Environmental Scan Highlights

(a narrative summary)

August 27, 2013

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District Office of Research and Planning

Areas covered

1. **County Demographics**

   - Age distribution
   - Ethnicity profile
   - Origin of Birth / Language
   - Educational Attainment

   > The information in this summary is limited to the most salient findings from the environmental scan. A more detailed profile and complete set of metrics is provided in the full report.
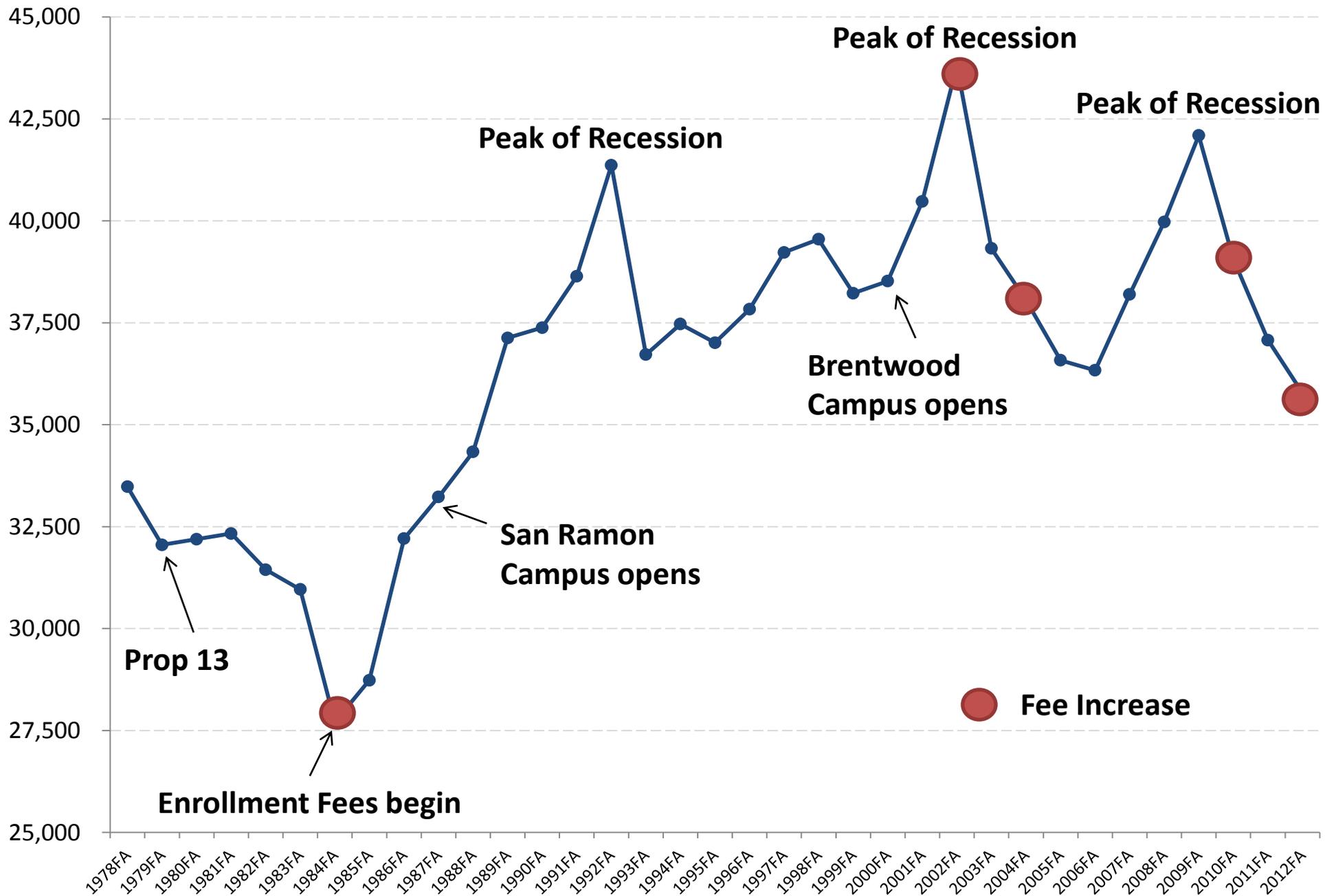
2. **Market for High School Graduates**

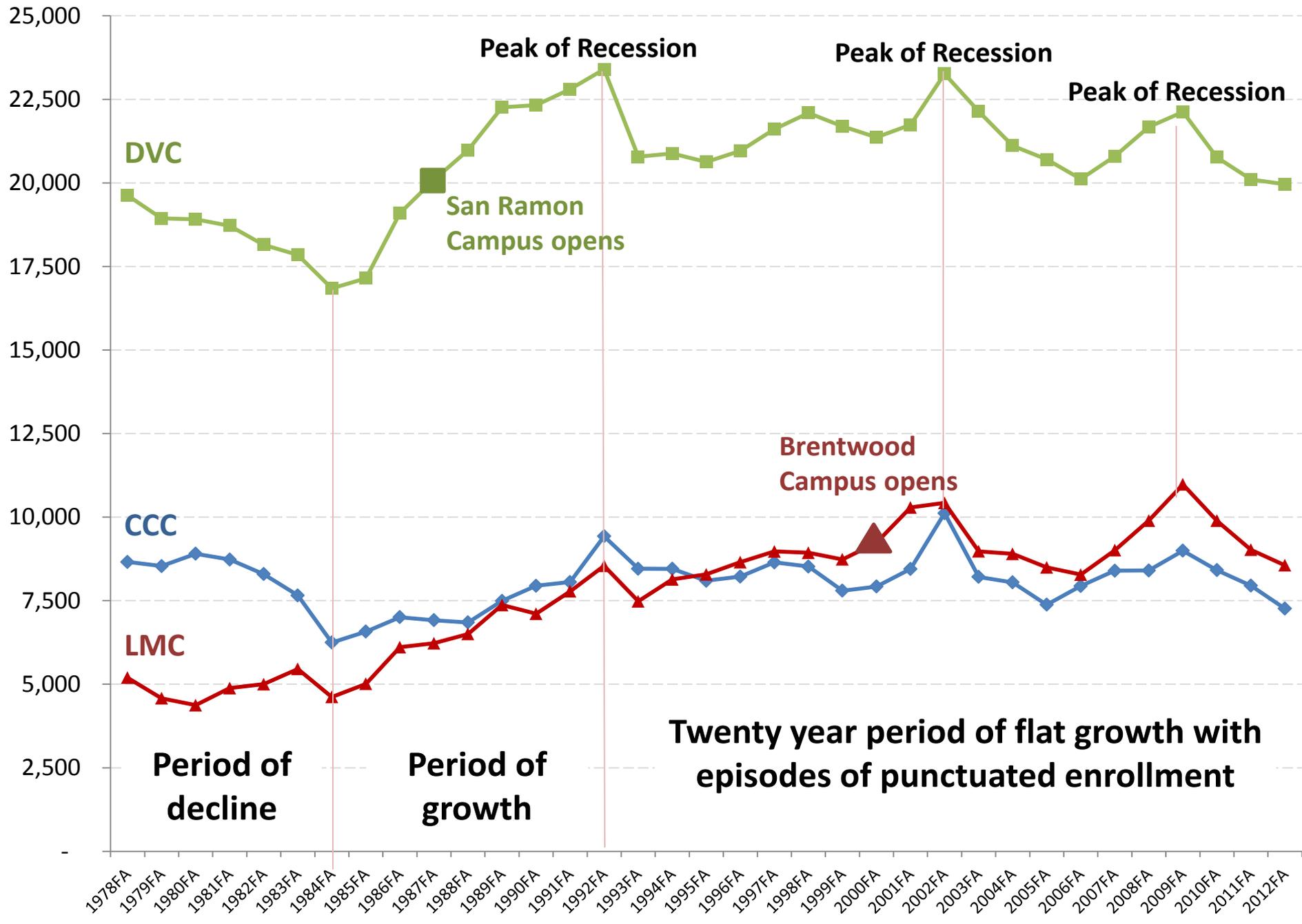   - Feeder school performance and trends
   - Capture rates

3. **Workforce & Income Summary**

   - Labor market trends
   - Income and housing market strength

CCCCD Fall Headcount since 1978

Peak of Recession

Peak of Recession

Peak of Recession

Brentwood Campus opens

San Ramon Campus opens

Prop 13

Enrollment Fees begin

Fee Increase

CCCCD Fall Headcount since 1978

Peak of Recession

Peak of Recession

Peak of Recession

DVC

San Ramon
Campus opens

CCC

Brentwood
Campus opens

LMC

**Period of
decline**

**Period of
growth**

**Twenty year period of flat growth with
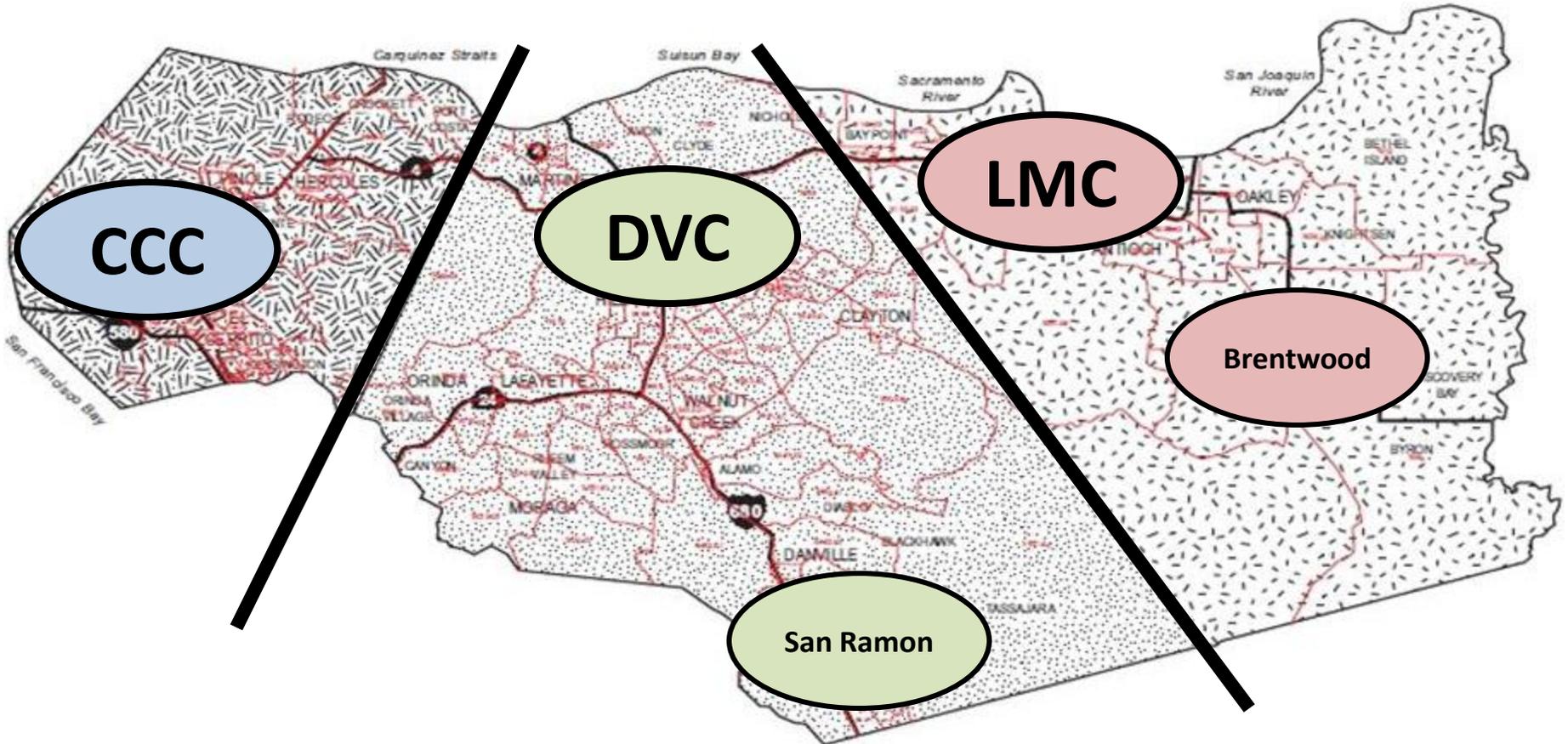episodes of punctuated enrollment**

Environmental Scan Geography
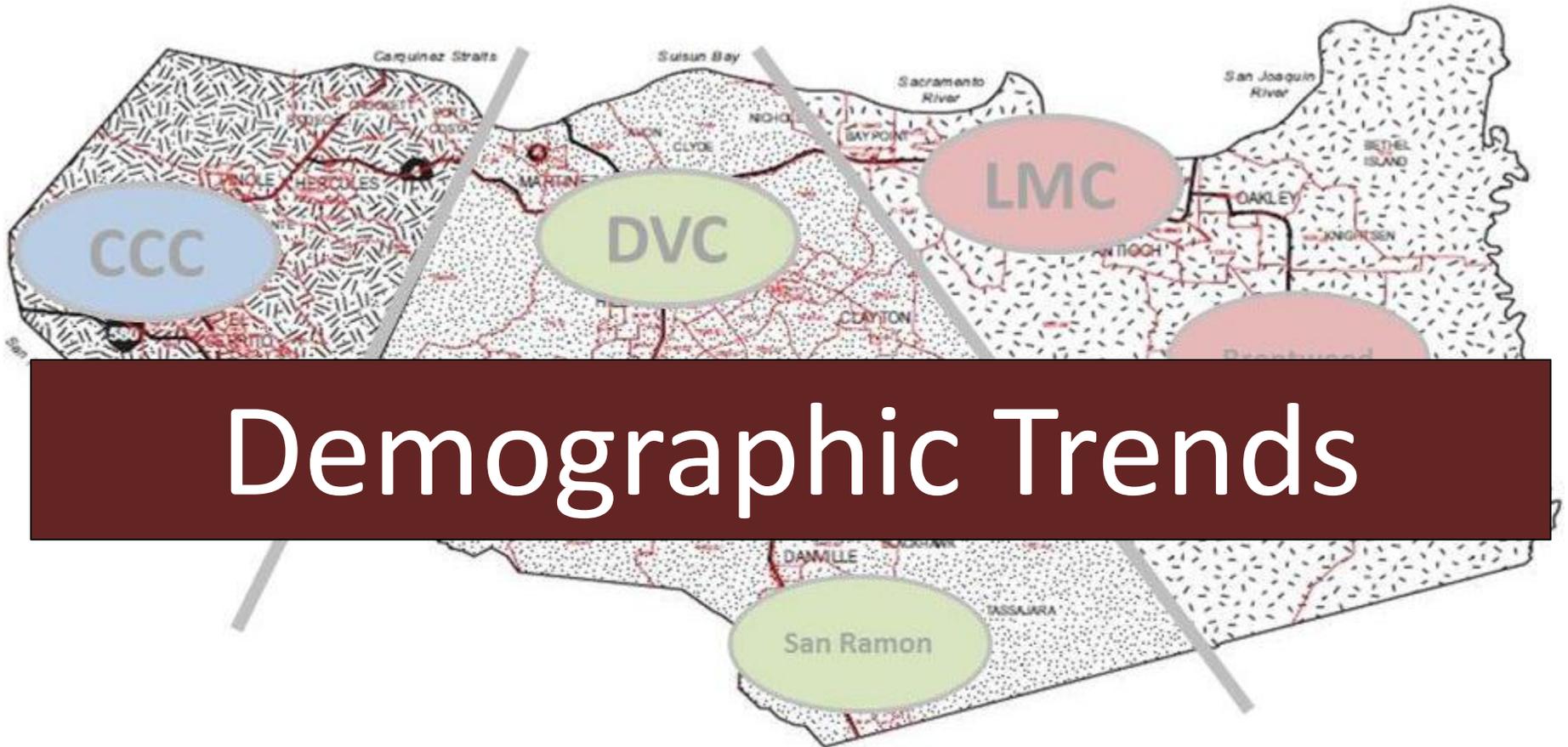
West County   **Central County**   **East County**

Contra Costa county was broken up into three regions using census tracks associated with each college's service area.

