

Sample Material for Strategic Plan Task force 2021- Spreadsheet

This is only Cerro Coso distance education data, not specific to a campus. It includes iTV courses.

PLEASE READ:

1. Data excludes excuse COVID-19 withdrawals
2. Student headcount means enrolled students, not unique students.
3. Distance education data includes iTV and online. It also includes student who is coded as a campus site student and taking online courses.
4. A course section designated as a campus site course in Banner, but offered online during Fall 2020, Summer 2020 and Spring 2020 will be reflected as an onground course even if its offered online.
5. Distance Education course sections do not include inmate students.
6. DSPS student headcounts include students served by BC, CC and PC.
7. Onground student headcount in this document does not include inmate student headcounts.

Darkest Green - Highest success rate for that semester

Darkest Red - Lowest success rate for that semester

Fall Semester for Coso Coso Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	5457	86.1%	71.4%
	CTE	2685	87.1%	72.8%
	Non-CTE	2772	85.1%	69.9%
	DSPS	182	81.3%	61.0%
	Veteran	70	81.4%	62.9%
	1st Gen	1964	84.0%	67.7%
	Low Income	1800	82.9%	63.3%
2019	Overall	6028	83.5%	65.9%
	CTE	2844	84.3%	67.7%
	Non-CTE	3184	82.9%	64.3%
	DSPS	197	85.3%	62.4%
	Veteran	98	78.6%	65.3%
	1st Gen	2394	81.8%	61.5%
	Low Income	2426	81.2%	60.3%
2018	Overall	5953	84.1%	67.0%
	CTE	2872	84.6%	66.8%
	Non-CTE	3081	83.6%	67.2%
	DSPS	169	79.9%	66.9%
	Veteran	141	80.9%	71.6%
	1st Gen	2206	83.7%	63.6%
	Low Income	2887	82.6%	62.8%
2017	Overall	5823	85.3%	67.1%
	CTE	2825	84.8%	66.3%
	Non-CTE	2998	85.8%	67.9%
	DSPS	224	84.8%	68.3%
	Veteran	163	89.6%	77.3%
	1st Gen	1983	83.9%	61.7%
	Low Income	2792	84.7%	64.1%
2016	Overall	5710	84.4%	63.9%
	CTE	2770	87.7%	65.2%
	Non-CTE	2940	81.3%	62.7%
	DSPS	246	88.2%	65.9%
	Veteran	200	89.0%	71.0%
	1st Gen	2090	83.2%	60.4%
	Low Income	2696	83.2%	57.6%

Spring Semester for Coso Coso Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	5,269	88.4%	79.0%
	CTE	2,626	88.5%	78.6%
	Non-CTE	2,643	88.2%	79.4%
	DSPS	162	88.3%	72.8%
	Veteran	136	80.1%	72.8%
	1st Gen	2,015	87.4%	75.8%
	Low Income	1,562	86.8%	73.9%
2019	Overall	5,373	84.0%	68.4%
	CTE	2,656	86.4%	70.1%
	Non-CTE	2,717	81.6%	66.7%
	DSPS	155	90.3%	67.7%
	Veteran	146	84.2%	69.2%
	1st Gen	1,993	83.8%	65.5%
	Low Income	2,029	82.4%	65.1%
2018	Overall	5,615	84.3%	68.4%
	CTE	2,688	85.0%	68.0%
	Non-CTE	2,927	83.8%	68.7%
	DSPS	166	83.7%	66.3%
	Veteran	190	3.2%	68.9%
	1st Gen	1,964	82.9%	63.3%
	Low Income	2,148	83.6%	64.1%
2017	Overall	5,364	84.8%	65.7%
	CTE	2,612	85.9%	65.1%
	Non-CTE	2,752	83.6%	66.3%
	DSPS	213	81.7%	62.9%
	Veteran	167	89.2%	77.8%
	1st Gen	1,902	82.9%	68.7%
	Low Income	2,253	83.9%	61.3%
2016	Overall	5,627	80.4%	62.3%
	CTE	2,865	82.0%	64.1%
	Non-CTE	2,762	78.8%	60.5%
	DSPS	217	82.0%	64.1%
	Veteran	249	75.1%	54.2%
	1st Gen	1,890	80.1%	58.3%
	Low Income	1,934	75.7%	52.9%

Summer Semester for Coso Coso Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	2740	88.2%	76.7%
	CTE	1206	87.4%	76.0%
	Non-CTE	1534	88.9%	77.2%
	DSPS	39	84.6%	69.2%
	Veteran	47	85.1%	80.9%
	1st Gen	984	86.9%	74.7%
	Low Income	779	82.5%	65.1%
2019	Overall	2927	89.5%	74.3%
	CTE	1248	89.5%	75.8%
	Non-CTE	1679	89.5%	73.3%
	DSPS	51	80.4%	52.9%
	Veteran	60	91.7%	78.3%
	1st Gen	1114	88.5%	71.3%
	Low Income	1262	89.4%	73.1%
2018	Overall	3067	88.0%	73.8%
	CTE	1275	88.9%	75.5%
	Non-CTE	1792	87.3%	72.7%
	DSPS	38	86.8%	65.8%
	Veteran	88	90.9%	77.3%
	1st Gen	994	85.9%	68.7%
	Low Income	1287	87.3%	70.3%
2017	Overall	3048	87.6%	71.4%
	CTE	1275	88.7%	73.2%
	Non-CTE	1724	86.7%	70.0%
	DSPS	98	88.8%	72.4%
	Veteran	98	84.7%	68.4%
	1st Gen	980	86.2%	67.2%
	Low Income	1287	86.0%	68.3%
2016	Overall	3187	86.7%	70.2%
	CTE	1324	89.9%	73.1%
	Non-CTE	1575	84.4%	68.1%
	DSPS	97	77.3%	56.7%
	Veteran	113	84.1%	69.9%
	1st Gen	1022	85.3%	66.9%
	Low Income	1323	86.2%	65.8%

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6. DSPS student headcounts include students served by BC, CC and PC.
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Darkest Green - Highest success rate for that semester

Darkest Red - Lowest success rate for that semester

Fall Semester for Ethnicity Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	African American	319	76.8%	46.1%
	American Indian	128	87.5%	69.5%
	Asian	119	90.8%	84.9%
	Filipino	56	94.6%	83.9%
	Hispanic/ Latino	2,147	84.6%	69.7%
	Not Reported	7	100.0%	57.1%
	Pacific Islander	34	94.1%	85.3%
Two or More Races	349	85.1%	63.9%	
White	2,298	88.2%	76.5%	
2019	African American	333	70.0%	40.5%
	American Indian	116	81.9%	62.1%
	Asian	149	88.6%	83.2%
	Filipino	76	90.8%	69.7%
	Hispanic/ Latino	2,587	82.0%	63.3%
	Not Reported	27	66.7%	51.9%
	Pacific Islander	25	72.0%	64.0%
Two or More Races	371	84.6%	65.5%	
White	2,344	86.8%	71.5%	
2018	African American	358	74.3%	44.1%
	American Indian	117	82.9%	64.1%
	Asian	159	91.2%	85.5%
	Filipino	77	88.3%	72.7%
	Hispanic/ Latino	2,484	82.1%	63.1%
	Not Reported	9	44.4%	44.4%
	Pacific Islander	16	87.5%	87.5%
Two or More Races	348	85.6%	69.0%	
White	2,385	87.0%	72.9%	
2017	African American	302	76.5%	48.3%
	American Indian	141	75.2%	53.9%
	Asian	164	90.2%	80.5%
	Filipino	67	88.1%	82.1%
	Hispanic/ Latino	2,251	85.6%	63.3%
	Not Reported	0		
	Pacific Islander	10	90.0%	70.0%
Two or More Races	351	81.8%	61.5%	
White	2,537	86.8%	73.1%	
2016	African American	316	77.8%	43.0%
	American Indian	90	77.8%	60.0%
	Asian	168	92.3%	76.8%
	Filipino	43	93.0%	86.0%
	Hispanic/ Latino	2,172	82.8%	60.6%
	Not Reported	0		
	Pacific Islander	15	73.3%	46.7%
Two or More Races	354	85.6%	59.9%	
White	2,552	86.1%	68.8%	

Spring Semester for Ethnicity Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	African American	281	82.2%	63.0%
	American Indian	97	88.7%	79.4%
	Asian	131	94.7%	87.8%
	Filipino	64	89.1%	87.5%
	Hispanic/ Latino	2,100	87.6%	76.5%
	Not Reported	9	88.9%	88.9%
	Pacific Islander	18	72.2%	66.7%
Two or More Races	299	86.3%	79.3%	
White	2,270	89.9%	82.6%	
2019	African American	286	76.2%	42.0%
	American Indian	83	85.5%	72.3%
	Asian	149	84.6%	73.2%
	Filipino	71	93.0%	83.1%
	Hispanic/ Latino	2,154	82.2%	65.1%
	Not Reported	11	63.6%	63.6%
	Pacific Islander	18	83.3%	77.8%
Two or More Races	337	80.7%	63.8%	
White	2,264	86.8%	74.6%	
2018	African American	297	72.7%	51.5%
	American Indian	72	94.4%	76.4%
	Asian	147	92.5%	85.7%
	Filipino	67	88.1%	82.1%
	Hispanic/ Latino	2,240	82.3%	63.7%
	Not Reported	3	100.0%	33.3%
	Pacific Islander	6	83.3%	66.7%
Two or More Races	347	82.7%	66.3%	
White	2,436	86.9%	73.4%	
2017	African American	302	71.5%	44.4%
	American Indian	95	87.4%	65.3%
	Asian	132	91.7%	84.1%
	Filipino	48	81.3%	72.9%
	Hispanic/ Latino	2,203	83.5%	62.4%
	Not Reported			
	Pacific Islander	22	86.4%	50.0%
Two or More Races	273	84.6%	63.4%	
White	2,289	87.3%	71.0%	
2016	African American	349	68.2%	39.0%
	American Indian	108	70.4%	54.6%
	Asian	125	84.0%	70.4%
	Filipino	83	88.0%	72.3%
	Hispanic/ Latino	2,203	79.6%	57.9%
	Not Reported	4	50.0%	50.0%
	Pacific Islander	21	57.1%	52.4%
Two or More Races	283	79.5%	61.5%	
White	2,451	83.2%	69.4%	

Summer Semester for Ethnicity Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	African American	158	67.7%	46.8%
	American Indian	37	78.4%	59.5%
	Asian	110	95.5%	90.0%
	Filipino	37	97.3%	89.2%
	Hispanic/ Latino	1,151	88.2%	75.0%
	Not Reported	8	100.0%	100.0%
	Pacific Islander	19	94.7%	94.7%
Two or More Races	131	88.5%	75.6%	
White	1,089	90.4%	81.4%	
2019	African American	123	89.4%	55.3%
	American Indian	44	90.9%	79.5%
	Asian	118	91.5%	83.1%
	Filipino	43	90.7%	81.4%
	Hispanic/ Latino	1,228	87.1%	68.7%
	Not Reported	45	95.6%	91.1%
	Pacific Islander	17	94.1%	82.4%
Two or More Races	156	89.1%	71.8%	
White	1,153	91.5%	80.6%	
2018	African American	174	86.2%	60.9%
	American Indian	54	87.0%	70.4%
	Asian	124	91.1%	82.3%
	Filipino	39	89.7%	79.5%
	Hispanic/ Latino	1,252	85.2%	70.4%
	Not Reported	3	100.0%	66.7%
	Pacific Islander	17	94.1%	88.2%
Two or More Races	197	87.3%	68.5%	
White	1,207	90.8%	79.0%	
2017	African American	133	88.7%	64.7%
	American Indian	44	84.1%	68.2%
	Asian	123	93.5%	84.6%
	Filipino	48	89.6%	75.0%
	Hispanic/ Latino	1,268	86.6%	66.4%
	Not Reported	0		
	Pacific Islander	6	100.0%	100.0%
Two or More Races	141	80.1%	64.5%	
White	1,285	88.6%	76.3%	
2016	African American	169	81.1%	52.7%
	American Indian	33	90.9%	84.8%
	Asian	122	94.3%	81.1%
	Filipino	55	89.1%	74.5%
	Hispanic/ Latino	1,259	85.4%	65.4%
	Not Reported	4	100.0%	75.0%
	Pacific Islander	16	100.0%	68.8%
Two or More Races	154	85.1%	71.4%	
White	1,375	87.7%	75.1%	

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Darkest Red - Lowest success rate for that semester

Fall Semester for Hispanic or Latino Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	4661	88.5%	72.0%
	Liberial Art	2810	87.4%	70.4%
	CTE	1851	90.3%	74.4%
	Veteran	23	91.3%	78.3%
	DSPS	109	72.5%	56.9%
	1st Gen	1756	87.4%	73.5%
	Low Income	1175	83.4%	67.7%
2019	Overall	5189	88.0%	73.2%
	Liberial Art	2969	86.6%	68.9%
	CTE	2220	89.9%	78.8%
	Veteran	57	91.2%	80.7%
	DSPS	140	80.0%	52.9%
	1st Gen	2355	86.8%	70.2%
	Low Income	1691	84.3%	64.6%
2018	Overall	5431	89.3%	75.7%
	Liberial Art	2764	87.2%	71.4%
	CTE	2667	91.5%	80.2%
	Veteran	91	85.7%	80.2%
	DSPS	130	83.1%	67.7%
	1st Gen	2500	89.8%	74.2%
	Low Income	2061	87.1%	68.2%
2017	Overall	4460	89.3%	73.1%
	Liberial Art	2395	88.3%	69.9%
	CTE	2065	90.5%	76.7%
	Veteran	113	93.8%	82.3%
	DSPS	124	87.9%	67.7%
	1st Gen	2024	88.2%	69.9%
	Low Income	1909	88.2%	67.7%
2016	Overall	4180	88.3%	70.7%
	Liberial Art	2416	85.6%	67.1%
	CTE	1764	92.0%	75.6%
	Veteran	130	91.5%	84.6%
	DSPS	147	87.1%	59.2%
	1st Gen	1878	87.3%	68.1%
	Low Income	1801	86.2%	62.2%

