



Contra Costa Community College District

## **ARCC TREND DATA**

A compilation of information from California Community Colleges,  
Chancellor's Office, Accountability Reporting for Community Colleges (ARCC)  
reports 2007, 2008, 2009, 2010, and 2011

March 2011

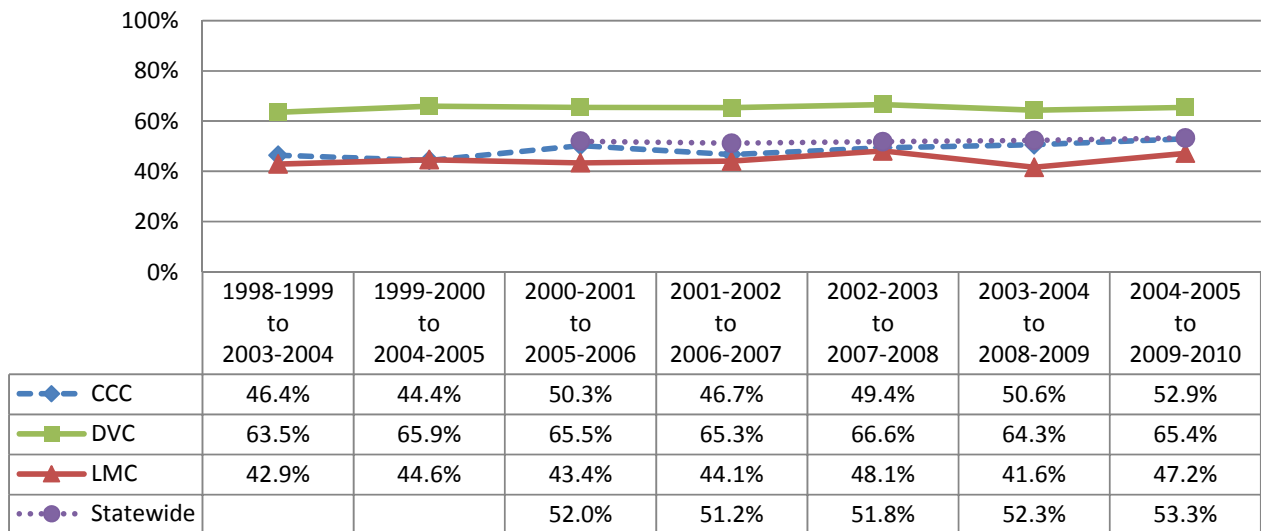
Office of District Research  
Contra Costa Community College District  
500 Court Street  
Martinez, California 94553

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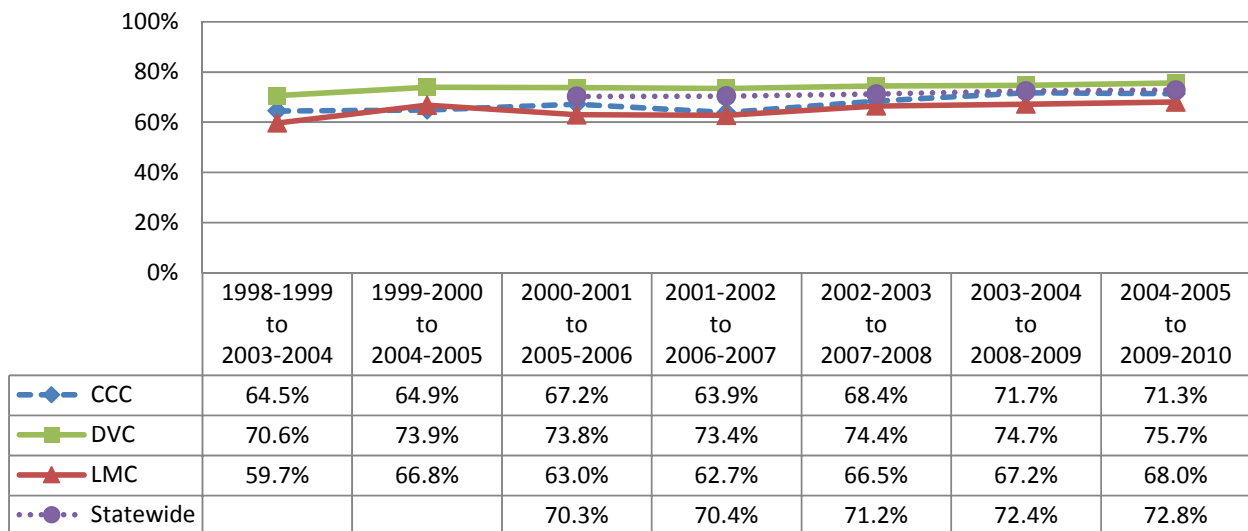
## Performance Indicators

