is filtered on LMC_Enrollment\$AGE_TERM, COURSE_PLACED (group), HIGH SCHOOL and FIRST_TERM (group). The LMC_Enrollment\$AGE_TERM filter ranges from 16 to 19.95. The COURSE_PLACED (group) filter keeps Math. The FIRST_TERM (group) filter keeps 2012-13. Percents are based on each column of each pane of the table.

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

Successful Course Completion Rate of Students from Area High Schools, 2012-2013



The **success rate** is the percent of students who were successful in completing courses out of the total enrolled in these courses. The **success rate** represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P over all grades awarded.

Los Medanos College High School Graduate Study 2013

Antioch High

Antioch Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 438 | 442 | 307 |
| Number Enrolled at LMC | 144 | 95 | 80 |
| Percent Enrolled at LMC | 33% | 21% | 26% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 123 | 94 | 78 |
| Basic Skills | 37% | 31% | 32% |
| Developmental | 41% | 47% | 55% |
| College | 22% | 22% | 13% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 91 | 68 | 47 |
| Basic Skills | 76% | 75% | 72% |
| Developmental | 24% | 25% | 28% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 68% | 70% | 65% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 85% | 78% | 83% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 24 | 25 | 29 |
| Success Rate | 64% | 69% | 69% |

Los Medanos College High School Graduate Study 2013

Deer Valley High

Antioch Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 605 | 595 | 563 |
| Number Enrolled at LMC | 123 | 115 | 109 |
| Percent Enrolled at LMC | 20% | 19% | 19% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 117 | 112 | 102 |
| Basic Skills | 21% | 29% | 22% |
| Developmental | 49% | 42% | 45% |
| College | 31% | 29% | 33% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 89 | 94 | 74 |
| Basic Skills | 65% | 70% | 64% |
| Developmental | 35% | 30% | 36% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 80% | 75% | 72% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 86% | 88% | 84% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 122 | 111 | 58 |
| Success Rate | 75% | 61% | 73% |

Los Medanos College High School Graduate Study 2013

Freedom High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 395 | 470 | 514 |
| Number Enrolled at LMC | 111 | 118 | 126 |
| Percent Enrolled at LMC | 28% | 25% | 25% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 107 | 114 | 118 |
| Basic Skills | 24% | 28% | 30% |
| Developmental | 49% | 46% | 50% |
| College | 27% | 25% | 20% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 67 | 68 | 67 |
| Basic Skills | 73% | 62% | 67% |
| Developmental | 27% | 38% | 33% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 66% | 75% | 72% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 82% | 80% | 85% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 90 | 82 | 50 |
| Success Rate | 72% | 69% | 80% |

Los Medanos College High School Graduate Study 2013

Heritage High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 447 | 472 | 416 |
| Number Enrolled at LMC | 48 | 25 | 79 |
| Percent Enrolled at LMC | 11% | 5% | 19% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 47 | 25 | 73 |
| Basic Skills | 15% | 16% | 29% |
| Developmental | 47% | 60% | 40% |
| College | 38% | 24% | 32% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 25 | 16 | 54 |
| Basic Skills | 72% | 63% | 44% |
| Developmental | 28% | 38% | 39% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 79% | 83% | 74% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 86% | 86% | 84% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 40 | 33 | 26 |
| Success Rate | 67% | 75% | 83% |

Los Medanos College High School Graduate Study 2013

Liberty High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 387 | 390 | 458 |
| Number Enrolled at LMC | 72 | 71 | 89 |
| Percent Enrolled at LMC | 19% | 18% | 19% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 69 | 70 | 82 |
| Basic Skills | 42% | 36% | 29% |
| Developmental | 35% | 46% | 51% |
| College | 23% | 19% | 20% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 69 | 53 | 63 |
| Basic Skills | 42% | 57% | 51% |
| Developmental | 58% | 43% | 49% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 64% | 70% | 75% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 76% | 85% | 77% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 55 | 58 | 47 |
| Success Rate | 69% | 77% | 75% |

