TABLE OF CONTENTS

Strategic Goal #1 - Student Success

Objective #1 – Increase Completion

Measure: Annual Number of Transfers ................................................................. 1
Measure: Annual Transfer Rate (Transfer Velocity) ............................................. 1
Measure: Annual Number of Degrees and Certificates ................................. 2
Measure: Annual Course Success & Retention ................................................... 2
Measure: Student Success Scorecard Completion Rate .................................... 3

Objective #2 - Improve Milestone Achievements

Measure: Percentage of Students Completing All Matriculation Components .... 4
Measure: Student Success Scorecard 30-Unit Rate ........................................... 4
Measure: Student Success Scorecard Persistence Rate .................................... 5
Measure: Student Success Scorecard Remedial English Progress Rate ............ 5
Measure: Student Success Scorecard Remedial Math Progress Rate ............... 6

Objective #3 - Increase Student Engagement

Measure: CCSSE Key Findings ............................................................................ 6

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Service Area Population (Adults 18-65) vs. Student Population ................................................................. 7
Measure: Equity Data for Successful Course Completion ................................ 9

Institutional Research and Reporting / January 2015
Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps  continued

Measure: Equity Data for Persistence ................................................................. 11
Measure: Equity Data for 30-Unit Milestone .................................................... 13
Measure: Equity Data for Remedial English .................................................. 15
Measure: Equity Data for Remedial Math ...................................................... 17
Measure: Equity Data for Remedial ESL ....................................................... 19
Measure: Equity Data for Degree/Certificate Completion ............................. 21
Measure: Equity Data for Transfer-Prepared Students .................................... 23
Measure: Equity Data for Transfers ............................................................... 25

Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Annual FTES ................................................................................. 27
Measure: Annual Productivity ...................................................................... 27
Measure: First Day Waitlisted Enrollments .................................................. 27
Measure: Number of Concurrent Enrollments ............................................ 28

Objective #2 - Be the Higher Education Option of First Choice

Measure: Feeder High School Enrollment Yield ............................................ 28
Measure: Adult Participation Rate ............................................................... 28
Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

Measure: Annual Number of CTE Degrees and Certificates ................................................................. 31
Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals .......................... 31
Measure: Annual Number of Contract Education Hours ................................................................. 31
Measure: Student Success Scorecard CTE Completion Rate ......................................................... 32

Objective #2 - Reflect the Communities We Serve

Measure: Percentage of Employees who Attend Community Meetings ........................................ 32
Measure: Degree to which Employee Diversity Reflects the Service Area Population .................. 33
Measure: Degree to which Employee Diversity Reflects the Student Population ............................ 34
Measure: Degree to which there is Diversity in the Employment Applicant Pool ............................ 36

Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

Measure: Percentage of Employees who Feel They Have Adequate Training ................................ 38
Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow ............ 38
Measure: Percentage of Employees who Feel Encouraged and Supported .................................. 39
Measure: Number of Internal Candidates Hired in New Positions .............................................. 39

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: Percentage of ACCJC Institutional Set Standards Met .................................................. 40
Measure: Percentage of Student Learning Outcomes at the Course Level with Ongoing Assessment 40
Strategic Goal #5: Organizational Effectiveness

Objective #2 - Meet and Exceed Internal and External Standards and Requirements  continued

Measure: Percentage of Program Learning Outcomes with Ongoing Assessment ........................................ 40
Measure: Percentage of Institutional Learning Outcomes with Ongoing Assessment ................................. 41
Measure: Percentage of Student Services & Learning Support Program Learning Outcomes with Ongoing Assessment ................................................................. 41
Measure: Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance) ............ 41
Measure: Full-time to Part-time Faculty Ratio (75/25) .................................................................................. 41
Measure: Percentage of Reserves .................................................................................................................. 42

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who report Trust between the Colleges and the District Office ............ 42
Measure: Percentage of Employees reporting Trust between Employee Groups ............................................ 42
Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication ................ 43

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained ............................... 45
Measure: Number of Work Orders Submitted for Building Maintenance, Custodial & Grounds and the Percent Completed ................................................................. 46
Measure: Number of Safety and Security Incidents Reported ...................................................................... 46
Measure: Percentage of Employees who Feel Safe at their Location .......................................................... 47
# Strategic Plan: Common Measures
## 2014 Annual Review

### Strategic Goal #1: Student Success

#### Objective #1 - Increase Completion

<table>
<thead>
<tr>
<th>Measure: Annual Number of Transfers</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong> Total Transfers</td>
<td>1,180</td>
<td>1,198</td>
<td>1,188</td>
<td>1,010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU</td>
<td>746</td>
<td>762</td>
<td>783</td>
<td>628</td>
<td>603</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>48</td>
<td>65</td>
<td>46</td>
<td>59</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td><strong>CSU &amp; UC Subtotal</strong></td>
<td>794</td>
<td>827</td>
<td>831</td>
<td>687</td>
<td>634</td>
<td></td>
</tr>
<tr>
<td>ISP &amp; OOS</td>
<td>386</td>
<td>371</td>
<td>357</td>
<td>323</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Total Transfers</td>
<td>234</td>
<td>253</td>
<td>228</td>
<td>173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU</td>
<td>44</td>
<td>57</td>
<td>63</td>
<td>55</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>8</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>CSU &amp; UC Subtotal</strong></td>
<td>52</td>
<td>70</td>
<td>77</td>
<td>72</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>ISP &amp; OOS</td>
<td>182</td>
<td>193</td>
<td>151</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Total Transfers</td>
<td>201</td>
<td>237</td>
<td>218</td>
<td>207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU</td>
<td>87</td>
<td>131</td>
<td>110</td>
<td>108</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>7</td>
<td>11</td>
<td>16</td>
<td>13</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>CSU &amp; UC Subtotal</strong></td>
<td>94</td>
<td>142</td>
<td>126</td>
<td>121</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>ISP &amp; OOS</td>
<td>107</td>
<td>95</td>
<td>92</td>
<td>86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: Annual Transfer Rate (Transfer Velocity)</th>
<th>2003-04 to 2007-08 to</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09 2009-10 2010-11 2011-12 2012-13</td>
<td></td>
</tr>
<tr>
<td><strong>BC</strong> Cohort Size</td>
<td>1,581    1,756 1,610 1,871 1,657</td>
<td></td>
</tr>
<tr>
<td>6-Year Transfer Rate</td>
<td>41% 40% 38% 41% 37%</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Cohort Size</td>
<td>241      234 214 306 235</td>
<td></td>
</tr>
<tr>
<td>6-Year Transfer Rate</td>
<td>42% 42% 40% 46% 49%</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Cohort Size</td>
<td>222      214 265 306 339</td>
<td></td>
</tr>
<tr>
<td>6-Year Transfer Rate</td>
<td>33% 32% 34% 37% 41%</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project. The project tracks first-time students who demonstrate "behavioral intent to transfer" by completing 12 units and attempting transfer-level Math or English within a six-year period.
### Strategic Plan: Common Measures
#### 2014 Annual Review

#### Strategic Goal #1: Student Success

#### Objective #1: Increase Completion

<table>
<thead>
<tr>
<th>Measure: Annual Number of Degrees and Certificates</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Awards</td>
<td>1,712</td>
<td>1,640</td>
<td>1,792</td>
<td>1,832</td>
<td>2,042</td>
<td></td>
</tr>
<tr>
<td>AA or AS Degrees</td>
<td>977</td>
<td>942</td>
<td>891</td>
<td>782</td>
<td>945</td>
<td></td>
</tr>
<tr>
<td>AA-T or AS-T Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Achievement</td>
<td>250</td>
<td>169</td>
<td>226</td>
<td>283</td>
<td>294</td>
<td></td>
</tr>
<tr>
<td>Job Skills Certificates</td>
<td>485</td>
<td>529</td>
<td>671</td>
<td>736</td>
<td>722</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Awards</td>
<td>251</td>
<td>348</td>
<td>290</td>
<td>403</td>
<td>358</td>
<td></td>
</tr>
<tr>
<td>AA or AS Degrees</td>
<td>224</td>
<td>304</td>
<td>226</td>
<td>260</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>AA-T or AS-T Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Achievement</td>
<td>27</td>
<td>40</td>
<td>60</td>
<td>115</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Job Skills Certificates</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>25</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Awards</td>
<td>391</td>
<td>307</td>
<td>443</td>
<td>393</td>
<td>403</td>
<td></td>
</tr>
<tr>
<td>AA or AS Degrees</td>
<td>245</td>
<td>179</td>
<td>330</td>
<td>271</td>
<td>302</td>
<td></td>
</tr>
<tr>
<td>AA-T or AS-T Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of Achievement</td>
<td>146</td>
<td>128</td>
<td>111</td>
<td>113</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Job Skills Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Measure: Annual Course Success & Retention

<table>
<thead>
<tr>
<th>Measure: Annual Course Success &amp; Retention</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Retention Rate</td>
<td>84.0%</td>
<td>82.7%</td>
<td>83.3%</td>
<td>85.2%</td>
<td>86.1%</td>
<td></td>
</tr>
<tr>
<td>Overall Success Rate</td>
<td>65.8%</td>
<td>64.3%</td>
<td>66.1%</td>
<td>68.0%</td>
<td>68.9%</td>
<td></td>
</tr>
<tr>
<td>Online Course Retention</td>
<td>75.1%</td>
<td>73.0%</td>
<td>71.5%</td>
<td>75.0%</td>
<td>76.8%</td>
<td></td>
</tr>
<tr>
<td>Online Course Success</td>
<td>50.6%</td>
<td>47.7%</td>
<td>48.3%</td>
<td>52.8%</td>
<td>51.7%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Retention</td>
<td>78.9%</td>
<td>78.9%</td>
<td>79.8%</td>
<td>82.0%</td>
<td>84.0%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Success</td>
<td>49.7%</td>
<td>51.3%</td>
<td>54.6%</td>
<td>57.4%</td>
<td>59.2%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Retention</td>
<td>87.6%</td>
<td>86.8%</td>
<td>86.6%</td>
<td>88.6%</td>
<td>88.7%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Success</td>
<td>76.0%</td>
<td>75.1%</td>
<td>75.1%</td>
<td>77.5%</td>
<td>78.0%</td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Goal #1: Student Success

**Objective #1 - Increase Completion**

<table>
<thead>
<tr>
<th>Measure: Annual Course Success &amp; Retention</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Overall Retention Rate</td>
<td>82.0%</td>
<td>82.4%</td>
<td>83.3%</td>
<td>83.0%</td>
<td>82.4%</td>
<td></td>
</tr>
<tr>
<td>CC Overall Success Rate</td>
<td>65.2%</td>
<td>64.7%</td>
<td>64.5%</td>
<td>66.8%</td>
<td>66.0%</td>
<td></td>
</tr>
<tr>
<td>Online Course Retention</td>
<td>76.7%</td>
<td>77.7%</td>
<td>79.0%</td>
<td>77.9%</td>
<td>77.9%</td>
<td></td>
</tr>
<tr>
<td>Online Course Success</td>
<td>57.7%</td>
<td>58.0%</td>
<td>58.1%</td>
<td>60.3%</td>
<td>60.3%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Retention</td>
<td>78.0%</td>
<td>84.1%</td>
<td>86.5%</td>
<td>84.4%</td>
<td>85.0%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Success</td>
<td>59.0%</td>
<td>53.5%</td>
<td>56.6%</td>
<td>60.7%</td>
<td>59.8%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Retention</td>
<td>84.3%</td>
<td>83.2%</td>
<td>85.7%</td>
<td>82.9%</td>
<td>84.3%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Success</td>
<td>68.9%</td>
<td>67.2%</td>
<td>68.8%</td>
<td>68.1%</td>
<td>68.3%</td>
<td></td>
</tr>
<tr>
<td>PC Overall Retention Rate</td>
<td>85.5%</td>
<td>85.0%</td>
<td>84.8%</td>
<td>86.7%</td>
<td>87.4%</td>
<td></td>
</tr>
<tr>
<td>PC Overall Success Rate</td>
<td>63.9%</td>
<td>65.1%</td>
<td>66.6%</td>
<td>69.0%</td>
<td>69.7%</td>
<td></td>
</tr>
<tr>
<td>Online Course Retention</td>
<td>79.7%</td>
<td>76.5%</td>
<td>74.3%</td>
<td>78.5%</td>
<td>77.8%</td>
<td></td>
</tr>
<tr>
<td>Online Course Success</td>
<td>54.2%</td>
<td>50.2%</td>
<td>51.7%</td>
<td>57.0%</td>
<td>57.3%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Retention</td>
<td>81.9%</td>
<td>82.4%</td>
<td>83.4%</td>
<td>86.9%</td>
<td>87.4%</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Course Success</td>
<td>55.5%</td>
<td>57.6%</td>
<td>62.5%</td>
<td>65.2%</td>
<td>64.3%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Retention</td>
<td>89.1%</td>
<td>87.8%</td>
<td>86.7%</td>
<td>88.6%</td>
<td>89.1%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Success</td>
<td>72.9%</td>
<td>74.0%</td>
<td>72.4%</td>
<td>75.6%</td>
<td>76.2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: Student Success Scorecard</th>
<th>2003-04 to 2004-05 to 2005-06 to 2006-07 to 2007-08 to 2008-09 to 2009-10 to 2010-11 to 2011-12 to 2012-13</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>2,337 2,540 2,616 2,727 2,807</td>
<td></td>
</tr>
<tr>
<td>Overall Completion Success Rate</td>
<td>43.6% 44.7% 40.8% 43.5% 39.9%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 16% of cohort)</td>
<td>70.2% 71.2% 70.1% 71.6% 67.2%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 84% of cohort)</td>
<td>38.6% 38.6% 36.3% 38.5% 34.8%</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>542 518 416 490 458</td>
<td></td>
</tr>
<tr>
<td>Overall Completion Success Rate</td>
<td>45.0% 45.2% 47.1% 49.6% 49.8%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 25% of cohort)</td>
<td>75.4% 77.3% 66.4% 72.9% 83.2%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 75% of cohort)</td>
<td>35.4% 36.5% 40.5% 40.8% 37.2%</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>522 501 520 545 577</td>
<td></td>
</tr>
<tr>
<td>Overall Completion Success Rate</td>
<td>39.7% 41.9% 43.7% 51.0% 45.2%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 11% of cohort)</td>
<td>80.0% 66.7% 81.8% 75.3% 82.7%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 89% of cohort)</td>
<td>30.6% 39.5% 39.1% 47.2% 37.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Explanations:**
- First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they complete a degree, certificate or transfer-related outcomes. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.
Strategic Plan: Common Measures  
2014 Annual Review

Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

<table>
<thead>
<tr>
<th>Measure: Percentage of Students Completing All Matriculation Components</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Cohort Size</td>
<td>4,209</td>
<td>4,015</td>
<td>3,360</td>
<td>3,313</td>
<td>3,728</td>
<td></td>
</tr>
<tr>
<td>Fully Matriculated</td>
<td>24%</td>
<td>21%</td>
<td>31%</td>
<td>38%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>CC Cohort Size</td>
<td>920</td>
<td>927</td>
<td>790</td>
<td>613</td>
<td>880</td>
<td></td>
</tr>
<tr>
<td>Fully Matriculated</td>
<td>32%</td>
<td>29%</td>
<td>29%</td>
<td>41%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>PC Cohort Size</td>
<td>930</td>
<td>877</td>
<td>806</td>
<td>850</td>
<td>916</td>
<td></td>
</tr>
<tr>
<td>Fully Matriculated</td>
<td>17%</td>
<td>22%</td>
<td>24%</td>
<td>45%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: The denominator includes all students whose first term enrolled was the fall term of the specified academic year. The numerator includes those students who completed all matriculation components by the end of that first term.