Contra Costa County

Demographic Trends

Contra Costa County
Demographic Profile (2011)

Size

Population = 1,037,000
Growth Rate = 9.4% per decade

Age Distribution

- Under 19 yrs old = 27%
- 20-24 yrs old = 6%
- 25-44 yrs old = 27%
- 45-64 yrs old = 28%
- 65+ yrs old = 12%

Ethnicity Distribution

American Indian = 0.2%
Asian / Pac Is. = 15%
Black / Af. Am. = 9%
Hispanic = 24%
Two or More races = 3.4%
White = 48%
Other race = 0.4%

Gender

Female = 51%
Male = 49%

Foreign Born

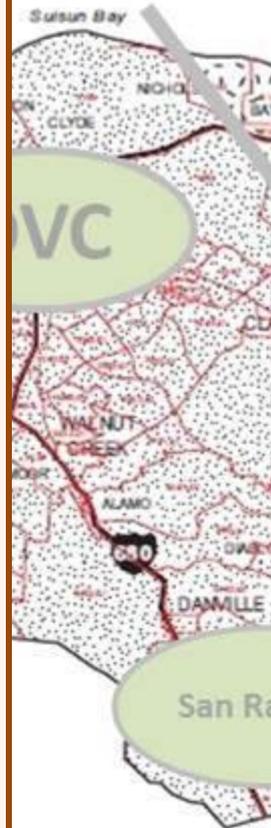- US Native Born = 76%
- Foreign Born = 24%

Language Spoken at Home

English Only = 67%
Other than English = 33%

Education Attainment

High School or less = 30%
AA/AS Degree or some college = 31%
Bachelors Degree = 25%
Graduate or Prof Degree = 14%

Note: Fastest growing groups by volume highlighted in orange

Contra Costa County's Regions
Overall population

West County

Third largest region

- Home to roughly a quarter of a million residents

Slow growth

- Growing at one-third the rate of the county average

Central County

Largest region

- Houses nearly half the county's roughly one million residents

Modest growth
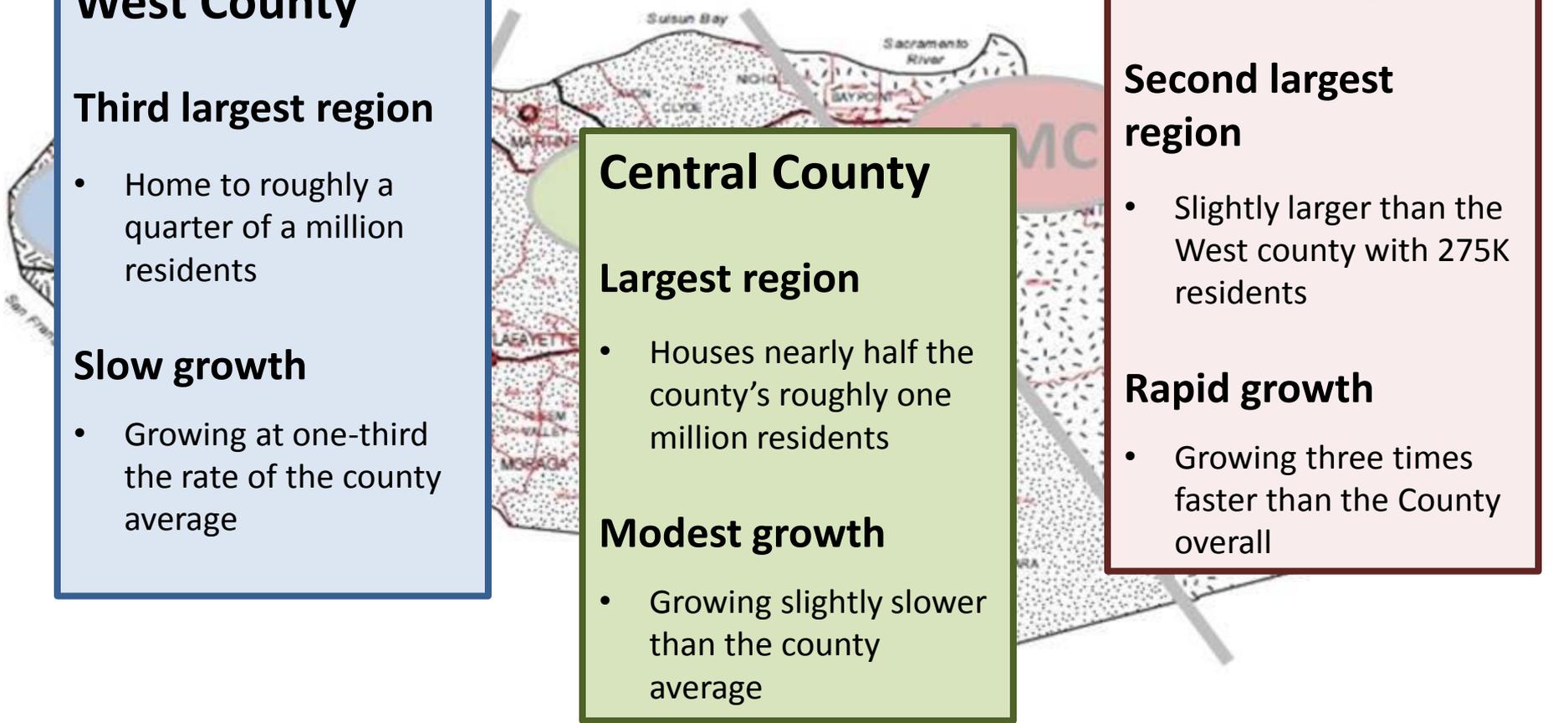
- Growing slightly slower than the county average

East County

Second largest region

- Slightly larger than the West county with 275K residents

Rapid growth

- Growing three times faster than the County overall

Note: Growth rates are derived from recorded population growth from 2000 to 2011.
Data sources: U.S. Census Bureau; American Community Survey.

Age Distribution

West County

Most diverse by age

- Most balanced age distribution in county

Aging by decline in youth

- Net decline in residents under 44 yrs old and slow growth of those 45 yrs old and older
- Experiencing decline in all three segments of those under 44 yrs old: Under 19 yrs old ; 20-24 yrs old; and 25-44 yrs old

Central County

Deepest age pool

- Has more residents in every age group than either the West or East County

Aging by growth in middle aged & elderly

- Has the highest concentration of county residents 45-64 yrs old and 65+ yrs old
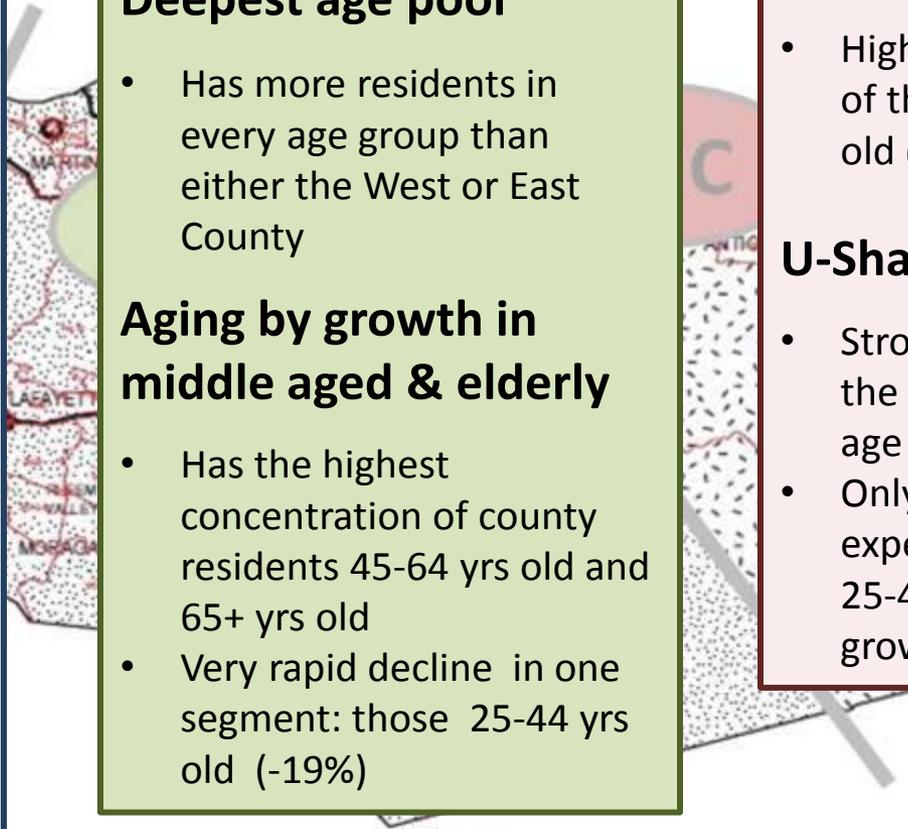- Very rapid decline in one segment: those 25-44 yrs old (-19%)

East County

Youngest

- Highest concentration of those under 19 yrs old (36%) in county

U-Shaped growth

- Strong growth in both the younger & older age groups.
- Only region not experiencing decline in 25-44 yrs old (+1% growth)

Note: Growth rates are derived from recoded growth from 2000 to 2011.
Data sources: U.S. Census Bureau; American Community Survey.

Ethnicity Narrative

West County

Ethnically diverse

- Highest concentration of residents of Asian African Americans & Hispanic decent.

Rapid decline of African-Americans; Edging toward parity with the county

- Rapid decline in African American population (-28%)
- Slowest growth in Asian residents
- Only area to experience an increase in White residents

Central County

Least diverse

- Nearly two of every three residents are White; all remaining ethnic groups having lower concentrations than the county average

Growing more diverse

- Rapid growth among Asian (67%) and Hispanic residents (44%)
- For every new Hispanic resident the region lost one White resident

East County

Bimodal population

- Three of every four residents are either White or Hispanic

Rapid growth among minorities

- Growth in Hispanic residents outpaced all other ethnic groups combined
- Fastest growing region among African Americans
- Most rapid decline of White residents

Note: C_____rom 2000 to 2011.
Data sources: U.S. Census Bureau; American Community Survey.
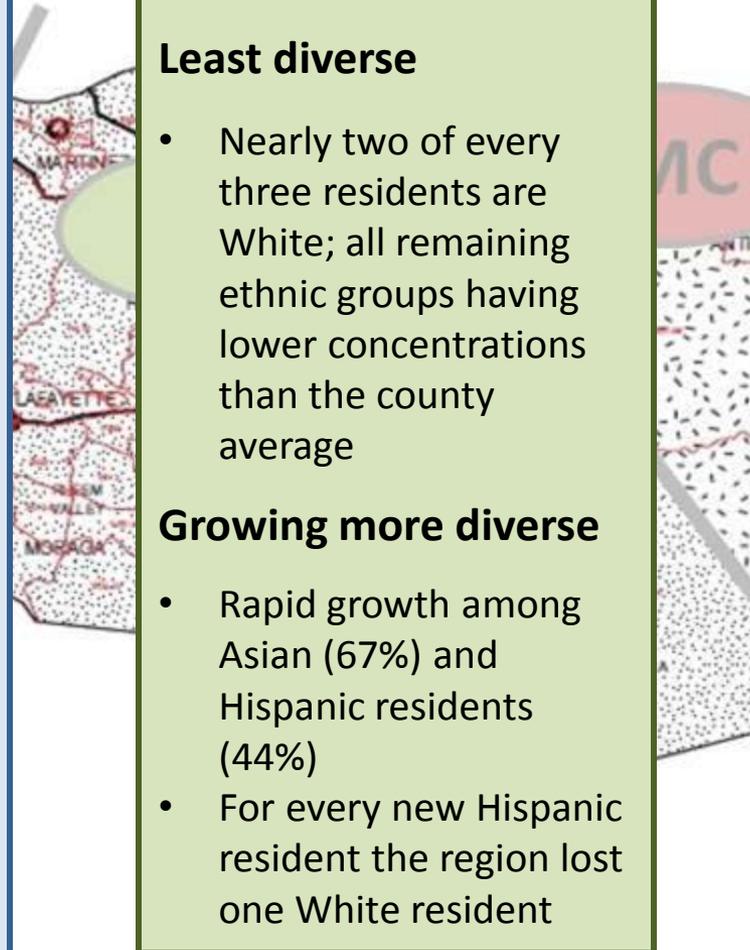
Distribution of Racial and Ethnicity Groups in Contra Costa and Alameda Counties
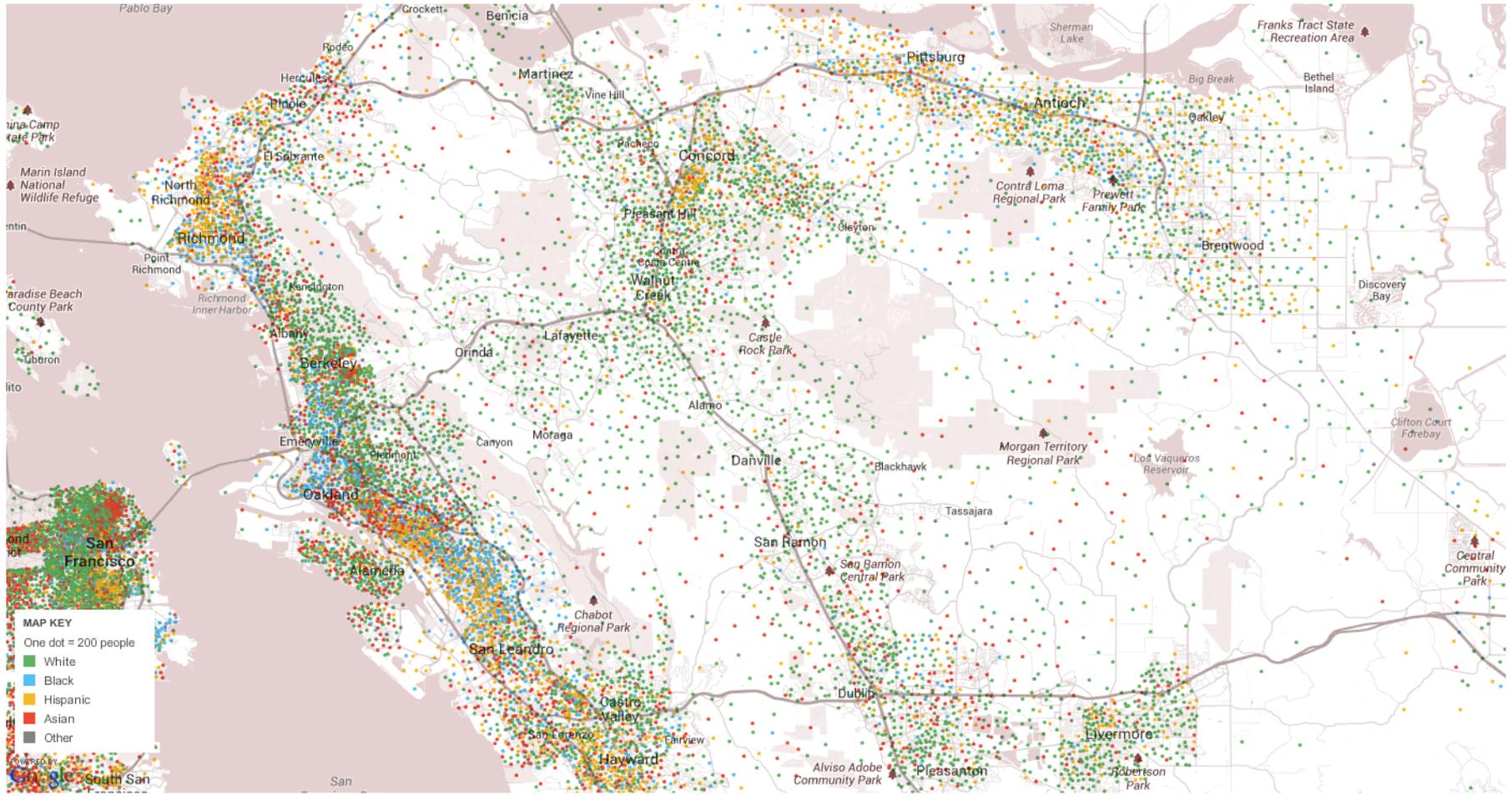
Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block* (link: http://projects.nytimes.com/census/2010/explorer?ref=us).
Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Origin of Birth and Language Spoken