**Figure 1: Student Progress and Achievement Rate**



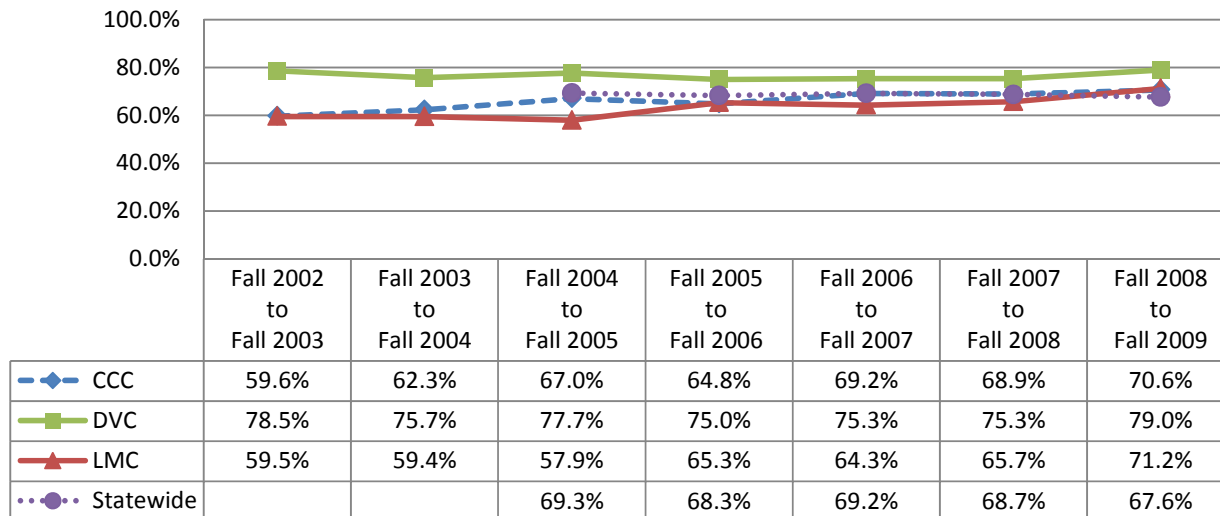
Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within 6 years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved “Transfer Directed” status (successfully completed BOTH transfer level Math and English courses); or achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA  $\geq$  2.0).

**Figure 2: Percent of Students Who Earned at Least 30 Units**



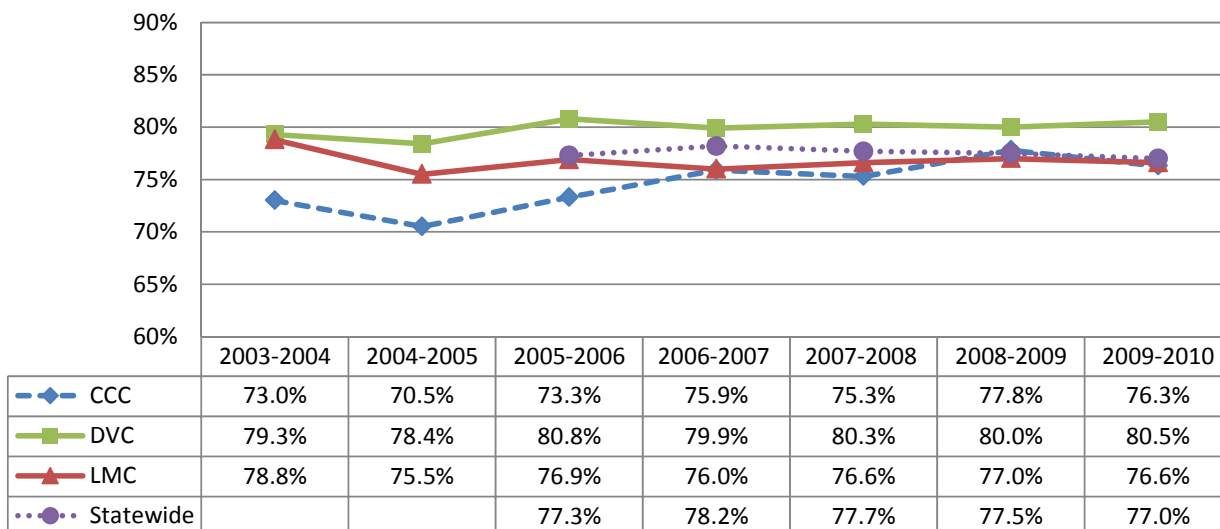
Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the CCC system