Los Medanos College High School Graduate Study 2013

Pittsburg Senior High

Pittsburg Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Graduates from Previous Year | 428 | 418 | 485 |
| Number Enrolled at LMC | 49 | 56 | 87 |
| Percent Enrolled at LMC | 11% | 13% | 18% |

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| Number of Graduates Assessed in English | 47 | 55 | 79 |
| Basic Skills | 40% | 31% | 44% |
| Developmental | 38% | 49% | 49% |
| College | 21% | 20% | 6% |

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------------|-----------|-----------|-----------|
| Number of Graduates Assessed in Math | 37 | 39 | 68 |
| Basic Skills | 62% | 49% | 57% |
| Developmental | 38% | 51% | 43% |
| College* | 0% | 0% | 0% |

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|
| Success Rate of Graduates | 64% | 70% | 67% |
| All LMC Students | 69% | 71% | 72% |

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

| | 2010FA-2011SP | 2011FA-2012SP | 2012FA-2013SP |
|-------------------------------|---------------|---------------|---------------|
| Persistence Rate of Graduates | 72% | 88% | 86% |
| All LMC Students | 67% | 69% | 70% |

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

| | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Number of Concurrently Enrolled Students | 169 | 139 | 63 |
| Success Rate | 63% | 74% | 75% |

Appendix E:
Los Medanos College
ESL Program Review Data Snapshot (2008-2014)

ESL Program Review Data Snapshot (2008-2014)

| LMC ESL Seat Count by Ethnicity | | | | | | | | | | | | | | | | | | |
|--|------------------|-------|-------|--------|----------|------|----------|--------|-----------------|-----|--------------------------|-------|------------------|-------|-------|-------|-------|--|
| SEC TERM | African American | | Asian | | Filipino | | Hispanic | | Native American | | Non-Respondent/ Declined | | Pacific Islander | | White | | Total | |
| 2008FA | | | | | | | | | | | | | | | | | | |
| 2009SP | 5 | 1.2% | 63 | 15.3% | 3 | .7% | 289 | 70.3% | 0 | 0% | 21 | 5.1% | 0 | 0% | 30 | 7.3% | 411 | |
| 2009FA | 13 | 2.4% | 80 | 14.6% | 6 | 1.1% | 341 | 62.2% | 1 | .2% | 58 | 10.6% | 0 | 0% | 49 | 8.9% | 548 h | |
| 2010SP | 16 | 3.5% | 66 | 14.4% | 3 | .7% | 290 | 63.3% | 2 | .4% | 49 | 10.7% | 1 | .2% | 31 | 6.8% | 458 | |
| 2010FA | 24 | 5.5% | 62 | 14.2% | 3 | .7% | 258 | 59.2% | 0 | 0% | 47 | 10.8% | 3 | .7% | 39 | 8.9% | 436 | |
| 2011SP | 31 | 7.0% | 84 | 19% | 3 | .7% | 247 | 56% | 0 | 0% | 44 | 10% | 4 | .9% | 28 | 6.3% | 441 | |
| 2011FA | 5 | 1.3% | 108 | 27.7% | 2 | .5% | 219 | 56.2% | 0 | 0% | 31 | 7.9% | 2 | .5% | 23 | 5.9% | 390 | |
| 2012SP | 7 | 1.9% | 109 | 30% | 3 | .8% | 182 | 50.1% | | | 37 | 10.2% | 2 | .6% | 23 | 6.3% | 363 | |
| 2012FA | 12 | 3.6% | 83 | 24.6% | 10 | 3% | 189 | 56.1% | | | 28 | 8.3% | 0 | 0% | 15 | 4.5% | 337 | |
| 2013SP | 16 | 7.3% | 53 | 24.2% | 7 | 3.2% | 120 | 54.8% | | | 8 | 3.7% | 2 | .9% | 13 | 5.9% | 219 | |
| 2013FA | 3 | 1.5% | 69 | 34.5% | 7 | 3.5% | 95 | 47.5% | | | 6 | 3% | 1 | .5% | 19 | 9.5% | 200 | |
| 2014SP | 0 | 0% | 39 | 27.5% | 1 | .7% | 84 | 59.2% | | | 2 | 1.4% | 2 | 1.4% | 14 | 9.9% | 142 l | |
| change PR08 – PR14 | | -1.2% | | +12.2% | | - | | -11.1% | | - | | -3.7% | | +1.4% | | +2.6% | -269 | |