Spring Semester for Hispanic or Latino Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	4,058	91.5%	83.2%
	Liberial Art	2196	90.9%	82.7%
	CTE	1862	92.3%	83.8%
	Veteran	75	86.7%	80.0%
	DSPS	94	93.6%	76.6%
	1st Gen	1,752	90.2%	80.3%
	Low Income	998	90.2%	77.6%
2019	Overall	4,536	87.9%	75.0%
	Liberial Art	2565	85.8%	72.4%
	CTE	1971	90.7%	78.3%
	Veteran	73	82.2%	69.9%
	DSPS	126	88.9%	59.5%
	1st Gen	1,986	86.9%	72.2%
	Low Income	1,353	84.6%	68.0%
2018	Overall	4,156	86.6%	73.1%
	Liberial Art	2437	86.1%	72.3%
	CTE	1719	87.4%	74.2%
	Veteran	84	83.3%	72.6%
	DSPS	101	84.2%	64.4%
	1st Gen	1,837	86.3%	69.9%
	Low Income	1,308	84.3%	67.0%
2017	Overall	4,478	89.2%	73.8%
	Liberial Art	2253	87.1%	69.4%
	CTE	2225	91.3%	78.3%
	Veteran	146	91.8%	84.2%
	DSPS	145	86.2%	66.2%
	1st Gen	2,006	87.9%	72.5%
	Low Income	1,550	86.6%	67.0%
2016	Overall	3,836	84.4%	66.5%
	Liberial Art	2088	82.9%	64.1%
	CTE	1748	86.3%	69.4%
	Veteran	168	80.4%	64.9%
	DSPS	172	78.5%	58.7%
	1st Gen	1,651	84.7%	63.3%
	Low Income	1,220	79.3%	55.2%

Summer Semester for Hispanic or Latino Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	1767	89.6%	78.4%
	Liberial Art	1141	89.9%	79.1%
	CTE	626	89.1%	77.0%
	Veteran	19	84.2%	84.2%
	DSPS	8	87.5%	62.5%
	1st Gen	560	87.9%	75.9%
	Low Income	379	85.2%	67.5%
2019	Overall	2002	91.6%	78.8%
	Liberial Art	1058	90.6%	74.8%
	CTE	944	92.6%	83.3%
	Veteran	44	95.5%	86.4%
	DSPS	25	76.0%	48.0%
	1st Gen	914	90.9%	77.5%
	Low Income	599	88.0%	71.3%
2018	Overall	1831	89.0%	77.4%
	Liberial Art	964	86.3%	72.9%
	CTE	867	91.9%	82.4%
	Veteran	60	96.7%	88.3%
	DSPS	18	77.8%	66.7%
	1st Gen	796	87.8%	73.9%
	Low Income	590	87.1%	70.2%
2017	Overall	1457	87.8%	69.0%
	Liberial Art	856	87.3%	69.4%
	CTE	601	88.5%	68.4%
	Veteran	37	89.2%	70.3%
	DSPS	52	82.7%	65.4%
	1st Gen	636	85.7%	66.2%
	Low Income	609	85.6%	65.4%
2016	Overall	1523	87.5%	70.3%
	Liberial Art	837	84.5%	66.2%
	CTE	686	91.1%	75.2%
	Veteran	54	96.3%	88.9%
	DSPS	40	85.0%	62.5%
	1st Gen	680	85.7%	66.8%
	Low Income	572	85.1%	60.3%

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Fall Semester for Hispanic or Latino Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	1420	89.9%	79.3%
	Liberal Art	965	88.4%	74.9%
	CTE	455	93.0%	88.6%
	Veteran	6	83.3%	83.3%
	DSPS	39	69.2%	61.5%
	1st Gen	664	91.3%	80.9%
	Low Income	401	87.8%	76.1%
2019	Overall	1957	94.0%	81.9%
	Liberal Art	1114	91.4%	72.7%
	CTE	843	97.5%	94.0%
	Veteran	27	100.0%	100.0%
	DSPS	63	81.0%	49.2%
	1st Gen	985	93.9%	82.4%
	Low Income	585	91.8%	75.6%
2018	Overall	2370	96.0%	85.8%
	Liberal Art	1055	92.5%	73.8%
	CTE	1315	98.9%	95.4%
	Veteran	49	95.9%	95.9%
	DSPS	49	95.9%	71.4%
	1st Gen	1226	96.8%	87.0%
	Low Income	841	93.9%	78.8%
2017	Overall	1967	94.0%	83.5%
	Liberal Art	1039	90.6%	73.0%
	CTE	928	97.7%	95.3%
	Veteran	61	96.7%	93.4%
	DSPS	52	88.5%	76.9%
	1st Gen	910	92.9%	83.2%
	Low Income	818	91.2%	77.3%
2016	Overall	1917	94.3%	81.5%
	Liberal Art	1177	92.1%	73.5%
	CTE	740	97.8%	94.2%
	Veteran	59	93.2%	88.1%
	DSPS	64	92.2%	67.2%
	1st Gen	804	94.0%	80.7%
	Low Income	749	92.7%	73.3%

Spring Semester for Hispanic or Latino Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	1,282	95.4%	89.5%
	Liberal Art	702	93.4%	85.5%
	CTE	580	97.8%	94.5%
	Veteran	23	91.3%	91.3%
	DSPS	40	97.5%	92.5%
	1st Gen	642	96.0%	90.2%
	Low Income	316	95.3%	88.0%
2019	Overall	1,636	93.2%	82.1%
	Liberal Art	954	90.3%	74.5%
	CTE	682	97.2%	92.7%
	Veteran	34	88.2%	88.2%
	DSPS	64	90.6%	60.9%
	1st Gen	839	93.3%	82.0%
	Low Income	493	89.2%	77.9%
2018	Overall	1,468	94.3%	85.1%
	Liberal Art	880	93.1%	80.5%
	CTE	588	96.1%	92.2%
	Veteran	29	82.8%	79.3%
	DSPS	47	87.2%	61.7%
	1st Gen	709	93.8%	83.6%
	Low Income	392	89.8%	80.4%
2017	Overall	2,122	95.2%	85.3%
	Liberal Art	1011	92.1%	73.9%
	CTE	1111	98.0%	95.7%
	Veteran	79	89.9%	86.1%
	DSPS	74	93.2%	73.0%
	1st Gen	955	93.8%	84.3%
	Low Income	642	92.4%	79.3%
2016	Overall	1,574	91.2%	78.4%
	Liberal Art	953	87.7%	71.1%
	CTE	621	96.5%	89.5%
	Veteran	74	85.1%	79.7%
	DSPS	92	82.6%	70.7%
	1st Gen	650	91.5%	75.5%
	Low Income	409	86.3%	66.0%

Summer Semester for Hispanic or Latino Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	26	100.0%	96.2%
	Liberal Art	18	100.0%	94.4%
	CTE	8	100.0%	100.0%
	Veteran	n/a	n/a	n/a
	DSPS	n/a	n/a	n/a
	1st Gen	10	100.0%	100.0%
	Low Income	8	100.0%	87.5%
2019	Overall	449	99.1%	97.6%
	Liberal Art	43	90.7%	81.4%
	CTE	406	100.0%	99.3%
	Veteran	27	100.0%	100.0%
	DSPS	4	100.0%	100.0%
	1st Gen	241	99.6%	98.8%
	Low Income	62	95.2%	91.9%
2018	Overall	348	98.6%	96.3%
	Liberal Art	50	90.0%	84.0%
	CTE	298	100.0%	98.3%
	Veteran	32	96.9%	93.8%
	DSPS	6	83.3%	83.3%
	1st Gen	182	98.4%	95.1%
	Low Income	55	96.4%	92.7%
2017	Overall	112	96.4%	90.2%
	Liberal Art	85	96.5%	90.6%
	CTE	27	96.3%	88.9%
	Veteran	5	100.0%	100.0%
	DSPS	7	100.0%	100.0%
	1st Gen	99	97.4%	95.5%
	Low Income	51	96.1%	88.2%
2016	Overall	229	99.1%	95.6%
	Liberal Art	68	97.1%	85.3%
	CTE	161	100.0%	100.0%
	Veteran	23	100.0%	95.7%
	DSPS	7	100.0%	85.7%
	1st Gen	93	98.9%	93.5%
	Low Income	51	98.0%	92.2%

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Darkest Green - Highest success rate for that semester

Darkest Red - Lowest success rate for that semester

Fall Semester for African American Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	319	76.8%	46.1%
	Liberial Art	138	74.6%	47.1
	CTE	181	78.5%	45.3
	Veteran	6	33.3%	16.7%
	DSPS	4	100.0%	25.0%
	1st Gen	151	70.2%	36.4%
	Low Income	177	74.6%	36.7%
2019	Overall	333	70.0%	40.5%
	Liberial Art	143	74.1%	39.9%
	CTE	190	66.8%	41.1%
	Veteran	16	50.0%	43.8%
	DSPS	6	100.0%	100.0%
	1st Gen	148	68.9%	35.8%
	Low Income	187	69.0%	36.4%
2018	Overall	358	74.3%	44.1%
	Liberial Art	174	69.0%	40.2%
	CTE	184	79.3%	47.8%
	Veteran	14	78.6%	57.1%
	DSPS	10	70.0%	30.0%
	1st Gen	130	76.2%	36.2%
	Low Income	199	72.4%	41.2%
2017	Overall	302	76.5%	48.3%
	Liberial Art	124	82.3%	48.4%
	CTE	178	72.5%	48.3%
	Veteran	14	71.4%	57.1%
	DSPS	18	83.3%	83.3%
	1st Gen	86	75.6%	39.5%
	Low Income	193	74.1%	47.7%
2016	Overall	316	77.8%	43.0%
	Liberial Art	124	73.4%	43.5%
	CTE	192	80.7%	42.7%
	Veteran	11	90.9%	90.9%
	DSPS	22	81.8%	50.0%
	1st Gen	121	69.4%	29.8%
	Low Income	205	74.6%	37.6%

Spring Semester for African American Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	281	82.2%	63.0%
	Liberial Art	126	82.5%	66.7%
	CTE	155	81.9%	60.0%
	Veteran	9	77.8%	66.7%
	DSPS	7	100.0%	71.4%
	1st Gen	121	85.1%	59.5%
	Low Income	131	78.6%	58.8%
2019	Overall	286	76.2%	42.0%
	Liberial Art	141	72.3%	36.2%
	CTE	145	80.0%	47.6%
	Veteran	7	100.0%	71.4%
	DSPS	4	100.0%	100.0%
	1st Gen	118	82.2%	35.6%
	Low Income	125	72.0%	34.4%
2018	Overall	297	72.7%	51.5%
	Liberial Art	149	71.8%	54.4%
	CTE	148	73.6%	48.6%
	Veteran	18	66.7%	61.1%
	DSPS	10	90.0%	70.0%
	1st Gen	95	75.8%	45.3%
	Low Income	137	72.3%	48.2%
2017	Overall	302	71.5%	44.4%
	Liberial Art	107	63.6%	45.8%
	CTE	195	75.9%	43.6%
	Veteran	10	70.0%	50.0%
	DSPS	25	72.0%	56.0%
	1st Gen	96	76.0%	37.5%
	Low Income	149	66.4%	37.6%
2016	Overall	349	68.2%	39.0%
	Liberial Art	142	62.0%	34.5%
	CTE	207	72.5%	42.0%
	Veteran	16	62.5%	50.0%
	DSPS	15	93.3%	93.3%
	1st Gen	102	59.8%	30.4%
	Low Income	165	63.0%	32.1%

Summer Semester for African American Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	158	67.7%	46.8%
	Liberial Art	84	69.0%	50.0%
	CTE	74	66.2%	43.2%
	Veteran	4	75.0%	50.0%
	DSPS	4	100.0%	50.0%
	1st Gen	56	57.1%	35.7%
	Low Income	67	49.3%	23.9%
2019	Overall	123	89.4%	55.3%
	Liberial Art	67	92.5%	58.2%
	CTE	56	85.7%	51.8%
	Veteran	3	100.0%	100.0%
	DSPS	0	n/a	n/a
	1st Gen	43	90.7%	53.5%
	Low Income	54	92.6%	44.4%
2018	Overall	174	86.2%	60.9%
	Liberial Art	96	86.5%	60.4%
	CTE	78	85.9%	61.5%
	Veteran	10	70.0%	60.0%
	DSPS	5	80.0%	40.0%
	1st Gen	55	89.1%	60.0%
	Low Income	77	81.8%	54.5%
2017	Overall	133	88.7%	64.7%
	Liberial Art	67	86.6%	59.7%
	CTE	66	90.9%	69.7%
	Veteran	8	87.5%	62.5%
	DSPS	7	85.7%	57.1%
	1st Gen	45	88.9%	55.6%
	Low Income	88	87.5%	63.6%
2016	Overall	169	81.1%	52.7%
	Liberial Art	93	76.3%	52.7%
	CTE	76	86.8%	52.6%
	Veteran	7	100.0%	85.7%
	DSPS	17	70.6%	47.1%
	1st Gen	41	80.5%	46.3%
	Low Income	86	82.6%	44.2

