

Strategic Plan: Common Measures

2014 Annual Review



Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Course Success & Retention	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
CC Overall Retention Rate	82.0%	82.4%	83.3%	83.0%	82.4%	
Overall Success Rate	65.2%	64.7%	64.5%	66.8%	66.0%	
Online Course Retention	76.7%	77.7%	79.0%	77.9%	77.9%	
Online Course Success	57.7%	58.0%	58.1%	60.3%	60.3%	
Basic Skills Course Retention	78.0%	84.1%	86.5%	84.4%	85.0%	
Basic Skills Course Success	50.9%	53.5%	56.6%	60.7%	59.8%	
CTE Course Retention	84.3%	83.2%	85.7%	82.9%	84.3%	
CTE Course Success	68.9%	67.2%	68.8%	68.1%	68.3%	
PC Overall Retention Rate	85.5%	85.0%	84.8%	86.7%	87.4%	
Overall Success Rate	63.9%	65.1%	66.6%	69.0%	69.7%	
Online Course Retention	79.7%	76.5%	74.3%	78.5%	77.8%	
Online Course Success	54.2%	50.2%	51.7%	57.0%	57.3%	
Basic Skills Course Retention	81.9%	82.4%	83.4%	86.9%	87.4%	
Basic Skills Course Success	55.5%	57.6%	62.5%	65.2%	64.3%	
CTE Course Retention	89.1%	87.8%	86.7%	88.6%	89.1%	
CTE Course Success	72.9%	74.0%	72.4%	75.6%	76.2%	
Measure: Student Success Scorecard	2003-04 to 2004-05 to 2005-06 to 2006-07 to 2007-08 to 2008-09		2009-10 to 2010-11 to 2011-12 to 2012-13		Trendlines	
Completion Rate						
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 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.						
BC	Cohort Size	2,337	2,540	2,516	2,727	2,807
	Overall Completion Success Rate	43.6%	44.7%	40.8%	43.5%	39.9%
	Prepared (avg 16% of cohort)	70.2%	71.2%	70.1%	71.6%	67.2%
	Unprepared (avg 84% of cohort)	38.6%	38.6%	36.3%	38.5%	34.8%
CC	Cohort Size	542	518	416	490	458
	Overall Completion Success Rate	45.0%	45.2%	47.1%	49.6%	49.8%
	Prepared (avg 25% of cohort)	75.4%	77.3%	66.4%	72.9%	83.2%
	Unprepared (avg 75% of cohort)	35.4%	36.5%	40.5%	40.9%	37.2%
PC	Cohort Size	522	501	520	545	577
	Overall Completion Success Rate	39.7%	41.9%	43.7%	51.0%	45.2%
	Prepared (avg 11% of cohort)	80.0%	66.7%	81.8%	75.3%	82.7%
	Unprepared (avg 89% of cohort)	36.8%	39.5%	39.1%	47.2%	37.6%

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Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Percentage of Students Completing All Matriculation Components 2009-10 2010-11 2011-12 2012-13 2013-14 Trendlines

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.

	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
BC Cohort Size	4,209	4,015	3,360	3,313	3,728	
Fully Matriculated	24%	21%	31%	38%	40%	
CC Cohort Size	920	927	790	613	880	
Fully Matriculated	32%	29%	29%	41%	32%	
PC Cohort Size	930	877	806	850	916	
Fully Matriculated	17%	22%	24%	45%	49%	

Measure: Student Success Scorecard 30-Unit Rate 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 Trendlines

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.

	Cohort Size	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Trendlines
BC Cohort Size	2,337	2,540	2,516	2,727	2,807							
Overall 30-Unit Success Rate	65.4%	65.1%	62.9%	64.5%	62.3%							
Prepared (avg 16% of cohort)	75.3%	75.4%	70.7%	71.3%	71.4%							
Unprepared (avg 84% of cohort)	63.6%	62.7%	61.7%	63.2%	60.6%							
CC Cohort Size	542	518	416	490	458							
Overall 30-Unit Success Rate	50.4%	52.3%	54.6%	55.7%	58.5%							
Prepared (avg 25% of cohort)	44.6%	45.5%	45.8%	42.1%	48.8%							
Unprepared (avg 75% of cohort)	52.2%	54.2%	57.6%	60.8%	62.2%							
PC Cohort Size	522	501	520	545	577							
Overall 30-Unit Success Rate	64.4%	61.1%	62.3%	69.2%	66.6%							
Prepared (avg 11% of cohort)	82.9%	62.2%	65.5%	63.0%	71.4%							
Unprepared (avg 89% of cohort)	63.0%	61.0%	61.9%	70.1%	65.6%							

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Strategic Goal #1: Student Success

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard Persistence Rate 2003-04 to 2008-09 2004-05 to 2009-10 2005-06 to 2010-11 2006-07 to 2011-12 2007-08 to 2012-13 **Trendlines**

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.

BC	Cohort Size	2,337	2,540	2,516	2,727	2,807
Overall Persistence Success Rate		75.1%	75.2%	71.2%	71.8%	71.0%
Prepared (avg 16% of cohort)		75.3%	81.4%	72.5%	71.1%	68.3%
Unprepared (avg 84% of cohort)		75.0%	73.8%	71.0%	71.9%	71.6%
CC	Cohort Size	542	518	416	490	458
Overall Persistence Success Rate		61.6%	59.5%	57.9%	63.3%	64.2%
Prepared (avg 25% of cohort)		65.4%	63.6%	57.9%	66.2%	68.0%
Unprepared (avg 75% of cohort)		60.4%	58.3%	57.9%	62.2%	62.8%
PC	Cohort Size	522	501	520	545	577
Overall Persistence Success Rate		71.6%	72.1%	70.8%	71.4%	74.4%
Prepared (avg 11% of cohort)		80.0%	73.3%	76.4%	68.5%	82.7%
Unprepared (avg 89% of cohort)		71.0%	71.9%	70.1%	71.8%	72.7%

Measure: Student Success Scorecard Remedial English Progress Rate 2003-04 to 2008-09 2004-05 to 2009-10 2005-06 to 2010-11 2006-07 to 2011-12 2007-08 to 2012-13 **Trendlines**

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.

BC	Cohort Size	2,417	2,348	2,585	2,411	2,313
Remedial English Progress Success Rate		30.5%	29.6%	29.3%	29.8%	30.5%
CC	Cohort Size	599	591	525	499	436
Remedial English Progress Success Rate		24.2%	24.5%	22.5%	24.2%	24.8%
PC	Cohort Size	805	794	878	758	752
Remedial English Progress Success Rate		27.8%	28.6%	30.6%	34.7%	32.3%

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Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard	2003-04 to 2004-05 to 2006-07 to 2007-08 to 2008-09	2009-10	2010-11	2011-12	2012-13	Trendlines
Remedial Math Progress Rate	20.2%	22.9%	23.7%	24.1%	21.4%	
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.						
BC	Cohort Size	1,830	1,711	1,653	1,958	2,422
	Remedial Math Progress Success Rate	20.2%	22.9%	23.7%	24.1%	21.4%
CC	Cohort Size	670	623	499	460	522
	Remedial Math Progress Success Rate	23.7%	23.3%	27.3%	28.3%	27.2%
PC	Cohort Size	673	691	614	522	524
	Remedial Math Progress Success Rate	11.9%	15.8%	16.6%	23.6%	24.4%

Objective #3 - Increase Student Engagement

Measure: CCSSE Key Findings

Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents in the national CCSSE sample.

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

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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 results are proportional and disproportionate impact does not exist.

BC Pop. vs Student	2008			2009			2010			2011			2012			2013		
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
Female	47.5%	55.5%	1.17	47.6%	53.8%	1.13	47.6%	54.3%	1.14	47.5%	54.6%	1.15	47.5%	53.9%	1.13	47.5%	53.9%	1.13
Male	52.5%	44.2%	0.84	52.4%	46.0%	0.88	52.4%	45.4%	0.87	52.5%	44.9%	0.86	52.5%	45.4%	0.86	52.5%	45.4%	0.86
19 or Younger	5.6%	25.6%	4.60	5.6%	26.4%	4.74	5.5%	24.7%	4.52	5.3%	24.2%	4.55	5.2%	24.2%	4.66	5.2%	24.2%	4.66
20 to 24 years	12.9%	31.8%	2.48	12.9%	33.0%	2.56	13.0%	34.8%	2.68	13.3%	36.5%	2.75	13.4%	37.1%	2.76	13.4%	37.1%	2.76
25 to 39 years	35.2%	29.2%	0.83	35.0%	29.0%	0.83	34.8%	28.9%	0.83	34.7%	28.0%	0.81	34.9%	28.1%	0.81	34.9%	28.1%	0.81
40 or Older	46.4%	13.4%	0.29	46.5%	11.6%	0.25	46.7%	11.5%	0.25	46.7%	11.3%	0.24	46.5%	10.6%	0.23	46.5%	10.6%	0.23
African American	5.9%	7.1%	1.20	5.9%	7.4%	1.26	5.8%	7.6%	1.30	5.8%	7.2%	1.24	5.8%	6.0%	1.04	5.8%	6.0%	1.04
American Indian	0.8%	1.1%	1.41	0.8%	0.9%	1.18	0.7%	0.8%	1.08	0.7%	0.6%	0.83	0.7%	0.5%	0.71	0.7%	0.5%	0.71
Asian/ Filipino	4.5%	5.2%	1.16	4.6%	5.1%	1.12	4.6%	4.6%	0.99	4.7%	4.3%	0.92	4.7%	4.3%	0.91	4.7%	4.3%	0.91
Hispanic	49.1%	48.6%	0.99	49.9%	50.1%	1.00	50.9%	52.8%	1.04	51.8%	55.6%	1.07	52.7%	58.0%	1.10	52.7%	58.0%	1.10
Pacific Islander	0.1%	0.3%	2.55	0.1%	0.2%	1.74	0.1%	0.2%	1.63	0.1%	0.2%	1.63	0.1%	0.1%	0.81	0.1%	0.1%	0.81
White	38.9%	33.3%	0.86	38.1%	32.3%	0.85	37.0%	30.4%	0.82	36.1%	28.0%	0.78	35.2%	26.3%	0.75	35.2%	26.3%	0.75
Two+ Races	0.7%	1.5%	2.27	0.7%	2.0%	2.83	0.8%	2.6%	3.40	0.8%	3.0%	3.87	0.8%	3.3%	4.03	0.8%	3.3%	4.03
CC Pop. vs Student	2009			2010			2011			2012			2013					
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
Female	46.4%	59.9%	1.29	46.6%	61.0%	1.31	46.5%	61.9%	1.33	46.4%	61.5%	1.33	46.3%	63.4%	1.37	46.3%	63.4%	1.37
Male	53.6%	39.9%	0.74	53.4%	38.7%	0.72	53.5%	37.9%	0.71	53.6%	38.3%	0.72	53.7%	36.5%	0.68	53.7%	36.5%	0.68
19 or Younger	4.1%	16.4%	3.98	4.1%	15.8%	3.86	4.0%	14.7%	3.71	3.9%	15.2%	3.95	3.8%	15.2%	4.06	3.8%	15.2%	4.06
20 to 24 years	9.9%	22.5%	2.27	9.9%	26.1%	2.65	9.9%	26.7%	2.70	9.9%	28.1%	2.85	9.8%	28.4%	2.89	9.8%	28.4%	2.89
25 to 39 years	30.0%	34.5%	1.15	29.8%	36.0%	1.21	30.1%	37.5%	1.25	30.6%	37.1%	1.21	31.1%	36.9%	1.19	31.1%	36.9%	1.19
40 or Older	56.0%	26.5%	0.47	56.2%	22.2%	0.39	56.1%	21.1%	0.38	55.6%	19.6%	0.35	55.3%	19.4%	0.35	55.3%	19.4%	0.35