**Figure 3: Persistence Rate**



Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system

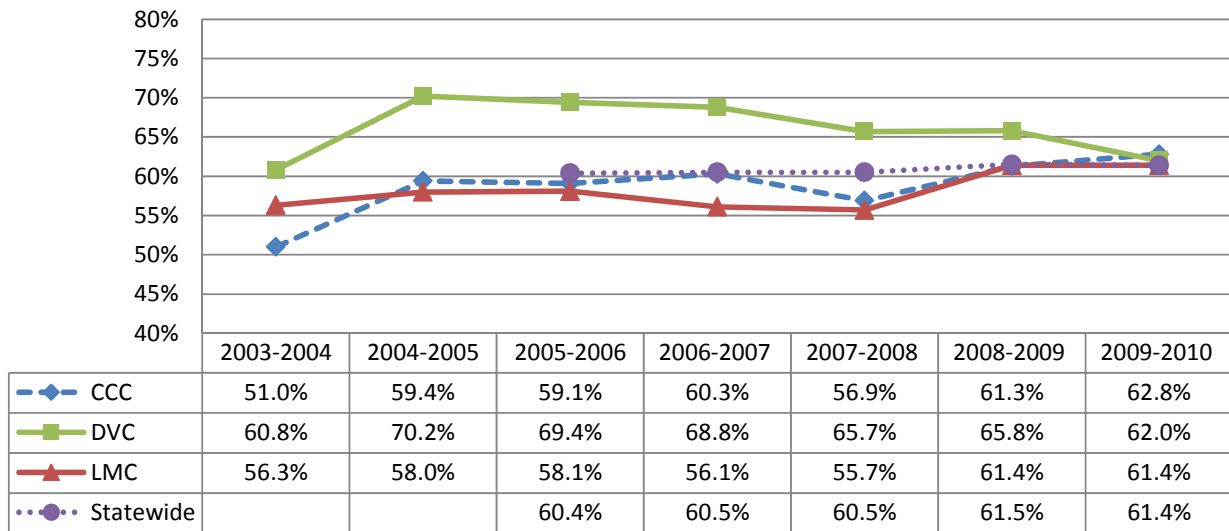
**Figure 4: Annual Successful Course Completion Rate for Credit Vocational Courses**