West County

Origin of Birth

High and growing density of foreign born residents

- Highest concentration of foreign born residents (32%) and growing; all the growth in population is occurring within this group

Language Spoken

English speakers soon to be the minority

- Nearly half (45%) of residents don't speak English at home and this group is growing at seven times the rate of the rest of the region

Central County

Origin of Birth

Low density but fast growth among foreign born residents

- Roughly four in five residents are Native US born
- However, over 80% of all new residents are foreign born

Language Spoken

Highest density of English speakers but transforming

- With roughly three in four residents speaking English at home the Central county has a higher concentration of English speakers than the county overall
- However, all the growth in new residents has be among non-English speakers

East County

Origin of Birth

Rapid growth of foreign born pushing region toward parity with the county

- Roughly four in five residents are Native US born
- More native born resident moved into the East County than foreign born

Language Spoken

Fastest growth among non-English speakers

- One in three resident speak a language other than English at home and the non-English speaking group is growing faster here than the rest of the county

Education Attainment

West County

Slightly less educated than the county overall

- Nearly 40% of the population has no more than a High School diploma

But growing more educated

- Three of every four new residents has a Bachelors degree or higher

Central County

Home to the most educated population

- Over 50% of the population has a Bachelors and/or graduate degree

And growing still more educated

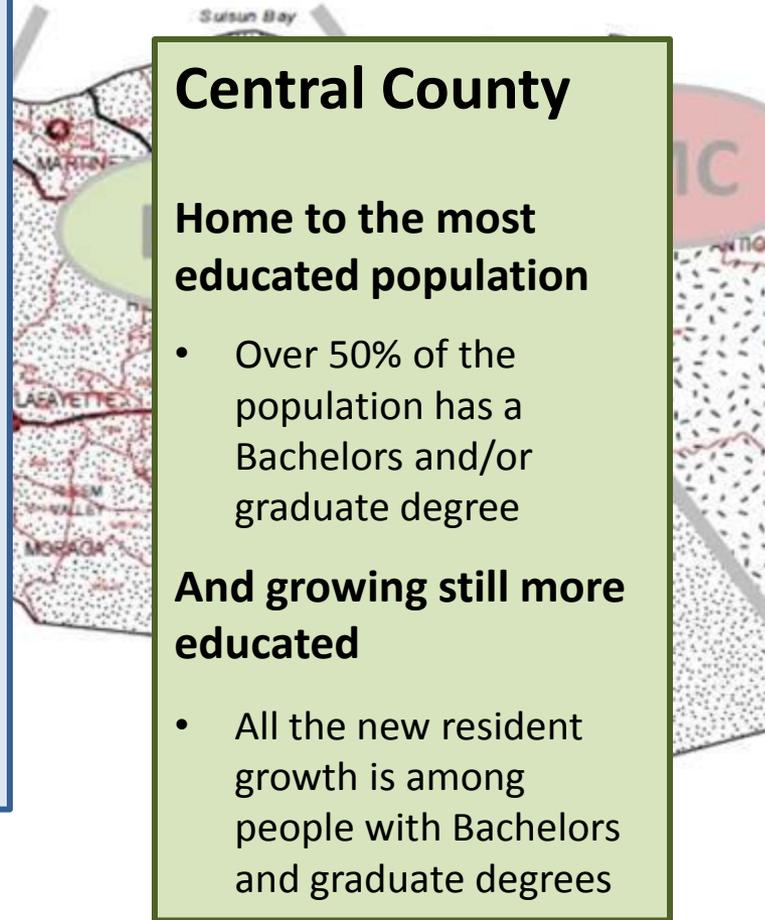- All the new resident growth is among people with Bachelors and graduate degrees

East County

Least educated region

- Less than 20% of the population has bachelors or graduate degree

Strong growth in community college credentials

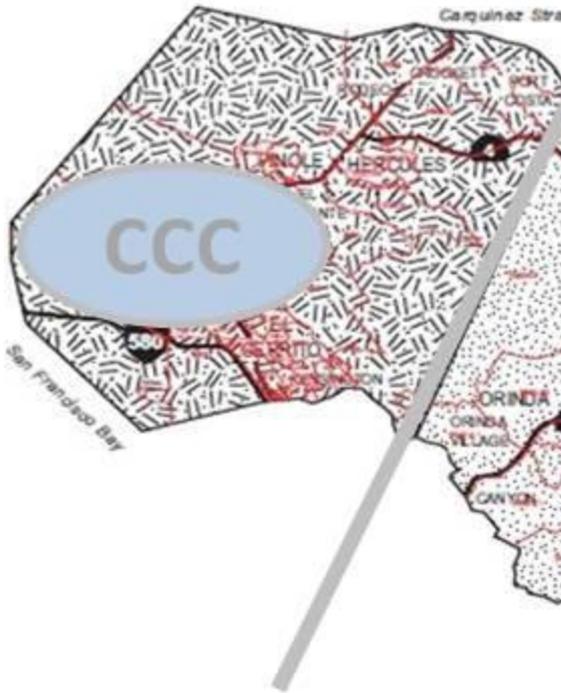- The fastest growing segment are among residents with an Associates Degree or having some college

Note: Growth rates are derived from recoded growth from 2000 to 2011.
Data sources: U.S. Census Bureau; American Community Survey.

Contra Costa County

The market for high school graduates

Contra Costa County
The market for high school graduates

Size

Graduates = 11, 270 (2010)
Growth Rate = 23% (2000/01-2010/11)
Projected = 12,145 (2020)

County college-going Rates
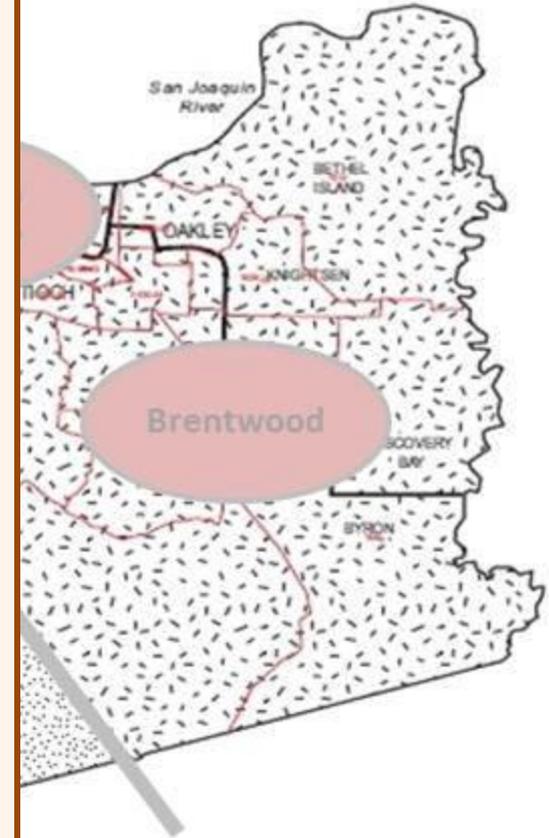
- CCCs = 7%
- CSUs = 12%
- UCs = 10%

CCCCD HS Graduate Capture Rate

- 2,900 of 11,270 = 26%

Overall Remediation Rate

- Placement into dev ed = 80%
- Enrolling in dev ed = 45%

Data sources: California Dept of Education.

Contra Costa County
The market for High School Graduates

CCC

Weak growth

- Graduates of feeder High Schools growing at one-fourth the rate of the county

Capture rates stable

- CCC capture rates of feeder high school graduates remains stable and roughly the same as the county average of 26%

DVC

Moderate growth

- Graduation rate at feeder HS is slightly less than the county average

Capture rates stable

- DVC capture rates of feeder high school graduates remains stable and roughly the same as the county average of 26%
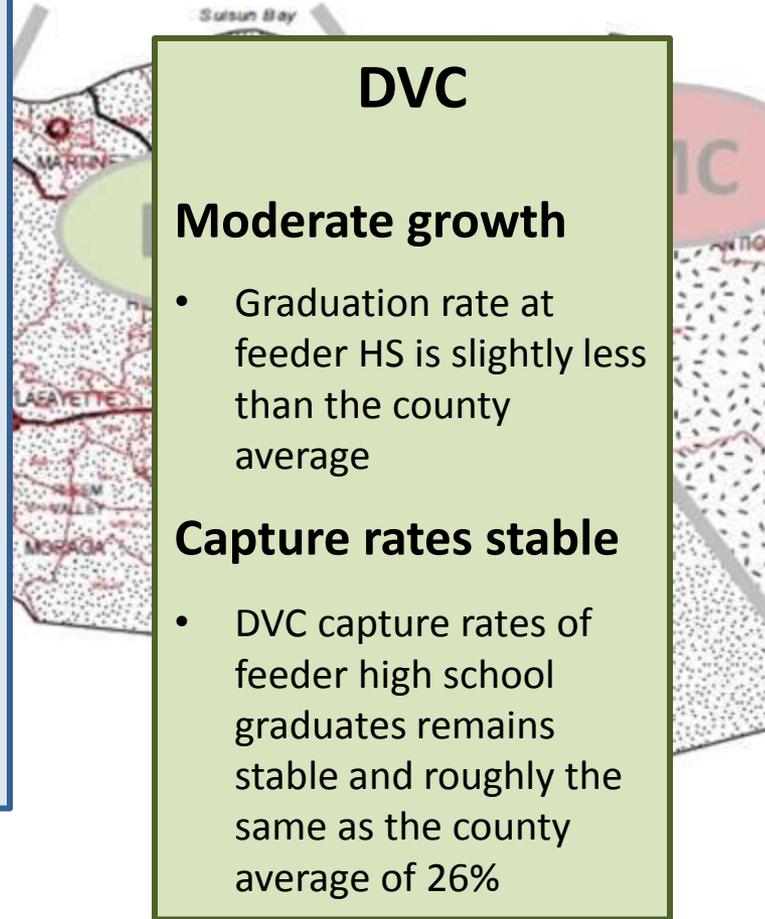
LMC

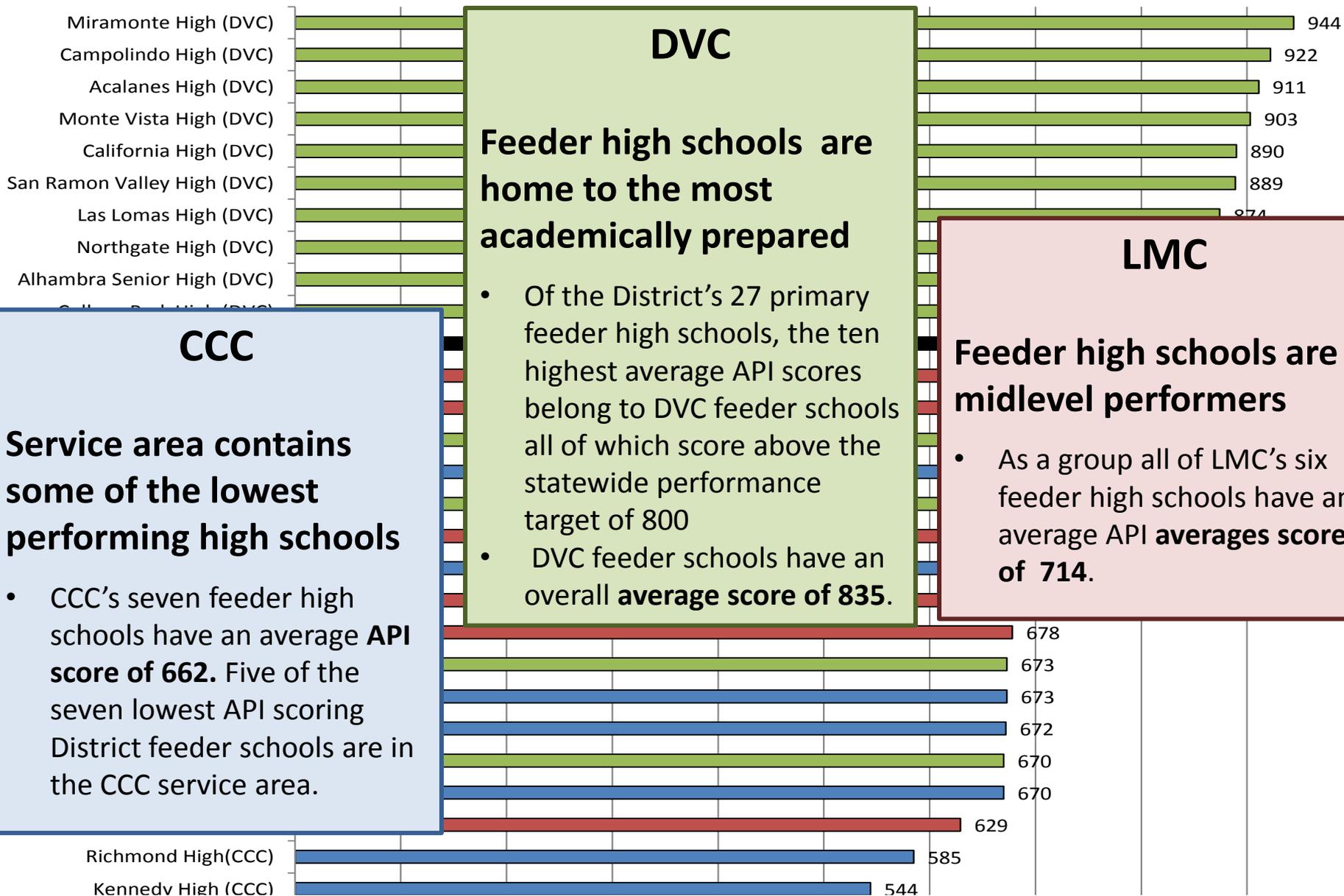### Booming HS graduate population

- Graduation rate at feeder HS over twice the rate of the county

Rising capture rates

- LMC capture rates of feeder high school is improving, moving from below the county average in 200/01 to 5% above in 2010/11

Note: Growth rates are derived from recoded growth from 2000 /01to 2010/11.
Data sources: California Dept of Education.