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Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

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

CC Pop. vs Student	2009			2010			2011			2012			2013		
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
African American	4.6%	5.3%	1.14	4.6%	6.1%	1.32	4.7%	6.3%	1.35	4.8%	5.5%	1.16	4.9%	5.1%	1.04
American Indian	2.6%	2.7%	1.06	2.6%	2.3%	0.91	2.6%	2.1%	0.80	2.6%	1.9%	0.75	2.6%	1.7%	0.67
Asian/ Filipino	2.5%	4.2%	1.70	2.5%	4.2%	1.66	2.6%	4.5%	1.72	2.6%	4.3%	1.65	2.7%	3.9%	1.46
Hispanic	19.9%	21.2%	1.07	20.6%	25.8%	1.25	21.4%	28.9%	1.35	22.2%	32.6%	1.47	23.0%	36.3%	1.58
Pacific Islander	0.2%	0.3%	2.18	0.2%	0.3%	1.28	0.2%	0.2%	1.01	0.2%	0.2%	0.91	0.2%	0.2%	0.86
White	69.3%	61.2%	0.88	68.3%	56.6%	0.83	67.3%	53.3%	0.79	66.2%	50.1%	0.76	65.3%	47.2%	0.72
Two+ Races	1.0%	2.7%	2.64	1.2%	4.0%	3.38	1.2%	4.1%	3.41	1.3%	4.9%	3.80	1.4%	5.1%	3.76
PC Pop. vs Student	2009			2010			2011			2012			2013		
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
Female	49.4%	62.8%	1.27	49.4%	62.3%	1.26	49.4%	63.1%	1.28	49.4%	61.8%	1.25	49.4%	61.3%	1.24
Male	50.6%	37.0%	0.73	50.6%	37.5%	0.74	50.6%	36.6%	0.72	50.6%	38.0%	0.75	50.6%	38.4%	0.76
19 or Younger	6.3%	24.9%	3.96	6.2%	26.0%	4.19	6.1%	26.7%	4.38	6.0%	25.7%	4.26	5.9%	25.2%	4.25
20 to 24 years	12.4%	31.2%	2.52	12.5%	33.9%	2.71	12.6%	36.2%	2.87	12.7%	38.2%	3.02	12.7%	39.0%	3.07
25 to 39 years	34.4%	28.0%	0.81	34.3%	28.1%	0.82	34.2%	26.8%	0.78	34.3%	26.3%	0.77	34.5%	26.5%	0.77
40 or Older	46.9%	15.9%	0.34	47.0%	12.0%	0.26	47.1%	10.2%	0.22	47.0%	9.8%	0.21	46.9%	9.4%	0.20
African American	0.6%	2.5%	4.29	0.6%	2.2%	3.47	0.6%	2.2%	3.65	0.6%	1.7%	2.81	0.6%	1.5%	2.43
American Indian	1.1%	1.4%	1.28	1.1%	1.0%	0.90	1.1%	0.5%	0.47	1.0%	0.7%	0.69	1.0%	0.7%	0.72
Asian/ Filipino	3.4%	5.8%	1.71	3.4%	5.4%	1.59	3.4%	5.3%	1.56	3.4%	4.5%	1.32	3.4%	4.0%	1.19
Hispanic	62.7%	57.3%	0.91	63.4%	62.2%	0.98	64.3%	64.7%	1.01	65.3%	67.6%	1.04	66.1%	71.0%	1.07
Pacific Islander	0.0%	0.3%	11.03	0.0%	0.2%	9.37	0.0%	0.2%	7.15	0.0%	0.1%	3.44	0.0%	0.1%	2.80
White	31.8%	29.8%	0.94	31.0%	26.6%	0.86	30.0%	24.5%	0.82	29.0%	22.7%	0.78	28.2%	19.9%	0.71
Two+ Races	0.5%	1.5%	2.83	0.6%	2.0%	3.49	0.6%	2.3%	3.91	0.6%	2.3%	3.86	0.6%	2.4%	3.83

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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 DR.

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	2008-09			2009-10			2010-11			2011-12			2012-13		
	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index
Female	56.7%	56.4%	0.99	55.2%	55.1%	1.00	55.3%	55.1%	1.00	55.9%	55.0%	0.98	55.5%	55.3%	1.00
Male	43.0%	43.2%	1.01	44.6%	44.7%	1.00	44.4%	44.6%	1.00	43.7%	44.6%	1.02	44.0%	44.2%	1.00
19 or Younger	35.6%	33.0%	0.93	35.5%	34.2%	0.96	33.8%	32.7%	0.97	32.3%	31.6%	0.98	32.4%	31.2%	0.96
20 to 24 years	33.3%	32.9%	0.99	32.7%	31.7%	0.97	34.5%	33.4%	0.97	35.7%	34.3%	0.96	37.5%	36.3%	0.97
25 to 39 years	22.7%	24.5%	1.08	23.7%	25.1%	1.06	23.4%	24.8%	1.06	23.2%	24.6%	1.06	22.5%	24.1%	1.07
40 or Older	8.5%	9.6%	1.13	8.1%	9.0%	1.12	8.3%	9.1%	1.10	8.8%	9.5%	1.09	7.7%	8.4%	1.09
African American	7.2%	5.6%	0.77	7.6%	5.5%	0.72	7.5%	5.2%	0.70	7.1%	5.3%	0.74	5.9%	4.4%	0.74
American Indian	1.1%	1.1%	0.98	0.9%	0.9%	0.95	0.7%	0.7%	0.93	0.6%	0.6%	0.91	0.4%	0.4%	0.94
Asian/ Filipino	5.6%	6.3%	1.13	5.2%	6.0%	1.15	4.8%	5.6%	1.17	4.4%	4.9%	1.10	4.5%	5.0%	1.10
Hispanic	49.1%	47.4%	0.97	51.1%	49.8%	0.97	53.9%	52.3%	0.97	56.5%	55.0%	0.97	59.4%	57.6%	0.97
Pacific Islander	0.3%	0.3%	0.97	0.3%	0.3%	0.98	0.2%	0.2%	0.94	0.2%	0.2%	1.03	0.1%	0.2%	1.09
White	32.6%	35.2%	1.08	31.1%	33.9%	1.09	29.2%	32.4%	1.11	27.4%	30.4%	1.11	25.3%	27.9%	1.11
Two+ Races	1.9%	1.8%	0.95	2.4%	2.3%	0.98	3.1%	2.9%	0.95	3.4%	3.2%	0.97	3.7%	3.7%	1.00
Unknown	2.2%	2.3%	1.06	1.3%	1.4%	1.03	0.5%	0.5%	1.14	0.4%	0.5%	1.26	0.6%	0.8%	1.27
CC Course Completion	2009-10			2010-11			2011-12			2012-13			2013-14		
	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index
Female	60.0%	58.9%	0.98	61.6%	60.1%	0.97	61.9%	61.5%	0.99	63.7%	63.8%	1.00	63.7%	63.8%	1.00
Male	39.7%	40.9%	1.03	38.1%	38.9%	1.02	38.1%	39.7%	1.04	38.0%	38.4%	1.01	36.1%	36.0%	1.00
19 or Younger	21.7%	21.3%	0.99	20.1%	19.9%	0.99	19.6%	19.4%	0.99	21.8%	22.6%	1.04	21.0%	21.9%	1.04
20 to 24 years	24.2%	21.7%	0.90	26.7%	25.1%	0.94	26.9%	25.2%	0.94	27.9%	25.9%	0.93	28.9%	27.8%	0.96
25 to 39 years	32.0%	31.8%	0.99	33.7%	33.6%	1.00	34.9%	34.9%	1.00	33.4%	33.2%	0.99	33.6%	33.4%	0.99
40 or Older	22.1%	25.1%	1.14	19.5%	21.3%	1.10	18.6%	20.5%	1.10	16.9%	18.3%	1.08	16.5%	16.9%	1.02

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Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Successful Course Completion *continued*