<table>
<thead>
<tr>
<th>Measure: Student Success Scorecard 30-Unit Rate</th>
<th>2003-04 to 2004-05 to 2005-06 to 2006-07 to 2007-08 to 2008-09 2009-10 2010-11 2011-12 2012-13</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Cohort Size</td>
<td>2,337 2,540 2,516 2,727 2,807</td>
<td></td>
</tr>
<tr>
<td>Overall 30-Unit Success Rate</td>
<td>65.4% 65.1% 62.9% 64.5% 62.3%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 16% of cohort)</td>
<td>75.3% 75.4% 70.7% 71.3% 71.4%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 84% of cohort)</td>
<td>63.6% 62.7% 61.7% 63.2% 60.6%</td>
<td></td>
</tr>
<tr>
<td>CC Cohort Size</td>
<td>542 518 416 490 458</td>
<td></td>
</tr>
<tr>
<td>Overall 30-Unit Success Rate</td>
<td>50.4% 52.3% 54.6% 55.7% 58.5%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 25% of cohort)</td>
<td>44.6% 45.5% 45.8% 42.1% 48.8%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 75% of cohort)</td>
<td>52.2% 54.2% 57.6% 60.8% 62.2%</td>
<td></td>
</tr>
<tr>
<td>PC Cohort Size</td>
<td>522 501 520 545 577</td>
<td></td>
</tr>
<tr>
<td>Overall 30-Unit Success Rate</td>
<td>64.4% 61.1% 62.3% 69.2% 66.6%</td>
<td></td>
</tr>
<tr>
<td>Prepared (avg 11% of cohort)</td>
<td>82.9% 62.2% 65.5% 60.0% 71.4%</td>
<td></td>
</tr>
<tr>
<td>Unprepared (avg 89% of cohort)</td>
<td>63.0% 61.0% 61.9% 70.1% 65.5%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.
# Strategic Plan: Common Measures

## 2014 Annual Review

### Strategic Goal #1: Student Success

#### Objective #2 - Improve Milestone Achievements

<table>
<thead>
<tr>
<th>Measure: Student Success Scorecard</th>
<th>2003-04 to 2007-08</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Rate</td>
<td>2008-09 to 2012-13</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.

<table>
<thead>
<tr>
<th>BC</th>
<th>Cohort Size</th>
<th>Overall Persistence Success Rate</th>
<th>Prepared (avg 16% of cohort)</th>
<th>Unprepared (avg 84% of cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.331</td>
<td>2.540</td>
<td>2.510</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>75.1%</td>
<td>76.2%</td>
<td>71.2%</td>
</tr>
<tr>
<td></td>
<td>Unprepared</td>
<td>75.3%</td>
<td>81.4%</td>
<td>72.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75.0%</td>
<td>73.8%</td>
<td>71.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC</th>
<th>Cohort Size</th>
<th>Overall Persistence Success Rate</th>
<th>Prepared (avg 25% of cohort)</th>
<th>Unprepared (avg 75% of cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>542</td>
<td>516</td>
<td>416</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>61.6%</td>
<td>59.5%</td>
<td>57.9%</td>
</tr>
<tr>
<td></td>
<td>Unprepared</td>
<td>65.4%</td>
<td>63.6%</td>
<td>57.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60.4%</td>
<td>58.3%</td>
<td>57.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PC</th>
<th>Cohort Size</th>
<th>Overall Persistence Success Rate</th>
<th>Prepared (avg 11% of cohort)</th>
<th>Unprepared (avg 89% of cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>522</td>
<td>501</td>
<td>520</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>71.6%</td>
<td>72.1%</td>
<td>70.8%</td>
</tr>
<tr>
<td></td>
<td>Unprepared</td>
<td>80.0%</td>
<td>73.3%</td>
<td>76.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71.0%</td>
<td>71.9%</td>
<td>70.1%</td>
</tr>
</tbody>
</table>

### Measure: Student Success Scorecard

<table>
<thead>
<tr>
<th>Remedial English Progress Rate</th>
<th>2003-04 to 2007-08</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Rate</td>
<td>2008-09 to 2012-13</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine whether they successfully complete a college-level English course within six years.

<table>
<thead>
<tr>
<th>BC</th>
<th>Cohort Size</th>
<th>Remedial English Progress Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,417</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC</th>
<th>Cohort Size</th>
<th>Remedial English Progress Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>599</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PC</th>
<th>Cohort Size</th>
<th>Remedial English Progress Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>805</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

---

Institutional Research and Reporting

Page 5 of 47

January 2015
## Strategic Goal #1: Student Success

### Objective #2 - Improve Milestone Achievements

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Math Progress Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>1,830</td>
<td>1,711</td>
<td>1,653</td>
<td>1,956</td>
<td>2,422</td>
<td></td>
</tr>
<tr>
<td>Remedial Math Progress Success Rate</td>
<td>20.2%</td>
<td>22.9%</td>
<td>23.7%</td>
<td>24.1%</td>
<td>21.4%</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>670</td>
<td>623</td>
<td>499</td>
<td>460</td>
<td>522</td>
<td></td>
</tr>
<tr>
<td>Remedial Math Progress Success Rate</td>
<td>23.7%</td>
<td>23.3%</td>
<td>27.3%</td>
<td>28.3%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Size</td>
<td>673</td>
<td>691</td>
<td>614</td>
<td>522</td>
<td>524</td>
<td></td>
</tr>
<tr>
<td>Remedial Math Progress Success Rate</td>
<td>11.9%</td>
<td>15.8%</td>
<td>16.6%</td>
<td>23.6%</td>
<td>24.4%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: A cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level Math course within six years.

### Objective #3 - Increase Student Engagement

<table>
<thead>
<tr>
<th>Measure: CCSSE Key Findings</th>
<th>2011</th>
<th>2014</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSSE Benchmark Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>53.4</td>
<td>52.6</td>
<td>-0.8</td>
</tr>
<tr>
<td>Student Effort</td>
<td>47.3</td>
<td>48.2</td>
<td>0.9</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>54.3</td>
<td>53.7</td>
<td>-0.6</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>48.6</td>
<td>48.5</td>
<td>-0.1</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.7</td>
<td>51.8</td>
<td>1.1</td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSSE Benchmark Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>48.7</td>
<td>47.7</td>
<td>-1.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>47.3</td>
<td>51.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>44.2</td>
<td>45.1</td>
<td>0.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>47.7</td>
<td>47.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>49.9</td>
<td>49.8</td>
<td>-0.1</td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSSE Benchmark Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>52.8</td>
<td>53.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Student Effort</td>
<td>53.3</td>
<td>55.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>54.1</td>
<td>55.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>50.3</td>
<td>49.7</td>
<td>-0.6</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>58.1</td>
<td>57.6</td>
<td>-0.5</td>
</tr>
</tbody>
</table>

Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents in the national CCSSE sample.
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Service Area Population (Adults 18-65) vs. Student Population

Explanation: The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the result is a proportionality index of 1.0. If the index is greater than one, the group is overrepresented in the cohort and underrepresented in the outcome group. If the index is less than one, the group is underrepresented in the cohort and overrepresented in the outcome group.

<table>
<thead>
<tr>
<th>BC</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ServArea</td>
<td>%</td>
<td>%</td>
<td>Proport. Index</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>47.5%</td>
<td>55.5%</td>
<td>1.17</td>
<td>47.6%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Male</td>
<td>52.5%</td>
<td>44.2%</td>
<td>0.84</td>
<td>52.4%</td>
<td>46.0%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>5.6%</td>
<td>25.6%</td>
<td>4.60</td>
<td>5.6%</td>
<td>26.4%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.9%</td>
<td>31.8%</td>
<td>2.48</td>
<td>12.9%</td>
<td>33.0%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>35.2%</td>
<td>29.2%</td>
<td>0.83</td>
<td>35.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>46.2%</td>
<td>13.4%</td>
<td>0.29</td>
<td>46.5%</td>
<td>11.6%</td>
</tr>
<tr>
<td>African American</td>
<td>5.9%</td>
<td>7.1%</td>
<td>1.20</td>
<td>5.9%</td>
<td>7.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.8%</td>
<td>1.1%</td>
<td>1.41</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>4.5%</td>
<td>5.2%</td>
<td>1.16</td>
<td>4.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49.1%</td>
<td>48.6%</td>
<td>0.99</td>
<td>49.9%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.1%</td>
<td>0.3%</td>
<td>2.55</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>38.9%</td>
<td>33.3%</td>
<td>0.86</td>
<td>38.1%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>0.7%</td>
<td>1.5%</td>
<td>2.27</td>
<td>0.7%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ServArea</td>
<td>%</td>
<td>%</td>
<td>Proport. Index</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>46.4%</td>
<td>59.9%</td>
<td>1.29</td>
<td>46.6%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Male</td>
<td>53.6%</td>
<td>39.9%</td>
<td>0.74</td>
<td>53.4%</td>
<td>38.7%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>4.1%</td>
<td>16.4%</td>
<td>3.98</td>
<td>4.1%</td>
<td>15.8%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>8.9%</td>
<td>22.5%</td>
<td>2.27</td>
<td>9.9%</td>
<td>26.1%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>30.0%</td>
<td>34.5%</td>
<td>1.15</td>
<td>29.8%</td>
<td>36.0%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>56.0%</td>
<td>26.5%</td>
<td>0.47</td>
<td>56.2%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Service Area Population vs. Student Population**

<table>
<thead>
<tr>
<th></th>
<th>CC Pop. vs Student</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4.6%</td>
<td>5.3%</td>
<td>1.14</td>
<td>4.6%</td>
<td>6.1%</td>
<td>1.32</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.6%</td>
<td>3.7%</td>
<td>1.06</td>
<td>2.6%</td>
<td>2.3%</td>
<td>0.80</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>2.5%</td>
<td>4.2%</td>
<td>1.70</td>
<td>2.5%</td>
<td>4.2%</td>
<td>1.66</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.9%</td>
<td>21.2%</td>
<td>1.07</td>
<td>20.6%</td>
<td>25.8%</td>
<td>1.25</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
<td>0.3%</td>
<td>2.16</td>
<td>0.2%</td>
<td>0.3%</td>
<td>1.28</td>
</tr>
<tr>
<td>White</td>
<td>69.3%</td>
<td>61.2%</td>
<td>0.88</td>
<td>68.3%</td>
<td>56.6%</td>
<td>0.83</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>1.0%</td>
<td>2.7%</td>
<td>2.64</td>
<td>1.2%</td>
<td>4.0%</td>
<td>3.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PC Pop. vs Student</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49.4%</td>
<td>62.8%</td>
<td>1.27</td>
<td>48.4%</td>
<td>62.3%</td>
<td>1.26</td>
</tr>
<tr>
<td>Male</td>
<td>50.6%</td>
<td>37.0%</td>
<td>0.73</td>
<td>50.6%</td>
<td>37.5%</td>
<td>0.74</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>6.3%</td>
<td>24.9%</td>
<td>3.96</td>
<td>6.2%</td>
<td>26.0%</td>
<td>4.19</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.4%</td>
<td>31.2%</td>
<td>2.52</td>
<td>12.5%</td>
<td>33.9%</td>
<td>2.71</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>34.4%</td>
<td>28.0%</td>
<td>0.81</td>
<td>34.3%</td>
<td>28.1%</td>
<td>0.82</td>
</tr>
<tr>
<td>40 or Older</td>
<td>46.9%</td>
<td>15.9%</td>
<td>0.34</td>
<td>47.0%</td>
<td>12.0%</td>
<td>0.26</td>
</tr>
<tr>
<td>African American</td>
<td>0.6%</td>
<td>2.5%</td>
<td>4.29</td>
<td>0.6%</td>
<td>2.2%</td>
<td>3.47</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.1%</td>
<td>1.4%</td>
<td>1.28</td>
<td>1.1%</td>
<td>1.0%</td>
<td>0.90</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>3.4%</td>
<td>5.8%</td>
<td>1.71</td>
<td>3.4%</td>
<td>5.4%</td>
<td>1.58</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62.7%</td>
<td>57.3%</td>
<td>0.91</td>
<td>63.4%</td>
<td>62.2%</td>
<td>0.98</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0%</td>
<td>0.3%</td>
<td>11.03</td>
<td>0.0%</td>
<td>0.2%</td>
<td>9.37</td>
</tr>
<tr>
<td>White</td>
<td>31.8%</td>
<td>29.8%</td>
<td>0.94</td>
<td>31.0%</td>
<td>26.6%</td>
<td>0.86</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>0.5%</td>
<td>1.5%</td>
<td>2.83</td>
<td>0.6%</td>
<td>2.0%</td>
<td>3.49</td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Successful Course Completion**

**Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**Successful Course Completion** is determined by grades as follows: successful grades = A, B, C, and P; denominator = A, B, C, P, D, F, I, NP, W, and CR.