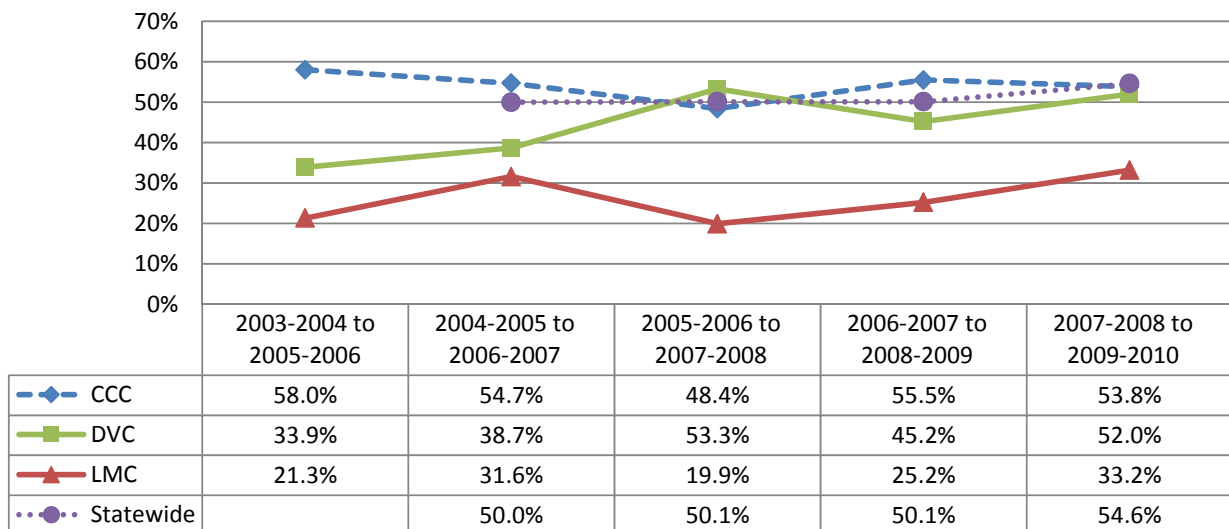
Percentage of students earning a grade A, B, C, or CR

**Figure 5: Annual Successful Course Completion Rate for Credit Basic Skills Courses**

Percentage of students earning a grade A, B, C, or CR

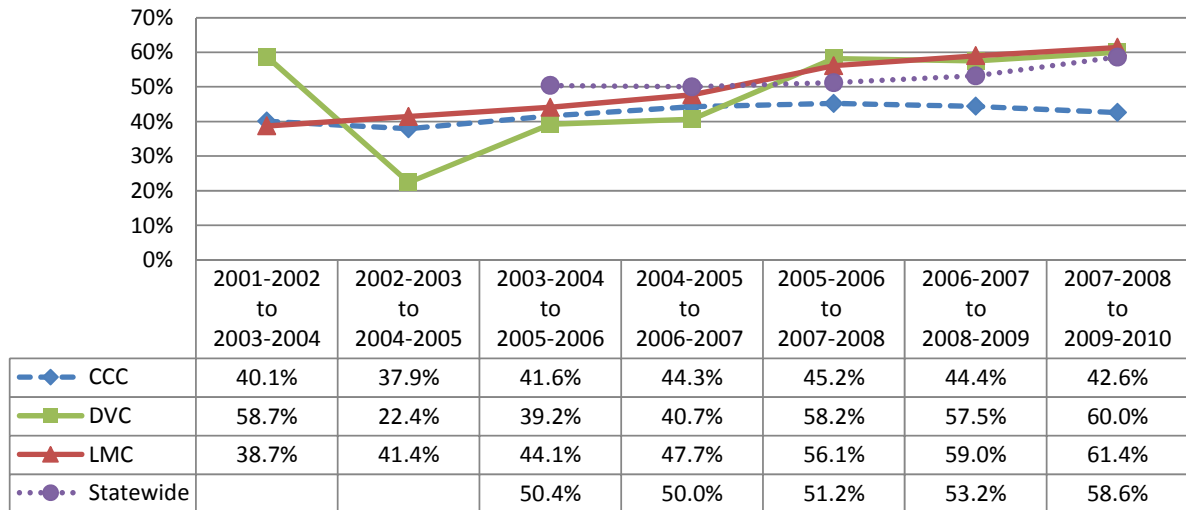


**Figure 6: Improvement Rates for Credit ESL Courses**



The ESL improvement rate cohorts consist of students enrolled in credit ESL courses who successfully completed that initial course with a final course grade of A, B, C, or CR. Students who successfully completed the initial ESL course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline within three academic years of completing the first basic skills course.