CC Course Completion	2009-10			2010-11			2011-12			2012-13			2013-14		
	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index
African American	5.2%	3.4%	0.65	6.0%	3.6%	0.61	6.0%	3.5%	0.59	5.2%	3.6%	0.70	4.9%	3.2%	0.65
American Indian	3.2%	2.6%	0.83	3.0%	2.7%	0.89	2.7%	2.2%	0.84	2.5%	2.2%	0.87	2.0%	1.7%	0.84
Asian/Filipino	3.7%	4.0%	1.08	3.3%	3.6%	1.09	3.7%	4.2%	1.14	3.7%	4.2%	1.15	3.4%	4.1%	1.22
Hispanic	19.5%	18.2%	0.93	22.8%	21.4%	0.94	25.9%	24.9%	0.96	30.7%	29.1%	0.95	35.2%	33.4%	0.95
Pacific Islander	0.3%	0.3%	0.88	0.2%	0.2%	0.79	0.2%	0.2%	0.92	0.1%	0.1%	1.00	0.2%	0.1%	0.78
White	62.9%	66.4%	1.06	59.5%	63.4%	1.07	56.1%	59.6%	1.06	51.6%	54.5%	1.06	48.1%	51.6%	1.07
Two+ Races	3.3%	3.3%	1.00	4.8%	4.7%	0.98	5.1%	4.9%	0.97	6.0%	6.1%	1.02	5.9%	5.8%	0.97
Unknown	1.9%	1.8%	0.96	0.4%	0.4%	0.95	0.3%	0.4%	1.09	0.2%	0.1%	0.66	0.3%	0.1%	0.45
PC Course Completion															
	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index	% in Denominator	% of Success Grades	Proport. Index
Female	62.7%	64.7%	1.03	61.7%	63.2%	1.02	61.7%	63.2%	1.02	61.4%	63.1%	1.03	59.8%	61.2%	1.02
Male	37.0%	35.0%	0.95	38.1%	36.3%	0.95	38.1%	36.6%	0.96	38.4%	36.6%	0.95	40.0%	38.6%	0.97
19 or Younger	30.9%	30.2%	0.98	33.0%	32.4%	0.98	32.9%	33.2%	1.01	33.5%	33.4%	1.00	33.6%	34.0%	1.01
20 to 24 years	32.0%	30.7%	0.96	32.9%	32.6%	0.99	36.4%	36.0%	0.99	37.8%	37.5%	0.99	39.6%	39.2%	0.99
25 to 39 years	25.3%	26.2%	1.04	24.3%	24.5%	1.01	22.0%	21.5%	0.98	21.0%	21.2%	1.01	20.5%	20.4%	1.00
40 or Older	11.8%	12.9%	1.10	9.9%	10.6%	1.07	8.7%	9.3%	1.07	7.7%	7.8%	1.02	6.3%	6.4%	1.02
African American	2.3%	1.5%	0.64	1.7%	1.2%	0.69	1.5%	0.8%	0.54	1.5%	1.0%	0.69	1.4%	1.2%	0.84
American Indian	1.3%	1.0%	0.74	1.0%	0.8%	0.80	0.5%	0.4%	0.85	0.7%	0.6%	0.90	0.6%	0.5%	0.82
Asian/Filipino	6.2%	7.5%	1.21	5.5%	6.5%	1.18	5.1%	5.6%	1.08	4.1%	4.6%	1.11	3.7%	4.0%	1.07
Hispanic	60.4%	60.2%	1.00	63.0%	62.5%	0.99	66.6%	66.6%	1.00	69.2%	69.5%	1.00	73.1%	73.2%	1.00
Pacific Islander	0.3%	0.2%	0.74	0.3%	0.3%	1.19	0.1%	0.1%	0.93						
White	26.8%	27.2%	1.01	26.0%	26.5%	1.02	23.2%	23.5%	1.01	21.9%	21.9%	1.00	18.4%	18.5%	1.00
Two+ Races	1.5%	1.5%	1.02	2.3%	2.3%	0.99	2.7%	2.9%	1.05	2.4%	2.3%	0.94	2.5%	2.5%	1.01
Unknown	1.2%	1.0%	0.82	0.3%	0.1%	0.27	0.1%	0.1%	0.44	0.2%	0.1%	0.61	0.2%	0.1%	0.31

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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	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	59.9%	1.01	59.9%	59.5%	0.99	57.9%	57.5%	0.99	55.6%	55.0%	0.99
Male	40.9%	40.1%	0.98	40.1%	40.5%	1.01	42.1%	42.5%	1.01	44.0%	44.5%	1.01
19 or Younger	79.2%	80.4%	1.02	82.4%	84.3%	1.02	83.6%	83.9%	1.00	83.0%	85.5%	1.03
20 to 24 years	9.3%	7.9%	0.85	8.5%	7.1%	0.83	7.6%	7.5%	0.99	8.5%	7.0%	0.82
25 to 39 years	7.7%	7.8%	1.01	5.9%	5.5%	0.94	6.2%	6.2%	1.01	6.1%	5.1%	0.84
40 or Older	3.9%	3.9%	1.01	3.1%	3.0%	0.96	2.7%	2.3%	0.88	2.4%	2.4%	0.99
African American	5.6%	5.0%	0.90	6.1%	4.9%	0.79	5.9%	5.2%	0.89	4.6%	4.6%	1.01
American Indian				1.3%	1.4%	1.06	1.7%	1.5%	0.85			
Asian	3.2%	3.4%	1.07	3.3%	3.5%	1.05	3.9%	4.2%	1.06	3.9%	3.6%	0.92
Filipino	3.2%	3.4%	1.07	3.3%	3.1%	0.96	4.1%	3.7%	0.92	3.7%	3.8%	1.02
Hispanic	45.7%	45.3%	0.99	44.5%	43.4%	0.97	47.7%	48.6%	1.02	47.7%	48.4%	1.01
Pacific Islander												
Unknown	2.6%	2.1%	0.81	3.3%	3.9%	1.17	2.9%	3.1%	1.04	4.4%	4.6%	1.04
White	37.9%	39.2%	1.03	37.6%	39.5%	1.05	33.5%	33.4%	1.00	34.3%	34.0%	0.99
										11.5%	12.0%	1.04
										31.2%	30.3%	0.97
										4.9%	4.6%	0.94
										1.2%	1.4%	1.16
										3.5%	3.8%	1.09
										2.3%	2.7%	1.17
										44.6%	44.7%	1.00
										0.5%	0.4%	0.89
										5.1%	5.3%	1.02
										34.8%	35.2%	1.01
CC Persistence	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	61.6%	59.9%	0.97	59.1%	60.4%	1.02	60.3%	61.0%	1.01	58.6%	59.0%	1.01
Male	38.4%	40.1%	1.05	40.9%	39.6%	0.97	39.7%	39.0%	0.98	40.8%	40.3%	0.99
19 or Younger	60.7%	63.2%	1.04	61.4%	61.4%	1.00	68.8%	70.1%	1.02	72.4%	73.5%	1.02
20 to 24 years	12.5%	9.0%	0.72	13.3%	11.7%	0.88	10.6%	7.9%	0.75	9.0%	8.4%	0.93
25 to 39 years	17.2%	18.3%	1.06	16.4%	15.6%	0.95	13.7%	14.1%	1.03	10.6%	9.0%	0.85
40 or Older	9.6%	9.6%	1.00	8.9%	11.4%	1.28				8.0%	9.0%	1.13
										7.4%	8.8%	1.19
										59.4%	60.5%	1.02
										40.2%	39.1%	0.97
										72.9%	73.8%	1.01
										9.8%	8.8%	0.90
										9.8%	8.5%	0.87
										7.4%	8.8%	1.19
										59.8%	60.1%	1.01
										40.0%	39.7%	0.99
										66.9%	68.2%	1.02
										11.1%	9.2%	0.83
										13.7%	13.2%	0.96
										8.3%	9.4%	1.14

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Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

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

CC 30-Unit Milestone	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined			
	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%	12.5%	1.04	13.9%	15.9%	1.14	10.1%	10.1%	1.00	10.2%	10.3%	1.01	11.6%	12.3%	1.06	11.6%	12.3%	1.05	
Pacific Islander																			
Unknown																			
White	70.7%	70.7%	1.00	69.3%	66.4%	0.96	71.4%	73.6%	1.03	75.7%	76.9%	1.02	67.0%	67.9%	1.01	70.8%	71.0%	1.00	
PC 30-Unit Milestone																			
Female	62.5%	64.3%	1.03	64.3%	66.3%	1.03	64.8%	68.8%	1.06	65.1%	66.8%	1.03	62.0%	62.5%	1.01	63.7%	65.7%	1.03	
Male	37.5%	35.7%	0.95	35.7%	33.7%	0.94	35.2%	31.2%	0.89	34.5%	32.6%	0.95	37.4%	37.2%	0.99	36.1%	34.2%	0.95	
19 or Younger	67.0%	74.4%	1.11	67.1%	70.9%	1.06	76.5%	80.2%	1.05	79.4%	82.2%	1.03	74.9%	76.0%	1.02	73.1%	77.0%	1.05	
20 to 24 years	14.4%	10.1%	0.70	15.8%	12.4%	0.79	9.6%	8.3%	0.87	8.8%	8.5%	0.96	11.6%	10.2%	0.87	12.0%	9.8%	0.82	
25 to 39 years	14.4%	11.3%	0.79	13.2%	11.8%	0.89	9.2%	7.1%	0.77	9.2%	7.4%	0.81	11.4%	11.7%	1.02	11.4%	9.8%	0.86	
40 or Older																			
African American																			
American Indian																			
Asian																			
Filipino																			
Hispanic	57.7%	57.4%	1.00	59.1%	56.5%	0.96	58.3%	58.0%	1.00	55.2%	58.4%	1.06	48.4%	46.6%	0.96	55.5%	55.2%	0.99	
Pacific Islander																			
Unknown																			
White	30.5%	30.4%	1.00	29.5%	32.4%	1.10	30.0%	30.6%	1.02	26.6%	25.2%	0.95	25.5%	23.7%	0.93	28.3%	28.1%	0.99	

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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).