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the “All Cohorts Combined” columns to assess the group (where available).

#### BC Course Completion

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>56.7%</td>
<td>56.4%</td>
<td>0.99</td>
<td>55.2%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Male</td>
<td>43.0%</td>
<td>43.2%</td>
<td>1.01</td>
<td>44.6%</td>
<td>44.7%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>35.6%</td>
<td>33.0%</td>
<td>0.93</td>
<td>35.5%</td>
<td>34.2%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>33.3%</td>
<td>32.9%</td>
<td>0.99</td>
<td>32.7%</td>
<td>31.7%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>22.7%</td>
<td>24.5%</td>
<td>1.08</td>
<td>23.7%</td>
<td>25.1%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>8.5%</td>
<td>9.6%</td>
<td>1.13</td>
<td>8.1%</td>
<td>9.0%</td>
</tr>
<tr>
<td>African American</td>
<td>7.2%</td>
<td>5.6%</td>
<td>0.77</td>
<td>7.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.1%</td>
<td>1.1%</td>
<td>0.98</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>5.6%</td>
<td>6.3%</td>
<td>1.13</td>
<td>5.2%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49.1%</td>
<td>47.4%</td>
<td>0.97</td>
<td>51.1%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.97</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>32.6%</td>
<td>35.2%</td>
<td>1.08</td>
<td>31.1%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>1.9%</td>
<td>1.8%</td>
<td>0.95</td>
<td>2.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.2%</td>
<td>2.3%</td>
<td>1.06</td>
<td>1.3%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

#### CC Course Completion

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>60.0%</td>
<td>56.9%</td>
<td>0.98</td>
<td>61.6%</td>
<td>60.8%</td>
</tr>
<tr>
<td>Male</td>
<td>39.0%</td>
<td>40.9%</td>
<td>1.03</td>
<td>38.1%</td>
<td>39.9%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>21.7%</td>
<td>21.3%</td>
<td>0.99</td>
<td>20.1%</td>
<td>19.9%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>24.2%</td>
<td>21.7%</td>
<td>0.90</td>
<td>26.7%</td>
<td>25.1%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>32.0%</td>
<td>31.8%</td>
<td>0.99</td>
<td>33.7%</td>
<td>33.6%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>22.1%</td>
<td>25.1%</td>
<td>1.14</td>
<td>19.5%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

Institutional Research and Reporting  
Page 9 of 47  
January 2015
### Strategic Plan: Common Measures
#### 2014 Annual Review

#### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Successful Course Completion**  
*continued*

<table>
<thead>
<tr>
<th>CC Course Completion</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
</tr>
<tr>
<td>African American</td>
<td>5.2%</td>
<td>3.4%</td>
<td>0.65</td>
<td>6.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.2%</td>
<td>2.6%</td>
<td>0.83</td>
<td>3.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Asian/ Filipino</td>
<td>3.7%</td>
<td>4.0%</td>
<td>1.08</td>
<td>3.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.5%</td>
<td>18.2%</td>
<td>0.93</td>
<td>22.8%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.88</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>62.9%</td>
<td>66.4%</td>
<td>1.06</td>
<td>59.5%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>3.3%</td>
<td>3.3%</td>
<td>1.00</td>
<td>4.8%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.9%</td>
<td>1.8%</td>
<td>0.96</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PC Course Completion</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
<td>Proport. Index</td>
<td>% in Denominator</td>
<td>% of Success Grades</td>
</tr>
<tr>
<td>Female</td>
<td>62.7%</td>
<td>64.7%</td>
<td>1.03</td>
<td>61.7%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Male</td>
<td>37.3%</td>
<td>35.0%</td>
<td>0.95</td>
<td>38.1%</td>
<td>36.3%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>30.9%</td>
<td>30.2%</td>
<td>0.98</td>
<td>33.0%</td>
<td>32.4%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>32.0%</td>
<td>30.7%</td>
<td>0.96</td>
<td>32.9%</td>
<td>32.6%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>25.3%</td>
<td>26.2%</td>
<td>1.04</td>
<td>24.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>11.8%</td>
<td>12.9%</td>
<td>1.10</td>
<td>9.9%</td>
<td>10.6%</td>
</tr>
<tr>
<td>African American</td>
<td>2.3%</td>
<td>1.5%</td>
<td>0.64</td>
<td>1.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>1.0%</td>
<td>0.74</td>
<td>1.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian/ Filipino</td>
<td>6.2%</td>
<td>7.5%</td>
<td>1.21</td>
<td>5.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>60.4%</td>
<td>60.2%</td>
<td>1.00</td>
<td>63.0%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.74</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>26.8%</td>
<td>27.2%</td>
<td>1.01</td>
<td>26.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.02</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
<td>1.0%</td>
<td>0.82</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Persistence**

- **Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age, and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

- **Persistence** comes from the Student Success Scorecard where first-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.

- **Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

#### BC Persistence

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CoHORT %</td>
<td>Success</td>
<td>Proportion</td>
<td>CoHORT %</td>
<td>Success</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Female</td>
<td>59.1%</td>
<td>59.9%</td>
<td>1.01</td>
<td>59.9%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Male</td>
<td>40.9%</td>
<td>40.1%</td>
<td>0.98</td>
<td>40.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>18 or Younger</td>
<td>79.2%</td>
<td>80.4%</td>
<td>1.02</td>
<td>82.4%</td>
<td>84.3%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>9.3%</td>
<td>7.9%</td>
<td>0.85</td>
<td>8.5%</td>
<td>7.1%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>7.7%</td>
<td>7.6%</td>
<td>1.01</td>
<td>5.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>3.9%</td>
<td>3.9%</td>
<td>1.01</td>
<td>3.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>African American</td>
<td>5.6%</td>
<td>5.0%</td>
<td>0.90</td>
<td>6.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.06</td>
<td>1.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.2%</td>
<td>3.4%</td>
<td>1.07</td>
<td>3.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.2%</td>
<td>3.4%</td>
<td>1.07</td>
<td>3.3%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.7%</td>
<td>45.3%</td>
<td>0.99</td>
<td>44.5%</td>
<td>43.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.89</td>
<td>3.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.6%</td>
<td>2.1%</td>
<td>0.81</td>
<td>3.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>White</td>
<td>37.9%</td>
<td>38.2%</td>
<td>1.03</td>
<td>37.6%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

#### CC Persistence

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CoHORT %</td>
<td>Success</td>
<td>Proportion</td>
<td>CoHORT %</td>
<td>Success</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Female</td>
<td>61.6%</td>
<td>59.9%</td>
<td>0.97</td>
<td>59.1%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Male</td>
<td>38.4%</td>
<td>40.1%</td>
<td>1.05</td>
<td>40.9%</td>
<td>39.6%</td>
</tr>
<tr>
<td>18 or Younger</td>
<td>60.7%</td>
<td>63.2%</td>
<td>1.04</td>
<td>61.4%</td>
<td>61.4%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.5%</td>
<td>9.0%</td>
<td>0.72</td>
<td>13.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>25 to 30 years</td>
<td>17.2%</td>
<td>18.3%</td>
<td>1.06</td>
<td>16.4%</td>
<td>15.6%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>9.6%</td>
<td>9.6%</td>
<td>1.00</td>
<td>8.9%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>
## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Persistence**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>Combined</td>
</tr>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>African American</td>
<td>12.0%</td>
<td>12.3%</td>
<td>1.02</td>
<td>13.9%</td>
<td>13.0%</td>
<td>0.93</td>
<td>10.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>70.7%</td>
<td>71.9%</td>
<td>1.02</td>
<td>69.3%</td>
<td>72.1%</td>
<td>1.04</td>
<td>71.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>62.5%</td>
<td>64.7%</td>
<td>1.04</td>
<td>64.3%</td>
<td>65.1%</td>
<td>1.01</td>
<td>64.8%</td>
</tr>
<tr>
<td>PC</td>
<td>Female</td>
<td>62.5%</td>
<td>64.7%</td>
<td>1.04</td>
<td>64.3%</td>
<td>65.1%</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>37.5%</td>
<td>35.3%</td>
<td>0.94</td>
<td>35.7%</td>
<td>34.9%</td>
<td>0.98</td>
</tr>
<tr>
<td></td>
<td>19 or Younger</td>
<td>67.0%</td>
<td>71.1%</td>
<td>1.06</td>
<td>67.1%</td>
<td>69.3%</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>20 to 24 years</td>
<td>14.4%</td>
<td>11.2%</td>
<td>0.78</td>
<td>15.8%</td>
<td>14.4%</td>
<td>0.91</td>
</tr>
<tr>
<td></td>
<td>25 to 39 years</td>
<td>14.4%</td>
<td>13.1%</td>
<td>0.91</td>
<td>13.2%</td>
<td>12.2%</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>40 or Older</td>
<td>3.5%</td>
<td>3.5%</td>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>57.7%</td>
<td>55.1%</td>
<td>0.96</td>
<td>59.1%</td>
<td>59.6%</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>30.5%</td>
<td>30.5%</td>
<td>1.00</td>
<td>29.5%</td>
<td>29.4%</td>
<td>0.99</td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures

### 2014 Annual Review

## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for 30-Unit Milestone**

*Explanation:* The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the subgroup is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**30-Unit Milestone data comes from the Student Success Scorecard where first-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.**

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

### BC

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.1%</td>
<td>60.2%</td>
<td>59.9%</td>
<td>60.7%</td>
<td>57.9%</td>
<td>59.4%</td>
<td>56.9%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.9%</td>
<td>39.8%</td>
<td>40.1%</td>
<td>39.3%</td>
<td>42.1%</td>
<td>41.6%</td>
<td>42.8%</td>
</tr>
<tr>
<td><strong>19 or Younger</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.2%</td>
<td>81.0%</td>
<td>82.4%</td>
<td>84.8%</td>
<td>83.6%</td>
<td>86.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td><strong>20 to 24 years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3%</td>
<td>8.0%</td>
<td>8.5%</td>
<td>6.9%</td>
<td>7.6%</td>
<td>6.1%</td>
<td>8.5%</td>
</tr>
<tr>
<td><strong>25 to 39 years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7%</td>
<td>7.5%</td>
<td>5.9%</td>
<td>5.4%</td>
<td>6.2%</td>
<td>5.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td><strong>40 or Older</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9%</td>
<td>3.5%</td>
<td>3.1%</td>
<td>2.9%</td>
<td>2.7%</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6%</td>
<td>4.4%</td>
<td>6.1%</td>
<td>5.0%</td>
<td>5.9%</td>
<td>4.7%</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3%</td>
<td>1.4%</td>
<td>1.7%</td>
<td>1.5%</td>
<td>1.7%</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2%</td>
<td>3.7%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.9%</td>
<td>4.7%</td>
<td>3.9%</td>
</tr>
<tr>
<td><strong>Filipino</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2%</td>
<td>3.8%</td>
<td>3.3%</td>
<td>3.4%</td>
<td>4.1%</td>
<td>4.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46.7%</td>
<td>44.0%</td>
<td>44.5%</td>
<td>43.5%</td>
<td>47.7%</td>
<td>45.5%</td>
<td>47.7%</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6%</td>
<td>2.6%</td>
<td>3.3%</td>
<td>3.9%</td>
<td>2.9%</td>
<td>3.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.9%</td>
<td>38.7%</td>
<td>37.6%</td>
<td>38.9%</td>
<td>33.5%</td>
<td>35.4%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

### CC

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61.6%</td>
<td>60.1%</td>
<td>59.1%</td>
<td>62.4%</td>
<td>60.3%</td>
<td>63.4%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.4%</td>
<td>39.9%</td>
<td>40.9%</td>
<td>37.6%</td>
<td>39.7%</td>
<td>36.6%</td>
</tr>
<tr>
<td><strong>19 or Younger</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60.7%</td>
<td>64.1%</td>
<td>61.4%</td>
<td>66.1%</td>
<td>68.8%</td>
<td>71.4%</td>
</tr>
<tr>
<td><strong>20 to 24 years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5%</td>
<td>11.0%</td>
<td>13.3%</td>
<td>11.4%</td>
<td>10.6%</td>
<td>10.6%</td>
</tr>
<tr>
<td><strong>25 to 39 years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.2%</td>
<td>16.5%</td>
<td>16.4%</td>
<td>13.7%</td>
<td>13.7%</td>
<td>11.0%</td>
</tr>
<tr>
<td><strong>40 or Older</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.6%</td>
<td>8.4%</td>
<td>8.9%</td>
<td>8.9%</td>
<td>8.0%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #2: Equity