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Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for African American Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	139	84.2%	74.1%
	Liberial Art	118	85.6%	74.6%
	CTE	21	76.2%	71.4%
	Veteran	1	100.0%	100.0%
	DSPS	5	80.0%	40.0%
	1st Gen	48	77.1%	62.5%
	Low Income	47	74.5%	57.4%
2019	Overall	168	86.9%	70.8%
	Liberial Art	124	84.7%	66.1%
	CTE	44	93.2%	84.1%
	Veteran	6	83.3%	50.0%
	DSPS	1	100.0%	100.0%
	1st Gen	63	84.1%	71.4%
	Low Income	78	83.3%	66.7%
2018	Overall	176	93.8%	72.2%
	Liberial Art	139	92.8%	67.6%
	CTE	37	97.3%	89.2%
	Veteran	1	100.0%	100.0%
	DSPS	6	83.3%	33.3%
	1st Gen	58	87.9%	70.7%
	Low Income	106	93.4%	70.8%
2017	Overall	191	89.0%	72.8%
	Liberial Art	137	90.5%	71.5%
	CTE	54	85.2%	75.9%
	Veteran	7	100.0%	100.0%
	DSPS	7	42.9%	14.3%
	1st Gen	64	90.6%	70.3%
	Low Income	129	89.1%	72.1%
2016	Overall	175	89.1%	63.4%
	Liberial Art	129	86.0%	57.4%
	CTE	46	97.8%	80.4%
	Veteran	9	88.9%	88.9%
	DSPS	22	100.0%	59.1%
	1st Gen	78	84.6%	56.4%
	Low Income	116	86.2%	57.8%

Spring Semester for African American Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	105	85.7%	76.2%
	Liberial Art	80	83.8%	71.3%
	CTE	25	92.0%	92.0%
	Veteran	1	100.0%	100.0%
	DSPS	8	50.0%	37.5%
	1st Gen	48	83.3%	47.6%
	Low Income	34	82.4%	79.4%
2019	Overall	143	91.6%	74.1%
	Liberial Art	109	89.9%	68.8%
	CTE	34	97.1%	91.2%
	Veteran	5	80.0%	80.0%
	DSPS	4	100.0%	100.0%
	1st Gen	50	86.0%	60.5%
	Low Income	42	88.1%	78.6%
2018	Overall	131	92.4%	79.4%
	Liberial Art	95	91.6%	75.8%
	CTE	36	94.4%	88.9%
	Veteran	7	85.7%	85.7%
	DSPS	n/a	n/a	n/a
	1st Gen	46	84.8%	73.9%
	Low Income	45	84.4%	66.7%
2017	Overall	124	91.9%	68.5%
	Liberial Art	86	90.7%	66.3%
	CTE	38	94.7%	73.7%
	Veteran	14	92.9%	50.0%
	DSPS	24	95.8%	62.5%
	1st Gen	43	88.4%	76.0%
	Low Income	40	85.0%	55.0%
2016	Overall	101	81.2%	58.4%
	Liberial Art	74	78.4%	51.4%
	CTE	27	88.9%	77.8%
	Veteran	10	90.0%	70.0%
	DSPS	14	92.9%	64.3%
	1st Gen	21	81.0%	72.9%
	Low Income	39	61.5%	28.2%

Summer Semester for African American Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	5	80.0%	60.0%
	Liberial Art	4	75.0%	50.0%
	CTE	1	100.0%	100.0%
	Veteran	1	100.0%	100.0%
	DSPS	n/a	n/a	n/a
	1st Gen	3	100.0%	66.7%
	Low Income	2	50.0%	50.0%
2019	Overall	10	90.0%	60.0%
	Liberial Art	6	83.3%	50.0%
	CTE	4	100.0%	75.0%
	Veteran	n/a	n/a	n/a
	DSPS	n/a	n/a	n/a
	1st Gen	5	80.0%	40.0%
	Low Income	6	100.0%	50.0%
2018	Overall	15	86.7%	86.7%
	Liberial Art	2	100.0%	100.0%
	CTE	13	84.6%	84.6%
	Veteran	n/a	n/a	n/a
	DSPS	n/a	n/a	n/a
	1st Gen	6	100.0%	100.0%
	Low Income	7	100.0%	71.4%
2017	Overall	32	86.7%	90.6%
	Liberial Art	29	100.0%	93.1%
	CTE	3	100.0%	66.7%
	Veteran	n/a	n/a	n/a
	DSPS	n/a	n/a	n/a
	1st Gen	5	100.0%	80.0%
	Low Income	7	100.0%	36.4%
2016	Overall	18	100.0%	55.6%
	Liberial Art	16	62.5%	50.0%
	CTE	2	100.0%	100.0%
	Veteran	4	50.0%	50.0%
	DSPS	3	33.3%	33.3%
	1st Gen	8	75.0%	62.5%
	Low Income	11	45.5%	36.4%

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Darkest Red - Lowest success rate for that semester

Fall Semester for White Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	2298	88.2%	76.5%
	Liberal Art	1241	88.4%	75.4%
	CTE	1057	88.0%	77.8%
	Veteran	46	82.6%	63.0%
	DSPS	94	86.2%	66.0%
	1st Gen	555	85.6%	71.9%
	Low Income	617	86.9%	71.6%
2019	Overall	2344	86.8%	71.5%
	Liberal Art	1273	86.7%	71.4%
	CTE	1071	86.8%	71.6%
	Veteran	40	85.0%	70.0%
	DSPS	91	87.9%	69.2%
	1st Gen	657	84.2%	65.3%
	Low Income	824	83.6%	66.3%
2018	Overall	2385	87.0%	72.9%
	Liberal Art	1297	87.7%	73.2%
	CTE	1088	86.2%	72.4%
	Veteran	65	83.1%	78.5%
	DSPS	57	89.5%	77.2%
	1st Gen	582	85.4%	69.4%
	Low Income	1096	84.3%	67.7%
2017	Overall	2537	86.8%	73.1%
	Liberal Art	1324	86.4%	72.4%
	CTE	1213	87.2%	73.8%
	Veteran	78	92.3%	85.9%
	DSPS	109	82.6%	70.6%
	1st Gen	581	85.9%	70.7%
	Low Income	1142	86.2%	70.1%
2016	Overall	2552	86.1%	68.8%
	Liberal Art	1318	84.1%	68.0%
	CTE	1234	88.2%	69.8%
	Veteran	94	88.3%	66.0%
	DSPS	116	92.2%	75.0%
	1st Gen	719	86.2%	66.9%
	Low Income	1099	85.8%	64.0%

Spring Semester for White Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	2,270	89.9%	82.6%
	Liberal Art	1156	90.8%	84.3%
	CTE	1114	89.0%	80.8%
	Veteran	66	77.3%	71.2%
	DSPS	76	88.2%	81.6%
	1st Gen	596	89.3%	80.9%
	Low Income	596	86.7%	76.5%
2019	Overall	2,264	86.8%	74.6%
	Liberal Art	1168	85.4%	73.5%
	CTE	1096	88.3%	75.6%
	Veteran	75	89.3%	78.7%
	DSPS	76	90.8%	68.4%
	1st Gen	534	87.8%	73.2%
	Low Income	777	85.1%	71.8%
2018	Overall	2,436	86.9%	73.4%
	Liberal Art	1240	87.4%	74.4%
	CTE	1196	86.5%	72.4%
	Veteran	96	86.5%	72.9%
	DSPS	83	86.7%	67.5%
	1st Gen	584	84.8%	68.2%
	Low Income	875	86.5%	68.7%
2017	Overall	2,289	87.3%	71.0%
	Liberal Art	1173	86.0%	69.1%
	CTE	1116	88.6%	73.0%
	Veteran	72	91.7%	79.2%
	DSPS	89	84.3%	66.3%
	1st Gen	594	83.7%	62.5%
	Low Income	962	87.0%	67.5%
2016	Overall	2,451	83.2%	69.4%
	Liberal Art	1236	81.6%	66.6%
	CTE	1215	84.9%	72.3%
	Veteran	117	74.4%	51.3%
	DSPS	100	85.0%	73.0%
	1st Gen	632	82.0%	65.8%
	Low Income	727	79.8%	61.5%

Summer Semester for White Distance Education Population				
Census Student				
Year	Attribute	Headcount	Retention	Success
2020	Overall	1089	90.4%	81.4%
	Liberal Art	626	91.7%	82.4%
	CTE	463	88.6%	79.9%
	Veteran	20	95.0%	90.0%
	DSPS	21	81.0%	76.2%
	1st Gen	286	90.9%	80.1%
	Low Income	262	87.0%	71.4%
2019	Overall	1153	91.5%	80.6%
	Liberal Art	671	92.0%	80.6%
	CTE	482	90.9%	80.5%
	Veteran	36	91.7%	80.6%
	DSPS	21	85.7%	61.9%
	1st Gen	299	90.3%	78.6%
	Low Income	458	90.6%	79.5%
2018	Overall	1207	90.8%	79.0%
	Liberal Art	740	90.3%	78.4%
	CTE	467	91.6%	80.1%
	Veteran	42	90.5%	81.0%
	DSPS	16	100.0%	87.5%
	1st Gen	210	88.6%	71.9%
	Low Income	495	90.1%	75.4%
2017	Overall	1285	88.6%	76.3%
	Liberal Art	734	89.0%	74.8%
	CTE	551	88.2%	78.2%
	Veteran	44	81.8%	70.5%
	DSPS	39	100.0%	92.3%
	1st Gen	254	89.4%	74.8%
	Low Income	511	86.7%	73.0%
2016	Overall	1375	87.7%	75.1%
	Liberal Art	830	85.9%	72.2%
	CTE	545	90.5%	79.4%
	Veteran	61	80.3%	70.5%
	DSPS	42	76.2%	57.1%
	1st Gen	300	87.7%	74.7%
	Low Income	567	87.5%	73.9%

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Darkest Red - Lowest success rate for that semester

Fall Semester for White Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	1242	92.4%	84.7%
	Liberal Art	969	92.1%	83.5%
	CTE	273	93.4%	89.0%
	Veteran	23	91.3%	73.9%
	DSPS	47	93.6%	80.9%
	1st Gen	228	86.8%	75.9%
	Low Income	231	91.3%	81.4%
2019	Overall	1835	93.0%	85.1%
	Liberal Art	1229	91.0%	80.6%
	CTE	606	96.9%	94.2%
	Veteran	42	97.6%	85.7%
	DSPS	75	85.3%	73.3%
	1st Gen	398	91.2%	80.9%
	Low Income	531	91.0%	77.8%
2018	Overall	2408	94.4%	87.0%
	Liberal Art	1334	91.4%	79.4%
	CTE	1074	98.2%	96.4%
	Veteran	77	90.9%	90.9%
	DSPS	92	84.8%	67.4%
	1st Gen	520	91.9%	82.9%
	Low Income	884	90.7%	77.1%
2017	Overall	2153	92.7%	83.4%
	Liberal Art	1295	89.6%	75.8%
	CTE	858	97.3%	94.9%
	Veteran	104	94.2%	87.5%
	DSPS	137	80.3%	62.0%
	1st Gen	455	90.5%	76.5%
	Low Income	864	88.5%	75.3%
2016	Overall	2218	93.3%	82.2%
	Liberal Art	1342	90.3%	75.3%
	CTE	876	97.9%	92.8%
	Veteran	123	93.5%	85.4%
	DSPS	123	85.4%	64.2%
	1st Gen	455	93.1%	82.0%
	Low Income	902	89.8%	74.3%

Spring Semester for White Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	1,326	97.0%	91.2%
	Liberal Art	866	96.9%	89.8%
	CTE	460	97.2%	93.7%
	Veteran	41	100.0%	92.7%
	DSPS	126	96.2%	84.6%
	1st Gen	282	95.7%	87.6%
	Low Income	241	93.8%	83.8%
2019	Overall	1,750	92.6%	83.0%
	Liberal Art	1187	91.3%	79.9%
	CTE	563	95.2%	89.5%
	Veteran	41	97.6%	85.4%
	DSPS	117	89.5%	61.8%
	1st Gen	377	88.9%	79.0%
	Low Income	531	87.0%	75.7%
2018	Overall	1,820	93.3%	85.4%
	Liberal Art	1193	91.4%	81.6%
	CTE	627	97.0%	92.5%
	Veteran	88	96.6%	89.8%
	DSPS	78	88.5%	74.4%
	1st Gen	372	89.9%	75.3%
	Low Income	526	90.9%	78.3%
2017	Overall	2,182	93.9%	84.7%
	Liberal Art	1208	92.5%	78.8%
	CTE	974	95.7%	92.1%
	Veteran	161	94.4%	86.3%
	DSPS	76	89.7%	76.9%
	1st Gen	533	92.5%	79.4%
	Low Income	642	89.9%	74.5%
2016	Overall	2,125	91.7%	83.2%
	Liberal Art	1244	88.3%	76.8%
	CTE	881	96.4%	92.3%
	Veteran	181	90.1%	81.8%
	DSPS	52	87.3%	78.6%
	1st Gen	508	89.0%	80.9%
	Low Income	448	82.8%	71.2%

Summer Semester for White Ongoing and Non-inmate Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	Overall	36	94.4%	88.9%
	Liberal Art	21	90.5%	81.0%
	CTE	15	100.0%	100.0%
	Veteran	2	50.0%	50.0%
	DSPS	n/a	n/a	n/a
	1st Gen	11	90.9%	90.9%
	Low Income	8	87.5%	75.0%
2019	Overall	379	98.4%	97.6%
	Liberal Art	55	94.5%	89.1%
	CTE	324	99.1%	99.1%
	Veteran	44	100.0%	100.0%
	DSPS	7	85.7%	85.7%
	1st Gen	100	99.0%	99.0%
	Low Income	28	92.9%	82.1%
2018	Overall	377	98.9%	98.1%
	Liberal Art	92	95.7%	93.5%
	CTE	285	100.0%	99.6%
	Veteran	46	100.0%	100.0%
	DSPS	8	100.0%	100.0%
	1st Gen	89	98.9%	97.8%
	Low Income	52	94.2%	92.3%
2017	Overall	129	93.0%	87.6%
	Liberal Art	90	91.1%	85.6%
	CTE	39	97.4%	92.3%
	Veteran	6	100.0%	66.7%
	DSPS	11	90.9%	90.9%
	1st Gen	24	95.8%	87.5%
	Low Income	56	87.5%	82.1%
2016	Overall	328	98.8%	94.5%
	Liberal Art	115	96.5%	85.2%
	CTE	213	100.0%	99.5%
	Veteran	24	100.0%	100.0%
	DSPS	28	89.3%	71.4%
	1st Gen	86	97.7%	96.5%
	Low Income	83	96.4%	86.7%

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5. Distance Education course sections do not include inmate students.
6. DSPS student headcounts include students served by BC, CC and PC.
7. Onground student headcount in this document does not include inmate student headcounts.

Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for Low Income Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	177	74.6%	36.7%
	American Indian	47	80.9%	51.1%
	Asian	24	95.8%	87.5%
	Filipino	9	88.9%	88.9%
	Hispanic/ Latino	774	81.1%	63.4%
	Not Reported	1	100.0%	100.0%
	Pacific Islander	13	92.3%	84.6%
	Two or More Races	138	82.6%	55.8%
White	617	86.9%	71.6%	
2019	African American	187	69.0%	36.4%
	American Indian	66	80.3%	54.5%
	Asian	44	90.9%	86.4%
	Filipino	26	96.2%	80.8%
	Hispanic/ Latino	1,106	80.4%	58.8%
	Not Reported	13	84.6%	76.9%
	Pacific Islander	7	85.7%	57.1%
	Two or More Races	153	83.7%	58.8%
White	824	83.6%	66.3%	
2018	African American	199	72.4%	41.2%
	American Indian	69	81.2%	55.1%
	Asian	68	94.1%	85.3%
	Filipino	39	79.5%	66.7%
	Hispanic/ Latino	1,220	82.5%	60.9%
	Not Reported	8	37.5%	37.5%
	Pacific Islander	8	87.5%	87.5%
	Two or More Races	180	82.8%	63.9%
White	1,096	84.3%	67.7%	
2017	African American	193	74.1%	47.7%
	American Indian	71	70.4%	52.1%
	Asian	79	87.3%	77.2%
	Filipino	31	80.6%	77.4%
	Hispanic/ Latino	1,091	85.9%	60.5%
	Not Reported			
	Pacific Islander	6	83.3%	50.0%
	Two or More Races	179	84.9%	63.1%
White	1,142	86.2%	70.1%	
2016	African American	205	74.6%	37.6%
	American Indian	55	78.2%	56.4%
	Asian	78	89.7%	71.8%
	Filipino	9	88.9%	88.9%
	Hispanic/ Latino	1,052	81.7%	54.3%
	Not Reported	0		
	Pacific Islander	7	85.7%	71.4%
	Two or More Races	191	83.8%	53.4%
White	1,099	85.8%	64.0%	

Spring Semester for Low Income Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	131	78.6%	58.8%
	American Indian	28	89.3%	75.0%
	Asian	24	95.8%	91.7%
	Filipino	7	100.0%	100.0%
	Hispanic/ Latino	682	87.8%	72.7%
	Not Reported			
	Pacific Islander	4	100.0%	75.0%
	Two or More Races	90	86.7%	81.1%
White	596	86.7%	76.5%	
2019	African American	125	72.0%	34.4%
	American Indian	35	82.9%	74.3%
	Asian	43	79.1%	65.1%
	Filipino	33	93.9%	90.9%
	Hispanic/ Latino	860	82.0%	62.3%
	Not Reported	11	63.6%	63.6%
	Pacific Islander	8	100.0%	100.0%
	Two or More Races	137	77.4%	61.3%
White	777	85.1%	71.8%	
2018	African American	137	72.3%	48.2%
	American Indian	22	95.5%	72.7%
	Asian	42	92.9%	76.2%
	Filipino	19	100.0%	100.0%
	Hispanic/ Latino	916	81.9%	61.4%
	Not Reported	1	100.0%	100.0%
	Pacific Islander	2	50.0%	0.0%
	Two or More Races	134	80.6%	59.0%
White	875	86.5%	68.7%	
2017	African American	149	66.4%	37.6%
	American Indian	51	86.3%	58.8%
	Asian	40	90.0%	77.5%
	Filipino	14	71.4%	50.0%
	Hispanic/ Latino	908	82.6%	58.3%
	Not Reported			
	Pacific Islander	11	81.8%	27.3%
	Two or More Races	118	89.0%	65.3%
White	962	87.0%	67.5%	
2016	African American	165	63.0%	32.1%
	American Indian	62	69.4%	48.4%
	Asian	22	95.5%	95.5%
	Filipino	16	81.3%	62.5%
	Hispanic/ Latino	811	75.7%	49.7%
	Not Reported	3	33.3%	33.3%
	Pacific Islander	9	33.3%	33.3%
	Two or More Races	119	72.3%	46.2%
White	727	79.8%	61.5%	

Summer Semester for Low Income Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	67	49.3%	23.9%
	American Indian	14	71.4%	35.7%
	Asian	16	100.0%	100.0%
	Filipino	5	100.0%	80.0%
	Hispanic/ Latino	371	84.9%	67.1%
	Not Reported	3	100.0%	100.0%
	Pacific Islander	6	83.3%	83.3%
	Two or More Races	35	80.0%	62.9%
White	262	87.0%	71.4%	
2019	African American	54	92.6%	44.4%
	American Indian	29	93.1%	79.3%
	Asian	55	92.7%	81.8%
	Filipino	14	92.9%	71.4%
	Hispanic/ Latino	535	87.1%	68.8%
	Not Reported	45	95.6%	91.1%
	Pacific Islander	7	85.7%	71.4%
	Two or More Races	65	87.7%	66.2%
White	458	90.6%	79.5%	
2018	African American	77	81.8%	54.5%
	American Indian	27	88.9%	74.1%
	Asian	49	83.7%	73.5%
	Filipino	12	91.7%	83.3%
	Hispanic/ Latino	534	86.1%	67.8%
	Not Reported	2	100.0%	50.0%
	Pacific Islander	11	90.9%	81.8%
	Two or More Races	80	83.8%	65.0%
White	495	90.1%	75.4%	
2017	African American	88	87.5%	63.6%
	American Indian	24	87.5%	66.7%
	Asian	58	91.4%	82.8%
	Filipino	18	94.4%	77.8%
	Hispanic/ Latino	558	84.6%	63.3%
	Not Reported	0		
	Pacific Islander	3	100.0%	100.0%
	Two or More Races	63	82.5%	63.5%
White	511	86.7%	73.0%	
2016	African American	86	82.6%	44.2%
	American Indian	23	91.3%	82.6%
	Asian	58	96.6%	86.2%
	Filipino	19	84.2%	73.7%
	Hispanic/ Latino	521	83.9%	57.2%
	Not Reported	3	100.0%	66.7%
	Pacific Islander	7	100.0%	57.1%
	Two or More Races	65	86.2%	66.2%
White	567	87.5%	73.9%	

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Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for 1st Generation Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	African American	151	70.2%	36.4%
	American Indian	56	82.1%	62.5%
	Asian	37	94.6%	91.9%
	Filipino	7	85.7%	85.7%
	Hispanic/ Latino	1,085	85.0%	68.9%
	Not Reported			
	Pacific Islander	18	100.0%	100.0%
	Two or More Races	55	74.5%	63.6%
White	555	85.6%	71.9%	
2019	African American	148	68.9%	35.8%
	American Indian	50	74.0%	50.0%
	Asian	50	90.0%	82.0%
	Filipino	9	88.9%	88.9%
	Hispanic/ Latino	1,368	81.9%	61.5%
	Not Reported	7	71.4%	57.1%
	Pacific Islander	8	100.0%	100.0%
	Two or More Races	97	83.5%	63.9%
White	657	84.2%	65.3%	
2018	African American	130	76.2%	36.2%
	American Indian	35	80.0%	65.7%
	Asian	62	95.2%	91.9%
	Filipino	16	68.8%	50.0%
	Hispanic/ Latino	1,266	83.1%	61.7%
	Not Reported	3	100.0%	100.0%
	Pacific Islander	10	90.0%	90.0%
	Two or More Races	102	87.3%	69.6%
White	582	85.4%	69.4%	
2017	African American	86	75.6%	39.5%
	American Indian	40	72.5%	50.0%
	Asian	45	88.9%	77.8%
	Filipino	18	83.3%	83.3%
	Hispanic/ Latino	1,110	84.4%	58.8%
	Not Reported			
	Pacific Islander	2	100.0%	100.0%
	Two or More Races	101	75.2%	53.5%
White	581	85.9%	70.7%	
2016	African American	121	69.4%	29.8%
	American Indian	31	80.6%	54.8%
	Asian	42	92.9%	88.1%
	Filipino	12	91.7%	91.7%
	Hispanic/ Latino	1,071	82.5%	58.7%
	Not Reported	0		
	Pacific Islander	7	57.1%	28.6%
	Two or More Races	87	82.8%	57.5%
White	719	86.2%	66.9%	

Spring Semester for 1st Generation Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	African American	121	85.1%	59.5%
	American Indian	37	94.6%	78.4%
	Asian	54	96.3%	92.6%
	Filipino	14	78.6%	78.6%
	Hispanic/ Latino	1,105	86.9%	74.5%
	Not Reported			
	Pacific Islander	10	60.0%	60.0%
	Two or More Races	78	80.8%	70.5%
White	596	89.3%	80.9%	
2019	African American	118	82.2%	35.6%
	American Indian	33	84.8%	63.6%
	Asian	56	83.9%	71.4%
	Filipino	10	100.0%	100.0%
	Hispanic/ Latino	1,142	82.1%	64.9%
	Not Reported	3	0.0%	0.0%
	Pacific Islander	10	90.0%	80.0%
	Two or More Races	87	83.9%	59.8%
White	534	87.8%	73.2%	
2018	African American	95	75.8%	45.3%
	American Indian	19	89.5%	68.4%
	Asian	31	90.3%	80.6%
	Filipino	15	100.0%	100.0%
	Hispanic/ Latino	1,121	81.7%	61.2%
	Not Reported			
	Pacific Islander	5	100.0%	80.0%
	Two or More Races	94	85.1%	63.8%
White	584	84.8%	68.2%	
2017	African American	96	76.0%	37.5%
	American Indian	37	86.5%	62.2%
	Asian	44	81.8%	75.0%
	Filipino	11	72.7%	63.6%
	Hispanic/ Latino	1,050	82.6%	61.8%
	Not Reported			
	Pacific Islander	9	88.9%	88.9%
	Two or More Races	61	90.2%	75.4%
White	594	83.7%	62.5%	
2016	African American	102	59.8%	30.4%
	American Indian	33	78.8%	57.6%
	Asian	36	86.1%	72.2%
	Filipino	17	94.1%	70.6%
	Hispanic/ Latino	997	80.2%	55.4%
	Not Reported	0		
	Pacific Islander	3	100.0%	100.0%
	Two or More Races	70	82.9%	61.4%
White	632	82.0%	65.8%	

Summer Semester for 1st Generation Distance Education Population				
Year	Attribute	Census Student		
		Headcount	Retention	Success
2020	African American	56	57.1%	35.7%
	American Indian	16	68.8%	43.8%
	Asian	36	94.4%	88.9%
	Filipino	7	100.0%	85.7%
	Hispanic/ Latino	543	88.0%	75.7%
	Not Reported	2	100.0%	100.0%
	Pacific Islander	12	91.7%	91.7%
	Two or More Races	26	76.9%	65.4%
White	286	90.9%	80.1%	
2019	African American	43	90.7%	53.5%
	American Indian	13	92.3%	84.6%
	Asian	34	88.2%	70.6%
	Filipino	10	80.0%	60.0%
	Hispanic/ Latino	668	87.7%	69.6%
	Not Reported	5	100.0%	100.0%
	Pacific Islander	5	100.0%	80.0%
	Two or More Races	37	83.8%	56.8%
White	299	90.3%	78.6%	
2018	African American	55	89.1%	60.0%
	American Indian	19	73.7%	47.4%
	Asian	32	87.5%	78.1%
	Filipino	6	100.0%	83.3%
	Hispanic/ Latino	612	84.6%	67.5%
	Not Reported			
	Pacific Islander	8	87.5%	75.0%
	Two or More Races	52	88.5%	78.8%
White	210	88.6%	71.9%	
2017	African American	45	88.9%	56.6%
	American Indian	13	76.9%	61.5%
	Asian	25	96.0%	88.0%
	Filipino	6	100.0%	66.7%
	Hispanic/ Latino	596	84.9%	64.6%
	Not Reported			
	Pacific Islander	4	100.0%	100.0%
	Two or More Races	37	75.7%	56.8%
White	254	89.4%	74.8%	
2016	African American	41	80.5%	46.3%
	American Indian	11	100.0%	90.9%
	Asian	29	100.0%	86.2%
	Filipino	9	88.9%	77.8%
	Hispanic/ Latino	586	83.8%	62.6%
	Not Reported	1	100.0%	0.0%
	Pacific Islander	6	100.0%	66.7%
	Two or More Races	39	76.9%	71.8%
White	300	87.7%	74.7%	