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

School	API
Miramonte High (DVC)	944
Campolindo High (DVC)	922
Acalanes High (DVC)	911
Monte Vista High (DVC)	903
California High (DVC)	890
San Ramon Valley High (DVC)	889
Las Lomas High (DVC)	874
Northgate High (DVC)	
Alhambra Senior High (DVC)	

DVC

Feeder high schools are home to the most academically prepared

- Of the District's 27 primary feeder high schools, the ten highest average API scores belong to DVC feeder schools all of which score above the statewide performance target of 800
- DVC feeder schools have an overall **average score of 835**.

LMC

Feeder high schools are midlevel performers

- As a group all of LMC's six feeder high schools have an average API **averages score of 714**.

CCC

Service area contains some of the lowest performing high schools

- CCC's seven feeder high schools have an average **API score of 662.** Five of the seven lowest API scoring District feeder schools are in the CCC service area.

School	API
	678
	673
	673
	672
	670
	670
	629
Richmond High(CCC)	585
Kennedy High (CCC)	544

The **Academic Performance Index** (**API**) is a measurement of academic performance and progress of individual schools in California. It is one of the main components of the Public Schools Accountability Act passed by the California legislature in 1999. API scores ranges from a low of 200 to a high of 1000. The current statewide API performance target for all schools is 800.

Contra Costa County
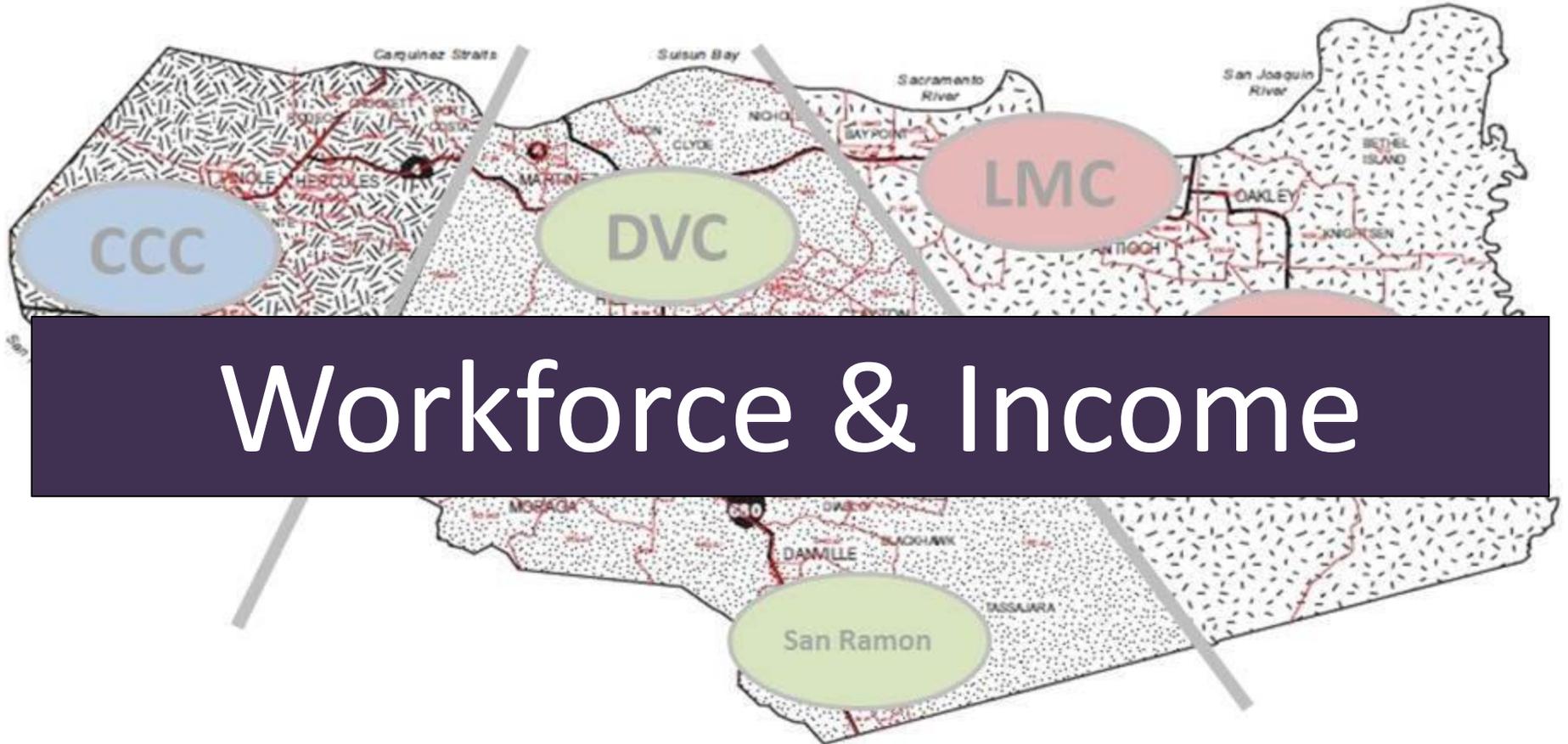
Workforce & Income

Contra Costa County
Workforce & Income Profile

Labor Market

Jobs   = 482,000
Proj Job Growth (2013-18) = 5%
Unemployment Rate   = 7.0%

Industries adding most jobs

- Finance & Insurance
- Health Care & Social Assistance
- Food Services & Accommodations
- Prof, Scientific & Tech Services
- Retail Trade

Fastest growing Occupations

- Sales
- Business & Financial Operations
- Food preparation & serving
- Personal Care & Services
- Office and Admin Support
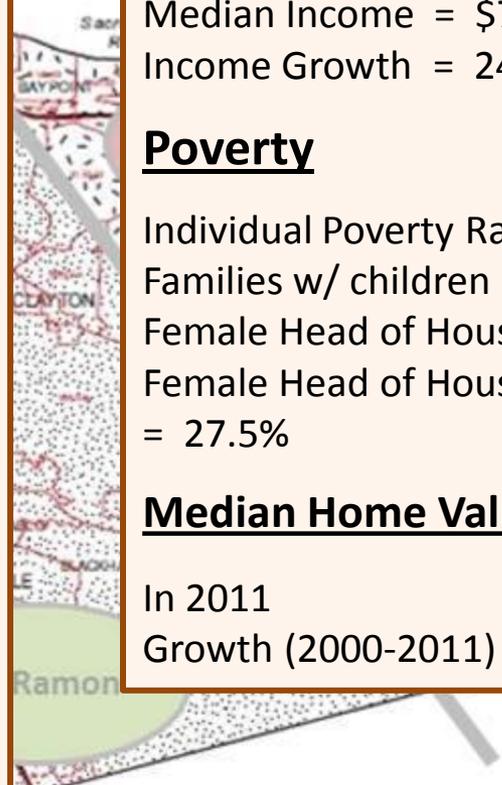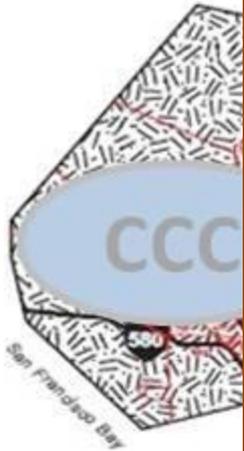
Household Income

Median Income = $79,000 (2011)
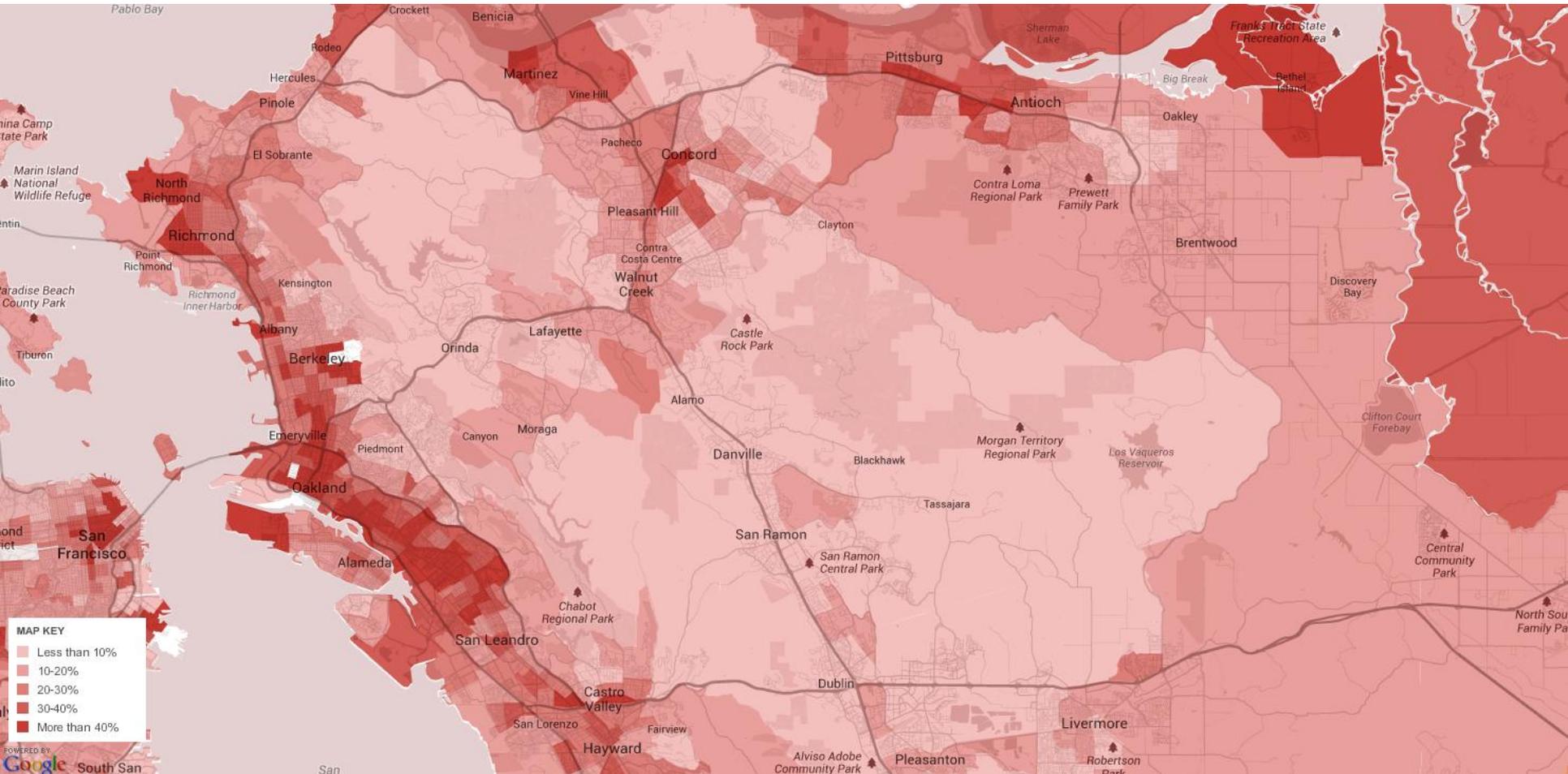Income Growth = 24.3% (2000-2011)

Poverty

Individual Poverty Rate = 9.9%
Families w/ children   = 10.7%
Female Head of Household = 20.5%
Female Head of Household w/ children = 27.5%

Median Home Value

In 2011   = $490,000
Growth (2000-2011) = 83%

Distribution of Households Earning Under $30K
Contra Costa and Alameda Counties

MAP KEY
- Less than 10%
- 10-20%
- 20-30%
- 30-40%
- More than 40%

Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block*
(link: http://projects.nytimes.com/census/2010/explorer?ref=us).
Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Contra Costa County
Workforce & Income Profile

West County

Pockets of lingering unemployment & high poverty

- At 8.6% the unemployment rate is 1.6 percentage points above the county average
- The poverty rate is the highest in the county at 13.6%

Low but growing income and strengthening housing market

- Household incomes are lowest in the county ($64K) but growing the fastest.
- Median house values are also growing the fastest and are now second highest in the county

Central County

Strong labor market & low levels of poverty

- The unemployment rate (4.4%) and poverty rates (6.5%) remain well below the county average

High income & high home valuations

- At $91K Household incomes are the highest in the county and growing on par with the county average.
- Housing values are the highest in the county ($636K) though returns over the last decade dropped below the county average

East County

Weak job growth & growing poverty

- Unemployment rates are highest in the county at 9.2%
- At 7.9% the poverty rate remains below the county average but the rate of growth is fastest in the county

Slowing income growth & tepid housing market

- Household incomes ($83K) remain slightly above the county average but have experienced the slowest growth in the county.
- Likewise, housing values sit below the county average and price gains have not kept pace with the rest of the county