**Objective #1 - Close Achievement Gaps**

**Measure: Equity Data for 30-Unit Milestone continued**

<table>
<thead>
<tr>
<th>CC</th>
<th>30-Unit Milestone</th>
<th>2003-04 thru 2007-03 thru</th>
<th>All Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>12.0%</td>
<td>12.5%</td>
<td>1.04</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.9%</td>
<td>2.7%</td>
<td>0.96</td>
</tr>
<tr>
<td>Asian</td>
<td>3.5%</td>
<td>3.3%</td>
<td>0.96</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.8%</td>
<td>2.4%</td>
<td>1.30</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70.7%</td>
<td>70.7%</td>
<td>1.00</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>10.3%</td>
<td>7.6%</td>
<td>0.76</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.8%</td>
<td>2.7%</td>
<td>0.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PC</th>
<th>30-Unit Milestone</th>
<th>2003-04 thru 2007-03 thru</th>
<th>All Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62.5%</td>
<td>64.3%</td>
<td>1.03</td>
</tr>
<tr>
<td>Male</td>
<td>37.5%</td>
<td>35.7%</td>
<td>0.95</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>67.0%</td>
<td>74.4%</td>
<td>1.11</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>14.4%</td>
<td>10.1%</td>
<td>0.70</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>14.4%</td>
<td>11.3%</td>
<td>0.79</td>
</tr>
<tr>
<td>40 or Older</td>
<td>3.5%</td>
<td>3.4%</td>
<td>0.97</td>
</tr>
<tr>
<td>African American</td>
<td>57.7%</td>
<td>57.4%</td>
<td>1.00</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.1%</td>
<td>2.1%</td>
<td>1.02</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0%</td>
<td>1.7%</td>
<td>0.89</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.7%</td>
<td>2.5%</td>
<td>0.91</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.4%</td>
<td>4.1%</td>
<td>1.19</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6.2%</td>
<td>4.8%</td>
<td>0.77</td>
</tr>
<tr>
<td>Unknown</td>
<td>30.5%</td>
<td>30.4%</td>
<td>1.00</td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure:** Equity Data for Remedial English

**Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**Remedial English data comes from the Student Success Scorecard where a cohort of students who attempt a Remedial English course is tracked to determine whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.**

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>Success</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>61.3%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Male</td>
<td>38.7%</td>
<td>32.8%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>56.8%</td>
<td>62.0%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>21.3%</td>
<td>18.7%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>15.8%</td>
<td>14.9%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>6.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>African American</td>
<td>7.9%</td>
<td>3.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.5%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>34.9%</td>
<td>40.2%</td>
</tr>
</tbody>
</table>

### CC Remedial English

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
<th>Cohort</th>
<th>Success</th>
<th>Proport. Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>63.3%</td>
<td>66.9%</td>
<td>1.06</td>
<td>63.5%</td>
<td>60.0%</td>
<td>0.95</td>
<td>61.5%</td>
<td>61.9%</td>
<td>1.01</td>
<td>61.5%</td>
<td>63.6%</td>
<td>1.03</td>
<td>59.6%</td>
<td>61.1%</td>
<td>1.02</td>
<td>62.0%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Male</td>
<td>36.7%</td>
<td>33.1%</td>
<td>0.90</td>
<td>36.5%</td>
<td>40.0%</td>
<td>1.09</td>
<td>38.5%</td>
<td>38.1%</td>
<td>0.99</td>
<td>38.5%</td>
<td>36.4%</td>
<td>0.95</td>
<td>39.4%</td>
<td>38.0%</td>
<td>0.96</td>
<td>37.8%</td>
<td>37.0%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>36.9%</td>
<td>54.5%</td>
<td>1.40</td>
<td>37.9%</td>
<td>49.0%</td>
<td>1.29</td>
<td>38.5%</td>
<td>56.8%</td>
<td>1.48</td>
<td>40.9%</td>
<td>52.1%</td>
<td>1.27</td>
<td>41.7%</td>
<td>50.0%</td>
<td>1.20</td>
<td>39.4%</td>
<td>52.4%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>19.5%</td>
<td>15.9%</td>
<td>0.81</td>
<td>22.8%</td>
<td>22.8%</td>
<td>1.00</td>
<td>21.1%</td>
<td>16.9%</td>
<td>0.80</td>
<td>18.6%</td>
<td>16.5%</td>
<td>0.89</td>
<td>21.6%</td>
<td>24.1%</td>
<td>1.12</td>
<td>20.8%</td>
<td>19.2%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>27.5%</td>
<td>19.3%</td>
<td>0.70</td>
<td>26.1%</td>
<td>21.4%</td>
<td>0.82</td>
<td>24.0%</td>
<td>14.4%</td>
<td>0.60</td>
<td>25.7%</td>
<td>21.5%</td>
<td>0.84</td>
<td>23.2%</td>
<td>17.5%</td>
<td>0.83</td>
<td>25.4%</td>
<td>18.7%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>14.0%</td>
<td>10.3%</td>
<td>0.74</td>
<td>13.2%</td>
<td>6.9%</td>
<td>0.52</td>
<td>16.4%</td>
<td>11.9%</td>
<td>0.72</td>
<td>14.8%</td>
<td>9.9%</td>
<td>0.67</td>
<td>13.5%</td>
<td>10.2%</td>
<td>0.75</td>
<td>14.4%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures
### 2014 Annual Review

**Strategic Goal #2: Equity**

**Objective #1 - Close Achievement Gaps**

**Measure: Equity Data for Remedial English continued**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>African American</td>
<td>12.7%</td>
<td>11.7%</td>
<td>0.92</td>
<td>13.5%</td>
<td>11.0%</td>
<td>0.82</td>
<td>12.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.3%</td>
<td>2.6%</td>
<td>0.59</td>
<td>2.3%</td>
<td>3.6%</td>
<td>1.69</td>
<td>2.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.3%</td>
<td>2.6%</td>
<td>0.59</td>
<td>2.3%</td>
<td>3.6%</td>
<td>1.69</td>
<td>2.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>4.0%</td>
<td>2.8%</td>
<td>0.70</td>
<td>4.0%</td>
<td>2.8%</td>
<td>0.70</td>
<td>4.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70.3%</td>
<td>79.3%</td>
<td>1.13</td>
<td>68.5%</td>
<td>71.0%</td>
<td>1.04</td>
<td>69.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.0</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.0</td>
<td>0.5%</td>
<td>1.0%</td>
<td>2.0</td>
<td>0.5%</td>
</tr>
<tr>
<td>White</td>
<td>70.3%</td>
<td>79.3%</td>
<td>1.13</td>
<td>68.5%</td>
<td>71.0%</td>
<td>1.04</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>Female</td>
<td>64.8%</td>
<td>74.6%</td>
<td>1.15</td>
<td>63.2%</td>
<td>64.8%</td>
<td>1.02</td>
<td>64.5%</td>
</tr>
<tr>
<td>Male</td>
<td>35.0%</td>
<td>25.4%</td>
<td>0.73</td>
<td>36.8%</td>
<td>35.2%</td>
<td>0.96</td>
<td>35.4%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>52.0%</td>
<td>67.0%</td>
<td>1.29</td>
<td>51.6%</td>
<td>69.6%</td>
<td>1.35</td>
<td>56.5%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>18.9%</td>
<td>12.5%</td>
<td>0.66</td>
<td>22.0%</td>
<td>15.9%</td>
<td>0.72</td>
<td>18.3%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>20.4%</td>
<td>12.9%</td>
<td>0.64</td>
<td>18.1%</td>
<td>10.1%</td>
<td>0.56</td>
<td>19.7%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>8.7%</td>
<td>7.6%</td>
<td>0.87</td>
<td>8.2%</td>
<td>4.4%</td>
<td>0.54</td>
<td>5.5%</td>
</tr>
<tr>
<td>African American</td>
<td>1.8%</td>
<td>1.4%</td>
<td>0.78</td>
<td>2.2%</td>
<td>1.5%</td>
<td>0.72</td>
<td>2.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.2%</td>
<td>1.5%</td>
<td>0.72</td>
<td>2.2%</td>
<td>1.5%</td>
<td>0.72</td>
<td>2.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.3%</td>
<td>2.6%</td>
<td>0.59</td>
<td>2.3%</td>
<td>3.6%</td>
<td>1.69</td>
<td>2.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>4.7%</td>
<td>7.6%</td>
<td>1.60</td>
<td>4.7%</td>
<td>8.2%</td>
<td>1.77</td>
<td>56.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>56.4%</td>
<td>49.6%</td>
<td>0.88</td>
<td>59.7%</td>
<td>57.3%</td>
<td>0.96</td>
<td>64.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4.5%</td>
<td>4.6%</td>
<td>1.02</td>
<td>13.4%</td>
<td>14.0%</td>
<td>1.04</td>
<td>4.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>32.0%</td>
<td>35.7%</td>
<td>1.11</td>
<td>27.7%</td>
<td>32.2%</td>
<td>1.16</td>
<td>25.1%</td>
</tr>
</tbody>
</table>
### Strategic Plan: Common Measures

#### 2014 Annual Review

#### Strategic Goal #2: Equity

**Objective #1 - Close Achievement Gaps**

**Measure: Equity Data for Remedial Math**

**Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the subgroup is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**Remedial Math data comes from the Student Success Scorecard where a cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.**

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to determine the group (where available).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>Female</td>
<td>64.5%</td>
<td>63.2%</td>
<td>0.98</td>
<td>65.5%</td>
<td>69.1%</td>
<td>1.05</td>
<td>61.5%</td>
</tr>
<tr>
<td>Male</td>
<td>35.5%</td>
<td>36.8%</td>
<td>1.04</td>
<td>34.5%</td>
<td>30.7%</td>
<td>0.89</td>
<td>38.5%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>42.1%</td>
<td>48.4%</td>
<td>1.15</td>
<td>48.0%</td>
<td>49.1%</td>
<td>1.02</td>
<td>52.1%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>25.4%</td>
<td>24.9%</td>
<td>0.98</td>
<td>25.0%</td>
<td>25.8%</td>
<td>1.04</td>
<td>22.9%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>22.4%</td>
<td>20.0%</td>
<td>0.89</td>
<td>18.9%</td>
<td>18.2%</td>
<td>0.96</td>
<td>17.1%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>10.1%</td>
<td>6.8%</td>
<td>0.67</td>
<td>8.1%</td>
<td>6.9%</td>
<td>0.85</td>
<td>7.9%</td>
</tr>
<tr>
<td>African American</td>
<td>7.7%</td>
<td>2.7%</td>
<td>0.35</td>
<td>6.9%</td>
<td>3.3%</td>
<td>0.48</td>
<td>7.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.8%</td>
<td>3.8%</td>
<td>2.10</td>
<td>2.0%</td>
<td>2.6%</td>
<td>1.29</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.6%</td>
<td>3.5%</td>
<td>1.37</td>
<td>2.8%</td>
<td>3.3%</td>
<td>1.17</td>
<td>2.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>46.0%</td>
<td>42.7%</td>
<td>0.93</td>
<td>49.1%</td>
<td>48.6%</td>
<td>0.99</td>
<td>47.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.0%</td>
<td>6.6%</td>
<td>1.12</td>
<td>3.5%</td>
<td>3.9%</td>
<td>1.12</td>
<td>34.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.0%</td>
<td>6.6%</td>
<td>1.05</td>
<td>4.7%</td>
<td>6.6%</td>
<td>1.05</td>
<td>8.1%</td>
</tr>
<tr>
<td>White</td>
<td>37.0%</td>
<td>43.0%</td>
<td>1.16</td>
<td>35.4%</td>
<td>39.8%</td>
<td>1.12</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>Female</td>
<td>61.5%</td>
<td>69.2%</td>
<td>1.13</td>
<td>62.8%</td>
<td>64.8%</td>
<td>1.03</td>
<td>61.7%</td>
</tr>
<tr>
<td>Male</td>
<td>38.5%</td>
<td>30.8%</td>
<td>0.80</td>
<td>36.9%</td>
<td>35.2%</td>
<td>0.95</td>
<td>38.3%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>31.0%</td>
<td>39.0%</td>
<td>1.28</td>
<td>31.8%</td>
<td>35.9%</td>
<td>1.13</td>
<td>35.7%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>21.0%</td>
<td>21.4%</td>
<td>1.02</td>
<td>24.9%</td>
<td>17.2%</td>
<td>0.69</td>
<td>22.4%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>30.1%</td>
<td>22.6%</td>
<td>0.75</td>
<td>28.8%</td>
<td>30.3%</td>
<td>1.13</td>
<td>25.5%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>17.8%</td>
<td>17.0%</td>
<td>0.96</td>
<td>18.5%</td>
<td>16.6%</td>
<td>1.00</td>
<td>16.4%</td>
</tr>
</tbody>
</table>
### Strategic Plan: Common Measures

**2014 Annual Review**

**Strategic Goal #2: Equity**

**Objective #1 - Close Achievement Gaps**

**Measure: Equity Data for Remedial Math continued**

<table>
<thead>
<tr>
<th>CC</th>
<th>Remedial Math</th>
<th>2003-04 thru 2005-06 thru 2006-07 thru 2007-03 thru</th>
<th>All Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>African American</td>
<td>5.9%</td>
<td>3.4%</td>
<td>0.57</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.2%</td>
<td>2.4%</td>
<td>0.74</td>
</tr>
<tr>
<td>Asian</td>
<td>1.8%</td>
<td>2.8%</td>
<td>1.53</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.7%</td>
<td>2.0%</td>
<td>1.14</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.0%</td>
<td>11.3%</td>
<td>0.87</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>70.7%</td>
<td>76.7%</td>
<td>1.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PC</th>
<th>Remedial Math</th>
<th>2003-04 thru 2005-06 thru 2006-07 thru</th>
<th>All Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>65.2%</td>
<td>65.0%</td>
<td>1.00</td>
</tr>
<tr>
<td>Male</td>
<td>34.8%</td>
<td>35.0%</td>
<td>1.01</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>43.1%</td>
<td>61.3%</td>
<td>1.42</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>20.8%</td>
<td>15.0%</td>
<td>0.72</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>23.0%</td>
<td>16.3%</td>
<td>0.71</td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>53.8%</td>
<td>50.0%</td>
<td>0.93</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>33.6%</td>
<td>38.8%</td>
<td>1.15</td>
</tr>
</tbody>
</table>
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Remedial ESL