Remedial English	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	61.3%	67.2%	1.10	60.1%	66.2%	1.10	59.5%	62.7%	1.05	59.5%	60.2%	1.01	58.1%	63.7%	1.10	59.7%	64.0%	1.07
Male	38.7%	32.8%	0.85	39.9%	33.8%	0.85	40.5%	37.3%	0.92	40.4%	39.6%	0.98	41.7%	36.2%	0.87	40.2%	36.0%	0.89
19 or Younger	56.8%	62.0%	1.09	63.3%	68.5%	1.08	63.3%	69.9%	1.10	64.2%	69.7%	1.09	62.8%	67.7%	1.08	62.1%	67.5%	1.09
20 to 24 years	21.3%	18.7%	0.88	19.9%	16.1%	0.81	19.5%	16.1%	0.83	18.8%	16.8%	0.89	18.8%	15.7%	0.84	19.7%	16.7%	0.85
25 to 39 years	15.8%	14.9%	0.94	11.5%	11.4%	0.99	12.5%	11.7%	0.94	13.5%	11.5%	0.86	13.1%	12.2%	0.93	13.3%	12.4%	0.93
40 or Older	6.0%	4.3%	0.72	5.3%	4.0%	0.76	4.7%	2.2%	0.48	3.5%	1.9%	0.55	5.3%	4.4%	0.83	5.0%	3.4%	0.68
African American	7.9%	3.1%	0.39	8.2%	4.5%	0.55	7.7%	5.8%	0.76	6.1%	3.8%	0.61	7.5%	4.1%	0.55	7.5%	4.3%	0.57
American Indian	1.4%	1.6%	1.12				1.5%	2.0%	1.31							1.4%	1.3%	0.93
Asian	2.6%	3.1%	1.20	2.6%	4.0%	1.53	2.2%	3.6%	1.59	2.3%	3.6%	1.56	1.9%	2.6%	1.34	2.3%	3.4%	1.44
Filipino	3.3%	5.6%	1.68	3.2%	5.8%	1.78	3.2%	5.7%	1.77	3.4%	3.8%	1.12	2.4%	2.8%	1.17	3.1%	4.7%	1.52
Hispanic	47.5%	43.7%	0.92	49.8%	43.2%	0.87	51.8%	45.6%	0.88	51.3%	48.3%	0.94	48.4%	43.4%	0.90	49.8%	44.9%	0.90
Pacific Islander																0.4%	0.4%	1.04
Unknown	1.9%	2.4%	1.26	2.3%	1.9%	0.80	3.0%	3.0%	1.01	3.6%	3.9%	1.09	7.4%	8.4%	1.13	3.6%	3.9%	1.08
White	34.9%	40.2%	1.15	32.2%	39.4%	1.23	30.2%	33.9%	1.12	31.6%	35.6%	1.13	30.2%	36.7%	1.22	31.8%	37.1%	1.17
Remedial English																		
Female	63.3%	66.9%	1.06	63.5%	60.0%	0.95	61.5%	61.9%	1.01	61.5%	63.6%	1.03	59.6%	61.1%	1.02	62.0%	62.8%	1.01
Male	36.7%	33.1%	0.90	36.5%	40.0%	1.09	38.5%	38.1%	0.99	38.5%	36.4%	0.95	39.4%	38.0%	0.96	37.8%	37.0%	0.98
19 or Younger	38.9%	54.5%	1.40	37.9%	49.0%	1.29	38.5%	56.8%	1.48	40.9%	52.1%	1.27	41.7%	50.0%	1.20	39.4%	52.4%	1.33
20 to 24 years	19.5%	15.9%	0.81	22.8%	22.8%	1.00	21.1%	16.9%	0.80	18.6%	16.5%	0.89	21.6%	24.1%	1.12	20.8%	19.2%	0.92
25 to 39 years	27.5%	19.3%	0.70	26.1%	21.4%	0.82	24.0%	14.4%	0.60	25.7%	21.5%	0.84	23.2%	15.7%	0.68	25.4%	18.7%	0.73
40 or Older	14.0%	10.3%	0.74	13.2%	6.9%	0.52	16.4%	11.9%	0.72	14.8%	9.9%	0.67	13.5%	10.2%	0.75	14.4%	9.7%	0.68



Strategic Plan: Common Measures

2014 Annual Review

Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Remedial English *continued*

CC Remedial English	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	12.7%	11.7%	0.92	13.5%	11.0%	0.82	12.4%	11.0%	0.89	14.7%	14.8%	1.01
American Indian												
Asian												
Filipino												
Hispanic												
Pacific Islander												
Unknown												
White	70.3%	79.3%	1.13	68.5%	71.0%	1.04	69.1%	74.6%	1.08	64.2%	66.7%	1.04
PC Remedial English												
	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	64.8%	74.6%	1.15	63.2%	64.8%	1.02	64.6%	70.6%	1.09	62.8%	68.7%	1.09
Male	35.0%	25.4%	0.73	36.8%	35.2%	0.96	35.4%	29.4%	0.83	36.3%	30.5%	0.84
19 or Younger	52.0%	67.0%	1.29	51.6%	69.6%	1.35	56.5%	65.4%	1.16	54.5%	63.8%	1.17
20 to 24 years	18.9%	12.5%	0.66	22.0%	15.9%	0.72	18.3%	14.9%	0.81	19.0%	15.6%	0.82
25 to 39 years	20.4%	12.9%	0.64	18.1%	10.1%	0.56	19.7%	15.6%	0.79	19.9%	16.9%	0.85
40 or Older	8.7%	7.6%	0.87	8.2%	4.4%	0.54	5.5%	4.1%	0.75	6.9%	4.4%	0.64
African American												
American Indian												
Asian												
Filipino												
Hispanic	56.4%	49.6%	0.88	59.7%	57.3%	0.96	64.0%	60.2%	0.94	4.7%	8.2%	1.77
Pacific Islander												
Unknown												
White	32.0%	35.7%	1.11	27.7%	32.2%	1.16	25.1%	26.0%	1.04	20.7%	22.2%	1.07

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 sub-group 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 assess the group (where available).

Remedial Math	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	64.5%	63.2%	0.98	65.5%	69.1%	1.05	61.5%	61.0%	0.99	60.9%	62.0%	1.02	60.2%	59.3%	0.99	62.3%	62.7%	1.01
Male	35.5%	36.8%	1.04	34.5%	30.7%	0.89	38.5%	39.0%	1.01	39.0%	37.8%	0.97	39.4%	40.3%	1.02	37.5%	37.2%	0.99
19 or Younger	42.1%	48.4%	1.15	48.0%	49.1%	1.02	52.1%	53.1%	1.02	50.9%	54.1%	1.06	54.1%	57.9%	1.07	49.7%	52.9%	1.06
20 to 24 years	25.4%	24.9%	0.98	25.0%	25.8%	1.04	22.9%	23.2%	1.02	23.9%	23.1%	0.97	21.1%	19.9%	0.94	23.5%	23.2%	0.99
25 to 39 years	22.4%	20.0%	0.89	18.9%	18.2%	0.96	17.1%	18.4%	1.08	19.2%	18.0%	0.94	18.0%	16.8%	0.93	19.1%	18.2%	0.95
40 or Older	10.1%	6.8%	0.67	8.1%	6.9%	0.85	7.9%	5.4%	0.68	6.1%	4.7%	0.77	6.9%	5.4%	0.79	7.7%	5.7%	0.74
African American	7.7%	2.7%	0.35	6.9%	3.3%	0.48	7.4%	5.4%	0.73	5.9%	3.2%	0.54	7.9%	4.6%	0.58	7.2%	3.9%	0.54
American Indian																		
Asian	1.8%	3.8%	2.10	2.0%	2.6%	1.29	2.4%	4.8%	2.00	2.7%	3.4%	1.28	1.7%	3.7%	2.12	2.1%	3.6%	1.73
Filipino	2.6%	3.5%	1.37				2.8%	3.3%	1.17	2.8%	2.5%	0.91	2.1%	2.9%	1.40	2.6%	2.9%	1.11
Hispanic	46.0%	42.7%	0.93	49.1%	48.6%	0.99	47.6%	45.9%	0.96	48.7%	48.4%	0.99	47.8%	45.9%	0.96	47.8%	46.4%	0.97
Pacific Islander																		
Unknown																		
White	37.0%	43.0%	1.16	35.4%	39.6%	1.12	34.8%	38.5%	1.11	33.4%	33.8%	1.01	30.7%	31.7%	1.03	34.0%	36.8%	1.08
Remedial Math	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
Female	61.5%	69.2%	1.13	62.8%	64.8%	1.03	61.7%	68.4%	1.11	58.9%	60.0%	1.02	60.9%	63.4%	1.04	61.3%	65.3%	1.07
Male	38.5%	30.8%	0.80	36.9%	35.2%	0.95	38.3%	31.6%	0.83	40.9%	39.2%	0.96	38.3%	35.9%	0.94	38.5%	34.4%	0.89
19 or Younger	31.0%	39.0%	1.26	31.8%	35.9%	1.13	35.7%	38.2%	1.07	31.1%	27.7%	0.89	34.3%	38.0%	1.11	32.7%	36.0%	1.10
20 to 24 years	21.0%	21.4%	1.02	24.9%	17.2%	0.69	22.4%	20.6%	0.92	21.1%	16.9%	0.80	21.6%	21.8%	1.01	22.3%	19.7%	0.88
25 to 39 years	30.1%	22.6%	0.75	26.8%	30.3%	1.13	25.5%	24.3%	0.95	29.8%	31.5%	1.06	27.4%	26.1%	0.95	28.0%	26.8%	0.96
40 or Older	17.8%	17.0%	0.96	16.5%	16.6%	1.00	16.4%	16.9%	1.03	18.0%	23.8%	1.32	16.7%	14.1%	0.85	17.1%	17.6%	1.03

Strategic Plan: Common Measures

2014 Annual Review



Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Equity Data for Remedial Math *continued*