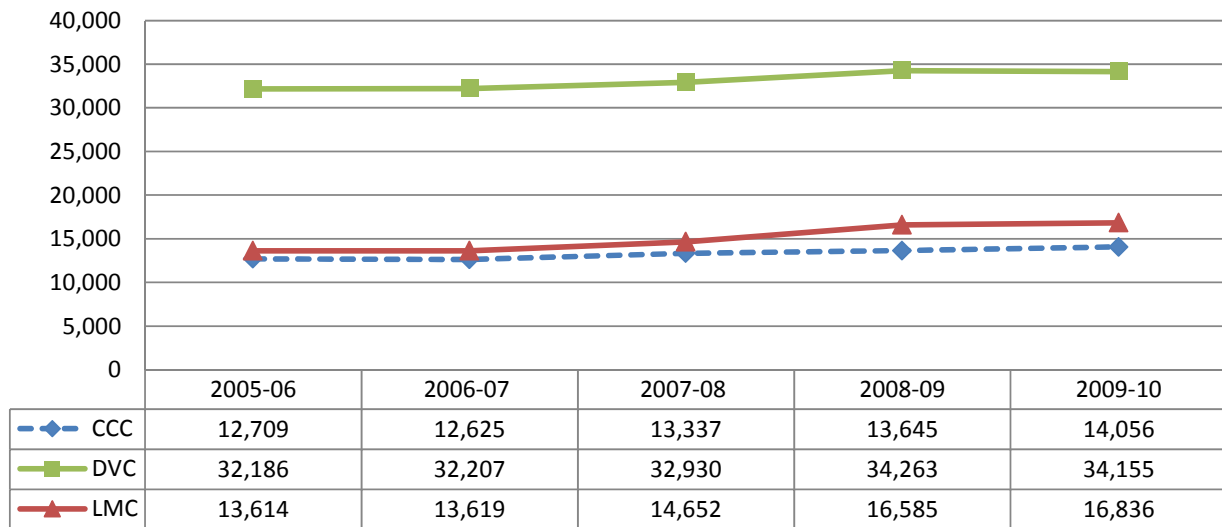
**Figure 7: Improvement Rates for Credit Basic Skills Courses**



The basic skills improvement rate cohorts consist of students enrolled in a credit basic skills English or Mathematics course who successfully completed that initial course with a final course grade of A, B, C, or CR. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