<table>
<thead>
<tr>
<th>BC</th>
<th>Remedial ESL</th>
<th>2003-04 thru 2006-07 thru</th>
<th>2007-03 thru</th>
<th>All Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>Index</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>65.6%</td>
<td>76.9%</td>
<td>1.12</td>
<td>70.4%</td>
</tr>
<tr>
<td>Male</td>
<td>31.2%</td>
<td>23.1%</td>
<td>0.74</td>
<td>29.4%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>37.3%</td>
<td>41.7%</td>
<td>1.12</td>
<td>37.2%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>27.1%</td>
<td>26.9%</td>
<td>0.99</td>
<td>28.6%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>25.5%</td>
<td>25.9%</td>
<td>1.02</td>
<td>24.4%</td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>9.5%</td>
<td>17.1%</td>
<td>1.79</td>
<td>12.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>84.7%</td>
<td>82.4%</td>
<td>0.97</td>
<td>74.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>8.2%</td>
<td>8.0%</td>
<td>0.97</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Institutional Research and Reporting Page 19 of 47 January 2015
## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Remedial ESL continued**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td>Cohort % Success % Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>American Indian</td>
<td>Asian</td>
<td>Filipino</td>
<td>Hispanic</td>
<td>Pacific Islander</td>
<td>Unknown</td>
<td>White</td>
<td>African American</td>
<td>American Indian</td>
<td>Asian</td>
<td>Filipino</td>
<td>Hispanic</td>
<td>Pacific Islander</td>
<td>Unknown</td>
<td>White</td>
<td>African American</td>
<td>American Indian</td>
<td>Asian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
<th>Cohort % Success % Proport. Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.0% 68.2% 1.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65.9% 69.9% 1.06</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.4%</td>
<td></td>
<td></td>
<td></td>
<td>17.4% 24.8% 1.42</td>
</tr>
<tr>
<td>19 or Younger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.3% 15.9% 1.12</td>
<td></td>
<td></td>
<td></td>
<td>38.3% 33.6% 0.88</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.0%</td>
<td></td>
<td></td>
<td>30.0% 25.7% 0.86</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91.7% 86.4% 0.94</td>
<td>93.4% 91.2% 0.98</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Degree/Certificate Completion**

**Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**Degree/Certificate Completion data comes from the Student Success Scorecard where first-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.**

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the “All Cohorts Combined” columns to assess the group (where available).

<table>
<thead>
<tr>
<th>BC</th>
<th>Degree/Cert Completion</th>
<th>2003-04 thru 2005-09</th>
<th>2006-07 thru 2011-12</th>
<th>2012-13</th>
<th>All Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success</td>
<td>Proport. Index</td>
<td>Cohort</td>
<td>Success</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>59.1%</td>
<td>64.3%</td>
<td>1.09</td>
<td>59.9%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Male</td>
<td>40.9%</td>
<td>35.7%</td>
<td>0.87</td>
<td>40.1%</td>
<td>33.3%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>79.2%</td>
<td>81.6%</td>
<td>1.03</td>
<td>82.4%</td>
<td>83.0%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>9.3%</td>
<td>7.0%</td>
<td>0.76</td>
<td>8.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>7.7%</td>
<td>7.4%</td>
<td>0.97</td>
<td>5.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>3.9%</td>
<td>3.9%</td>
<td>1.02</td>
<td>3.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>African American</td>
<td>5.6%</td>
<td>3.3%</td>
<td>0.59</td>
<td>6.1%</td>
<td>4.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.65</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.2%</td>
<td>2.5%</td>
<td>0.77</td>
<td>3.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.2%</td>
<td>3.7%</td>
<td>1.16</td>
<td>3.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.7%</td>
<td>44.0%</td>
<td>0.98</td>
<td>44.5%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2.6%</td>
<td>2.5%</td>
<td>0.95</td>
<td>3.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>37.9%</td>
<td>42.1%</td>
<td>1.11</td>
<td>37.6%</td>
<td>40.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC</th>
<th>Degree/Cert Completion</th>
<th>2003-04 thru 2005-06</th>
<th>2006-07 thru 2011-12</th>
<th>2012-13</th>
<th>All Cohorts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Success</td>
<td>Proport. Index</td>
<td>Cohort</td>
<td>Success</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>61.6%</td>
<td>64.5%</td>
<td>1.05</td>
<td>59.1%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Male</td>
<td>38.4%</td>
<td>35.5%</td>
<td>0.93</td>
<td>40.9%</td>
<td>40.2%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>60.7%</td>
<td>61.7%</td>
<td>1.02</td>
<td>61.4%</td>
<td>58.8%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.5%</td>
<td>10.3%</td>
<td>0.82</td>
<td>13.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>17.2%</td>
<td>17.8%</td>
<td>1.03</td>
<td>16.4%</td>
<td>16.5%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>9.8%</td>
<td>10.3%</td>
<td>1.07</td>
<td>8.9%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>
## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Degree/Certificate Completion**

| CC Degree/Cert Completion | 2003-04 thru 2005-06 thru 2005-06 thru 2006-07 thru 2007-08 thru All Cohorts Combined |
|---------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
|                           | 2008-09  | 2009-10  | 2010-11  | 2011-12  | 2012-13  |                        |
| Cohort                  | Success | Proport. Index | Cohort | Success | Proport. Index | Cohort | Success | Proport. Index | Cohort | Success | Proport. Index | Cohort | Success | Proport. Index | Cohort | Success | Proport. Index |
| African American      |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| American Indian       |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| Asian                  |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| Filipino               |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| Hispanic               | 12.0%   | 10.3%       | 0.86   | 13.9%   | 13.4%       | 0.96   |        |             |        |         |             |        |         |             |        |         |             |
| Pacific Islander       |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| Unknown                |         |             |        |         |             |        |         |             |        |         |             |        |         |             |        |         |             |
| White                  | 70.7%   | 73.8%       | 1.04   | 69.3%   | 73.2%       | 1.06   | 71.4%   | 75.8%       | 1.06   | 75.7%   | 76.6%       | 1.01   | 67.0%   | 66.0%       | 0.99   | 70.8%   | 73.0%       | 1.03   |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>Cohort</td>
<td>Success</td>
<td>Proport. Index</td>
<td>Cohort</td>
<td>Success</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>62.5%</td>
<td>71.4%</td>
<td>1.14</td>
<td>64.3%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Male</td>
<td>37.5%</td>
<td>28.6%</td>
<td>0.76</td>
<td>35.7%</td>
<td>28.5%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>67.0%</td>
<td>72.1%</td>
<td>1.08</td>
<td>67.1%</td>
<td>75.0%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>14.4%</td>
<td>11.4%</td>
<td>0.80</td>
<td>15.6%</td>
<td>12.5%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>14.4%</td>
<td>9.3%</td>
<td>0.65</td>
<td>13.2%</td>
<td>10.4%</td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>57.7%</td>
<td>62.1%</td>
<td>1.08</td>
<td>59.1%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>30.5%</td>
<td>27.1%</td>
<td>0.89</td>
<td>29.5%</td>
<td>35.4%</td>
</tr>
</tbody>
</table>
## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Transfer-Prepared Students**

Explanation: The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

Transfer-prepared data comes from the Student Success Scorecard where first-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for the most recent five cohorts are shown below.

Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

### Table: Equity Data for Transfer-Prepared Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59.1%</td>
<td>61.5%</td>
<td>59.9%</td>
<td>62.3%</td>
<td>57.9%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Male</td>
<td>40.9%</td>
<td>38.5%</td>
<td>40.1%</td>
<td>37.7%</td>
<td>42.1%</td>
<td>40.4%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>79.2%</td>
<td>86.7%</td>
<td>82.4%</td>
<td>89.1%</td>
<td>83.6%</td>
<td>91.6%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>9.3%</td>
<td>5.5%</td>
<td>8.5%</td>
<td>5.0%</td>
<td>7.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>7.7%</td>
<td>5.4%</td>
<td>5.9%</td>
<td>3.7%</td>
<td>6.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>3.9%</td>
<td>2.4%</td>
<td>3.1%</td>
<td>2.2%</td>
<td>2.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>African American</td>
<td>5.6%</td>
<td>3.1%</td>
<td>6.1%</td>
<td>3.9%</td>
<td>5.9%</td>
<td>4.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>1.8%</td>
<td>1.3%</td>
<td>1.8%</td>
<td>1.7%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.2%</td>
<td>4.6%</td>
<td>3.3%</td>
<td>4.2%</td>
<td>3.9%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.2%</td>
<td>3.9%</td>
<td>3.3%</td>
<td>4.7%</td>
<td>4.1%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.7%</td>
<td>42.3%</td>
<td>44.5%</td>
<td>36.4%</td>
<td>47.7%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2.6%</td>
<td>2.7%</td>
<td>3.3%</td>
<td>4.2%</td>
<td>2.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>37.9%</td>
<td>42.2%</td>
<td>37.6%</td>
<td>44.4%</td>
<td>33.5%</td>
<td>36.3%</td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>61.6%</td>
<td>60.3%</td>
<td>59.1%</td>
<td>62.5%</td>
<td>60.3%</td>
<td>64.2%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>38.4%</td>
<td>39.7%</td>
<td>40.9%</td>
<td>37.5%</td>
<td>39.7%</td>
<td>35.8%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>60.7%</td>
<td>75.6%</td>
<td>61.4%</td>
<td>76.4%</td>
<td>68.8%</td>
<td>76.5%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>11.1%</td>
<td>5.9%</td>
<td>13.7%</td>
<td>8.0%</td>
<td>10.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>13.7%</td>
<td>8.0%</td>
<td>10.7%</td>
<td>7.0%</td>
<td>10.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>8.3%</td>
<td>7.3%</td>
<td>10.7%</td>
<td>7.0%</td>
<td>10.7%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures

### 2014 Annual Review

## Strategic Goal #2: Equity

### Objective #1 - Close Achievement Gaps

**Measure:** Equity Data for Transfer-Prepared Students  
*continued*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>Combined</td>
</tr>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>70.7%</td>
<td>79.5%</td>
<td>1.12</td>
<td>69.3%</td>
<td>63.9%</td>
<td>0.92</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>Combined</td>
</tr>
<tr>
<td></td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Cohort %</td>
</tr>
<tr>
<td>Female</td>
<td>62.5%</td>
<td>72.3%</td>
<td>1.16</td>
<td>64.3%</td>
<td>73.0%</td>
<td>1.14</td>
<td>64.8%</td>
</tr>
<tr>
<td>Male</td>
<td>37.5%</td>
<td>27.7%</td>
<td>0.74</td>
<td>35.7%</td>
<td>27.0%</td>
<td>0.76</td>
<td>35.2%</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>67.0%</td>
<td>85.7%</td>
<td>1.20</td>
<td>67.1%</td>
<td>80.2%</td>
<td>1.20</td>
<td>76.5%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>15.8%</td>
<td>9.0%</td>
<td>0.57</td>
<td>15.6%</td>
<td>9.0%</td>
<td>0.57</td>
<td>8.8%</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>13.2%</td>
<td>9.0%</td>
<td>0.68</td>
<td>9.2%</td>
<td>7.4%</td>
<td>0.80</td>
<td>9.2%</td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>57.7%</td>
<td>56.3%</td>
<td>0.98</td>
<td>59.1%</td>
<td>56.8%</td>
<td>0.96</td>
<td>58.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>30.5%</td>
<td>33.0%</td>
<td>1.08</td>
<td>29.5%</td>
<td>34.2%</td>
<td>1.16</td>
<td>30.0%</td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Transfers**

**Explanation:** The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist.

**Transfer data comes from the Student Success Scorecard where first-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.**

**Note:** Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

#### BC Transfer

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>59.1%</td>
<td>0.99</td>
<td>59.9%</td>
<td>1.01</td>
<td>57.9%</td>
<td>1.00</td>
</tr>
<tr>
<td>Male</td>
<td>40.9%</td>
<td>1.02</td>
<td>40.1%</td>
<td>0.99</td>
<td>42.1%</td>
<td>1.00</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>79.2%</td>
<td>1.13</td>
<td>82.4%</td>
<td>1.08</td>
<td>83.6%</td>
<td>1.09</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>9.3%</td>
<td>0.54</td>
<td>8.5%</td>
<td>0.69</td>
<td>7.6%</td>
<td>0.59</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>7.7%</td>
<td>0.44</td>
<td>5.9%</td>
<td>0.61</td>
<td>6.2%</td>
<td>0.45</td>
</tr>
<tr>
<td>40 or Older</td>
<td>3.9%</td>
<td>0.58</td>
<td>3.1%</td>
<td>0.42</td>
<td>2.7%</td>
<td>0.69</td>
</tr>
<tr>
<td>African American</td>
<td>5.6%</td>
<td>1.07</td>
<td>6.1%</td>
<td>0.86</td>
<td>5.9%</td>
<td>1.03</td>
</tr>
<tr>
<td>Asian</td>
<td>3.2%</td>
<td>1.3%</td>
<td>3.3%</td>
<td>1.07</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.2%</td>
<td>0.69</td>
<td>3.3%</td>
<td>0.81</td>
<td>4.1%</td>
<td>0.97</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.7%</td>
<td>0.79</td>
<td>44.5%</td>
<td>0.73</td>
<td>47.7%</td>
<td>0.77</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2.6%</td>
<td>1.20</td>
<td>3.3%</td>
<td>1.63</td>
<td>2.9%</td>
<td>1.21</td>
</tr>
<tr>
<td>Unknown</td>
<td>37.9%</td>
<td>1.21</td>
<td>37.6%</td>
<td>1.26</td>
<td>33.5%</td>
<td>1.18</td>
</tr>
<tr>
<td>White</td>
<td>59.1%</td>
<td>0.93</td>
<td>59.1%</td>
<td>0.93</td>
<td>60.3%</td>
<td>0.92</td>
</tr>
<tr>
<td>Male</td>
<td>40.9%</td>
<td>1.11</td>
<td>40.9%</td>
<td>1.11</td>
<td>39.7%</td>
<td>1.12</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>60.7%</td>
<td>1.32</td>
<td>61.4%</td>
<td>1.29</td>
<td>58.8%</td>
<td>1.18</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.5%</td>
<td>0.65</td>
<td>13.3%</td>
<td>0.79</td>
<td>12.5%</td>
<td>0.66</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>17.2%</td>
<td>0.55</td>
<td>16.4%</td>
<td>0.54</td>
<td>13.7%</td>
<td>0.63</td>
</tr>
</tbody>
</table>