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Darkest Green - Highest success rate for that semester

Darkest Red - Lowest success rate for that semester

Fall Semester for Veteran Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	6	33.3%	16.7%
	American Indian			
	Asian	1	100.0%	100.0%
	Filipino	0		
	Hispanic/ Latino	13	92.3%	69.2%
	Not Reported			
	Pacific Islander	0		
Two or More Races	4	100.0%	100.0%	
White	46	82.6%	63.0%	
2019	African American	16	50.0%	43.8%
	American Indian			
	Asian	4	75.0%	75.0%
	Filipino	7	100.0%	100.0%
	Hispanic/ Latino	29	82.8%	62.1%
	Not Reported			
	Pacific Islander			
Two or More Races	2	50.0%	50.0%	
White	40	85.0%	70.0%	
2018	African American	14	78.6%	57.1%
	American Indian	0		
	Asian	5	100.0%	80.0%
	Filipino	11	90.9%	90.9%
	Hispanic/ Latino	42	73.8%	61.9%
	Not Reported			
	Pacific Islander	1	0.0%	0.0%
Two or More Races	3	100.0%	66.7%	
White	65	83.1%	78.5%	
2017	African American	14	71.4%	57.1%
	American Indian			
	Asian	7	100.0%	100.0%
	Filipino	5	100.0%	100.0%
	Hispanic/ Latino	52	90.4%	69.2%
	Not Reported			
	Pacific Islander	1	100.0%	100.0%
Two or More Races	6	66.7%	33.3%	
White	78	92.3%	85.9%	
2016	African American	11	90.9%	90.9%
	American Indian	0		
	Asian	13	92.3%	46.2%
	Filipino			
	Hispanic/ Latino	71	90.1%	81.7%
	Not Reported			
	Pacific Islander			
Two or More Races	11	81.8%	54.5%	
White	94	88.3%	66.0%	

Spring Semester for Veteran Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	9	77.8%	66.7%
	American Indian			
	Asian	1	0.0%	0.0%
	Filipino			
	Hispanic/ Latino	52	84.6%	75.0%
	Not Reported			
	Pacific Islander			
Two or More Races	8	87.5%	87.5%	
White	66	77.3%	71.2%	
2019	African American	7	100.0%	71.4%
	American Indian			
	Asian	6	100.0%	50.0%
	Filipino	11	100.0%	100.0%
	Hispanic/ Latino	39	76.9%	53.8%
	Not Reported	1	0.0%	0.0%
	Pacific Islander	3	0.0%	0.0%
Two or More Races	4	50.0%	50.0%	
White	75	89.3%	78.7%	
2018	African American	18	66.7%	61.1%
	American Indian			
	Asian	8	100.0%	87.5%
	Filipino	4	100.0%	100.0%
	Hispanic/ Latino	55	83.6%	69.1%
	Not Reported			
	Pacific Islander	1	100.0%	0.0%
Two or More Races	8	50.0%	12.5%	
White	96	86.5%	72.9%	
2017	African American	10	70.0%	50.0%
	American Indian			
	Asian	4	100.0%	100.0%
	Filipino	7	100.0%	100.0%
	Hispanic/ Latino	67	94.0%	82.1%
	Not Reported			
	Pacific Islander			
Two or More Races	7	28.6%	28.6%	
White	72	91.7%	79.2%	
2016	African American	16	62.5%	50.0%
	American Indian			
	Asian	8	100.0%	100.0%
	Filipino	3	100.0%	66.7%
	Hispanic/ Latino	94	76.6%	53.2%
	Not Reported			
	Pacific Islander			
Two or More Races	11	63.6%	63.6%	
White	117	74.4%	51.3%	

Summer Semester for Veteran Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	4	75.0%	50.0%
	American Indian			
	Asian	4	50.0%	50.0%
	Filipino			
	Hispanic/ Latino	15	80.0%	80.0%
	Not Reported			
	Pacific Islander	2	100.0%	100.0%
Two or More Races	2	100.0%	100.0%	
White	20	95.0%	90.0%	
2019	African American	3	100.0%	100.0%
	American Indian			
	Asian	1	100.0%	100.0%
	Filipino	3	100.0%	100.0%
	Hispanic/ Latino	17	88.2%	64.7%
	Not Reported			
	Pacific Islander			
Two or More Races	0			
White	36	91.7%	80.6%	
2018	African American	10	70.0%	60.0%
	American Indian			
	Asian	1	100.0%	100.0%
	Filipino			
	Hispanic/ Latino	28	96.4%	82.1%
	Not Reported			
	Pacific Islander	2	100.0%	100.0%
Two or More Races	5	100.0%	40.0%	
White	42	90.5%	81.0%	
2017	African American	8	87.5%	62.5%
	American Indian			
	Asian	6	83.3%	66.7%
	Filipino	2	100.0%	100.0%
	Hispanic/ Latino	32	87.5%	65.6%
	Not Reported			
	Pacific Islander	2	100.0%	100.0%
Two or More Races	4	75.0%	50.0%	
White	44	81.8%	70.5%	
2016	African American	7	100.0%	85.7%
	American Indian			
	Asian	9	77.8%	44.4%
	Filipino			
	Hispanic/ Latino	31	93.5%	83.9%
	Not Reported			
	Pacific Islander			
Two or More Races	5	60.0%	60.0%	
White	61	80.3%	65.6%	

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4. A course section designated as a campus site course in Banner, but offered online during Fall 2020, Summer 2020 and Spring 2020 will be reflected as an onground course even if its offered online.
5. Distance Education course sections do not include inmate students.
6. DSPS student headcounts include students served by BC, CC and PC.
7. Ongoing student headcount in this document does not include inmate student headcounts.

Darkest Green - Highest success rate for that semester

Darkest Red - Lowest success rate for that semester

Fall Semester for Campus Distance Education Population				
Year	Attribute	Census Student Headcount		
		t	Retention	Success
2020	Cerro Coso Main Campus	16	100.0%	100.0%
	Cerro Coso CC On-line	5,394	86.0%	71.2%
	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop	47	89.4%	85.1%
	Cerro Coso Mammoth			
2019	Cerro Coso Main Campus	67	82.1%	53.7%
	Cerro Coso CC On-line	5,737	83.1%	65.7%
	Cerro Coso East Kern	27	96.3%	66.7%
	Cerro Coso ESCC Bishop	82	97.6%	75.6%
	Cerro Coso Mammoth	81	97.5%	76.5%
2018	Cerro Coso KRV	34	88.2%	64.7%
	Cerro Coso Main Campus	77	92.2%	87.0%
	Cerro Coso CC On-line	5,732	83.9%	66.6%
	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop	65	92.3%	75.4%
2017	Cerro Coso Mammoth	54	81.5%	59.3%
	Cerro Coso KRV	25	84.0%	84.0%
	Cerro Coso Main Campus	54	85.2%	79.6%
	Cerro Coso CC On-line	5,497	85.2%	66.6%
	Cerro Coso East Kern	35	91.4%	91.4%
2016	Cerro Coso ESCC Bishop	93	83.9%	67.7%
	Cerro Coso Mammoth	88	89.8%	72.7%
	Cerro Coso KRV	56	89.3%	87.5%
	Cerro Coso Main Campus	129	98.4%	91.5%
	Cerro Coso CC On-line	5,234	83.5%	62.0%

Spring Semester for Campus Distance Education Population				
Year	Attribute	Census Student Headcount		
		t	Retention	Success
2020	Cerro Coso Main Campus	22	86.4%	72.7%
	Cerro Coso CC On-line	5,041	88.3%	78.9%
	Cerro Coso East Kern	50	92.0%	88.0%
	Cerro Coso ESCC Bishop	70	91.4%	80.0%
	Cerro Coso Mammoth	68	94.1%	88.2%
2019	Cerro Coso KRV	18	77.8%	55.6%
	Cerro Coso Main Campus			
	Cerro Coso CC On-line	5,364	84.0%	68.5%
	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop			
2018	Cerro Coso Mammoth			
	Cerro Coso KRV	9	55.6%	33.3%
	Cerro Coso Main Campus	23	87.0%	78.3%
	Cerro Coso CC On-line	5,432	84.1%	68.0%
	Cerro Coso East Kern			
2017	Cerro Coso ESCC Bishop	62	91.9%	77.4%
	Cerro Coso Mammoth	57	96.5%	86.0%
	Cerro Coso KRV	41	87.8%	70.7%
	Cerro Coso Main Campus	24	100.0%	83.3%
	Cerro Coso CC On-line	5,058	84.5%	65.4%
2016	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop	146	91.1%	71.9%
	Cerro Coso Mammoth	109	81.7%	67.0%
	Cerro Coso KRV	27	88.9%	77.8%
	Cerro Coso Main Campus	70	87.1%	81.4%

Summer Semester for Campus Distance Education Population				
Year	Attribute	Census Student Headcount		
		t	Retention	Success
2020	Cerro Coso Main Campus			
	Cerro Coso CC On-line	2,725	88.2%	76.6%
	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop	15	100.0%	100.0%
	Cerro Coso Mammoth			
2019	Cerro Coso KRV			
	Cerro Coso Main Campus			
	Cerro Coso CC On-line	2,927	89.5%	74.3%
	Cerro Coso East Kern			
	Cerro Coso ESCC Bishop			
2018	Cerro Coso Mammoth			
	Cerro Coso KRV			
	Cerro Coso Main Campus	17	88.2%	76.5%
	Cerro Coso CC On-line	3,044	88.0%	73.8%
	Cerro Coso East Kern	6	66.7%	66.7%
2017	Cerro Coso ESCC Bishop			
	Cerro Coso Mammoth			
	Cerro Coso KRV			
	Cerro Coso Main Campus	21	76.2%	61.9%
	Cerro Coso CC On-line	2,979	87.4%	71.0%
2016	Cerro Coso East Kern	48	100.0%	100.0%
	Cerro Coso ESCC Bishop			
	Cerro Coso Mammoth			
	Cerro Coso KRV			
	Cerro Coso Main Campus	44	93.2%	88.6%

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Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for Non-DSPS Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	315	76.5%	46.3%
	American Indian	124	87.1%	68.5%
	Asian	118	90.7%	84.7%
	Filipino	56	94.6%	83.9%
	Hispanic/ Latino	2,077	85.0%	70.2%
	Not Reported	7	100.0%	57.1%
	Pacific Islander	34	94.1%	85.3%
	Two or More Races	340	85.6%	64.1%
	White	2,204	88.3%	77.0%
	2019	African American	327	69.4%
American Indian		114	81.6%	62.3%
Asian		147	88.4%	83.0%
Filipino		76	90.8%	69.7%
Hispanic/ Latino		2,510	82.1%	63.5%
Not Reported		27	66.7%	51.9%
Pacific Islander		24	75.0%	66.7%
Two or More Races		353	84.1%	66.6%
White		2,253	86.7%	71.6%
2018		African American	348	74.4%
	American Indian	112	83.0%	64.3%
	Asian	155	91.0%	85.2%
	Filipino	77	88.3%	72.7%
	Hispanic/ Latino	2,411	82.4%	63.1%
	Not Reported	9	44.4%	44.4%
	Pacific Islander	16	87.5%	87.5%
	Two or More Races	328	86.3%	69.2%
	White	2,328	87.0%	72.8%
	2017	African American	284	76.1%
American Indian		136	75.0%	52.9%
Asian		162	90.1%	80.2%
Filipino		67	88.1%	82.1%
Hispanic/ Latino		2,180	85.5%	63.3%
Not Reported		0		
Pacific Islander		10	90.0%	70.0%
Two or More Races		332	81.3%	61.4%
White		2,428	87.0%	73.2%
2016		African American	294	77.6%
	American Indian	88	77.3%	60.2%
	Asian	159	91.8%	76.1%
	Filipino	43	93.0%	86.0%
	Hispanic/ Latino	2,089	82.8%	60.9%
	Not Reported	0		
	Pacific Islander	15	73.3%	46.7%
	Two or More Races	340	85.6%	59.1%
	White	2,436	85.8%	68.6%