CC Remedial Math	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	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	13.0%	11.3% 0.87	11.6%	14.5% 1.25	12.2%	11.8% 0.96	14.6%	13.8% 0.95	12.3%	15.5% 1.26	5.9%	3.4% 0.57
American Indian											3.2%	2.4% 0.74
Asian											1.8%	2.8% 1.53
Filipino											1.7%	2.0% 1.14
Hispanic											12.7%	13.3% 1.05
Pacific Islander												
Unknown											9.6%	7.0% 0.74
White	70.7%	76.7% 1.08	69.2%	66.2% 0.96	69.7%	73.5% 1.05	68.5%	70.8% 1.03	67.6%	66.9% 0.99	69.3%	70.9% 1.02
PC Remedial Math	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Cohort %	Success Proport. Index	Cohort %	Success Proport. Index	Cohort %	Success Proport. Index	Cohort %	Success Proport. Index	Cohort %	Success Proport. Index	Cohort %	Success Proport. Index
Female	65.2%	65.0% 1.00	67.0%	68.8% 1.03	64.8%	71.6% 1.10	69.0%	73.2% 1.06	64.3%	68.8% 1.07	66.0%	69.7% 1.06
Male	34.8%	35.0% 1.01	33.0%	31.2% 0.95	35.2%	28.4% 0.81	30.7%	26.0% 0.85	34.5%	30.5% 0.88	33.7%	29.9% 0.89
19 or Younger	43.1%	61.3% 1.42	42.3%	63.3% 1.50	46.4%	57.8% 1.25	49.0%	51.2% 1.04	45.0%	46.1% 1.02	44.9%	55.2% 1.23
20 to 24 years	20.8%	15.0% 0.72	27.9%	18.3% 0.66	23.5%	15.7% 0.67	23.9%	23.6% 0.98	22.5%	24.2% 1.08	23.8%	19.9% 0.84
25 to 39 years	23.0%	16.3% 0.71	21.1%	11.0% 0.52	22.8%	20.6% 0.90	21.6%	25.2% 1.16	26.0%	25.0% 0.96	22.8%	20.1% 0.88
40 or Older											8.4%	4.8% 0.57
African American												
American Indian												
Asian											2.7%	2.0% 0.76
Filipino											2.3%	4.4% 1.91
Hispanic	53.8%	50.0% 0.93	56.9%	56.9% 1.00	57.3%	55.9% 0.97	58.0%	65.0% 1.12	54.2%	55.5% 1.02	56.0%	57.2% 1.02
Pacific Islander												
Unknown											11.6%	9.4% 0.81
White	33.6%	38.8% 1.15	32.0%	34.9% 1.09	31.6%	31.4% 0.99	28.5%	26.0% 0.91	24.8%	24.2% 0.98	30.4%	30.3% 0.99

Strategic Plan: Common Measures

2014 Annual Review



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 transferable 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).

BC Transfer Prepared	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined							
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index						
Female	59.1%	61.5%	1.04	59.9%	62.3%	1.04	57.9%	59.6%	1.03	57.1%	56.6%	0.99	55.6%	56.9%	1.02	57.8%	59.3%	1.03
Male	40.9%	38.5%	0.94	40.1%	37.7%	0.94	42.1%	40.4%	0.96	42.8%	43.4%	1.01	44.0%	42.8%	0.97	42.0%	40.6%	0.97
19 or Younger	79.2%	86.7%	1.10	82.4%	89.1%	1.08	83.6%	91.6%	1.10	83.0%	91.2%	1.10	81.8%	88.2%	1.08	82.0%	89.4%	1.09
20 to 24 years	9.3%	5.5%	0.59	8.5%	5.0%	0.58	7.6%	3.5%	0.46	8.5%	4.5%	0.53	8.8%	5.2%	0.59	8.5%	4.7%	0.55
25 to 39 years	7.7%	5.4%	0.70	5.9%	3.7%	0.62	6.2%	3.4%	0.55	6.1%	2.9%	0.49	6.2%	4.4%	0.70	6.4%	3.9%	0.61
40 or Older	3.9%	2.4%	0.62	3.1%	2.2%	0.71	2.7%	1.5%	0.55	2.4%	1.4%	0.58	3.1%	2.2%	0.72	3.0%	1.9%	0.64
African American	5.6%	3.1%	0.56	6.1%	3.9%	0.64	5.9%	4.1%	0.70	4.6%	3.1%	0.67	4.9%	2.8%	0.57	5.4%	3.4%	0.63
American Indian				1.3%	1.8%	1.37	1.7%	2.1%	1.20				1.2%	1.4%	1.16	1.3%	1.3%	0.99
Asian	3.2%	4.6%	1.44	3.3%	4.2%	1.25	3.9%	6.2%	1.57	3.9%	4.6%	1.17	3.5%	5.2%	1.50	3.6%	4.9%	1.38
Filipino	3.2%	3.9%	1.21	3.3%	4.7%	1.45	4.1%	5.3%	1.31	3.7%	4.3%	1.17	2.3%	2.7%	1.15	3.3%	4.2%	1.27
Hispanic	45.7%	42.3%	0.93	44.5%	36.4%	0.82	47.7%	42.8%	0.90	47.7%	45.7%	0.96	44.6%	40.6%	0.91	46.1%	41.5%	0.90
Pacific Islander																0.5%	0.5%	1.09
Unknown	2.6%	2.7%	1.03	3.3%	4.2%	1.27	2.9%	2.8%	0.95	4.4%	4.2%	0.95	11.5%	12.6%	1.10	5.1%	5.3%	1.04
White	37.9%	42.2%	1.11	37.6%	44.4%	1.18	33.5%	36.3%	1.08	34.3%	37.2%	1.09	31.2%	34.0%	1.09	34.8%	38.8%	1.12
CC Transfer Prepared	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined							
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index						
Female	61.6%	60.3%	0.98	59.1%	62.5%	1.06	60.3%	64.2%	1.06	58.6%	51.2%	0.87	59.4%	64.2%	1.08	59.8%	60.5%	1.01
Male	38.4%	39.7%	1.04	40.9%	37.5%	0.92	39.7%	35.8%	0.90	40.8%	47.6%	1.17	40.2%	35.8%	0.89	40.0%	39.3%	0.98
19 or Younger	60.7%	75.6%	1.25	61.4%	76.4%	1.24	68.8%	76.5%	1.11	72.4%	81.0%	1.12	72.9%	83.2%	1.14	66.9%	78.8%	1.18
20 to 24 years																11.1%	5.9%	0.53
25 to 39 years																13.7%	8.0%	0.59
40 or Older																8.3%	7.3%	0.89

Strategic Plan: Common Measures

2014 Annual Review



Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

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

CC	Transfer Prepared	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined				
		Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
	African American													3.5%	4.6%	1.34
	American Indian													1.8%	3.2%	1.75
	Asian													11.6%	12.6%	1.09
	Filipino			13.9%	16.7%	1.20										
	Hispanic															
	Pacific Islander															
	Unknown													10.3%	10.5%	1.03
	White	70.7%	79.5%	1.12	69.3%	63.9%	0.92	71.4%	77.8%	1.09	75.7%	83.3%	1.10	67.0%	64.2%	0.96
														70.8%	73.7%	1.04
PC	Transfer Prepared	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined				
	Female	62.5%	72.3%	1.16	64.3%	73.0%	1.14	64.8%	68.5%	1.06	65.1%	63.4%	0.97	62.0%	62.7%	1.01
	Male	37.5%	27.7%	0.74	35.7%	27.0%	0.76	35.2%	31.5%	0.90	34.5%	36.6%	1.06	37.4%	36.6%	0.98
	19 or Younger	67.0%	85.7%	1.28	67.1%	80.2%	1.20	76.5%	82.6%	1.08	79.4%	85.0%	1.07	74.9%	83.0%	1.11
	20 to 24 years				15.8%	9.0%	0.57				8.8%	6.5%	0.74			
	25 to 39 years				13.2%	9.0%	0.68				9.2%	7.4%	0.80			
	40 or Older													11.4%	8.5%	0.74
	African American													3.5%	3.1%	0.90
	American Indian													2.1%	1.8%	0.84
	Asian													2.0%	1.5%	0.76
	Filipino													2.7%	2.8%	1.02
	Hispanic													3.4%	4.6%	1.34
	Pacific Islander													48.4%	37.3%	0.77
	Unknown															
	White	30.5%	33.0%	1.08	29.5%	34.2%	1.16	30.0%	31.5%	1.05	26.6%	21.6%	0.81	15.8%	20.9%	1.33
														25.5%	29.4%	1.15
														28.3%	29.5%	1.04

Strategic Plan: Common Measures 2014 Annual Review



Strategic Goal #3: Access							
Objective #1 - Optimize Student Enrollment							
Measure: Annual FTES	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
Explanation: Annual (summer, fall, spring) full-time equivalent students (FTES) which includes all types of FTES, resident and non-resident.							
BC	FTES (Full-Time Equivalent Students)	14,006.6	14,051.8	12,598.3	12,581.8	13,371.8	
CC	FTES (Full-Time Equivalent Students)	3,673.9	3,656.0	3,365.9	2,941.4	2,912.2	
PC	FTES (Full-Time Equivalent Students)	3,489.2	3,308.6	3,247.3	3,040.5	3,049.0	
Measure: Annual Productivity	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
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.							
BC	Productivity (FTES/FTEF)	18.2	17.2	16.9	17.9	17.5	
CC	Productivity (FTES/FTEF)	15.4	15.1	14.3	14.5	13.6	
PC	Productivity (FTES/FTEF)	16.6	16.7	17.2	16.7	15.7	
Measure: First Day Waitlisted Enrollments	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
BC	Waitlisted Enrollments	22,137	25,663	23,311	17,856	13,886	
CC	Waitlisted Enrollments	2,048	5,522	6,043	3,790	2,359	
PC	Waitlisted Enrollments	4,139	5,315	5,663	4,959	3,929	

Strategic Plan: Common Measures 2014 Annual Review



Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: Number of Concurrent Enrollments	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
Explanation: Concurrent enrollment refers to students who are attempting one or more college courses while also enrolled in high school.							
BC	Concurrent Students Enrolled	650	333	286	286	519	
CC	Concurrent Students Enrolled	561	454	364	301	304	
PC	Concurrent Students Enrolled	225	155	168	57	128	