#### CC Transfer

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Success %</td>
<td>Proport. Index</td>
<td>Success %</td>
<td>Proport. Index</td>
</tr>
<tr>
<td>Female</td>
<td>61.6%</td>
<td>0.93</td>
<td>59.1%</td>
<td>0.93</td>
<td>60.3%</td>
<td>0.92</td>
</tr>
<tr>
<td>Male</td>
<td>38.4%</td>
<td>1.11</td>
<td>40.9%</td>
<td>1.11</td>
<td>39.7%</td>
<td>1.12</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>60.7%</td>
<td>1.32</td>
<td>61.4%</td>
<td>1.29</td>
<td>58.8%</td>
<td>1.18</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>12.5%</td>
<td>0.65</td>
<td>13.3%</td>
<td>0.79</td>
<td>12.5%</td>
<td>0.66</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td>17.2%</td>
<td>0.55</td>
<td>16.4%</td>
<td>0.54</td>
<td>13.7%</td>
<td>0.63</td>
</tr>
<tr>
<td>40 or Older</td>
<td>38.4%</td>
<td>1.11</td>
<td>40.9%</td>
<td>1.11</td>
<td>39.7%</td>
<td>1.12</td>
</tr>
</tbody>
</table>
### Strategic Goal #2: Equity

#### Objective #1 - Close Achievement Gaps

**Measure: Equity Data for Transfers**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>12.0</td>
<td>9.4</td>
<td>13.9</td>
<td>10.1</td>
<td>10.2</td>
<td>3.8</td>
</tr>
<tr>
<td>Success %</td>
<td>0.78</td>
<td></td>
<td>11.2%</td>
<td>11.5%</td>
<td>9.1%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>0.80</td>
<td>1.14</td>
<td>0.90</td>
<td>0.84</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.9%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.66</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.12</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>70.7</td>
<td>71.9%</td>
<td>69.3%</td>
<td>71.4%</td>
<td>75.7%</td>
<td>11.6</td>
</tr>
<tr>
<td>Success %</td>
<td>1.02</td>
<td></td>
<td>67.6%</td>
<td>69.1%</td>
<td>78.0%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>0.96</td>
<td>0.97</td>
<td>1.03</td>
<td>0.91</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>62.5%</td>
<td>61.8%</td>
<td>64.3%</td>
<td>64.8%</td>
<td>65.1%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Success %</td>
<td>6.99</td>
<td></td>
<td>61.1%</td>
<td>60.3%</td>
<td>60.8%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>0.95</td>
<td>0.93</td>
<td>0.93</td>
<td>0.96</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>37.5%</td>
<td>38.2%</td>
<td>35.7%</td>
<td>35.2%</td>
<td>34.9%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Success %</td>
<td>1.02</td>
<td></td>
<td>38.9%</td>
<td>39.7%</td>
<td>39.4%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>1.09</td>
<td>1.13</td>
<td>1.14</td>
<td>1.08</td>
</tr>
<tr>
<td>19 or Younger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>67.0%</td>
<td>89.1%</td>
<td>67.1%</td>
<td>76.5%</td>
<td>79.4%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Success %</td>
<td>1.33</td>
<td></td>
<td>87.6%</td>
<td>86.1%</td>
<td>91.2%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>1.31</td>
<td>1.13</td>
<td>1.15</td>
<td>1.22</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>9.0%</td>
<td></td>
<td>9.0%</td>
<td>9.0%</td>
<td>8.6%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.67</td>
<td>0.51</td>
</tr>
<tr>
<td>25 to 39 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 or Older</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.1%</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.9%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.36</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0%</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.7%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.88</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7%</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.41</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.4%</td>
</tr>
<tr>
<td>Success %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.7%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.38</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort %</td>
<td>57.7%</td>
<td>46.4%</td>
<td>59.1%</td>
<td>58.3%</td>
<td>55.2%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Success %</td>
<td>0.80</td>
<td></td>
<td>51.3%</td>
<td>50.7%</td>
<td>51.8%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Proport. Index</td>
<td></td>
<td></td>
<td>0.87</td>
<td>0.87</td>
<td>0.94</td>
<td>0.84</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Cohort %  | 30.5%        | 40.9%        | 29.5%        | 30.0%        | 26.6%        | 28.3%                |
| Success % | 1.34         |              | 38.9%        | 32.4%        | 27.6%        | 33.4%                |
| Proport. Index |              |              | 1.32         | 1.08         | 1.04         | 1.18                  |
## Strategic Plan: Common Measures

### 2014 Annual Review

#### Strategic Goal #3: Access

##### Objective #1 - Optimize Student Enrollment

<table>
<thead>
<tr>
<th>Measure: Annual FTES</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES (Full-Time Equivalent Students)</td>
<td>14,006.6</td>
<td>14,051.8</td>
<td>12,598.3</td>
<td>12,581.8</td>
<td>13,371.8</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES (Full-Time Equivalent Students)</td>
<td>3,873.0</td>
<td>3,656.0</td>
<td>3,365.9</td>
<td>2,941.4</td>
<td>2,912.2</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES (Full-Time Equivalent Students)</td>
<td>3,489.2</td>
<td>3,308.6</td>
<td>3,247.3</td>
<td>3,040.5</td>
<td>3,049.0</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** Annual (summer, fall, spring) full-time equivalent students (FTES) which includes all types of FTES, resident and non-resident.

##### Measure: Annual Productivity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity (FTES/FTEF)</td>
<td>18.2</td>
<td>17.2</td>
<td>16.9</td>
<td>17.9</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity (FTES/FTEF)</td>
<td>15.4</td>
<td>15.1</td>
<td>14.3</td>
<td>14.5</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity (FTES/FTEF)</td>
<td>16.6</td>
<td>16.7</td>
<td>17.2</td>
<td>16.7</td>
<td>15.7</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the full-time equivalent faculty (FTEF) workload. This is also sometimes referred to as FTES/FTEF.

##### Measure: First Day Waitlisted Enrollments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waitlisted Enrollments</td>
<td>22,137</td>
<td>25,663</td>
<td>23,311</td>
<td>17,856</td>
<td>13,886</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waitlisted Enrollments</td>
<td>2,048</td>
<td>5,522</td>
<td>6,043</td>
<td>3,790</td>
<td>2,359</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waitlisted Enrollments</td>
<td>4,139</td>
<td>5,315</td>
<td>5,663</td>
<td>4,959</td>
<td>3,929</td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #3: Access

#### Objective #1 - Optimize Student Enrollment

<table>
<thead>
<tr>
<th>Measure: Number of Concurrent Enrollments</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Concurrent Students Enrolled</td>
<td>650</td>
<td>333</td>
<td>286</td>
<td>286</td>
<td>519</td>
<td></td>
</tr>
<tr>
<td>CC Concurrent Students Enrolled</td>
<td>561</td>
<td>454</td>
<td>364</td>
<td>301</td>
<td>304</td>
<td></td>
</tr>
<tr>
<td>PC Concurrent Students Enrolled</td>
<td>225</td>
<td>155</td>
<td>168</td>
<td>57</td>
<td>128</td>
<td></td>
</tr>
</tbody>
</table>

*Explanation:* Concurrent enrollment refers to students who are attempting one or more college courses while also enrolled in high school.

#### Objective #2 - Be the Higher Education Option of First Choice

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC High School Graduates</td>
<td>8,026</td>
<td>8,703</td>
<td>8,944</td>
<td>8,936</td>
<td>8,881</td>
<td></td>
</tr>
<tr>
<td>HS Enrollment Yield</td>
<td>30%</td>
<td>28%</td>
<td>24%</td>
<td>24%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>CC High School Graduates</td>
<td>1,117</td>
<td>1,180</td>
<td>1,048</td>
<td>1,033</td>
<td>1,022</td>
<td></td>
</tr>
<tr>
<td>HS Enrollment Yield</td>
<td>30%</td>
<td>26%</td>
<td>26%</td>
<td>29%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>PC High School Graduates</td>
<td>1,057</td>
<td>1,153</td>
<td>1,146</td>
<td>1,171</td>
<td>1,201</td>
<td></td>
</tr>
<tr>
<td>HS Enrollment Yield</td>
<td>43%</td>
<td>38%</td>
<td>36%</td>
<td>36%</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

*Explanation:* The percent of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.

#### Measure: Adult Participation Rate

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>65.4</td>
<td>62.8</td>
<td>55.9</td>
<td>52.8</td>
<td>53.8</td>
</tr>
<tr>
<td>Female</td>
<td>74.0</td>
<td>71.7</td>
<td>64.2</td>
<td>59.9</td>
<td>61.8</td>
</tr>
<tr>
<td>Male</td>
<td>57.5</td>
<td>54.3</td>
<td>47.8</td>
<td>45.6</td>
<td>46.0</td>
</tr>
</tbody>
</table>
# Strategic Plan: Common Measures
## 2014 Annual Review

### Strategic Goal #3: Access

**Objective #2 - Be the Higher Education Option of First Choice**

<table>
<thead>
<tr>
<th>Measure: Adult Participation Rate</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or Younger</td>
<td>310.3</td>
<td>283.9</td>
<td>254.3</td>
<td>246.2</td>
<td>269.3</td>
<td></td>
</tr>
<tr>
<td>20 - 24</td>
<td>167.6</td>
<td>168.0</td>
<td>153.5</td>
<td>145.9</td>
<td>149.5</td>
<td></td>
</tr>
<tr>
<td>25 - 39</td>
<td>54.1</td>
<td>52.2</td>
<td>45.1</td>
<td>42.5</td>
<td>41.7</td>
<td></td>
</tr>
<tr>
<td>40 or Older</td>
<td>16.4</td>
<td>15.4</td>
<td>13.5</td>
<td>12.0</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>82.6</td>
<td>81.5</td>
<td>69.0</td>
<td>54.1</td>
<td>47.1</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>81.0</td>
<td>68.9</td>
<td>49.2</td>
<td>39.2</td>
<td>33.2</td>
<td></td>
</tr>
<tr>
<td>Asian/ Filipino</td>
<td>72.3</td>
<td>61.8</td>
<td>51.3</td>
<td>48.1</td>
<td>46.0</td>
<td></td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>65.8</td>
<td>65.2</td>
<td>60.2</td>
<td>58.3</td>
<td>62.1</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>133.5</td>
<td>115.4</td>
<td>68.1</td>
<td>55.7</td>
<td>55.9</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>55.4</td>
<td>51.5</td>
<td>43.3</td>
<td>39.4</td>
<td>37.4</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>187.8</td>
<td>214.9</td>
<td>218.0</td>
<td>214.5</td>
<td>206.7</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation Rate</td>
<td>163.3</td>
<td>167.1</td>
<td>150.3</td>
<td>126.7</td>
<td>122.3</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>210.8</td>
<td>218.9</td>
<td>200.2</td>
<td>166.1</td>
<td>167.4</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>121.6</td>
<td>121.1</td>
<td>106.3</td>
<td>90.6</td>
<td>83.1</td>
<td></td>
</tr>
<tr>
<td>19 or Younger</td>
<td>650.7</td>
<td>645.3</td>
<td>558.4</td>
<td>500.3</td>
<td>496.0</td>
<td></td>
</tr>
<tr>
<td>20 - 24</td>
<td>370.8</td>
<td>442.2</td>
<td>406.6</td>
<td>360.4</td>
<td>353.2</td>
<td></td>
</tr>
<tr>
<td>25 - 39</td>
<td>188.0</td>
<td>201.4</td>
<td>187.3</td>
<td>153.4</td>
<td>145.3</td>
<td></td>
</tr>
<tr>
<td>40 or Older</td>
<td>77.4</td>
<td>65.9</td>
<td>56.6</td>
<td>44.6</td>
<td>42.9</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>187.0</td>
<td>220.9</td>
<td>202.3</td>
<td>146.3</td>
<td>127.3</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>172.9</td>
<td>152.1</td>
<td>119.9</td>
<td>94.9</td>
<td>82.3</td>
<td></td>
</tr>
<tr>
<td>Asian/ Filipino</td>
<td>277.1</td>
<td>277.3</td>
<td>258.9</td>
<td>209.4</td>
<td>178.6</td>
<td></td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>174.6</td>
<td>209.4</td>
<td>203.1</td>
<td>185.9</td>
<td>192.8</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>368.9</td>
<td>213.6</td>
<td>151.1</td>
<td>115.0</td>
<td>105.0</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>144.2</td>
<td>138.5</td>
<td>119.1</td>
<td>95.9</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>431.7</td>
<td>564.7</td>
<td>513.1</td>
<td>481.7</td>
<td>460.4</td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Goal #3: Access