Average = 359

LMC ESL Course Completion (formerly Retention) Rate Summary

| SEC TERM | African American | | Asian | | Filipino | | Hispanic | | Native American | | Non-Respondent/ Declined | | Pacific Islander | | White | | Total | |
|--------------------|------------------|--------|-------|-------|----------|--------|----------|-------|-----------------|------|--------------------------|--------|------------------|-------|-------|--------|-------|-------|
| | | | | | | | | | | | | | | | | | | |
| 2008FA | | 100% | | 88% | | 50% | | 96% | | | | 100% | | - | | 97% | | 95% |
| 2009SP | 3 | 69% | 53 | 91% | 2 | 90% | 268 | 79% | 1 | 100% | 19 | 100% | 1 | 100% | 30 | 80% | 375 | 81% l |
| 2009FA | 11 | 85% | 75 | 94% | 6 | 100% | 300 | 88% | 2 | 100% | 48 | 85% | | - | 43 | 88% | 484 | 88% |
| 2010SP | 12 | 75.0% | 53 | 80.3% | 3 | 100.0% | 243 | 83.7% | 1 | 100% | 38 | 78.0% | 1 | 100% | 28 | 90.3% | 380 | 83.0% |
| 2010FA | 21 | 87.5% | 60 | 96.8% | 3 | 100.0% | 221 | 85.5% | | 0.0% | 40 | 85.7% | 2 | 66.7% | 36 | 92.3% | 383 | 87.8% |
| 2011SP | 18 | 58.1% | 72 | 85.7% | 3 | 100.0% | 213 | 86.2% | | 0.0% | 38 | 86.7% | 4 | 100% | 25 | 89.3% | 373 | 84.6% |
| 2011FA | 5 | 100.0% | 105 | 97.2% | 2 | 100.0% | 203 | 93.1% | | 0.0% | 29 | 90.6% | 2 | 100% | 20 | 87.0% | 366 | 93.8% |
| 2012SP | 5 | 71.4% | 108 | 99.1% | 3 | 100.0% | 175 | 96.2% | | 0.0% | 37 | 100.0% | 2 | 100% | 22 | 95.7% | 352 | 97% h |
| 2012FA | 11 | 91.7% | 82 | 98.8% | 10 | 100.0% | 171 | 90.5% | | 0.0% | 25 | 89.3% | 0 | 0.0% | 15 | 100.0% | 314 | 93.2% |
| 2013SP | 11 | 68.8% | 52 | 98.1% | 7 | 100% | 109 | 90.8% | | | 8 | 100% | 2 | 100% | 13 | 100% | 202 | 92.2% |
| 2013FA | 3 | 100% | 68 | 98.6% | 6 | 85.7% | 86 | 90.5% | | | 6 | 100% | 0 | 0% | 19 | 100% | 188 | 94% |
| 2014SP | 0 | | 37 | 94.9% | 1 | 100% | 74 | 88.1% | | | 1 | 50% | 2 | 100% | 13 | 92.9% | 128 | 90.1% |
| change PR08 – PR14 | | - | | +6.9% | | +50% | | -7.9% | | | | -50% | | | | -4.1% | | -4.9% |