Spring Semester for Non-DSPS Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	274	81.8%	62.8%
	American Indian	93	88.2%	78.5%
	Asian	125	95.2%	88.0%
	Filipino	63	88.9%	87.3%
	Hispanic/ Latino	2,046	87.5%	76.8%
	Not Reported	9	88.9%	88.9%
	Pacific Islander	18	72.2%	66.7%
	Two or More Races	285	87.0%	81.1%
	White	2,194	90.0%	82.6%
	2019	African American	282	75.9%
American Indian		80	85.0%	71.3%
Asian		146	84.2%	72.6%
Filipino		71	93.0%	83.1%
Hispanic/ Latino		2,092	82.1%	65.3%
Not Reported		11	63.6%	63.6%
Pacific Islander		18	83.3%	77.8%
Two or More Races		330	80.3%	63.0%
White		2,188	86.7%	74.8%
2018		African American	287	72.1%
	American Indian	71	94.4%	76.1%
	Asian	146	92.5%	86.3%
	Filipino	67	88.1%	82.1%
	Hispanic/ Latino	2,186	82.3%	63.6%
	Not Reported	3	100.0%	33.3%
	Pacific Islander	6	83.3%	66.7%
	Two or More Races	330	83.3%	66.7%
	White	2,353	87.0%	73.6%
	2017	African American	277	71.5%
American Indian		94	87.2%	64.9%
Asian		124	91.9%	84.7%
Filipino		48	81.3%	72.9%
Hispanic/ Latino		2,132	83.6%	62.5%
Not Reported				
Pacific Islander		22	86.4%	50.0%
Two or More Races		254	84.3%	63.4%
White		2,200	87.4%	71.2%
2016		African American	334	67.1%
	American Indian	107	71.0%	55.1%
	Asian	118	83.1%	70.3%
	Filipino	81	87.7%	72.8%
	Hispanic/ Latino	2,123	79.8%	58.4%
	Not Reported	4	50.0%	50.0%
	Pacific Islander	21	57.1%	52.4%
	Two or More Races	271	79.0%	60.5%
	White	2,351	83.2%	69.3%

Summer Semester for Non-DSPS Distance Education Population				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	154	66.9%	46.8%
	American Indian	36	77.8%	58.3%
	Asian	110	95.5%	90.0%
	Filipino	37	97.3%	89.2%
	Hispanic/ Latino	1,143	88.2%	75.1%
	Not Reported	8	100.0%	100.0%
	Pacific Islander	19	94.7%	94.7%
	Two or More Races	126	88.9%	76.2%
	White	1,068	90.5%	81.5%
	2019	African American	123	89.4%
American Indian		42	90.5%	81.0%
Asian		117	91.5%	82.9%
Filipino		43	90.7%	81.4%
Hispanic/ Latino		1,207	87.3%	69.3%
Not Reported		45	95.6%	91.1%
Pacific Islander		17	94.1%	82.4%
Two or More Races		150	89.3%	72.0%
White		1,132	91.6%	80.9%
2018		African American	169	86.4%
	American Indian	52	88.5%	73.1%
	Asian	124	91.1%	82.3%
	Filipino	38	89.5%	81.6%
	Hispanic/ Latino	1,241	85.3%	70.4%
	Not Reported	3	100.0%	66.7%
	Pacific Islander	17	94.1%	88.2%
	Two or More Races	194	87.1%	68.6%
	White	1,191	90.7%	78.9%
	2017	African American	126	88.9%
American Indian		43	83.7%	67.4%
Asian		121	93.4%	86.0%
Filipino		48	89.6%	75.0%
Hispanic/ Latino		1,223	86.8%	66.6%
Not Reported		0		
Pacific Islander		6	100.0%	100.0%
Two or More Races		137	80.3%	64.2%
White		1,246	88.3%	75.8%
2016		African American	152	82.2%
	American Indian	33	90.9%	84.8%
	Asian	120	94.2%	80.8%
	Filipino	55	89.1%	74.5%
	Hispanic/ Latino	1,226	85.5%	65.6%
	Not Reported	4	100.0%	75.0%
	Pacific Islander	16	100.0%	68.8%
	Two or More Races	151	85.4%	71.5%
	White	1,333	88.1%	75.6%

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Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for Non-Veteran and Non-DSPS Distance Education				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	309	77.3%	46.9%
	American Indian	124	87.1%	68.5%
	Asian	117	90.6%	84.6%
	Filipino	56	94.6%	83.9%
	Hispanic/ Latino	2,064	84.9%	70.3%
	Not Reported	7	100.0%	57.1%
	Pacific Islander	34	94.1%	85.3%
	Two or More Races	336	85.4%	63.7%
	White	2,158	88.4%	77.2%
	White	2,158	88.4%	77.2%
2019	African American	313	70.6%	39.6%
	American Indian	114	81.6%	62.3%
	Asian	143	88.8%	83.2%
	Filipino	69	89.9%	66.7%
	Hispanic/ Latino	2,483	82.1%	63.5%
	Not Reported	27	66.7%	51.9%
	Pacific Islander	24	75.0%	66.7%
	Two or More Races	351	84.3%	66.7%
	White	2,215	86.8%	71.6%
	White	2,215	86.8%	71.6%
2018	African American	337	73.6%	43.6%
	American Indian	112	83.0%	64.3%
	Asian	150	90.7%	85.3%
	Filipino	66	87.9%	69.7%
	Hispanic/ Latino	2,369	82.5%	63.1%
	Not Reported	9	44.4%	44.4%
	Pacific Islander	15	93.3%	93.3%
	Two or More Races	325	86.2%	69.2%
	White	2,266	87.0%	72.6%
	White	2,266	87.0%	72.6%
2017	African American	272	75.7%	45.2%
	American Indian	136	75.0%	52.9%
	Asian	155	89.7%	79.4%
	Filipino	62	87.1%	80.6%
	Hispanic/ Latino	2,130	85.4%	63.2%
	Not Reported	0		
	Pacific Islander	9	88.9%	66.7%
	Two or More Races	326	81.6%	62.0%
	White	2,354	86.7%	72.7%
	White	2,354	86.7%	72.7%
2016	African American	285	77.2%	41.1%
	American Indian	88	77.3%	60.2%
	Asian	146	91.8%	78.8%
	Filipino	43	93.0%	86.0%
	Hispanic/ Latino	2,024	82.5%	60.3%
	Not Reported	0		
	Pacific Islander	15	73.3%	46.7%
	Two or More Races	329	85.7%	59.3%
	White	2,344	85.7%	68.7%
	White	2,344	85.7%	68.7%

Spring Semester for Non-Veteran and Non-DSPS Distance Education				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	265	81.9%	62.6%
	American Indian	93	88.2%	78.5%
	Asian	124	96.0%	88.7%
	Filipino	63	88.9%	87.3%
	Hispanic/ Latino	1,994	87.6%	76.9%
	Not Reported	9	88.9%	88.9%
	Pacific Islander	18	72.2%	66.7%
	Two or More Races	277	87.0%	80.9%
	White	2,130	90.4%	83.0%
	White	2,130	90.4%	83.0%
2019	African American	275	75.3%	40.4%
	American Indian	80	85.0%	71.3%
	Asian	140	83.6%	73.6%
	Filipino	60	91.7%	80.0%
	Hispanic/ Latino	2,053	82.2%	65.6%
	Not Reported	10	70.0%	70.0%
	Pacific Islander	15	100.0%	93.3%
	Two or More Races	326	80.7%	63.2%
	White	2,116	86.6%	74.6%
	White	2,116	86.6%	74.6%
2018	African American	269	72.5%	50.2%
	American Indian	71	94.4%	76.1%
	Asian	138	92.0%	86.2%
	Filipino	63	87.3%	81.0%
	Hispanic/ Latino	2,136	82.2%	63.4%
	Not Reported	3	100.0%	33.3%
	Pacific Islander	5	80.0%	80.0%
	Two or More Races	322	84.2%	68.0%
	White	2,265	86.8%	73.5%
	White	2,265	86.8%	73.5%
2017	African American	267	71.5%	43.1%
	American Indian	94	87.2%	64.9%
	Asian	120	91.7%	84.2%
	Filipino	41	78.0%	68.3%
	Hispanic/ Latino	2,070	83.3%	61.8%
	Not Reported			
	Pacific Islander	22	86.4%	50.0%
	Two or More Races	247	85.8%	64.4%
	White	2,129	87.3%	70.9%
	White	2,129	87.3%	70.9%
2016	African American	319	67.4%	36.1%
	American Indian	107	71.0%	55.1%
	Asian	110	81.8%	68.2%
	Filipino	78	87.2%	73.1%
	Hispanic/ Latino	2,033	80.0%	58.7%
	Not Reported	4	50.0%	50.0%
	Pacific Islander	21	57.1%	52.4%
	Two or More Races	262	79.8%	60.7%
	White	2,235	83.6%	70.2%
	White	2,235	83.6%	70.2%

Summer Semester for Non-Veteran and Non-DSPS Distance Education				
Year	Attribute	Census Student Headcount	Retention	Success
2020	African American	150	66.7%	46.7%
	American Indian	36	77.8%	58.3%
	Asian	106	97.2%	91.5%
	Filipino	37	97.3%	89.2%
	Hispanic/ Latino	1,128	88.3%	75.0%
	Not Reported	8	100.0%	100.0%
	Pacific Islander	17	94.1%	94.1%
	Two or More Races	124	88.7%	75.8%
	White	1,048	90.5%	81.3%
	White	1,048	90.5%	81.3%
2019	African American	120	89.2%	54.2%
	American Indian	42	90.5%	81.0%
	Asian	116	91.4%	82.8%
	Filipino	40	90.0%	80.0%
	Hispanic/ Latino	1,191	87.3%	69.3%
	Not Reported	45	95.6%	91.1%
	Pacific Islander	17	94.1%	82.4%
	Two or More Races	150	89.3%	72.0%
	White	1,096	91.6%	80.9%
	White	1,096	91.6%	80.9%
2018	African American	159	87.4%	61.6%
	American Indian	52	88.5%	73.1%
	Asian	123	91.1%	82.1%
	Filipino	38	89.5%	81.6%
	Hispanic/ Latino	1,213	85.1%	70.2%
	Not Reported	3	100.0%	66.7%
	Pacific Islander	15	93.3%	86.7%
	Two or More Races	189	86.8%	69.3%
	White	1,150	90.7%	78.8%
	White	1,150	90.7%	78.8%
2017	African American	118	89.0%	65.3%
	American Indian	43	83.7%	67.4%
	Asian	115	93.9%	87.0%
	Filipino	46	89.1%	73.9%
	Hispanic/ Latino	1,192	86.7%	66.6%
	Not Reported	0		
	Pacific Islander	4	100.0%	100.0%
	Two or More Races	133	80.5%	64.7%
	White	1,202	88.5%	76.0%
	White	1,202	88.5%	76.0%
2016	African American	145	81.4%	51.7%
	American Indian	33	90.9%	84.8%
	Asian	111	95.5%	83.8%
	Filipino	55	89.1%	74.5%
	Hispanic/ Latino	1,196	85.3%	65.1%
	Not Reported	4	100.0%	75.0%
	Pacific Islander	16	100.0%	68.8%
	Two or More Races	148	85.8%	71.6%
	White	1,274	88.3%	76.0%
	White	1,274	88.3%	76.0%

PLEASE READ:

1. Data excludes excuse COVID-19 withdrawals
2. Student headcount means enrolled students, not unique students.
3. Distance education data includes ITV and online. It also includes student who is coded as a campus site student and taking online courses.
4. A course section designated as a campus site course in Banner, but offered online during Fall 2020, Summer 2020 and Spring 2020 will be reflected as an onground course even if its offered online.
5. Distance Education course sections do not include inmate students.
6. DSPS student headcounts include students served by BC, CC and PC.
7. Ongoing student headcount in this document does not include inmate student headcounts.

Darkest Green - Highest success rate for that semester
Darkest Red - Lowest success rate for that semester

Fall Semester for DSPS Distance Education Population				
Year	Attribute	Census Student Headcount		
		Headcount	Retention	Success
2020	African American	4	100.0%	25.0%
	American Indian	4	100.0%	100.0%
	Asian	1	100.0%	100.0%
	Filipino			
	Hispanic/ Latino	70	74.3%	54.3%
	Pacific Islander			
2019	Two or More Races	9	66.7%	55.6%
	White	94	86.2%	66.0%
	African American	6	100.0%	100.0%
	American Indian	2	100.0%	50.0%
	Asian	2	100.0%	100.0%
	Filipino			
2018	Hispanic/ Latino	77	79.2%	55.8%
	Pacific Islander	1	0.0%	0.0%
	Two or More Races	18	94.4%	44.4%
	White	91	87.9%	69.2%
	African American	10	70.0%	30.0%
	American Indian	5	80.0%	60.0%
2017	Asian	4	100.0%	100.0%
	Filipino			
	Hispanic/ Latino	73	74.0%	63.0%
	Pacific Islander			
	Two or More Races	20	75.0%	65.0%
	White	57	89.5%	77.2%
2016	African American	18	83.3%	83.3%
	American Indian	5	80.0%	80.0%
	Asian	2	100.0%	100.0%
	Filipino			
	Hispanic/ Latino	71	87.3%	60.6%
	Pacific Islander			
2015	Two or More Races	19	89.5%	63.2%
	White	109	82.6%	70.6%
	African American	22	81.8%	50.0%
	American Indian	2	100.0%	50.0%
	Asian	9	100.0%	88.9%
	Filipino	0		
2014	Hispanic/ Latino	83	83.1%	53.0%
	Pacific Islander	0		
	Two or More Races	14	85.7%	78.6%
	White	116	92.2%	75.0%