	West County	Central County	East County
Pg 8 Overall population	Third largest region; slow growth	Largest region; modest growth	Second largest region; rapid growth
Pg 12 Age Distribution	Most diverse by age; aging by decline in youth	Deepest age pool; aging by growth in elderly	Youngest age pool; U-shaped growth
Pg 15 Ethnicity	Ethnically diverse; rapid decline of African-Americans	Least diverse; growing more diverse	Bimodal ethnicity; rapid minority growth
Pg 17 Origin of Birth	High & growing density of foreign born	Low density but fast growth in foreign born	Rapid growth of foreign born residents
Pg 19 Language Spoken	English speakers soon to be minority	High density of English speakers but changing	Fastest growth among non-English speakers
Pg 24 Education Attainment	Slightly less educated but growing more so	Most educated and growing more so	Least educated; strong growth in AA degrees
Pg 26 HS Graduate Market	Weak growth; stable capture rates	Moderate growth; stable capture rates	Booming growth; rising capture rates
Pg 32 Feeder HS API Profile	Lowest performing	Highest performing	Midlevel performance
Pg 47 Labor Market	Pockets of unemployment; high poverty	Strong labor market; low levels of poverty	Weak job growth; growing poverty
Pg 46 Income & Housing Market	Low but improving income; strengthening housing market	High income and high home valuations	Slow income growth & tepid housing market

Environmental Scan

The full report and all documentation can be found at:

http://www.4cd.edu/research/default.aspx

Internal Trends

Broad overview of our recent performance in terms of
access, equity and success

Domain of
this Review

Data we will examine

Access

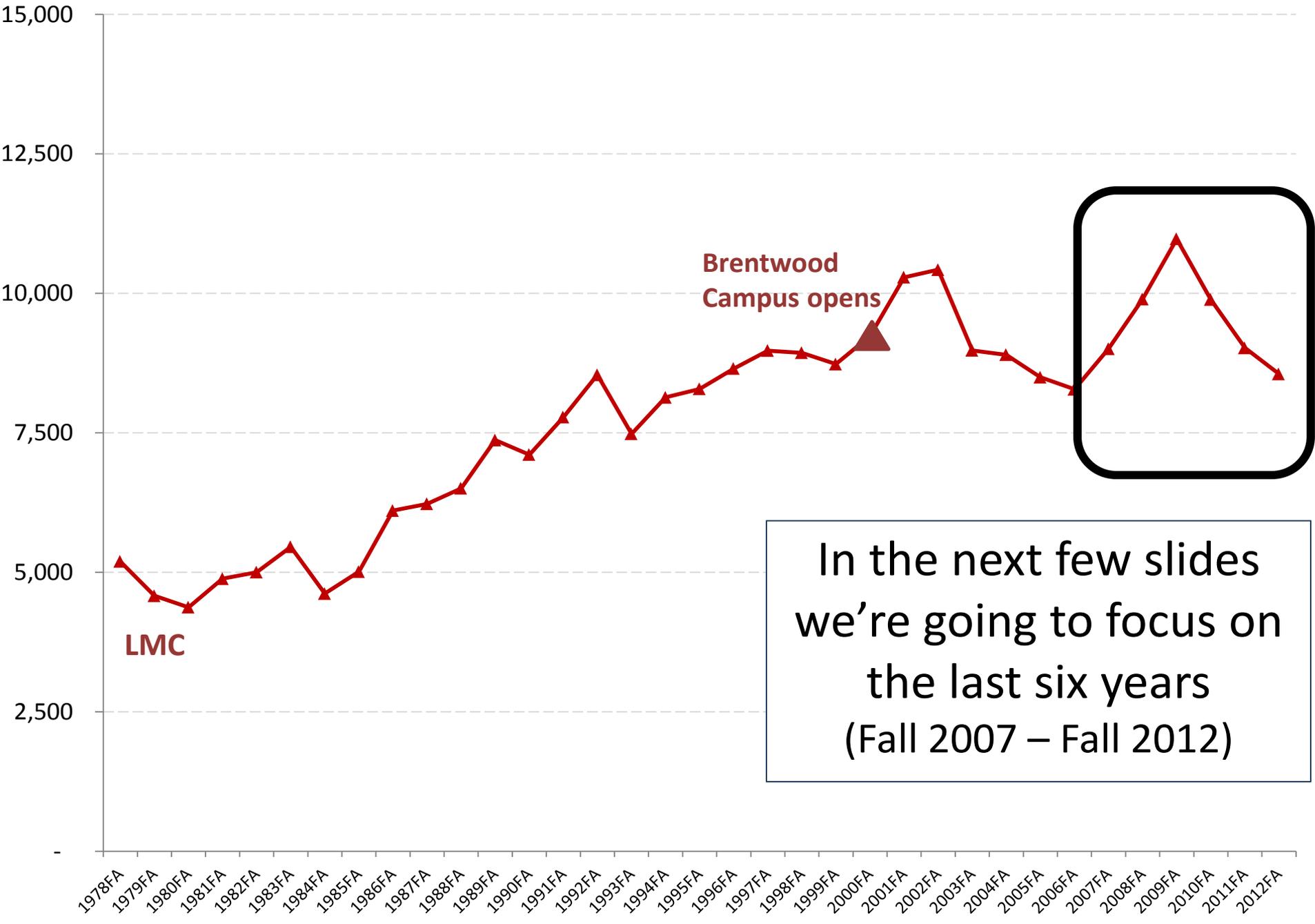**Enrollment by age, gender, ethnicity and method of instruction**

Equity

Classroom performance by age, gender, ethnicity and method of instruction

Success

Degree, certificate and transfer completion

Los Medanos Fall Headcount since 1978
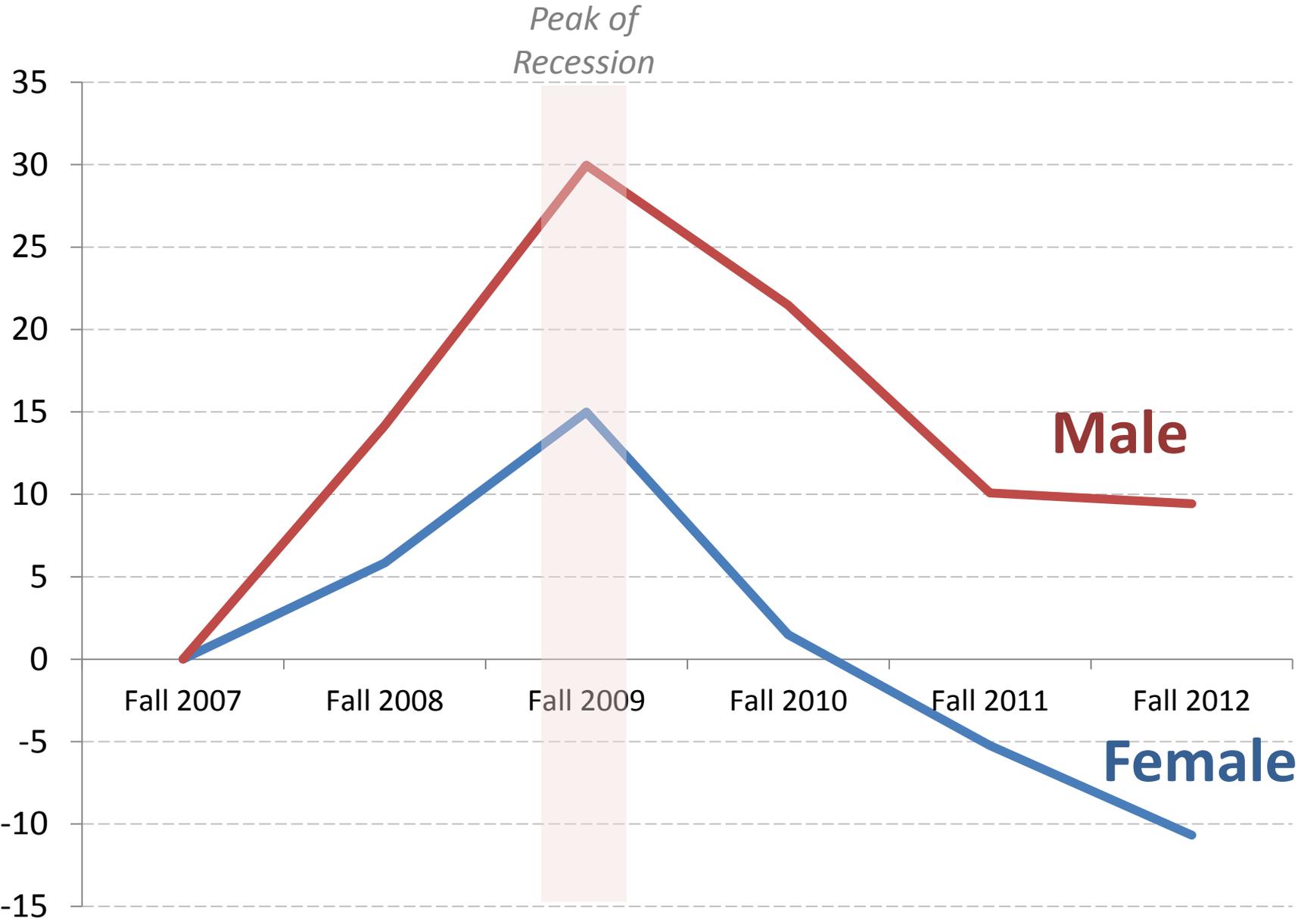

Brentwood Campus opens

LMC

In the next few slides
we're going to focus on
the last six years
(Fall 2007 – Fall 2012)

ACCESS
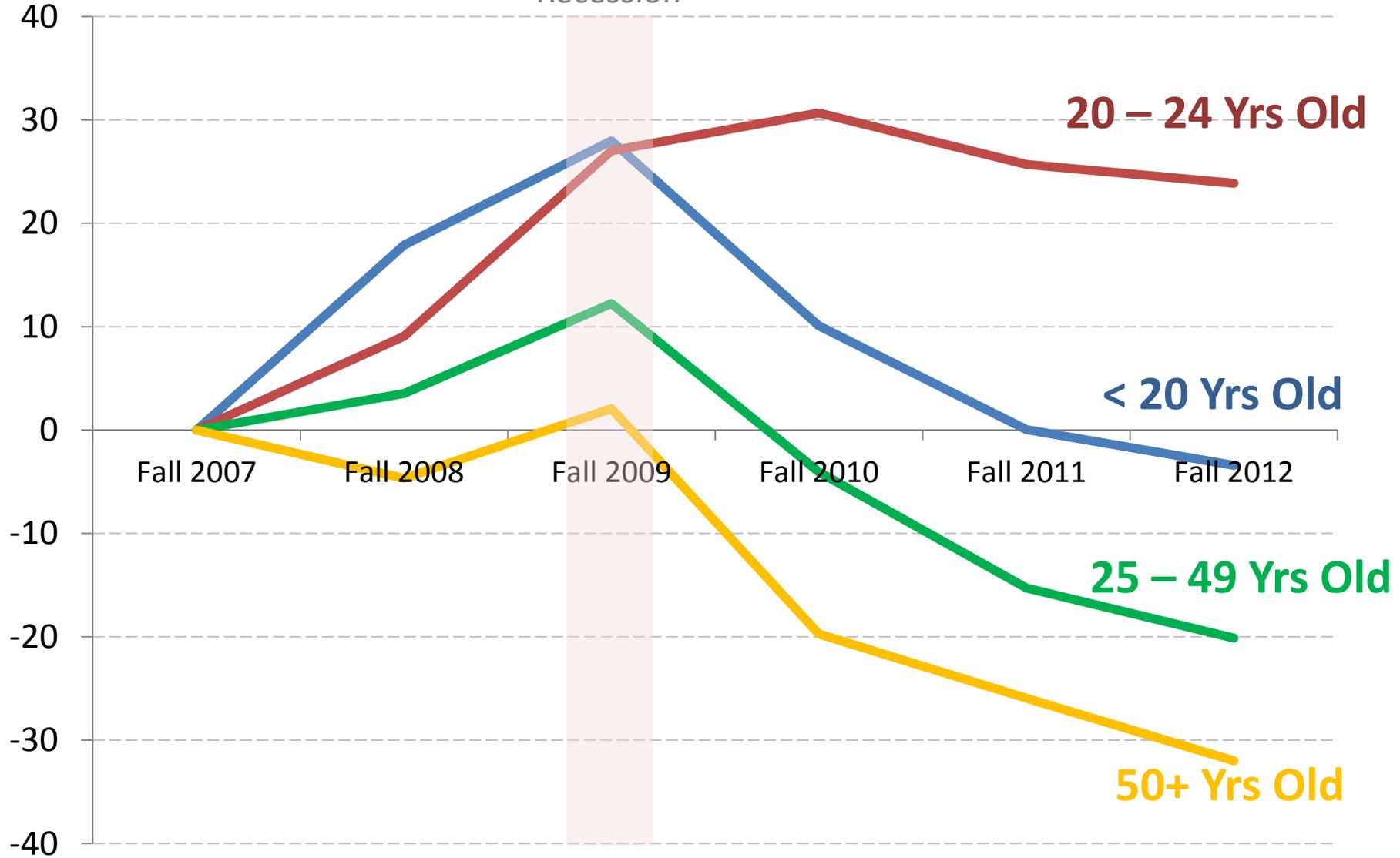
(in terms of enrollments)

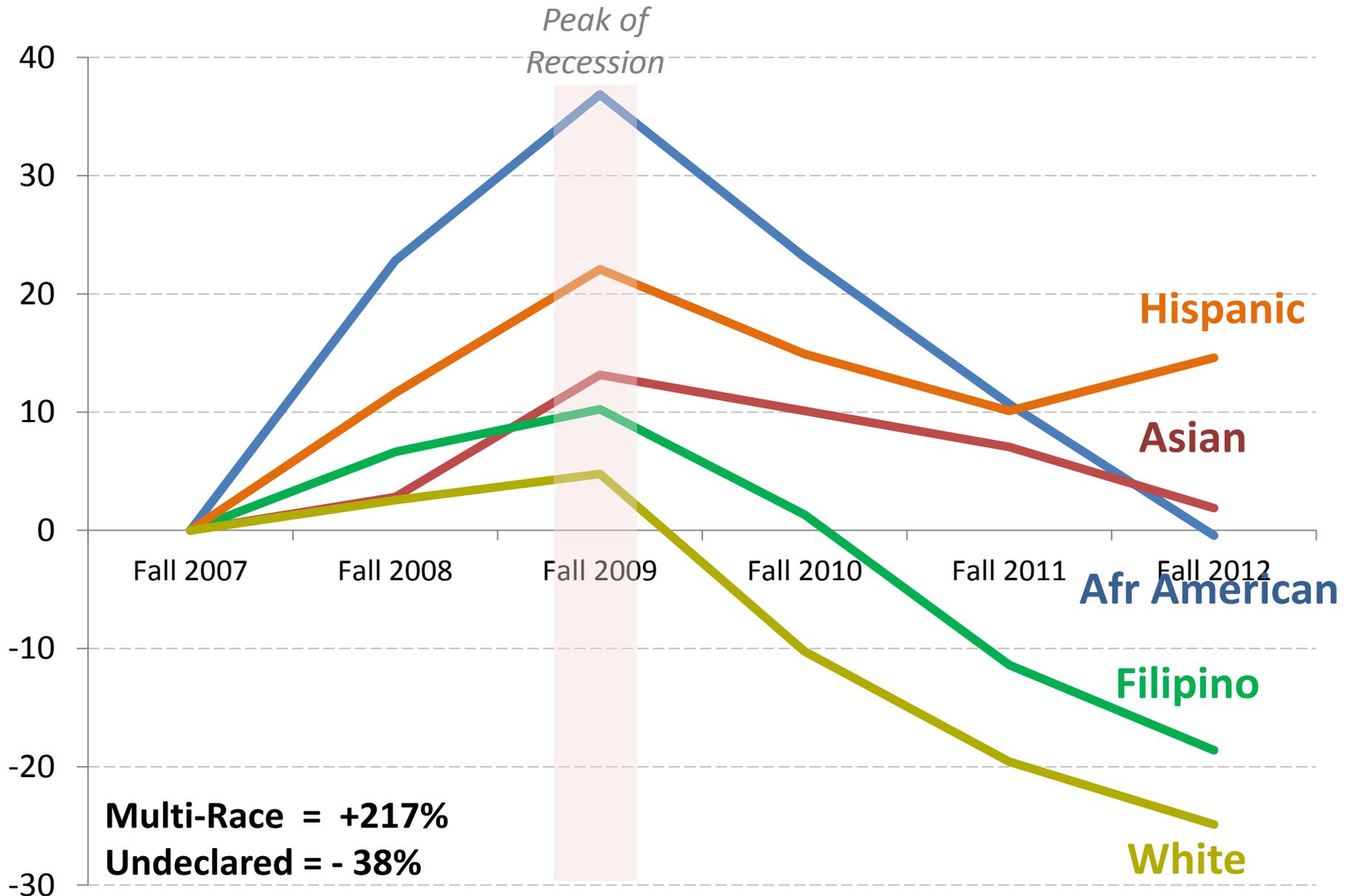# Percentage growth since Fall 2007 by student gender