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

Measure: Feeder High School Enrollment Yield	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
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.							
BC	High School Graduates	8,026	8,703	8,944	8,936	8,881	
	HS Enrollment Yield	30%	28%	24%	24%	27%	
CC	High School Graduates	1,117	1,180	1,048	1,033	1,022	
	HS Enrollment Yield	30%	26%	26%	29%	28%	
PC	High School Graduates	1,057	1,153	1,146	1,171	1,201	
	HS Enrollment Yield	43%	38%	36%	36%	38%	

Measure: Adult Participation Rate

	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
Explanation: Student headcount per 1,000 adults (age 18-65 years old) in the service area. The college service areas were defined by zip codes and population data came from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census were counted in the headcount.							
BC	Participation Rate	65.4	62.8	55.9	52.8	53.8	
	Female	74.0	71.7	64.2	59.9	61.8	
	Male	57.5	54.3	47.8	45.6	46.0	

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Strategic Goal #3: Access

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

Measure: Adult Participation Rate		2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
BC	Participation Rate	65.4	62.8	55.9	52.8	53.8	
	19 or Younger	310.3	283.9	254.3	246.2	269.3	
	20 - 24	167.6	168.0	153.5	145.9	149.5	
	25 - 39	54.1	52.2	45.1	42.5	41.7	
	40 or Older	16.4	15.4	13.5	12.0	11.5	
	African American	82.6	81.5	69.0	54.1	47.1	
	American Indian	81.0	68.9	49.2	39.2	33.2	
	Asian/ Filipino	72.3	61.8	51.3	48.1	46.0	
	Hispanic/ Latino	65.8	65.2	60.2	58.3	62.1	
	Pacific Islander	133.5	115.4	68.1	55.7	55.9	
White	55.4	51.5	43.3	39.4	37.4		
Two or More Races	187.8	214.9	218.0	214.5	206.7		
CC	Participation Rate	163.3	167.1	150.3	126.7	122.3	
	Female	210.8	218.9	200.2	168.1	167.4	
	Male	121.6	121.1	106.3	90.6	83.1	
	19 or Younger	650.7	645.3	558.4	500.3	496.0	
	20 - 24	370.8	442.2	406.6	360.4	353.2	
	25 - 39	188.0	201.4	187.3	153.4	145.3	
	40 or Older	77.4	65.9	56.6	44.6	42.9	
	African American	187.0	220.9	202.3	146.3	127.3	
	American Indian	172.9	152.1	119.9	94.9	82.3	
	Asian/ Filipino	277.1	277.3	258.9	209.4	178.6	
Hispanic/ Latino	174.6	209.4	203.1	185.9	192.8		
Pacific Islander	356.9	213.6	151.1	115.0	105.0		
White	144.2	138.5	119.1	95.9	88.5		
Two or More Races	431.7	564.7	513.1	481.7	460.4		

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Strategic Goal #3: Access						
Objective #2 - Be the Higher Education Option of First Choice						
Measure: Adult Participation Rate	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
PC Participation Rate	105.7	95.3	91.6	81.8	80.2	
Female	134.4	120.4	117.2	102.3	99.5	
Male	77.2	70.5	66.2	61.4	61.0	
19 or Younger	418.1	399.4	401.0	348.5	340.9	
20 - 24	266.5	258.3	263.2	246.7	246.0	
25 - 39	85.8	78.2	71.9	62.7	61.5	
40 or Older	35.8	24.3	19.9	17.0	16.0	
African American	453.6	331.1	334.1	229.9	194.9	
American Indian	135.5	85.4	42.9	56.5	57.9	
Asian/ Filipino	181.3	151.8	142.8	107.6	95.5	
Hispanic/ Latino	96.7	93.5	92.2	84.6	86.1	
Pacific Islander	1,165.8	893.5	655.3	281.1	224.9	
White	99.1	82.0	74.8	64.0	56.6	
Two or More Races	299.2	332.9	358.0	315.3	307.1	

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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	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
Explanation: CTE awards were identified using the CTE program description on college websites.						
BC Total CTE Awards						
Associate Degrees	475	430	455	411	532	
Certificates	636	677	874	961	940	
CC Total CTE Awards						
Associate Degrees	89	116	90	92	72	
Certificates	27	44	64	140	110	
PC Total CTE Awards						
Associate Degrees	92	49	107	102	115	
Certificates	145	125	111	107	67	
Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
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.						
BC						
Number of Programs	69	70	71	67	63	
% of Programs Meeting the Goal	61%	52%	53%	54%	54%	
CC						
Number of Programs	36	33	29	34	33	
% of Programs Meeting the Goal	57%	58%	47%	51%	44%	
PC						
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	2011-12	2012-13	2013-14	Trendlines		
Explanation: The annual number of training hours provided through contract education. The 2011-12 and 2012-13 years include hours funded by a Department of Labor grant which ended June 2013.						
KCCD						
Annual Contract Education Hours	104,738	140,032	61,102			

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Strategic Goal #4: Community Connections									
Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry									
Measure: Student Success Scorecard		2003-04 to 2004-05	2005-06 to 2006-07	2007-08 to 2008-09	2009-10	2010-11	2011-12	2012-13	Trendlines
CTE Completion Rate		2008-09	2009-10	2010-11	2011-12	2012-13			
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.									
BC	Cohort Size	1,268	1,227	1,297	1,468	1,494			
	Outcome Success Rate	48.5%	50.1%	48.6%	48.0%	48.2%			
CC	Cohort Size	336	386	393	540	605			
	Outcome Success Rate	48.5%	44.8%	44.5%	42.6%	39.5%			
PC	Cohort Size	388	382	373	375	467			
	Outcome Success Rate	57.7%	61.8%	57.9%	62.1%	58.7%			
Objective #2 - Reflect the Communities We Serve									
Measure: Percentage of Employees who Attend Community Meetings									
Explanation: Information comes from the 2011 and 2013 KCCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results.									
BC			Number of Respondents		362	269			
	Percentage Who Attend Community Meetings				64%	66%	2		
CC			Number of Respondents		140	92			
	Percentage Who Attend Community Meetings				61%	64%	3		
PC			Number of Respondents		105	82			
	Percentage Who Attend Community Meetings				77%	66%	-11		
DO			Number of Respondents		40	34			
	Percentage Who Attend Community Meetings				43%	41%	-2		

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Strategic Goal #4: Community Connections

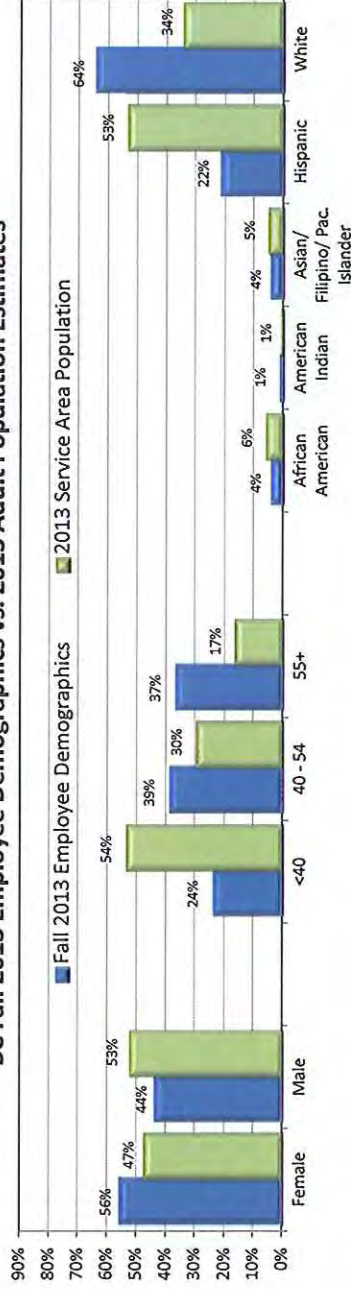
Objective #2 - Reflect the Communities We Serve

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.