Average = 90%

LMC ESL Course Success Rate Summary

| SEC TERM | African American | Asian | Filipino | Hispanic | Native American | Non-Respondent/ Declined | Pacific Islander | White | Total |
|--------------------|------------------|--------------|-------------|----------------|-----------------|--------------------------|------------------|-------------|----------------|
| 2008FA | 86% | 76% | 50% | 83% | - | 86% | - | 85% | 83% |
| 2009SP | 3 57% | 51 91% | 1 65% | 204 75% | 1 100% | 15 100% | 100% | 26 69% | 300 73% |
| 2009FA | 6 46% | 72 90% | 5 83% | 243 70% | 2 100% | 39 71% | 0 - | 35 71% | 401 73% |
| 2010SP | 8 50.0% | 50 75.8% | 2 66.7% | 194 66.8% | 1 100% | 31 64.0% | 2 0.0% | 26 83.9% | 313 68.3% l |
| 2010FA | 16 66.7% | 54 87.1% | 3 100.0% | 187 72.3% | 0.0% | 38 81.6% | 4 66.7% | 34 87.2% | 334 76.6% |
| 2011SP | 12 38.7% | 67 79.8% | 2 66.7% | 186 75.2% | 0.0% | 35 80.0% | 2 100% | 22 78.6% | 328 74.4% |
| 2011FA | 5 80.0% | 105 93.5% | 1 50.0% | 203 81.2% | 0.0% | 29 84.4% | 2 100% | 20 82.6% | 366 84.9% |
| 2012SP | 5 57.1% | 108 94.5% | 3 0.0% | 175 84.1% | 0.0% | 37 91.9% | 2 50.0% | 22 95.7% | 352 87.3% h |
| 2012FA | 11 66.7% | 82 91.6% | 10 90.0% | 171 74.1% | 0.0% | 25 75.0% | 0 0.0% | 15 93.3% | 31 79.5% |
| 2013SP | 11 43.8 | 52 92.5% | 7 100% | 109 82.5% | | 8 87.5% | 2 100% | 13 100% | 202 84% |
| 2013FA | 3 | 68 94.2% | 6 85.7% | 86 80% % | | 6 100% | 0 | 19 100% | 188 86% |
| 2014SP | 0 | 37 94.9% | 1 100% | 74 79.8% | | 1 50% | 2 100% | 13 92.9% | 128 84.5% |
| change PR08 – PR14 | - | +18.9 | +50% | -3.2% | | -26% | | +7.9 | +1.5 |

Average = 80%

Head count

SP09 218

FA09 289 high

SP10 266

FA10 233

SP11 249

FA11 203

SP12 191

FA12 194

SP13 152

FA13 119

SP14 92 low

Appendix F:
Los Medanos College
Probation & Dismissal Students (2013-14)

Probation & Dismissal Students (2013-14)

| 2013-14 | | | | | |
|--------------------------------|-------------|--------------|--------------|--------------|--------------|
| Population | Prob./Dism. | % | Headcount | % | Difference |
| African American | 543 | 26.3% | 2182 | 17.8% | 8.6% |
| American Indian/Alaskan Native | 5 | 0.2% | 29 | 0.2% | 0.0% |
| Asian | 61 | 3.0% | 619 | 5.0% | -2.1% |
| Filipino | 79 | 3.8% | 534 | 4.4% | -0.5% |
| Hispanic | 726 | 35.2% | 4357 | 35.5% | -0.3% |
| Pacific Islander | 22 | 1.1% | 844 | 6.9% | -5.8% |
| Two or More Races | 237 | 11.5% | 91 | 0.7% | 10.8% |
| Unknown | 13 | 0.6% | 249 | 2.0% | -1.4% |
| White | 375 | 18.2% | 3366 | 27.4% | -9.2% |
| Grand Count | 2061 | | 12271 | | |

Analysis: African American and Multi-Ethnic students are significantly over-represented with regard to Probation/Dismissal status.

Note: This is consistent with findings related to success rates in the Course Completion indicator for the Student Equity Plan.