Percentage growth since Fall 2007 by student age

Percentage growth since Fall 2007 by student ethnicity

Peak of Recession

Hispanic

Asian

Afr American

Filipino

White

Multi-Race = +217%
Undeclared = - 38%

Note: trends for students identified as Native American or Pacific Islander were not included here due to small sample sizes. Data for those populations are included in the full report

Percentage growth in enrollments by instructional delivery method

Peak of Recession

On-line

Traditional

50
45
40
35
30
25
20
15
10
5
0

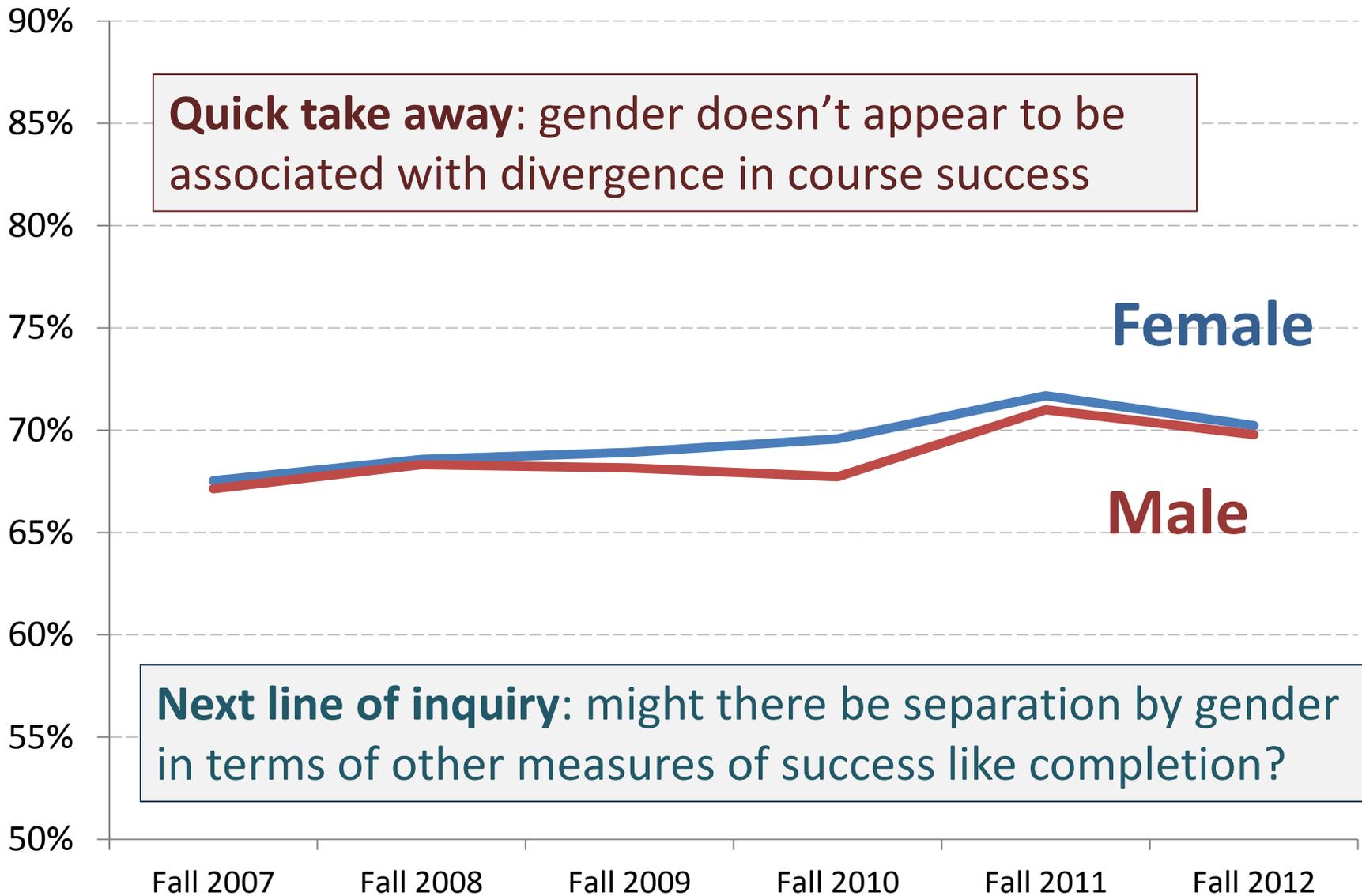Fall 2007   Fall 2008   Fall 2009   Fall 2010   Fall 2011   Fall 2012
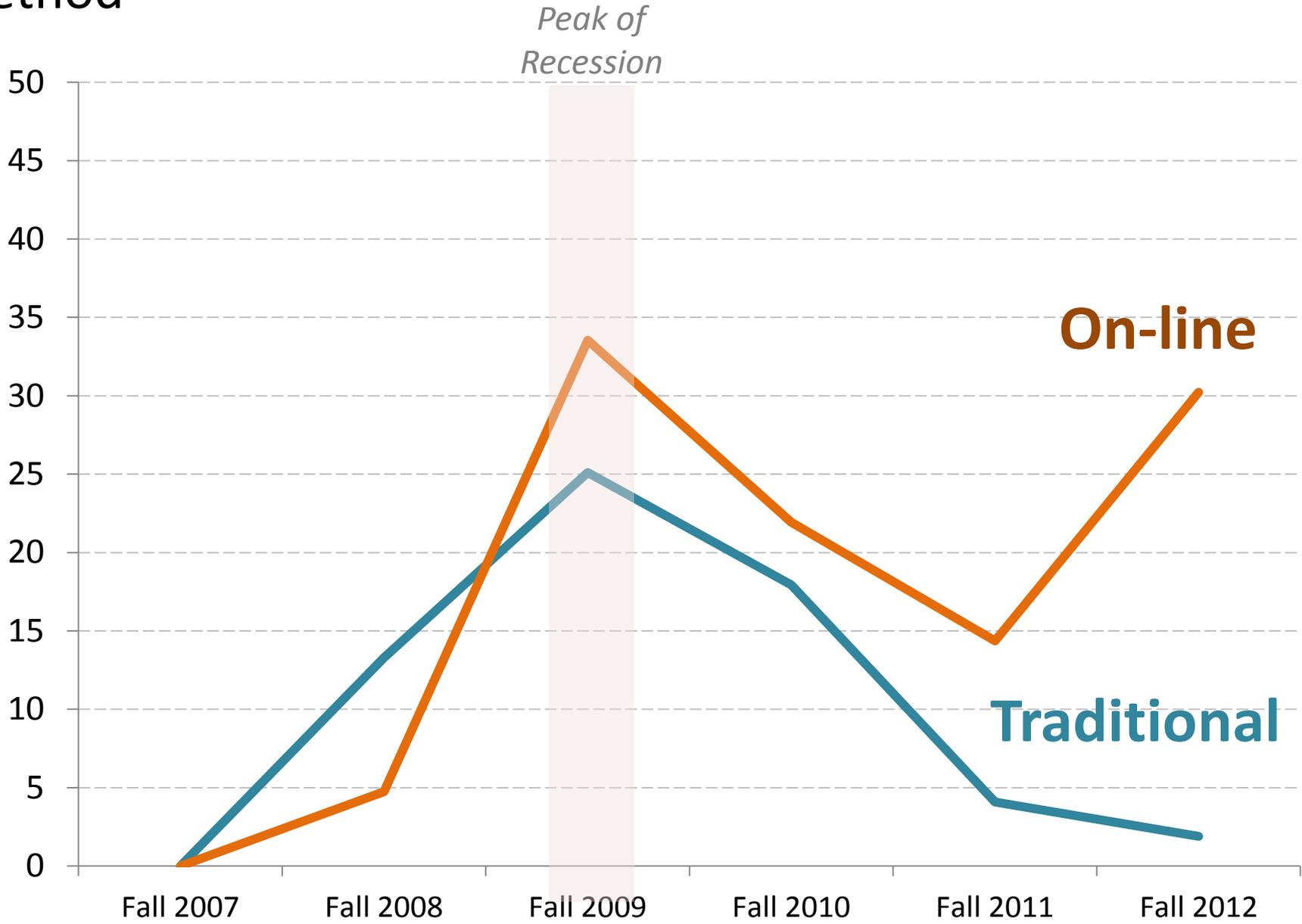
Note: Hybrid courses are included in the Traditional category for this analysis

EQUITY

(in course success rates)

Five year success rates by student gender

Quick take away: gender doesn't appear to be associated with divergence in course success

Female

Male

Next line of inquiry: might there be separation by gender in terms of other measures of success like completion?

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |

Five year success rates by student age

Quick take away: there appears to be some indication of convergence in success by student age

50+ Yrs Old

25 – 49 Yrs Old

< 20 Yrs Old

20 – 24 Yrs Old

Next line of inquiry: the convergence is a result of a mild decline in two older age groups and a rise in two younger ones. What might be the explanation?

Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012

Five year success rates by student ethnicity

Quick take away: trends have some directional similarities but no strong evidence of convergence

Next line of inquiry: We saw evidence of convergence by age and none by ethnicity. Are the age distributions different for each ethnicity cohort?

Asian

Filipino

White

Hispanic

Afr American

90%

85%

80%

75%

70%

65%

60%

55%

50%

Fall 2007   Fall 2008   Fall 2009   Fall 2010   Fall 2011   Fall 2012

Note: trends for students identified as Native American or Pacific Islander were not included here due to small sample sizes. Data for those populations are included in the full report

Five year success rates by instructional delivery method

Quick take away: both trends are mildly upward, and while a gap remains, there is some evidence that it is closing.

Traditional

On-line

Next line of inquiry: if the recent growth in on-line enrollments continues how might that impact the success rates of various cohorts?

90%
85%
80%
75%
70%
65%
60%
50%

Fall 2007   Fall 2008   Fall 2009   Fall 2010   Fall 2011   Fall 2012
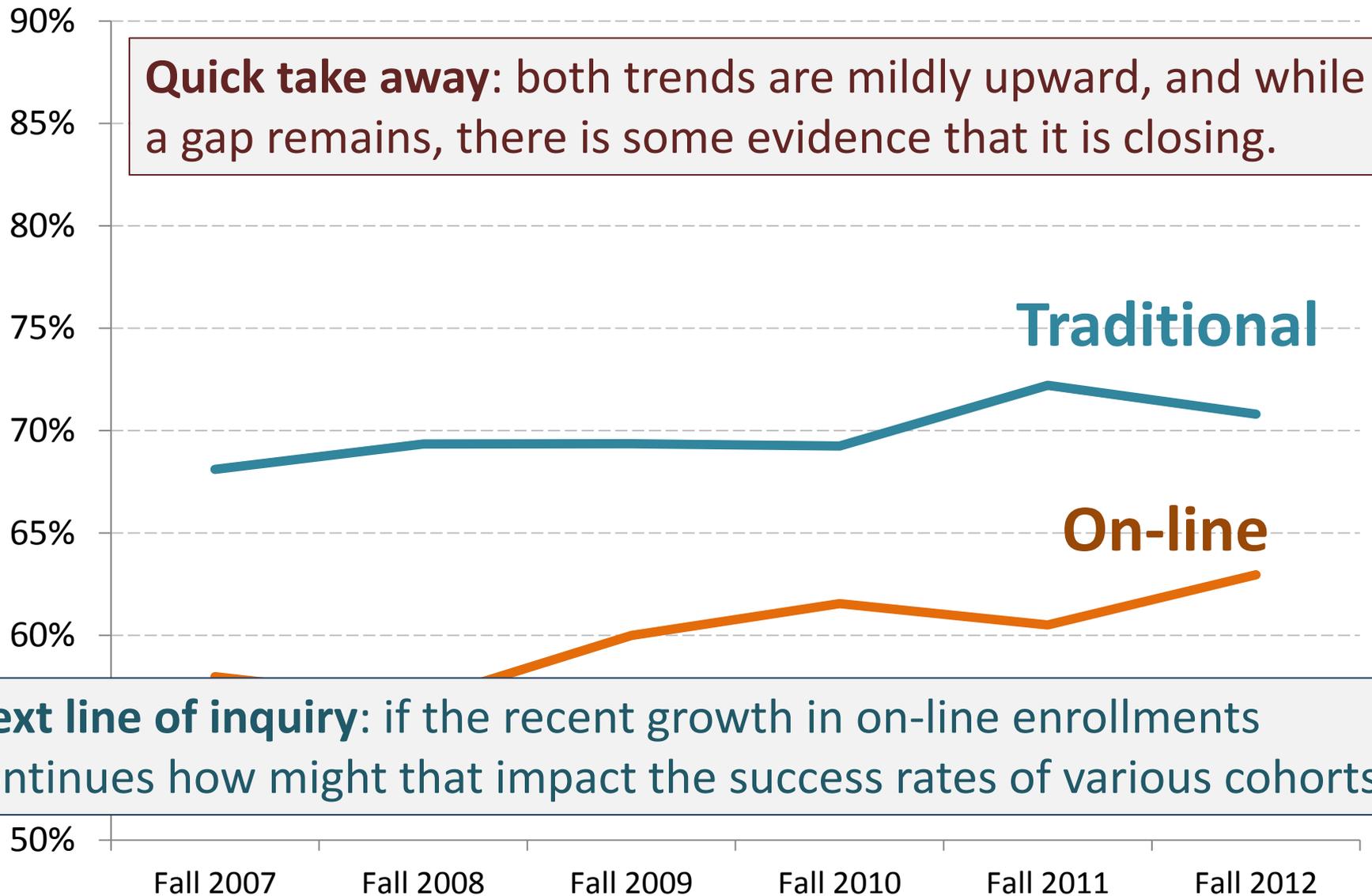
Note: Hybrid courses are included in the Traditional category for this analysis