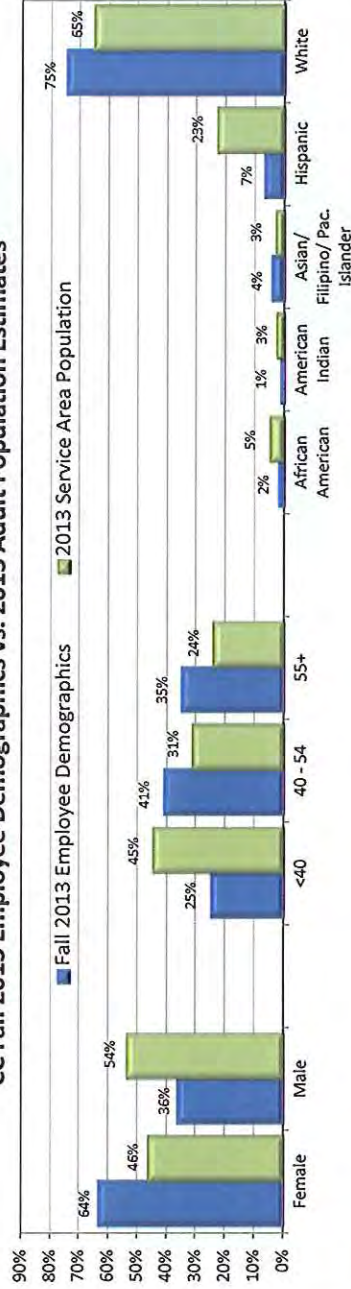
BC

BC Fall 2013 Employee Demographics vs. 2013 Adult Population Estimates



CC

CC Fall 2013 Employee Demographics vs. 2013 Adult Population Estimates





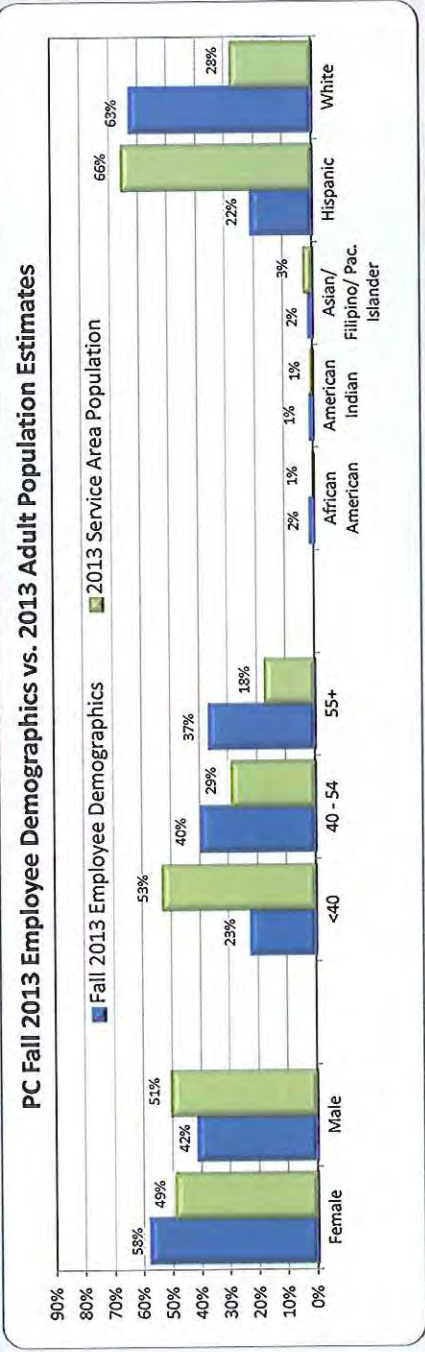
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Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

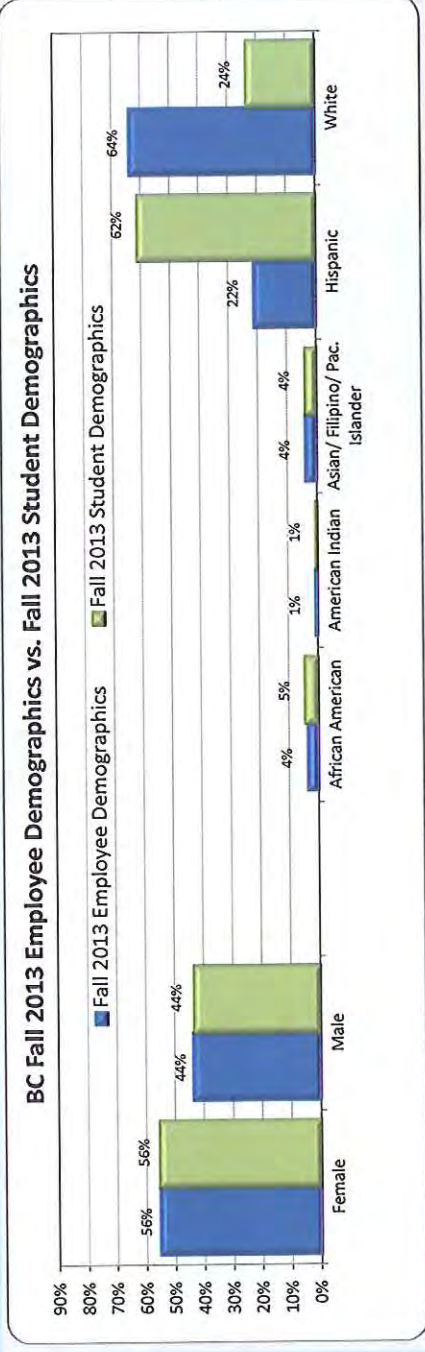
Measure: Degree to which Employee Diversity Reflects the Service Area Population

PC



Measure: Degree to which Employee Diversity Reflects the Student Population

BC



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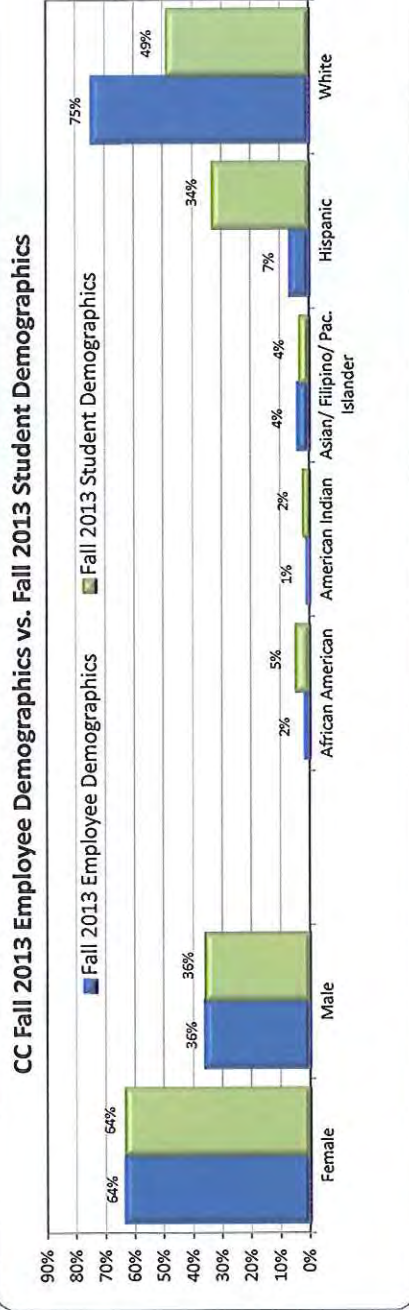


Strategic Goal #4: Community Connections

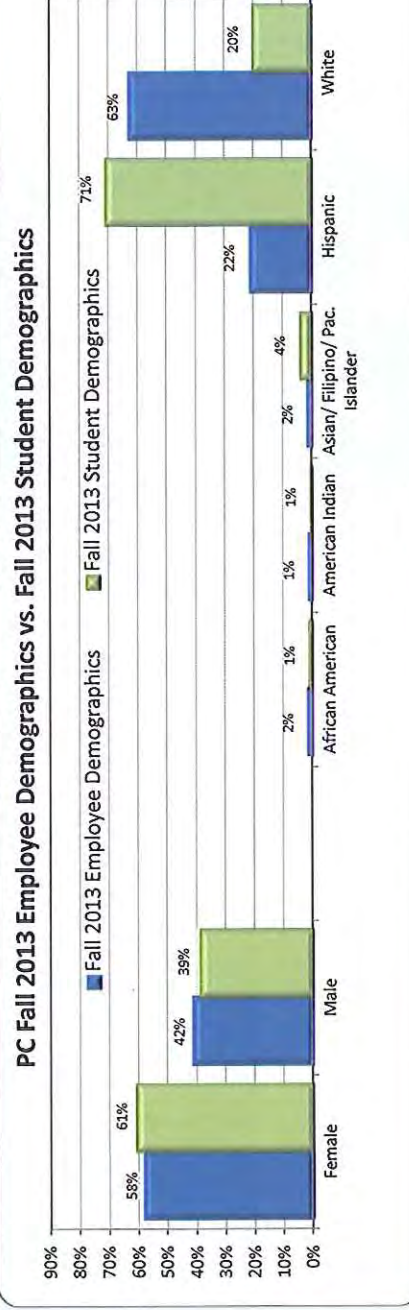
Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Student Population

CC



PC



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Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

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

	2011-12	2012-13	2013-14	Trendlines
BC Applicant Demographics				
Female	55%	59%	69%	
Male	43%	40%	30%	
Not Disclosed	2%	1%	1%	
African American	9%	10%	11%	
American Indian	1%	1%	1%	
Asian/ Filipino/ Pacific Islander	7%	6%	6%	
Hispanic/ Latino	33%	35%	34%	
White	43%	40%	39%	
Not Disclosed	9%	7%	8%	
Disabled	2%	2%	1%	
Not Disabled	95%	96%	98%	
Not Disclosed	3%	2%	0%	
CC Applicant Demographics				
Female	54%	49%	59%	
Male	44%	50%	39%	
Not Disclosed	2%	2%	2%	
African American	11%	8%	7%	
American Indian	2%	1%	2%	
Asian/ Filipino/ Pacific Islander	6%	6%	7%	
Hispanic/ Latino	14%	17%	16%	
White	59%	58%	58%	
Not Disclosed	9%	9%	10%	
Disabled	2%	2%	2%	
Not Disabled	95%	96%	97%	
Not Disclosed	2%	2%	1%	

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Strategic Goal #4: Community Connections

Objective #2 - Reflect the Communities We Serve

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

PC Applicant Demographics	2011-12	2012-13	2013-14	Trendlines
Female	55%	56%	63%	
Male	43%	43%	35%	
Not Disclosed	1%	1%	1%	
African American	7%	7%	9%	
American Indian	2%	1%	2%	
Asian/ Filipino/ Pacific Islander	6%	6%	8%	
Hispanic/ Latino	26%	38%	35%	
White	49%	41%	38%	
Not Disclosed	10%	7%	8%	
Disabled	1%	2%	2%	
Not Disabled	97%	96%	97%	
Not Disclosed	1%	2%	0%	
DO Applicant Demographics	2011-12	2012-13	2013-14	Trendlines
Female	58%	69%	56%	
Male	41%	29%	42%	
Not Disclosed	1%	2%	2%	
African American	9%	11%	15%	
American Indian	1%	1%	1%	
Asian/ Filipino/ Pacific Islander	5%	7%	6%	
Hispanic/ Latino	40%	32%	27%	
White	39%	42%	41%	
Not Disclosed	6%	8%	9%	
Disabled	2%	1%	2%	
Not Disabled	97%	97%	98%	
Not Disclosed	2%	1%	0%	

Strategic Plan: Common Measures

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Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