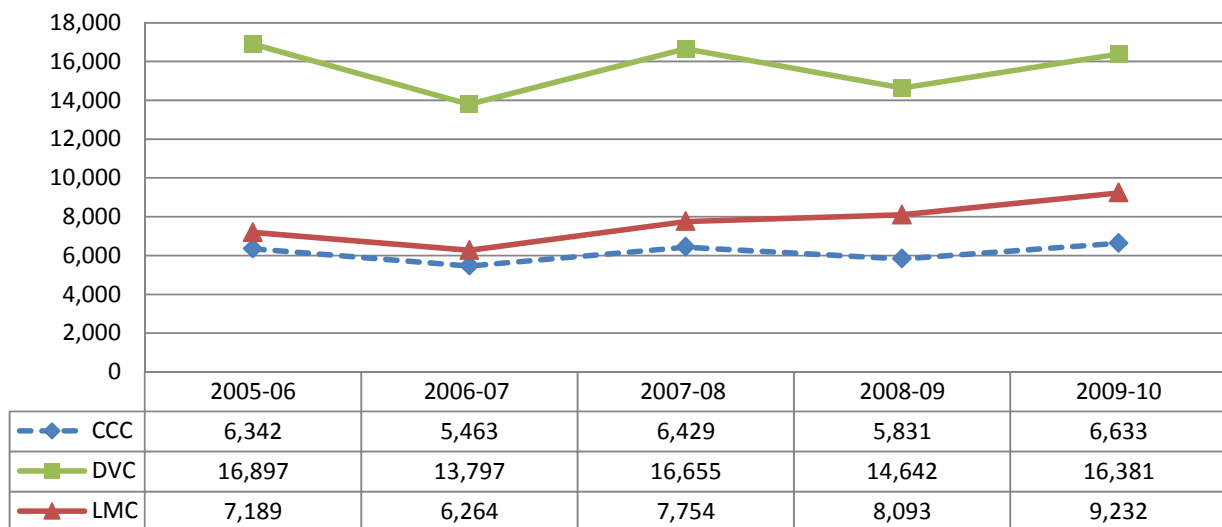
## College Profile

**Figure 8: Annual Unduplicated Headcount**



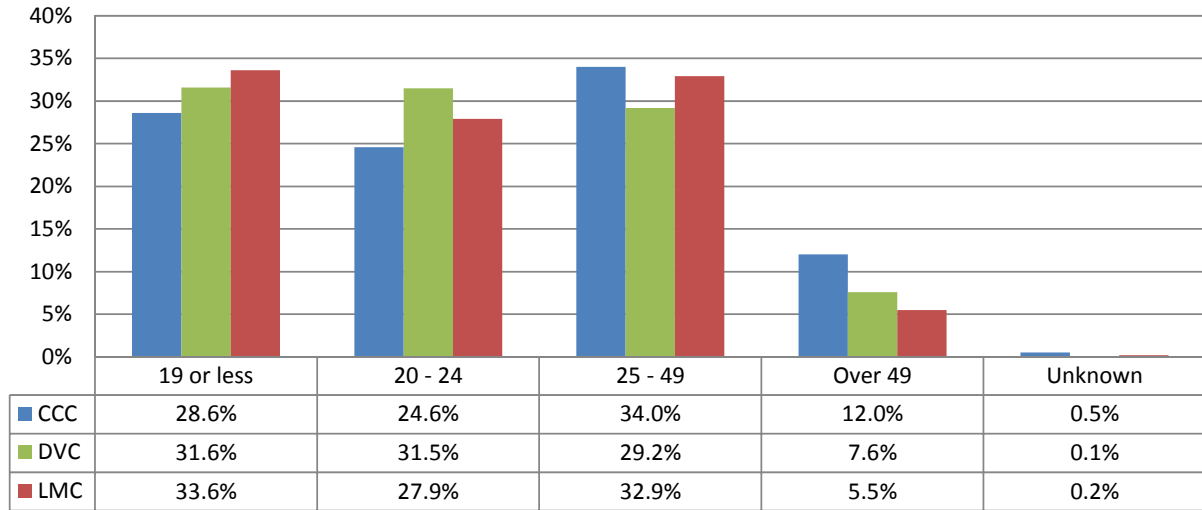
The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System.

**Figure 9: Annual Full-Time Equivalent Students (FTES)**

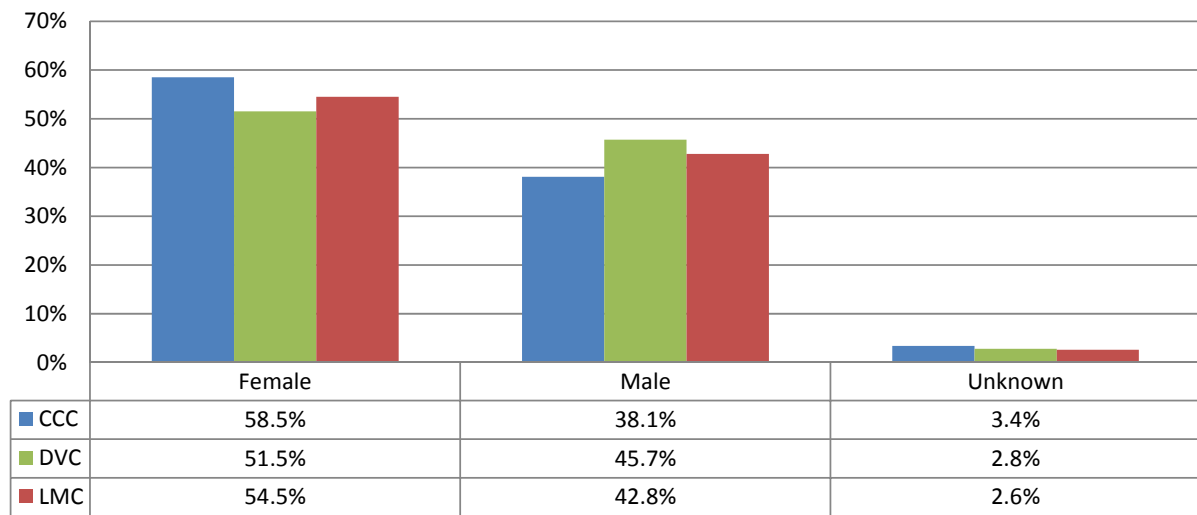


The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report. \*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2009-2010 recalculation data were not available at the time of this report.

**Figure 10: Age of Students at Enrollment**



**Figure 11: Gender of Students**





**Figure 12: Race/Ethnicity of Students**