Spring Semester for DSPS Distance Education Population				
Year	Attribute	Census Student Headcount		
		Headcount	Retention	Success
2020	African American	7	100.0%	71.4%
	American Indian	4	100.0%	100.0%
	Asian	6	83.3%	83.3%
	Filipino	1	100.0%	100.0%
	Hispanic/ Latino	54	90.7%	64.8%
	Pacific Islander			
2019	Two or More Races	14	71.4%	42.9%
	White	76	88.2%	81.6%
	African American	4	100.0%	100.0%
	American Indian	3	100.0%	100.0%
	Asian	3	100.0%	100.0%
	Filipino			
2018	Hispanic/ Latino	62	87.1%	58.1%
	Pacific Islander			
	Two or More Races	7	100.0%	100.0%
	White	76	90.8%	68.4%
	African American	10	90.0%	70.0%
	American Indian	1	100.0%	100.0%
2017	Asian	1	100.0%	0.0%
	Filipino			
	Hispanic/ Latino	54	81.5%	66.7%
	Pacific Islander	0		
	Two or More Races	17	70.6%	58.8%
	White	83	86.7%	67.5%
2016	African American	25	72.0%	56.0%
	American Indian	1	100.0%	100.0%
	Asian	8	87.5%	75.0%
	Filipino			
	Hispanic/ Latino	71	78.9%	59.2%
	Pacific Islander			
2015	Two or More Races	19	89.5%	63.2%
	White	89	84.3%	66.3%
	African American	15	93.3%	93.3%
	American Indian	1	0.0%	0.0%
	Asian	7	100.0%	71.4%
	Filipino	2	100.0%	50.0%
2014	Hispanic/ Latino	80	73.8%	45.0%
	Pacific Islander			
	Two or More Races	12	91.7%	83.3%
	White	100	85.0%	73.0%

Summer Semester for DSPS Distance Education Population				
Year	Attribute	Census Student Headcount		
		Headcount	Retention	Success
2020	African American	4	100.0%	50.0%
	American Indian	1	100.0%	100.0%
	Asian			
	Filipino			
	Hispanic/ Latino	8	87.5%	62.5%
	Pacific Islander			
2019	Two or More Races	5	80.0%	60.0%
	White	21	81.0%	76.2%
	African American	0		
	American Indian	2	100.0%	50.0%
	Asian	1	100.0%	100.0%
	Filipino			
2018	Hispanic/ Latino	21	71.4%	38.1%
	Pacific Islander			
	Two or More Races	6	83.3%	66.7%
	White	21	85.7%	61.9%
	African American	5	80.0%	40.0%
	American Indian	2	50.0%	0.0%
2017	Asian	1	100.0%	0.0%
	Filipino			
	Hispanic/ Latino	11	72.7%	63.6%
	Pacific Islander			
	Two or More Races	3	100.0%	66.7%
	White	16	100.0%	87.5%
2016	African American	7	85.7%	57.1%
	American Indian	1	100.0%	100.0%
	Asian	2	100.0%	0.0%
	Filipino			
	Hispanic/ Latino	45	80.0%	60.0%
	Pacific Islander			
2015	Two or More Races	4	75.0%	75.0%
	White	39	100.0%	92.3%
	African American	17	70.6%	47.1%
	American Indian			
	Asian	2	100.0%	100.0%
	Filipino	0		
2014	Hispanic/ Latino	33	81.8%	57.6%
	Pacific Islander			
	Two or More Races	3	66.7%	66.7%
	White	42	76.2%	57.1%

Cerro Coso Community College

2019-2021

STRATEGIC PLAN

Final Reporting on Benchmarks





Goal 1: Maximize Student Success

Objective 1 Improve Onboarding



A. Decrease the % of enrollments dropped before the first day of class



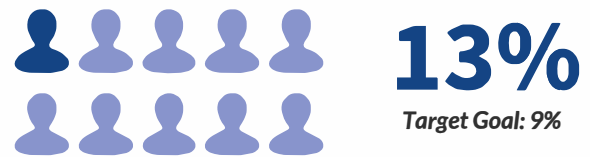
B. Decrease the % of students dropped from all courses before 1st day



C. Decrease the % of enrollments dropped between 1st Day & Census Day



D. Decrease the % of students dropped between 1st Day & Census Day



E. Increase the % of students completing assessment testing as part of onboarding



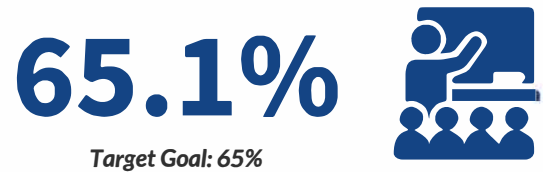
F. Increase the % of students completing advisement/counseling as part of onboarding



G. Increase the % of students completing abbreviated education plans as part of onboarding



H. Increase the % of students completing orientation as part of onboarding





Goal 1: Maximize Student Success

Objective 2

Improve Momentum Toward Students' End Goals



A. Increase the % of students completing comprehensive education plans in 1st term

23%



Target Goal: 15%



B. Increase the average # of credits attempted per semester by degree-seeking students

5.91 credits

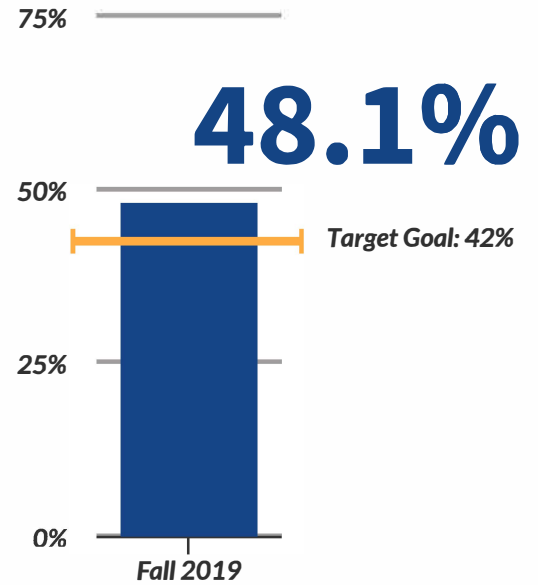


C. Increase the average # of credits earned per semester by degree-seeking students

4.55 credits

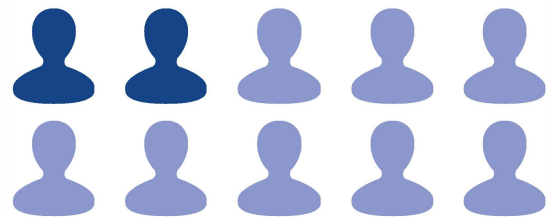


D. Increase the % of 1st time degree-seeking students completing 6 to 11.9 credits in the first term



E. Increase the % of 1st time degree-seeking students completing 12 to 14.9 credits in the first term

19.6%



Target Goal: 17%



Goal 1: Maximize Student Success

Objective 2

Improve Momentum Toward Students' End Goals



F. Increase the % of 1st time degree-seeking students completing 15 to 23.9 credits in the first year

34.3%

Target Goal: 32%



G. Increase the % of 1st time degree-seeking students completing 24 to 29.9 credits in the first year

15.7%

Target Goal: 14%



H. Increase the % of 1st time degree-seeking students completing 30 or more credits in one year

4.1%

Target Goal: 5%



I. Increase the % of 1st time degree-seeking students persisting from term 1 to term 2

66.3%

Target Goal: 66%



J. Increase the % of 1st time degree-seeking students persisting from term 1 to term 3

45.4%

Target Goal: 45%





Goal 3: Ensure Student Access

Objective 1

Optimize Student Enrollment



A. Increase Full Time Equivalency Students (FTES)

3,161 students

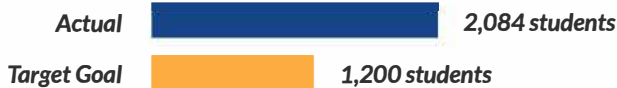


Target Goal: 3,100 students



C. Increase the # of students taking at least 1 class at East Kern

2,084 students



B. Increase the # of students taking at least 1 class at the IWV (Excludes ADMJ Police In-Service Courses)



1,292 students

Target Goal: 1,600 students



D. Increase the # of students taking at least 1 class at ESCC Bishop

315 students

Target Goal: 325 students



E. Increase the # of students taking at least 1 class at ESCC Mammoth

239 students

Target Goal: 250 students



F. Stabilize the # of students taking at least 1 class at the KRV

243 students

Target Goal: 300 students





Goal 3: Ensure Student Access

Objective 1

Optimize Student Enrollment



G. Stabilize the # of students taking at least 1 class with CC-Online



6,328 students

Target Goal: 6,000 students



H. Increase the # of 1st time degree seeking students taking 12-14.9 units in their 1st term

172 students

Target Goal: 265 students



J. Increase the # of 1st time degree seeking students taking 15 or more units in their 1st term

61 students



K. Increase the # of HS students taking college classes at CC (concurrent enrollment)

1,380 students

Target Goal: 1,000 students



L. Increase the # of HS students taking college classes with CC on their HS campuses (dual enrollment)

826 students

Target Goal: 600 students



M. Increase the # of incarcerated students taking at least 1 class with CC



1,119 students

Target Goal: 1,000 students



Goal 4: Enhance Community Connections

Objective 1

Improve Workforce Programs that Respond to Local Industry

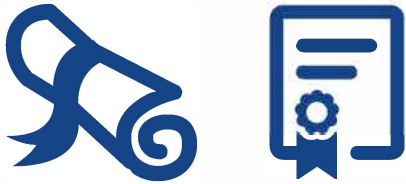


A. Increase the # of Career Technical Education (CTE) degrees and certificates awarded

391

degrees and certificates

Target Goal: 400 degrees and certificates



B. Increase the # of individual students who complete a CTE degree or certificate

278

students

Target Goal: 250 students



C. Increase the # of annual enrollments in CTE courses

11,273

enrollments

Target Goal: 11,000 enrollments



D. Increase the # of students completing 12 or more CTE units in their first year

373

students

Target Goal: 375

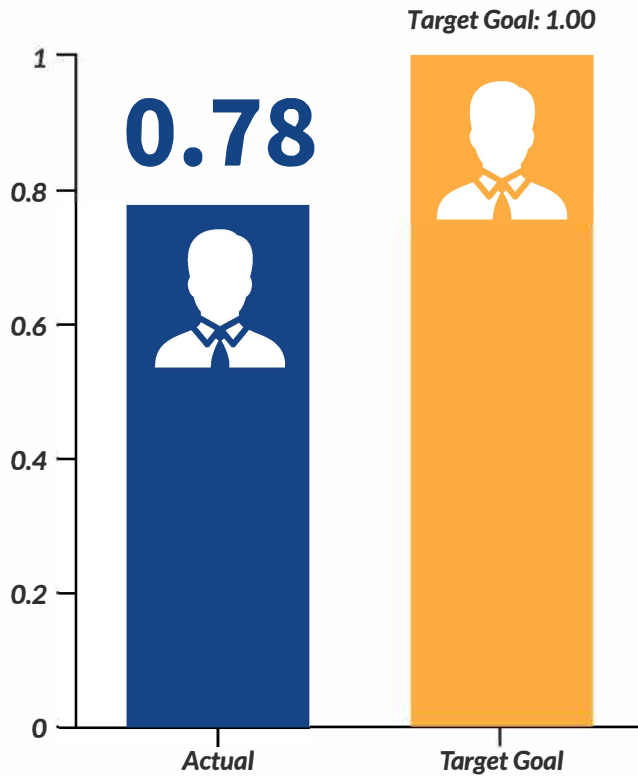


Goal 4: Enhance Community Connections

Objective 2 Reflect the Communities We Serve



A. Increase the proportion of males applying for college employment to the same proportion* in the general population



*The key reference indicator for Objective 2 uses Proportionality Index, which is the percentage of the CCCC employee subgroup divided by the percentage of the CCCC Service Area subgroup.



Goal 5: Strengthen Organizational Effectiveness

Objective 1

Improve Effective Professional Development



A. I have been provided adequate training to do my work

54%

agree & strongly agree



Target Goal: 82%



B. There are opportunities at the college to learn & grow

45%

agree & strongly agree



Target Goal: 74%



C. The college provides encouragement & support for professional growth & development

53%

agree & strongly agree



Target Goal: 80%



D. My immediate supervisor encourages my professional growth & development

73%

agree & strongly agree



Target Goal: 81%



Goal 5: Strengthen Organizational Effectiveness

Objective 2 Improve Atmosphere



A. My immediate supervisor keeps me informed of issues relevant to my job

70%

agree & strongly agree



Target Goal: 80%



B. My immediate supervisor asks for my input before making decisions that affect my work

67%

agree & strongly agree



Target Goal: 80%



C. I feel valued as an employee of the college

51%

agree & strongly agree



Target Goal: 80%



D. I feel consulted & listened to regarding decisions in the workplace

48%

agree & strongly agree



Target Goal: 80%



E. I feel interactions with my immediate supervisor are positive or very positive

81%

agree & strongly agree



Target Goal: 80%



Goal 5: Strengthen Organizational Effectiveness

Objective 3 Improve Participatory Governance

A. Relevant information affecting the college is communicated throughout the organization

41% agree & strongly agree



Target Goal: 75%

B. My representatives in governance committees adequately inform me about important college issues

60% agree & strongly agree



Target Goal: 80%

C. My representatives on governance committees ask for my input on important issues

51% agree & strongly agree



Target Goal: 75%

D. Information flows well upward through the organizational structure

23% agree & strongly agree



Target Goal: 75%

E. Information flows well downwards through the organizational structure

24% agree & strongly agree



Target Goal: 65%

F. I understand the decision-making process at the college

57% agree & strongly agree



Target Goal: 80%

G. The decision-making process at the college is effective

39% agree & strongly agree



Target Goal: 75%



Goal 5: Strengthen Organizational Effectiveness

Objective 4 Improve Facilities and Maintenance



A. The college where I work is adequately maintained

61%

agree & strongly agree



B. The environment in which I work is conducive to productivity

60%

agree & strongly agree



C. The college or location where I work is attractive

58%

agree & strongly agree



D. The college or location is kept clean

82%

agree & strongly agree





Goal 5: Strengthen Organizational Effectiveness

Objective 5

Improve Safety and Emergency Preparedness



A. I feel safe at my work location

72%

agree & strongly agree



Target Goal: 90%



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Student Equity Plan Review: A Focus on Racial Equity **Cerro Coso Community College**

Background

To date, California is the only state to have implemented a Student Equity Policy and to have a mandated plan to address racial disparities. The California Community College Chancellor's Office stands behind the "Vision for Success," another lever of change, which mandates racial equity as a goal and priority for the state's community colleges. For its part, Vision for Success lays out three clear goals to combat inequities:

1. **Transfer Equity:** Increasing by 35 percent the number of California community college students transferring annually to a UC or CSU campus.
2. **Expanding Attainment:** Increasing by at least 20 percent the number of students annually who earn associate degrees, credentials, and certificates.
3. **Mitigating Equity Gaps:** Reducing outcome gaps by 40 percent within 5 years and fully closing those gaps for good within 10 years.