### Objective #2 - Be the Higher Education Option of First Choice

<table>
<thead>
<tr>
<th>Measure</th>
<th>Adult Participation Rate</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Participation Rate</td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td>Female</td>
<td>134.4</td>
<td>120.4</td>
</tr>
<tr>
<td>Male</td>
<td>77.2</td>
<td>70.5</td>
</tr>
<tr>
<td>19 or Younger</td>
<td>418.1</td>
<td>399.4</td>
</tr>
<tr>
<td>20 - 24</td>
<td>266.5</td>
<td>258.3</td>
</tr>
<tr>
<td>25 - 39</td>
<td>85.8</td>
<td>78.2</td>
</tr>
<tr>
<td>40 or Older</td>
<td>35.8</td>
<td>24.3</td>
</tr>
<tr>
<td>African American</td>
<td>453.6</td>
<td>331.1</td>
</tr>
<tr>
<td>American Indian</td>
<td>135.5</td>
<td>85.4</td>
</tr>
<tr>
<td>Asian/ Filipino</td>
<td>181.3</td>
<td>151.8</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>96.7</td>
<td>93.5</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1,165.8</td>
<td>893.5</td>
</tr>
<tr>
<td>White</td>
<td>99.1</td>
<td>82.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>299.2</td>
<td>332.9</td>
</tr>
</tbody>
</table>
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

<table>
<thead>
<tr>
<th>Measure: Annual Number of CTE Degrees and Certificates</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Total CTE Awards</td>
<td>475</td>
<td>430</td>
<td>455</td>
<td>411</td>
<td>532</td>
<td></td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>636</td>
<td>677</td>
<td>874</td>
<td>961</td>
<td>940</td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td>89</td>
<td>116</td>
<td>90</td>
<td>92</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Total CTE Awards</td>
<td>27</td>
<td>44</td>
<td>64</td>
<td>140</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>CC Total CTE Awards</td>
<td>92</td>
<td>49</td>
<td>107</td>
<td>102</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>145</td>
<td>125</td>
<td>111</td>
<td>107</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td>69</td>
<td>70</td>
<td>71</td>
<td>67</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Total CTE Awards</td>
<td>36</td>
<td>33</td>
<td>29</td>
<td>34</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>KP Total CTE Awards</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>28</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>145</td>
<td>125</td>
<td>111</td>
<td>107</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td>69</td>
<td>70</td>
<td>71</td>
<td>67</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Total CTE Awards</td>
<td>36</td>
<td>33</td>
<td>29</td>
<td>34</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals

<table>
<thead>
<tr>
<th>Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation: CTE programs (at the 6-digit TOP level) were evaluated to determine whether each meet the defined performance goal for each core indicator. If a program did not have a goal for a specific indicator, it was not counted in the evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BC                                                                                     | 69      | 70      | 71      | 67      | 63      |           |
| % of Programs Meeting the Goal                                                        | 61%     | 52%     | 53%     | 54%     | 54%     |           |
| Number of Programs                                                                     | 36      | 33      | 29      | 34      | 33      |           |
| % of Programs Meeting the Goal                                                        | 57%     | 58%     | 47%     | 51%     | 44%     |           |
| Number of Programs                                                                     | 31      | 31      | 31      | 28      | 30      |           |
| % of Programs Meeting the Goal                                                        | 61%     | 50%     | 55%     | 52%     | 54%     |           |

Measure: Annual Number of Contract Education Hours

<table>
<thead>
<tr>
<th>Measure: Annual Number of Contract Education Hours</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCCD</td>
<td>104,738</td>
<td>140,032</td>
<td>61,102</td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Goal #4: Community Connections

#### Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Completion Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BC</strong> Cohort Size</td>
<td>1,268</td>
<td>1,227</td>
<td>1,297</td>
<td>1,468</td>
<td>1,494</td>
<td></td>
</tr>
<tr>
<td>Outcome Success Rate</td>
<td>48.5%</td>
<td>50.1%</td>
<td>48.6%</td>
<td>48.0%</td>
<td>48.2%</td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Cohort Size</td>
<td>336</td>
<td>386</td>
<td>393</td>
<td>540</td>
<td>605</td>
<td></td>
</tr>
<tr>
<td>Outcome Success Rate</td>
<td>48.5%</td>
<td>44.8%</td>
<td>44.5%</td>
<td>42.6%</td>
<td>39.5%</td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Cohort Size</td>
<td>388</td>
<td>382</td>
<td>373</td>
<td>375</td>
<td>467</td>
<td></td>
</tr>
<tr>
<td>Outcome Success Rate</td>
<td>57.7%</td>
<td>61.8%</td>
<td>57.9%</td>
<td>62.1%</td>
<td>58.7%</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** Students who initially complete a CTE course and then subsequently complete more than eight additional units in a single occupational discipline within three years are tracked for six years to see if they earn a Certificate or Degree or transfer. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.

#### Objective #2 - Reflect the Communities We Serve

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Attend Community Meetings</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>362</td>
<td>269</td>
<td>2</td>
</tr>
<tr>
<td>Percentage Who Attend Community Meetings</td>
<td>64%</td>
<td>66%</td>
<td>2</td>
</tr>
<tr>
<td><strong>CC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>140</td>
<td>92</td>
<td>2</td>
</tr>
<tr>
<td>Percentage Who Attend Community Meetings</td>
<td>61%</td>
<td>64%</td>
<td>3</td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>105</td>
<td>82</td>
<td>23</td>
</tr>
<tr>
<td>Percentage Who Attend Community Meetings</td>
<td>77%</td>
<td>66%</td>
<td>-11</td>
</tr>
<tr>
<td><strong>DO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>40</td>
<td>34</td>
<td>-6</td>
</tr>
<tr>
<td>Percentage Who Attend Community Meetings</td>
<td>43%</td>
<td>41%</td>
<td>-2</td>
</tr>
</tbody>
</table>

**Explanation:** Information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results.
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Service Area Population

Explanation: The service areas were defined by zip code and the populations figures came from Economic Modeling Specialists International (EMSI) and included the adult population (age 18-65). Employee figures came from the annual MIS Employee reporting submitted each fall term.

BC Fall 2013 Employee Demographics vs. 2013 Adult Population Estimates

CC Fall 2013 Employee Demographics vs. 2013 Adult Population Estimates
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Service Area Population

PC Fall 2013 Employee Demographics vs. 2013 Adult Population Estimates

- Female: 58% vs. 43%
- Male: 51% vs. 42%
- <40: 23% vs. 29%
- 40-54: 40% vs. 37%
- 55+: 18% vs. 13%
- African American: 2% vs. 3%
- American Indian: 1% vs. 2%
- Asian/Filipino/Pacific Islander: 1% vs. 3%
- Hispanic: 2% vs. 3%
- White: 28% vs. 28%

Measure: Degree to which Employee Diversity Reflects the Student Population

BC Fall 2013 Employee Demographics vs. Fall 2013 Student Demographics

- Female: 56% vs. 56%
- Male: 49% vs. 41%
- African American: 4% vs. 5%
- American Indian: 1% vs. 2%
- Asian/Filipino/Pacific Islander: 1% vs. 2%
- Hispanic: 22% vs. 22%
- White: 41% vs. 24%
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Student Population

**CC Fall 2013 Employee Demographics vs. Fall 2013 Student Demographics**

- Female: 64% (Employee) vs. 64% (Student)
- Male: 36% (Employee) vs. 36% (Student)
- African American: 2% (Employee) vs. 5% (Student)
- American Indian: 2% (Employee) vs. 2% (Student)
- Asian/Filipino/Pacific Islander: 4% (Employee) vs. 4% (Student)
- Hispanic: 75% (Employee) vs. 54% (Student)
- White: 49% (Employee) vs. 75% (Student)

**PC Fall 2013 Employee Demographics vs. Fall 2013 Student Demographics**

- Female: 58% (Employee) vs. 61% (Student)
- Male: 42% (Employee) vs. 39% (Student)
- African American: 2% (Employee) vs. 1% (Student)
- American Indian: 1% (Employee) vs. 1% (Student)
- Asian/Filipino/Pacific Islander: 2% (Employee) vs. 1% (Student)
- Hispanic: 22% (Employee) vs. 71% (Student)
- White: 63% (Employee) vs. 20% (Student)
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #4: Community Connections

#### Objective #2 - Reflect the Communities We Serve

**Measure: Degree to which there is Diversity in the Employment Applicant Pool**

<table>
<thead>
<tr>
<th>BC</th>
<th>Applicant Demographics</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>55%</td>
<td>59%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>43%</td>
<td>40%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian/ Filipino/ Pacific Islander</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/ Latino</td>
<td>33%</td>
<td>35%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>43%</td>
<td>40%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disabled</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disabled</td>
<td>95%</td>
<td>96%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC</th>
<th>Applicant Demographics</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>54%</td>
<td>49%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>44%</td>
<td>50%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>11%</td>
<td>8%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian/ Filipino/ Pacific Islander</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/ Latino</td>
<td>14%</td>
<td>17%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>59%</td>
<td>58%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disabled</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disabled</td>
<td>95%</td>
<td>98%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #4: Community Connections

#### Objective #2 - Reflect the Communities We Serve

**Measure: Degree to which there is Diversity in the Employment Applicant Pool**

<table>
<thead>
<tr>
<th>PC</th>
<th>Applicant Demographics</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>55%</td>
<td>56%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>43%</td>
<td>43%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian/ Filippo/ Pacific Islander</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/ Latino</td>
<td>26%</td>
<td>38%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>49%</td>
<td>41%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>10%</td>
<td>7%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disabled</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disabled</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DO</th>
<th>Applicant Demographics</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>58%</td>
<td>69%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>41%</td>
<td>29%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>9%</td>
<td>11%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian/ Filippo/ Pacific Islander</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/ Latino</td>
<td>40%</td>
<td>32%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>39%</td>
<td>42%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>6%</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disabled</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disabled</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Disclosed</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel They Have Adequate Training</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;I have been provided adequate training to do my work.&quot;</td>
<td>364</td>
<td>271</td>
<td>-1</td>
</tr>
<tr>
<td>CC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;I have been provided adequate training to do my work.&quot;</td>
<td>137</td>
<td>95</td>
<td>3</td>
</tr>
<tr>
<td>PC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;I have been provided adequate training to do my work.&quot;</td>
<td>109</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>DO Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;I have been provided adequate training to do my work.&quot;</td>
<td>42</td>
<td>33</td>
<td>0</td>
</tr>
</tbody>
</table>

Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There are opportunities in this college/district to learn and grow in my career.&quot;</td>
<td>363</td>
<td>269</td>
<td>4</td>
</tr>
<tr>
<td>CC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There are opportunities in this college/district to learn and grow in my career.&quot;</td>
<td>137</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>PC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There are opportunities in this college/district to learn and grow in my career.&quot;</td>
<td>110</td>
<td>83</td>
<td>7</td>
</tr>
<tr>
<td>DO Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There are opportunities in this college/district to learn and grow in my career.&quot;</td>
<td>42</td>
<td>34</td>
<td>-2</td>
</tr>
</tbody>
</table>
### Strategic Plan: Common Measures 2014 Annual Review

### Strategic Goal #5: Organizational Effectiveness

**Measure: Percentage of Employees who Feel Encouraged and Supported**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>359</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>&quot;The college/district provides encouragement and support for my professional growth and development.&quot;</td>
<td>01%</td>
<td>01%</td>
<td>0</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>362</td>
<td>273</td>
<td></td>
</tr>
<tr>
<td>&quot;My immediate supervisor encourages my professional growth and development.&quot;</td>
<td>80%</td>
<td>79%</td>
<td>-1</td>
</tr>
<tr>
<td><strong>CC</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>134</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>&quot;The college/district provides encouragement and support for my professional growth and development.&quot;</td>
<td>64%</td>
<td>69%</td>
<td>5</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>135</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>&quot;My immediate supervisor encourages my professional growth and development.&quot;</td>
<td>77%</td>
<td>79%</td>
<td>2</td>
</tr>
<tr>
<td><strong>PC</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>109</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>&quot;The college/district provides encouragement and support for my professional growth and development.&quot;</td>
<td>63%</td>
<td>76%</td>
<td>13</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>109</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>&quot;My immediate supervisor encourages my professional growth and development.&quot;</td>
<td>78%</td>
<td>86%</td>
<td>8</td>
</tr>
<tr>
<td><strong>DO</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>42</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>&quot;The college/district provides encouragement and support for my professional growth and development.&quot;</td>
<td>57%</td>
<td>67%</td>
<td>10</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>41</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>&quot;My immediate supervisor encourages my professional growth and development.&quot;</td>
<td>71%</td>
<td>79%</td>
<td>8</td>
</tr>
</tbody>
</table>

**Measure: Number of Internal Candidates Hired in New Positions**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCCD Internal Candidates Hired</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>-</td>
</tr>
</tbody>
</table>
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #5: Organizational Effectiveness

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

<table>
<thead>
<tr>
<th>Measure: Percentage of ACCJC Institutional Set Standards Met</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Number of Institutional Set Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Meeting the Standard</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CC Number of Institutional Set Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Meeting the Standard</td>
<td>5</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>PC Number of Institutional Set Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Meeting the Standard</td>
<td>5</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: This information comes from the ACCJC Annual Report. Institutional set standards were not added to the report until 2012-13.

<table>
<thead>
<tr>
<th>Measure: Percentage of Student Learning Outcomes at the Course Level with Ongoing Assessment</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Course Student Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>29%</td>
<td>20%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>CC Course Student Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>33%</td>
<td>59%</td>
<td>69%</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC Course Student Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>55%</td>
<td>75%</td>
<td>67%</td>
<td>86%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.