Measure: Percentage of Employees who Feel They Have Adequate Training	2011	2013	Difference (Percentage Points)
<p>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.</p>			
BC Percentage of Respondents Reporting:			
"I have been provided adequate training to do my work."	364 77%	271 76%	-1
CC Percentage of Respondents Reporting:			
"I have been provided adequate training to do my work."	137 77%	95 80%	3
PC Percentage of Respondents Reporting:			
"I have been provided adequate training to do my work."	109 81%	84 89%	8
DO Percentage of Respondents Reporting:			
"I have been provided adequate training to do my work."	42 74%	33 74%	0
<p>Measure: Percentage of Employees who Feel there are Opportunities to Learn and Grow</p>			
<p>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.</p>			
BC Percentage of Respondents Reporting:			
"There are opportunities in this college/district to learn and grow in my career."	363 63%	269 67%	4
CC Percentage of Respondents Reporting:			
"There are opportunities in this college/district to learn and grow in my career."	137 61%	93 68%	7
PC Percentage of Respondents Reporting:			
"There are opportunities in this college/district to learn and grow in my career."	110 65%	83 72%	7
DO Percentage of Respondents Reporting:			
"There are opportunities in this college/district to learn and grow in my career."	42 64%	34 62%	-2

Strategic Plan: Common Measures 2014 Annual Review



Strategic Goal #5: Organizational Effectiveness

Measure: Percentage of Employees who Feel Encouraged and Supported	2011	2013	Difference (Percentage Points)			
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.						
BC Percentage of Respondents Reporting:						
Number of Respondents	359	270				
"The college/district provides encouragement and support for my professional growth and development."	61%	61%	0			
Number of Respondents	362	273				
"My immediate supervisor encourages my professional growth and development."	80%	79%	-1			
CC Percentage of Respondents Reporting:						
Number of Respondents	134	93				
"The college/district provides encouragement and support for my professional growth and development."	64%	69%	5			
Number of Respondents	135	94				
"My immediate supervisor encourages my professional growth and development."	77%	79%	2			
PC Percentage of Respondents Reporting:						
Number of Respondents	109	83				
"The college/district provides encouragement and support for my professional growth and development."	63%	76%	13			
Number of Respondents	109	84				
"My immediate supervisor encourages my professional growth and development."	78%	86%	8			
DO Percentage of Respondents Reporting:						
Number of Respondents	42	33				
"The college/district provides encouragement and support for my professional growth and development."	57%	67%	10			
Number of Respondents	41	33				
"My immediate supervisor encourages my professional growth and development."	71%	79%	8			
Measure: Number of Internal Candidates Hired in New Positions						
	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
KCCCD						
Internal Candidates Hired	3	10	9	12	11	

Strategic Plan: Common Measures 2014 Annual Review



Strategic Goal #5: Organizational Effectiveness

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

Measure: Percentage of ACCJC Institutional Set Standards Met	2012-13	2013-14	Difference (Percentage Points)
Explanation: This information comes from the ACCJC Annual Report. Institutional set standards were not added to the report until 2012-13.			
BC Number of Institutional Set Standards	5	10	
% Meeting the Standard	60%	60%	0
CC Number of Institutional Set Standards	5	19	
% Meeting the Standard	80%	79%	-1
PC Number of Institutional Set Standards	5	11	
% Meeting the Standard	80%	36%	-44
Measure: Percentage of Student Learning Outcomes at the Course Level with Ongoing Assessment			
Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.			
BC Course Student Learning Outcomes			
% with Ongoing Assessment	29%	20%	100%
CC Course Student Learning Outcomes			
% with Ongoing Assessment	33%	59%	68%
PC Course Student Learning Outcomes			
% with Ongoing Assessment	55%	75%	67%
	86%	92%	
Measure: Percentage of Program Learning Outcomes with Ongoing Assessment			
Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.			
BC Program Learning Outcomes			
% with Ongoing Assessment	75%	86%	100%
CC Program Learning Outcomes			
% with Ongoing Assessment	100%	66%	73%
PC Program Learning Outcomes			
% with Ongoing Assessment	60%	69%	81%
	90%	74%	

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Strategic Goal #5: Organizational Effectiveness							
Objective #2 - Meet and Exceed Internal and External Standards and Requirements							
Measure: Percentage of Institutional Learning Outcomes with Ongoing Assessment							
	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.							
BC	Institutional Learning Outcomes						
	% with Ongoing Assessment	0%	100%	100%	50%		
CC	Institutional Learning Outcomes						
	% with Ongoing Assessment	0%	100%	100%	100%		
PC	Institutional Learning Outcomes						
	% with Ongoing Assessment	0%	0%	33%	60%	100%	
Measure: Percentage of Student and Learning Support Activities with Ongoing Assessment of Learning Outcomes							
	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
Explanation: This information comes from the ACCJC Annual Report. Blanks indicate a missing report.							
BC	Student and Learning Support Activities Learning Outcomes						
	% with Ongoing Assessment	63%	100%	100%	86%		
CC	Student and Learning Support Activities Learning Outcomes						
	% with Ongoing Assessment	75%	88%	83%	100%		
PC	Student and Learning Support Activities Learning Outcomes						
	% with Ongoing Assessment	100%	50%	75%	85%	50%	
Measure: Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance)							
	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
KCCCD							
	Percentage of Academic Expenditures	51.68%	54.25%	53.17%	54.15%	50.02%	
Measure: Full-time to Part-time Faculty Ratio (75/25)							
	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines	
BC	Percentage of Full-time Faculty		67%	72%	75%	73%	
CC	Percentage of Full-time Faculty		53%	54%	62%	63%	
PC	Percentage of Full-time Faculty		68%	71%	70%	66%	

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Strategic Goal #5: Organizational Effectiveness

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

Measure: Percentage of Reserves	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
Explanation: The CFO calculates this measure using the amount of reserves divided by the total of all expenditures, transfers and other outgo.						
KCCD						
Percentage of Reserves	33.9%	22.2%	23.7%	24.3%	27.8%	

Objective #3 - Increase Trust and Create a Collaborative Culture

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

Measure: Percentage of Employees reporting Trust between Employee Groups	2011	2013	Difference (Percentage Points)
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.			
BC Percentage of Respondents Reporting: "There is trust between classified staff and faculty." "There is trust between classified staff and management." "There is trust between faculty and management."	81% 35% 36%	80% 40% 46%	-1 5 10

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Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees reporting Trust between Employee Groups	2011	2013	Difference (Percentage Points)
CC Percentage of Respondents Reporting:			
"There is trust between classified staff and faculty."	83%	79%	-4
"There is trust between classified staff and management."	59%	60%	1
"There is trust between faculty and management."	53%	55%	2
PC Percentage of Respondents Reporting:			
"There is trust between classified staff and faculty."	82%	89%	7
"There is trust between classified staff and management."	55%	73%	18
"There is trust between faculty and management."	51%	75%	24
DO Percentage of Respondents Reporting:			
"There is trust between classified staff and faculty."	63%	66%	3
"There is trust between classified staff and management."	48%	49%	1
"There is trust between faculty and management."	38%	43%	5
Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication			
Explanation: This information comes from the 2011 and 2013 KCCCD 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:			
BC Percentage of Respondents Reporting:			
"Relevant information affecting the district as a whole is communicated throughout the district."	47%	44%	-3
"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	55%	58%	3
"I have sufficient information to perform my job."	82%	81%	-1
"My representatives in governance committees adequately inform me about important college/district issues."	80%	79%	-1
"My representatives on governance committees ask for my input on important issues."	71%	69%	-2
"Information flows well upward through the organizational structure."	46%	53%	7
"Information flows well downward through the organizational structure."	43%	45%	2
"My supervisor keeps me informed of issues relevant to my job."	80%	73%	-7
"My supervisor asks for my input before making decisions that affect my work."	70%	62%	-8

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Strategic Goal #5: Organizational Effectiveness

Objective #3 - Increase Trust and Create a Collaborative Culture

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

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

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Strategic Goal #5: Organizational Effectiveness				
Objective #3 - Increase Trust and Create a Collaborative Culture				
Measure:	Percentage of Employees who Feel there is a Satisfactory Level of Communication	2011	2013	Difference (Percentage Points)
DO Percentage of Respondents Reporting:				
"Relevant information affecting the district as a whole is communicated throughout the district."		71%	65%	-6
"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."		67%	65%	-2
"I have sufficient information to perform my job."		88%	88%	0
"My representatives in governance committees adequately inform me about important college/district issues."		59%	55%	-4
"My representatives on governance committees ask for my input on important issues."		49%	36%	-13
"Information flows well upward through the organizational structure."		45%	39%	-6
"Information flows well downward through the organizational structure."		40%	38%	-2
"My supervisor keeps me informed of issues relevant to my job."		79%	77%	-2
"My supervisor asks for my input before making decisions that affect my work."		71%	65%	-6
Objective #4 - Improve Facilities and Maintenance				
Measure:	Percentage of Employees who Feel the Facilities are Adequately Maintained	2011	2013	Difference (Percentage Points)
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.				
BC	Number of Respondents	367	268	
		43%	50%	7
CC	Number of Respondents	139	93	
		67%	72%	5
PC	Number of Respondents	108	84	
		73%	89%	16
DO	Number of Respondents	43	34	
		98%	91%	-7

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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

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

	2011-12	2012-13	2013-14	Trendlines
BC				
Work Orders Submitted in the System	760	1,404	1,442	
% Completed	89%	75%	74%	
CC				
Work Orders Submitted in the System	2	362	394	
% Completed	100%	88%	88%	
PC				
Work Orders Submitted in the System	111	621	408	
% Completed	100%	98%	94%	
DO				
Work Orders Submitted in the System	100	72	58	
% Completed	100%	100%	100%	

Measure: Number of Safety and Security Incidents Reported

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>).

	2011	2012	2013	Trendlines
BC				
Total Incidents	54	43	25	
CC				
Total Incidents	0	0	0	
PC				
Total Incidents	8	9	3	

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Strategic Goal #5: Organizational Effectiveness

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel Safe at their Location

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.

		2011	2013	Difference (Percentage Points)
BC	"I feel safe at my work location."	366 81%	272 79%	-2
CC	"I feel safe at my work location."	139 90%	92 85%	-5
PC	"I feel safe at my work location."	109 88%	85 93%	5
DO	"I feel safe at my work location."	42 91%	34 88%	-3