SUCCESS

(in college completion rates)

< this data is extracted from the State Chancellor's ScoreCard >

Completion is defined as achieving any of the following: a **certificate**, an **AA/AS degree**, or becoming **transfer ready** (60+ transferable units earned and completion of college level English & math)
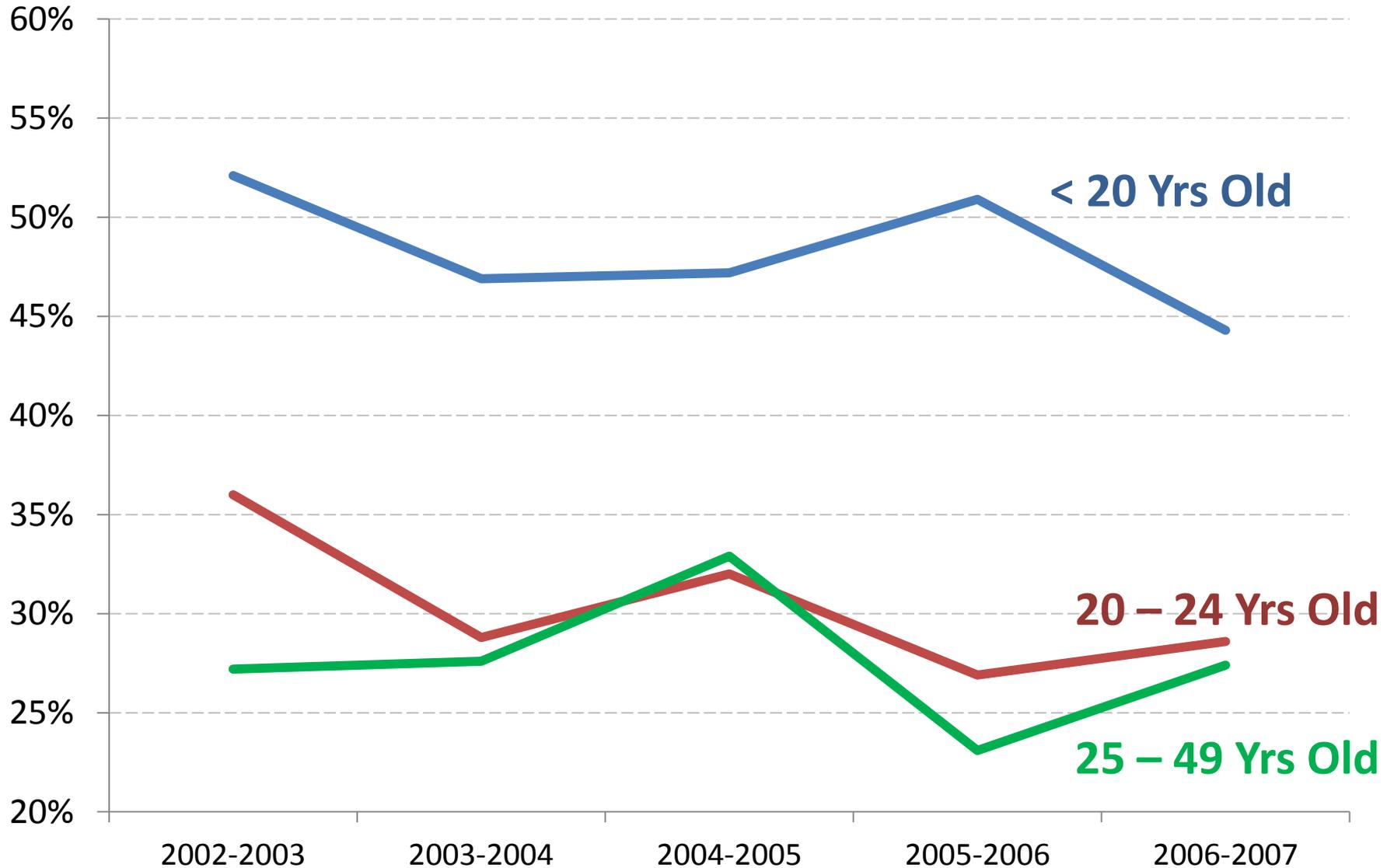
Five Year Trend in Overall Completion Rates

Definition: The % of students earning 6 units within six years, attempting any math or English course within three years and then "**completing**" within six years. These figures are for students whose first term was in 2006/07.

60%

50%

40%

30%

20%

10%

0%

2002/03   2003/04   2004/05   2005/06   2006/07
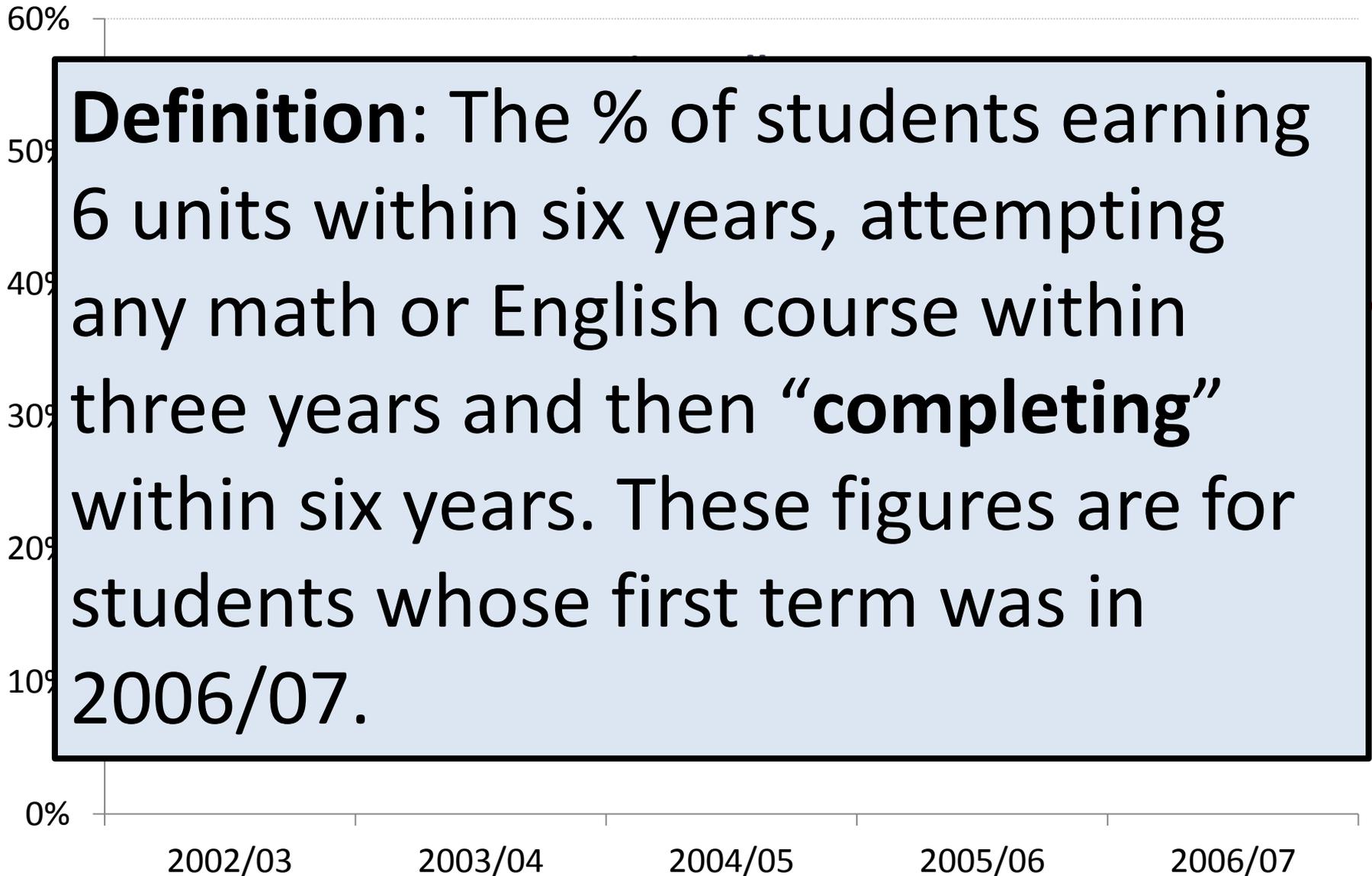
Five year completion rates by student gender
(derived from the State Chancellor's ScoreCard)
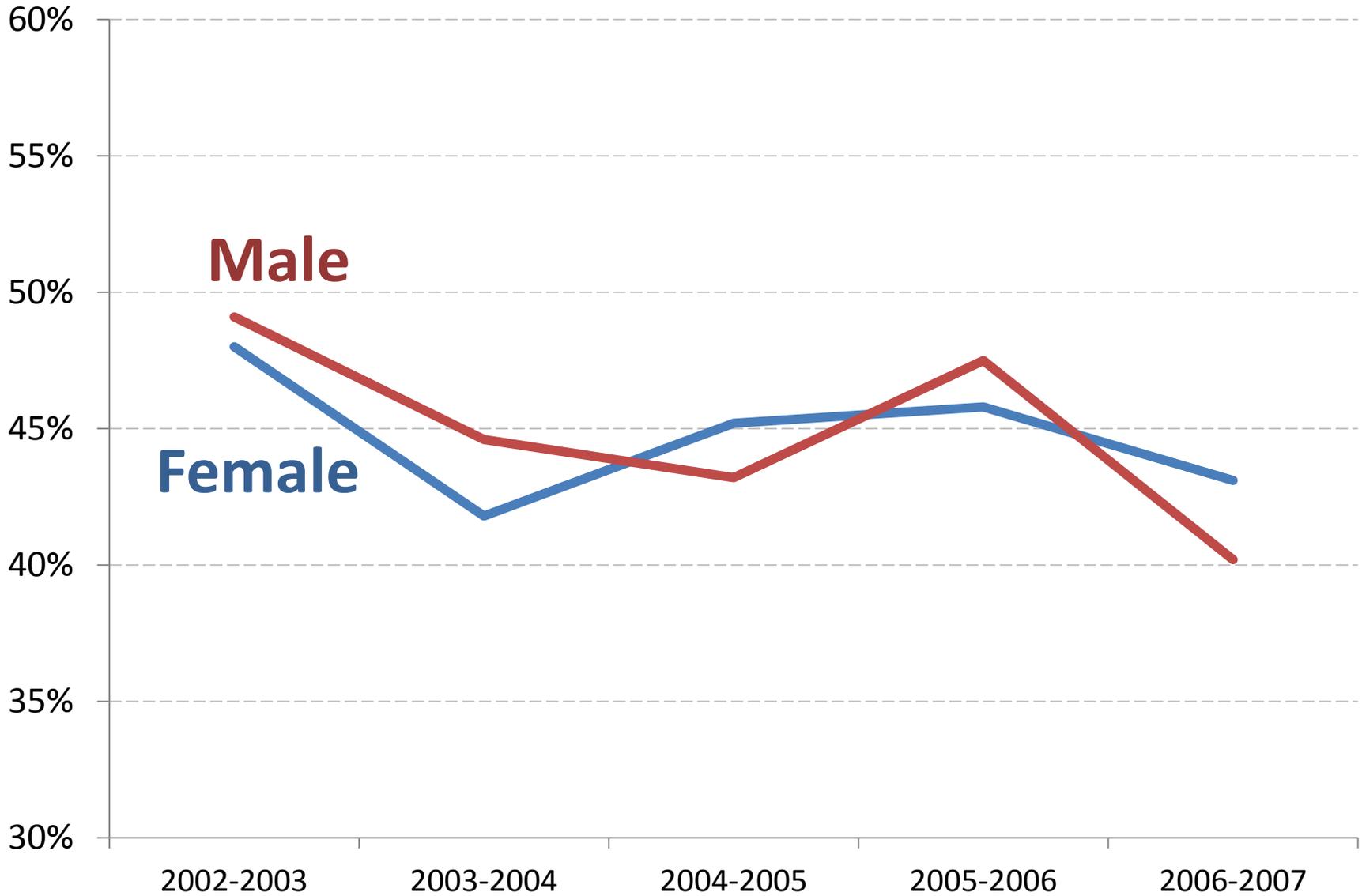
Five year completion rates by student age
## (derived from the State Chancellor's ScoreCard)

< 20 Yrs Old

20 − 24 Yrs Old

25 − 49 Yrs Old

60%
55%
50%
45%
40%
35%
30%
25%
20%

2002-2003   2003-2004   2004-2005   2005-2006   2006-2007

Five year completion rates by student ethnicity
(derived from the State Chancellor's ScoreCard)
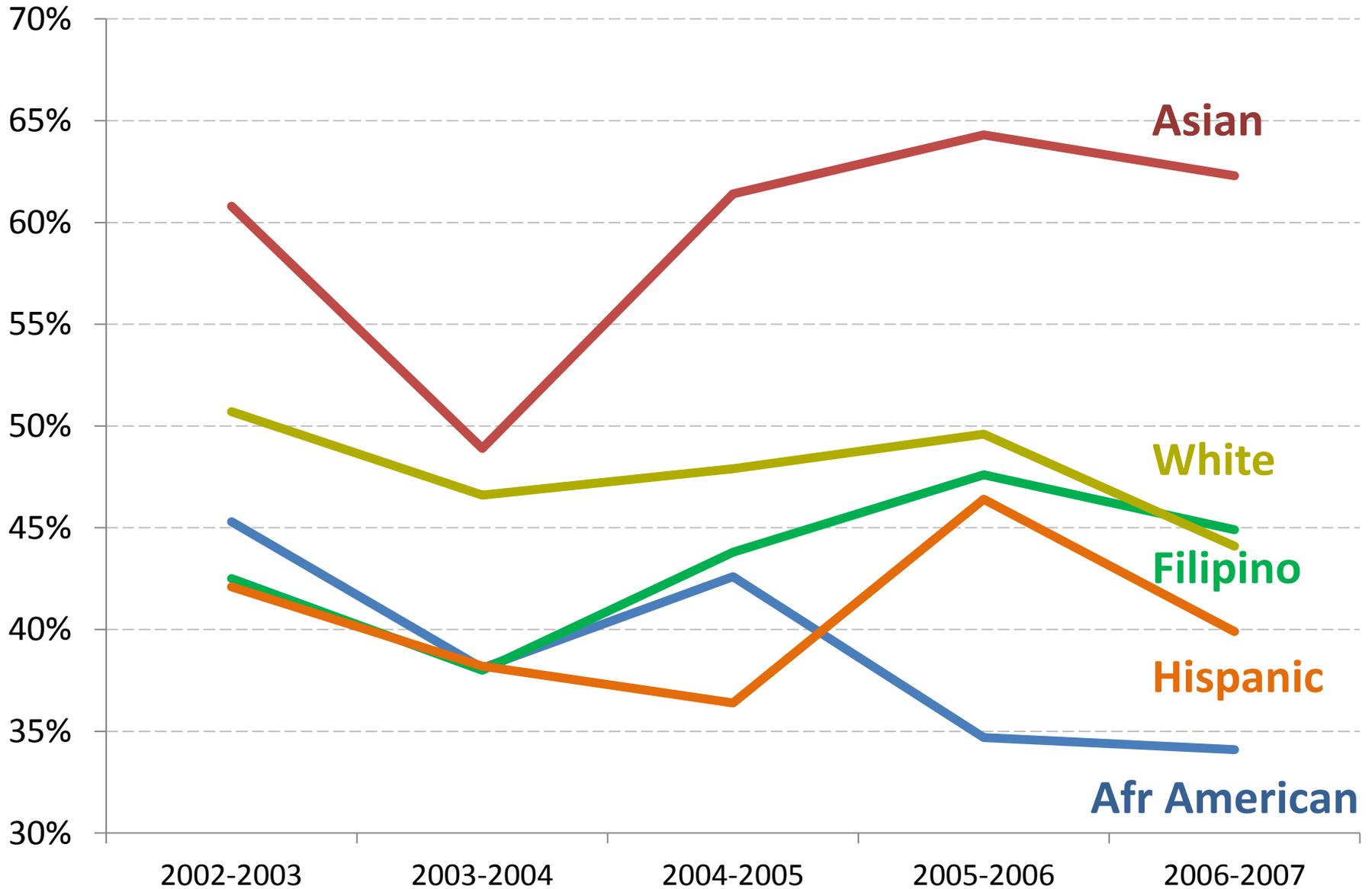
Note: trends for students identified as Native American or Pacific Islander were not included here due to small sample sizes. Data for those populations are included in the full report