<table>
<thead>
<tr>
<th>Measure: Percentage of Program Learning Outcomes with Ongoing Assessment</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>75%</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>100%</td>
<td>66%</td>
<td>76%</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>60%</td>
<td>69%</td>
<td>81%</td>
<td>90%</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #5: Organizational Effectiveness

#### Objective #2 - Meet and Exceed Internal and External Standards and Requirements

<table>
<thead>
<tr>
<th>Measure: Percentage of Institutional Learning Outcomes with Ongoing Assessment</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong> Institutional Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Institutional Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Institutional Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>60%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Measure: Percentage of Student and Learning Support Activities with Ongoing Assessment of Learning Outcomes

<table>
<thead>
<tr>
<th>Measure: Percentage of Student and Learning Support Activities Learning Outcomes</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong> Student and Learning Support Activities Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>63%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Student and Learning Support Activities Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>75%</td>
<td>88%</td>
<td>83%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Student and Learning Support Activities Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% with Ongoing Assessment</td>
<td>100%</td>
<td>50%</td>
<td>75%</td>
<td>85%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

#### Measure: Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance)

<table>
<thead>
<tr>
<th>Measure: Percentage of Academic Expenditures</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KCCD</strong> Percentage of Academic Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.68%</td>
<td>54.25%</td>
<td>53.17%</td>
<td>54.15%</td>
<td>50.02%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Measure: Full-time to Part-time Faculty Ratio (75/25)

<table>
<thead>
<tr>
<th>Measure: Full-time to Part-time Faculty Ratio (75/25)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC</strong> Percentage of Full-time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67%</td>
<td>72%</td>
<td>75%</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC</strong> Percentage of Full-time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53%</td>
<td>54%</td>
<td>62%</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong> Percentage of Full-time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td>71%</td>
<td>70%</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Goal #5: Organizational Effectiveness

### Objective #2 - Meet and Exceed Internal and External Standards and Requirements

<table>
<thead>
<tr>
<th>Measure: Percentage of Reserves</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCCD Percentage of Reserves</td>
<td>33.9%</td>
<td>22.2%</td>
<td>23.7%</td>
<td>24.0%</td>
<td>27.0%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation: The CFJ calculates this measure using the amount of reserves divided by the total of all expenditures, transfers and other outgo.

### Objective #3 - Increase Trust and Create a Collaborative Culture

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who report Trust between the Colleges and the District Office</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents:</td>
<td>356</td>
<td>267</td>
<td>-3</td>
</tr>
<tr>
<td>&quot;There is trust between employees at the colleges and the district office.&quot;</td>
<td>27%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>CC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents:</td>
<td>135</td>
<td>91</td>
<td>11</td>
</tr>
<tr>
<td>&quot;There is trust between employees at the colleges and the district office.&quot;</td>
<td>39%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>PC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents:</td>
<td>106</td>
<td>79</td>
<td>22</td>
</tr>
<tr>
<td>&quot;There is trust between employees at the colleges and the district office.&quot;</td>
<td>21%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>DO Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents:</td>
<td>43</td>
<td>33</td>
<td>-6</td>
</tr>
<tr>
<td>&quot;There is trust between employees at the colleges and the district office.&quot;</td>
<td>42%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

### Measure: Percentage of Employees reporting Trust between Employee Groups

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees reporting Trust between Employee Groups</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There is trust between classified staff and faculty.&quot;</td>
<td>81%</td>
<td>80%</td>
<td>-1</td>
</tr>
<tr>
<td>&quot;There is trust between classified staff and management.&quot;</td>
<td>35%</td>
<td>40%</td>
<td>5</td>
</tr>
<tr>
<td>&quot;There is trust between faculty and management.&quot;</td>
<td>36%</td>
<td>46%</td>
<td>10</td>
</tr>
</tbody>
</table>
### Strategic Goal #5: Organizational Effectiveness

#### Objective #3 - Increase Trust and Create a Collaborative Culture

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees reporting Trust between Employee Groups</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and faculty.&quot;</td>
<td>83%</td>
<td>79%</td>
<td>-4</td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and management.&quot;</td>
<td>59%</td>
<td>60%</td>
<td>1</td>
</tr>
<tr>
<td>&quot;There is trust: between faculty and management.&quot;</td>
<td>53%</td>
<td>55%</td>
<td>2</td>
</tr>
<tr>
<td>PC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and faculty.&quot;</td>
<td>82%</td>
<td>89%</td>
<td>7</td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and management.&quot;</td>
<td>55%</td>
<td>73%</td>
<td>18</td>
</tr>
<tr>
<td>&quot;There is trust: between faculty and management.&quot;</td>
<td>51%</td>
<td>75%</td>
<td>24</td>
</tr>
<tr>
<td>DO Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and faculty.&quot;</td>
<td>63%</td>
<td>66%</td>
<td>3</td>
</tr>
<tr>
<td>&quot;There is trust: between classified staff and management.&quot;</td>
<td>48%</td>
<td>49%</td>
<td>1</td>
</tr>
<tr>
<td>&quot;There is trust: between faculty and management.&quot;</td>
<td>38%</td>
<td>43%</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Relevant information affecting the district as a whole is communicated throughout the district.&quot;</td>
<td>47%</td>
<td>44%</td>
<td>-3</td>
</tr>
<tr>
<td>&quot;Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization.&quot;</td>
<td>55%</td>
<td>58%</td>
<td>3</td>
</tr>
<tr>
<td>&quot;I have sufficient information to perform my job.&quot;</td>
<td>82%</td>
<td>81%</td>
<td>-1</td>
</tr>
<tr>
<td>&quot;My representatives in governance committees adequately inform me about important college/district issues.&quot;</td>
<td>80%</td>
<td>79%</td>
<td>-1</td>
</tr>
<tr>
<td>&quot;My representatives on governance committees ask for my input on important issues.&quot;</td>
<td>71%</td>
<td>69%</td>
<td>-2</td>
</tr>
<tr>
<td>&quot;Information flows well upward through the organizational structure.&quot;</td>
<td>46%</td>
<td>53%</td>
<td>7</td>
</tr>
<tr>
<td>&quot;Information flows well downward through the organizational structure.&quot;</td>
<td>43%</td>
<td>45%</td>
<td>2</td>
</tr>
<tr>
<td>&quot;My supervisor keeps me informed of issues relevant to my job.&quot;</td>
<td>80%</td>
<td>73%</td>
<td>-7</td>
</tr>
<tr>
<td>&quot;My supervisor asks for my input before making decisions that affect my work.&quot;</td>
<td>70%</td>
<td>62%</td>
<td>-8</td>
</tr>
</tbody>
</table>

Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.
## Strategic Plan: Common Measures
### 2014 Annual Review

### Strategic Goal #5: Organizational Effectiveness

#### Objective #3 - Increase Trust and Create a Collaborative Culture

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Relevant information affecting the district as a whole is communicated throughout the district.&quot;</td>
<td>52%</td>
<td>53%</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization.&quot;</td>
<td>58%</td>
<td>67%</td>
<td>9</td>
</tr>
<tr>
<td>&quot;I have sufficient information to perform my job.&quot;</td>
<td>80%</td>
<td>84%</td>
<td>4</td>
</tr>
<tr>
<td>&quot;My representatives in governance committees adequately inform me about important college/district issues.&quot;</td>
<td>77%</td>
<td>72%</td>
<td>-5</td>
</tr>
<tr>
<td>&quot;My representatives on governance committees ask for my input on important issues.&quot;</td>
<td>75%</td>
<td>65%</td>
<td>-10</td>
</tr>
<tr>
<td>&quot;Information flows well upward through the organizational structure.&quot;</td>
<td>55%</td>
<td>52%</td>
<td>-3</td>
</tr>
<tr>
<td>&quot;Information flows well downward through the organizational structure.&quot;</td>
<td>50%</td>
<td>48%</td>
<td>-2</td>
</tr>
<tr>
<td>&quot;My supervisor keeps me informed of issues relevant to my job.&quot;</td>
<td>76%</td>
<td>77%</td>
<td>1</td>
</tr>
<tr>
<td>&quot;My supervisor asks for my input before making decisions that affect my work.&quot;</td>
<td>67%</td>
<td>73%</td>
<td>6</td>
</tr>
<tr>
<td><strong>PC</strong> Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Relevant information affecting the district as a whole is communicated throughout the district.&quot;</td>
<td>43%</td>
<td>72%</td>
<td>29</td>
</tr>
<tr>
<td>&quot;Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization.&quot;</td>
<td>70%</td>
<td>86%</td>
<td>16</td>
</tr>
<tr>
<td>&quot;I have sufficient information to perform my job.&quot;</td>
<td>89%</td>
<td>93%</td>
<td>4</td>
</tr>
<tr>
<td>&quot;My representatives in governance committees adequately inform me about important college/district issues.&quot;</td>
<td>79%</td>
<td>78%</td>
<td>-1</td>
</tr>
<tr>
<td>&quot;My representatives on governance committees ask for my input on important issues.&quot;</td>
<td>76%</td>
<td>73%</td>
<td>-3</td>
</tr>
<tr>
<td>&quot;Information flows well upward through the organizational structure.&quot;</td>
<td>65%</td>
<td>77%</td>
<td>12</td>
</tr>
<tr>
<td>&quot;Information flows well downward through the organizational structure.&quot;</td>
<td>43%</td>
<td>73%</td>
<td>30</td>
</tr>
<tr>
<td>&quot;My supervisor keeps me informed of issues relevant to my job.&quot;</td>
<td>83%</td>
<td>88%</td>
<td>5</td>
</tr>
<tr>
<td>&quot;My supervisor asks for my input before making decisions that affect my work.&quot;</td>
<td>76%</td>
<td>85%</td>
<td>9</td>
</tr>
</tbody>
</table>
Strategic Plan: Common Measures  
2014 Annual Review

Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO Percentage of Respondents Reporting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Relevant information affecting the district as a whole is communicated throughout the district.&quot;</td>
<td>71%</td>
<td>65%</td>
<td>-6</td>
</tr>
<tr>
<td>&quot;Relevant information affecting your location as a whole (college/center/LU) is communicated throughout the organization.&quot;</td>
<td>67%</td>
<td>65%</td>
<td>-2</td>
</tr>
<tr>
<td>&quot;I have sufficient information to perform my job.&quot;</td>
<td>88%</td>
<td>88%</td>
<td>0</td>
</tr>
<tr>
<td>&quot;My representatives in governance committees adequately inform me about important college/district issues.&quot;</td>
<td>59%</td>
<td>55%</td>
<td>-4</td>
</tr>
<tr>
<td>&quot;My representatives on governance committees ask for my input on important issues.&quot;</td>
<td>49%</td>
<td>36%</td>
<td>-13</td>
</tr>
<tr>
<td>&quot;Information flows well upward through the organizational structure.&quot;</td>
<td>45%</td>
<td>39%</td>
<td>-6</td>
</tr>
<tr>
<td>&quot;Information flows well downward through the organizational structure.&quot;</td>
<td>40%</td>
<td>38%</td>
<td>-2</td>
</tr>
<tr>
<td>&quot;My supervisor keeps me informed of issues relevant to my job.&quot;</td>
<td>79%</td>
<td>77%</td>
<td>-2</td>
</tr>
<tr>
<td>&quot;My supervisor asks for my input before making decisions that affect my work.&quot;</td>
<td>71%</td>
<td>65%</td>
<td>-6</td>
</tr>
</tbody>
</table>

Objective #4 - Improve Facilities and Maintenance

<table>
<thead>
<tr>
<th>Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The college or location where I work is adequately maintained.&quot;</td>
<td>43%</td>
<td>50%</td>
<td>7</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>357</td>
<td>268</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The college or location where I work is adequately maintained.&quot;</td>
<td>67%</td>
<td>72%</td>
<td>5</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>139</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The college or location where I work is adequately maintained.&quot;</td>
<td>73%</td>
<td>86%</td>
<td>16</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>108</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>DO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The college or location where I work is adequately maintained.&quot;</td>
<td>98%</td>
<td>91%</td>
<td>-7</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>43</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
# Strategic Plan: Common Measures
## 2014 Annual Review

## Strategic Goal #5: Organizational Effectiveness

### Objective #4 - Improve Facilities and Maintenance

**Measure:** Number of Work Orders Submitted for Building Maintenance, Custodial & Grounds and the Percent Completed

<table>
<thead>
<tr>
<th>Institution</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Orders Submitted In the System</td>
<td>760</td>
<td>1,404</td>
<td>1,442</td>
<td></td>
</tr>
<tr>
<td>% Completed</td>
<td>89%</td>
<td>75%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Orders Submitted in the System</td>
<td>2</td>
<td>362</td>
<td>394</td>
<td></td>
</tr>
<tr>
<td>% Completed</td>
<td>100%</td>
<td>88%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Orders Submitted in the System</td>
<td>111</td>
<td>621</td>
<td>408</td>
<td></td>
</tr>
<tr>
<td>% Completed</td>
<td>100%</td>
<td>98%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>DO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Orders Submitted in the System</td>
<td>100</td>
<td>72</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>% Completed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** This information comes from the SchoolDude system, a system for tracking work orders which became operational in Jan. 2012.

### Measure: Number of Safety and Security Incidents Reported

<table>
<thead>
<tr>
<th>Institution</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Trendlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Incidents</td>
<td>54</td>
<td>43</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Incidents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Incidents</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:** This information includes criminal offenses, hate crimes, arrests and disciplinary actions as reported on the Campus Safety and Security Data Analysis Tool at the U.S. Department of Education site (http://ope.ed.gov/security/index.aspx).
Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #5: Organizational Effectiveness
Objective #4 - Improve Facilities and Maintenance

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percentage of Employees who Feel Safe at their Location</th>
<th>2011</th>
<th>2013</th>
<th>Difference (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>&quot;I feel safe at my work location.&quot;</td>
<td>366</td>
<td>272</td>
<td>-2</td>
</tr>
<tr>
<td>CC</td>
<td>&quot;I feel safe at my work location.&quot;</td>
<td>130</td>
<td>92</td>
<td>-5</td>
</tr>
<tr>
<td>PC</td>
<td>&quot;I feel safe at my work location.&quot;</td>
<td>109</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>DO</td>
<td>&quot;I feel safe at my work location.&quot;</td>
<td>42</td>
<td>34</td>
<td>-3</td>
</tr>
</tbody>
</table>

Explanation: This information comes from the 2011 and 2013 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.