Possible next steps to consider

1. As you review both the Environmental Scan and the Accreditation data packets in search of the next step consider:

    - The direction of the trends
    - The size of any gaps
    - Evidence of convergence or divergence

2. Data don't provide meaning; we make meaning from data. Consider venues for discussing this information and reflecting on its meaning with an eye toward identifying the next step.

3. Capture any questions that arise in the conversations and let's pursue them.

Thoughts? Comments?
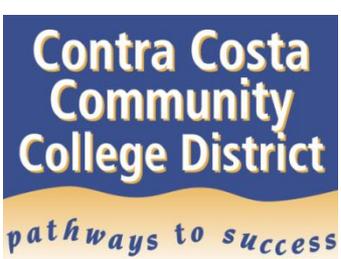
THANK YOU!

And special thanks to the Contra Costa District research staff who demonstrated outstanding data collection and research in support of the findings included in this report

Francisco Balderas   Rolando Valdez

Joy Hakola-Dardin   Helen Wu

Additional Material

Overview of LMC Accreditation Report

Contra Costa Community College District

pathways to success

Contra Costa Community College District

ACCREDITATION INFORMATION FOR
LOS MEDANOS COLLEGE

August 22, 2013

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

TABLE OF CONTENTS

1. Review of the contents of LMC's Accreditation Data Report

Keep in mind

This report was designed to meet a specific reporting mandate by our accreditors. Other questions are certain to arise as you review the document. Capture them and consider them candidates for future lines of inquiry outside of the accreditation process.

1. Review of the contents of LMC's Accreditation Data Report

Success Measures

> **All definitions are provided in the appendix of the report**

- Success rate
- Retention rate
- Persistence rate (2 measures)
- Number of awards (certificates & degrees)

Crosstabs Reported

- Course type (GE, CTE, Basic Skills)
- Instructional delivery method (on-line vs F-2-F)
- Student demographics (gender, age, ethnicity)
- Place of residence (a crude SES proxy)

2. The context for interpreting the data

- Review the summary of the environmental scan

- Demographic trends drive most of the change

- Compare your self to your past not to other colleges

- This is high-level data; aggregate change is usually slow

- Be cautious in identifying causal relationships

3. Finding the story amid the noise

• Focus on the trends and gaps. Look for evidence of convergence or divergence, volatility or stability.

• Don't try to explaining everything about a trend or gap; pick a perspective and offer an interpretation.

• Reference occasions where there was collaborative, reflective dialogue on evidence. Suggest how you will have more of that going forward.

3. Finding the story amid the noise

Los Medanos College
General Education Course Success Rate by Demographic Group

General Education Course Success Rate

	2007FA	2008FA	2009FA	2010FA	2011FA	2012FA
Traditional	68%	69%	69%	70%	73%	72%
Online	58%	56%	60%	62%	61%	63%

By Gender

	2007FA	2008FA	2009FA	2010FA	2011FA	2012FA
Female	67%	68%	69%	70%	72%	71%
Male	67%	68%	68%	69%	72%	71%

By Age

	2007FA	2008FA	2009FA	2010FA	2011FA	2012FA
<20 years	64%	67%	67%	68%	72%	72%
20-24 years	64%	65%	66%	67%	69%	69%
25-49 years	73%	73%	71%	73%	74%	71%
50+ years	82%	79%	79%	78%	79%	77%

By Race/Ethnicity

	2007FA	2008FA	2009FA	2010FA	2011FA	2012FA
African Am.	54%	53%	54%	55%	61%	59%
Asian	70%	75%	74%	75%	74%	79%
Hispanic	67%	68%	69%	69%	72%	71%
White	72%	75%	74%	74%	77%	76%
Other/Unk.	67%	65%	69%	71%	71%	68%

Evidence suggests a smaller performance gap for Hispanic students than African American students.
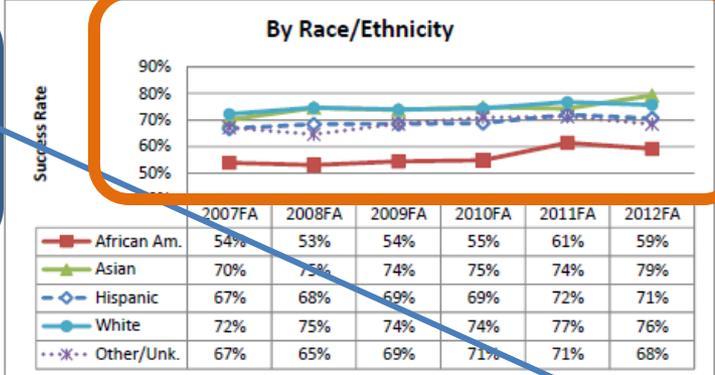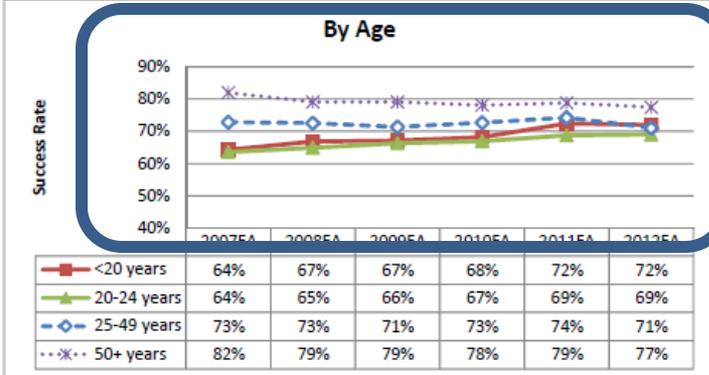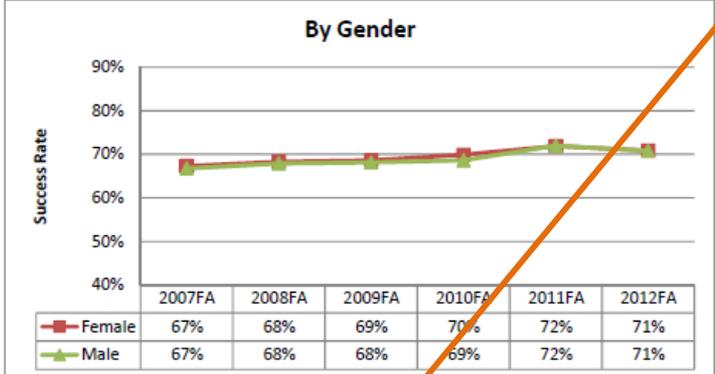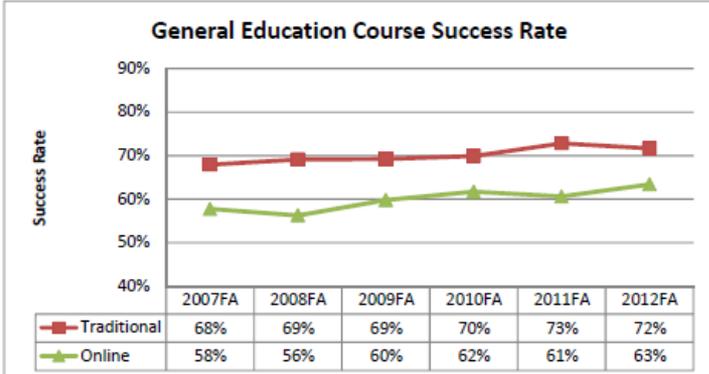
Evidence of an improving overall trend and convergence in performance by age

Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

See Addendum A for course and group definitions.

Source: District Research, CCCCD. Based on information from Colleague. Run date 7/30/2013 JD

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3. Finding the story amid the noise

Los Medanos College
Student Demographics by Fall Term

GENDER	2007FA n	2007FA %	2008FA n	2008FA %	2009FA n	2009FA %	2010FA n	2010FA %	2011FA n	2011FA %	2012FA n	2012FA %
Female	5,350	58.5%	5,663	56.8%	6,152	55.8%	5,430	54.7%	5,070	55.6%	4,779	54.4%
Male	3,561	39.0%	4,066	40.8%	4,628	42.0%	4,326	43.6%	3,920	43.0%	3,897	44.4%
Gender Unknown	229	2.5%	241	2.4%	244	2.2%	174	1.8%	125	1.4%	103	1.2%
Total	9,140	100.0%	9,970	100.0%	11,024	100.0%	9,930	100.0%	9,115	100.0%	8,779	100.0%

AGE GROUP	2007FA n	2007FA %	2008FA n	2008FA %	2009FA n	2009FA %	2010FA n	2010FA %	2011FA n	2011FA %	2012FA n	2012FA %
< 20 years old	2,953	32.3%	3,481	34.9%	3,779	34.3%	3,251	32.7%	2,954	32.4%	2,852	32.5%
20 to 24 years old	2,406	26.3%	2,624	26.3%	3,056	27.7%	3,144	31.7%	3,024	33.2%	2,980	33.9%
25 to 49 years old	3,198	35.0%	3,311	33.2%	3,589	32.6%	3,068	30.9%	2,709	29.7%	2,554	29.1%
50 + years old	578	6.3%	551	5.5%	590	5.4%	464	4.7%	428	4.7%	393	4.5%
Age unknown	5	0.1%	3	0.0%	10	0.1%	3	0.0%		0.0%		0.0%
Total	9,140	100.0%	9,970	100.0%	11,024	100.0%	9,930	100.0%	9,115	100.0%	8,779	100.0%

RACE/ETHNICITY	2007FA n	2007FA %	2008FA n	2008FA %	2009FA n	2009FA %	2010FA n	2010FA %	2011FA n	2011FA %	2012FA n	2012FA %
African American	1,359	14.9%	1,669	16.7%	1,860	16.9%	1,673	16.8%	1,504	16.5%	1,353	15.4%
American Indian	62	0.7%	69	0.7%	58	0.5%	46	0.5%	36	0.4%	25	0.3%
Asian	426	4.7%	438	4.4%	482	4.4%	469	4.7%	456	5.0%	434	4.9%
Filipino	527	5.8%	562	5.6%	581	5.3%	534	5.4%	467	5.1%	429	4.9%
Hispanic	2,554	27.9%	2,851	28.6%	3,118	28.3%	2,935	29.6%	2,812	30.9%	2,927	33.3%
Multi-Race	207	2.3%	262	2.6%	311	2.8%	461	4.6%	545	6.0%	657	7.5%
Other/Undeclared	507	5.5%	520	5.2%	933	8.5%	658	6.6%	472	5.2%	316	3.6%
Pacific Islander	82	0.9%	96	1.0%	102	0.9%	88	0.9%	76	0.8%	72	0.8%
White	3,416	37.4%	3,503	35.1%	3,579	32.5%	3,066	30.9%	2,747	30.1%	2,566	29.2%
Total	9,140	100.0%	9,970	100.0%	11,024	100.0%	9,930	100.0%	9,115	100.0%	8,779	100.0%

ED GOAL	2007FA n	2007FA %	2008FA n	2008FA %	2009FA n	2009FA %	2010FA n	2010FA %	2011FA n	2011FA %	2012FA n	2012FA %
Transfer (w/wo Degree)	3,714	40.6%	4,422	44.4%	5,185	47.0%	5,221	52.6%	5,139	56.4%	5,133	58.5%
Career Dev (Degree, Cert, Li	2,152	23.5%	2,272	22.8%	2,452	22.2%	1,950	19.6%	1,600	17.6%	1,446	16.5%
Educ. Development	717	7.8%	832	8.3%	892	8.1%	700	7.0%	618	6.8%	619	7.1%
4-Yr Student Attending 2-Yr	47	0.5%	106	1.1%	145	1.3%	198	2.0%	215	2.4%	235	2.7%
Undecided on Goal	2,510	27.5%	2,338	23.5%	2,350	21.3%	1,861	18.7%	1,543	16.9%	1,346	15.3%
Total	9,140	100.0%	9,970	100.0%	11,024	100.0%	9,930	100.0%	9,115	100.0%	8,779	100.0%

The fastest growing age group is 20-24 year old group. From the graph on the previous page we saw that 20-24 years olds tend to be the lowest performing age group. If that trend continues might we expect overall success rates to decline? If so, how might we best plan for that?

4. General rules for writing to the standard

Generally, you are not going to be assessed as to whether your data tells a good news story.

You are going to be assessed based on whether you conducted thoughtful review of the evidence (that you can document) and took appropriate action based on that review.

When referencing data, don't simply describe what's in the table/graph. Provide an interpretation and where possible demonstrate actions taken or to be taken.

4. General rules for writing to the standard

If you get stuck, consider saying something like …

"a review of this evidence prompted a request for a more detailed analysis to better identify appropriate interventions"

"while the cause of the change is indeterminate we will continue to monitor going forward with an eye toward identifying possible interventions"

" while the emerging trend is promising, there remains opportunities for future improvements"

5. Next steps

- Make note of where additional evidence would be helpful. Frame your thinking in terms of the question you would like to be able to answer and why it is important.

- This report, the environmental scan and other data will be made available on the new District research page

- Consider venues for routine discussion about evidence.