To better understand how the California Community Colleges are addressing racial equity, the California Community College Chancellor's Office collaborated with the Center for Urban Education (CUE), to review the community college equity plans, completed June 2019.



What was the purpose of the review?

To Provide the Chancellor's Office;

1. Feedback on the process, including how to create a student equity planning structure with clear directions on what should be included in an equity plan
2. Concrete recommendations on how to embed racial equity within community college equity plans, specifically activities
3. Clear strategies and technical assistance needed for colleges to create equity plans that address racial equity
4. Clarity in terms of what types of professional development are needed in community colleges to close racial equity gaps



What the review was NOT

- The Student Equity Plan review was **NOT** an assessment or an evaluation of individual college plans, rather it was an analysis examining all submitted Student Equity Plans
 - CUE, along with the Chancellor's Office, are sharing individual campus data with each college – as the review garnered a plethora of interesting data and insights for future equity planning in the state
 - ***Both CUE and the Chancellor's Office acknowledge that the research agenda and guiding questions for the review do not represent what the colleges were asked to include in their plans***



How were the plans reviewed?

- CUE researchers created a protocol to examine each plan for racial equity
- Community college practitioners from across the state came together for a weekend in Fall 2019 to review the equity plans
- CUE researchers conducted a quality review of the analysis and provided the Chancellor's Office recommendations for future state equity planning

What was examined?

- CUE researchers and community college practitioners reviewed 1) each activity submitted via NOVA by the college and 2) the executive summary submitted by the college

What's Included?

- Key Terms (**Slide 7-8**)
- General Activity Statistics Across the State (**Slides 9-12**)
- Your College's Quantitative Activity Analysis (**Slides 13-31**)
- Equity Strengths & Take Aways (**Slides 32-34**)
- References (**Slides 35**)



KEY TERMS

EQUITY

“The state, quality or ideal of being just, impartial and fair.”

The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept

RACE CONSCIOUSNESS

Awareness of the racialized experiences students have in the classroom, the college environment, and in society that reinforce oppression rather than dismantling it

EQUITY-MINDED

- Being color-conscious (as opposed to color-blind) in an affirmative sense
- Being aware that beliefs, expectations, and practices can result in negative racialization
- Being willing to assume responsibility for the elimination of inequality

INQUIRY

Inquiry is a systematic way to reflect on our own practices and practices of the institution with the goal of learning what is and is not working – specifically for minoritized students. Inquiry is the process of trying to understand why an equity gap is occurring

Why are these key terms important?

- The key terms provided the framework for the review
- Reviewers were asked to identify how these terms were present and manifested in each plan
- For example:
 - How is equity included in the plan?
 - Is the plan race-conscious?
 - What aspects of equity-mindedness are present?
 - Does the college include inquiry in their strategy to achieve racial equity?





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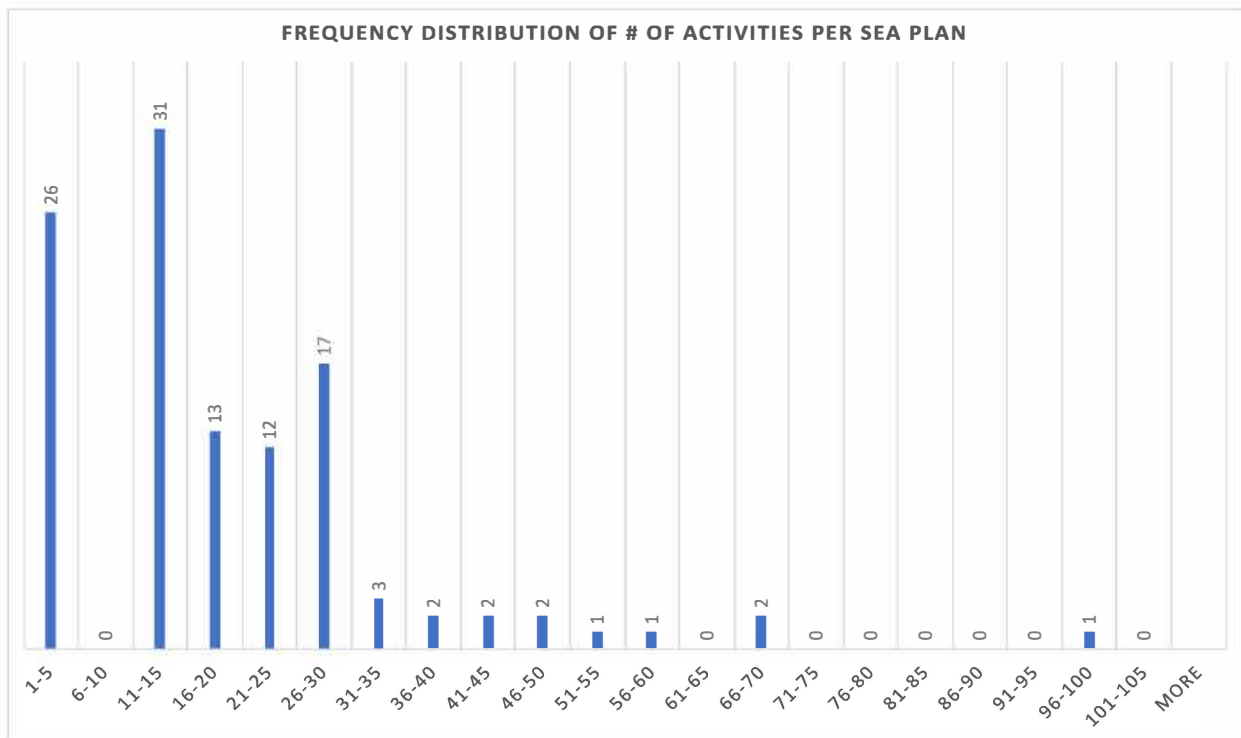
General Activity Statistics Across the State

As part of the plan, colleges were asked to submit “activities” or strategies that when implemented will close equity gaps that correspond to specific metrics.

In this section, and the rest of the report, the terms “activity” or “activities” refer to those specific strategies that were submitted as part of the equity plan.



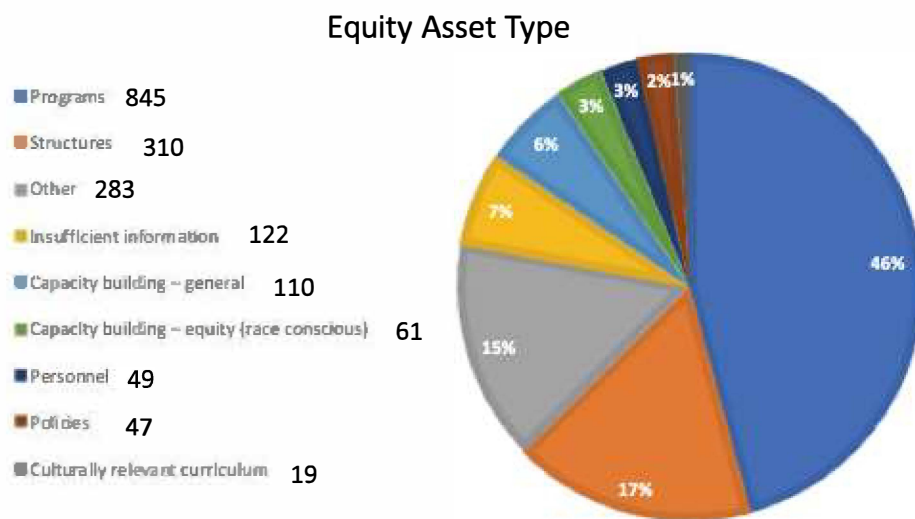
General Activity Statistics Across the State



A total of 1,853 activity descriptions were examined. The number of submitted activities ranged from one college plan proposing two activities and another college proposing 100 activities. The average number of activities for all of the plans was 16 activities. The frequency distribution of number of activities per college plan shows the largest group of plans (31) proposed between 11-15 activities followed by 26 plans at 1-5 activities and then 17 plans at 26-30 activities.



General Activity Statistics Across the State



To better understand how colleges are attempting to increase equity in student success, the Student Equity plan reviewers categorized each activity by “equity asset type”. An equity asset type is a method for categorizing the type or kind of activity. For a complete list of Equity Asset Types, please see the next slide.

The majority of activities (46% or 845) were identified as programs, followed by the creation of structures (17% or 310). Colleges submitted activities categorized as policies (2% or 47) and culturally relevant curriculum (1% or 19) the least.



Equity Asset Types

EQUITY ASSET TYPE	DESCRIPTION
Structures	Creating anew or reintegrating how units, offices, and roles on campus work towards improving student success and outcomes. Implementing a technological system to support students, faculty or staff.
Programs	Specific activity proposed to address student equity.
Personnel	Hiring new staff/faculty/administrators to coordinate proposed equity activities or to support the equity effort in some capacity.
Policies	Developing new or revising existing guidelines and rules that govern the operation of the institution/daily routine.
Capacity Building - General	Professional development focused on providing training to staff, faculty, and administrators.
Capacity Building - Equity (Race Conscious)	Professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence.
Culturally Relevant Curriculum Development	Redesign of curriculum to be culturally relevant.



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Activity Analysis

USC Rossier

School of Education

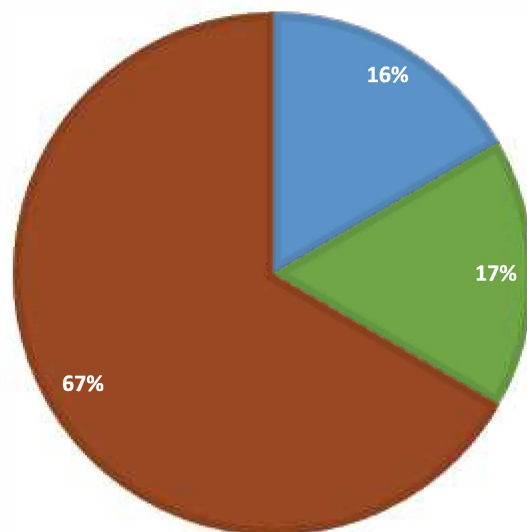


California
Community
Colleges



Equity Asset Types

■ Capacity building – general ■ Capacity building – equity (race conscious) ■ Other



- The college submitted 6 total activities as part of the equity plan.
- The majority (67%) of activities in the equity plan were identified as “other,” 17% as “capacity building – equity (race-conscious),” 16% as “capacity building – general.”
- Activity Equity Asset Types were marked as “other”, typically, when they included multiple assets in their activity description.

Note- Please see Slide 12 for Equity Asset Type definitions



Race-Neutral vs. Race-Specific Metrics

- Reviewers examined all activities submitted by the colleges to understand if the corresponding metrics for the activity were **Race Specific** or **Race-Neutral**

- **Race-Neutral Metrics:** None of the metrics refer to a specific racial group (i.e., Black) for that given activity

Corresponding Metrics:

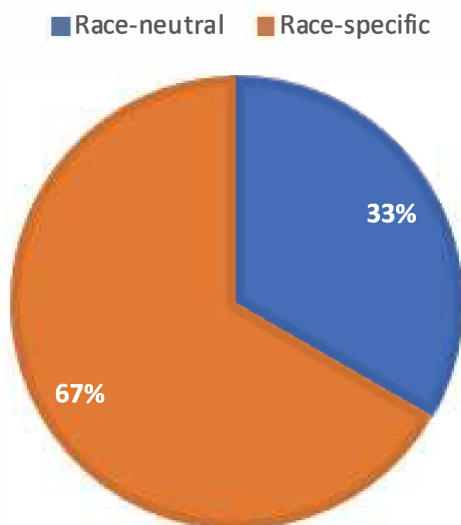
Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

- **Race-Specific Metrics:** At least one of the listed metrics refers to a specific racial category (i.e., Black or Latinx students)

Corresponding Metrics:

Black or African American : Female : Enrolled in the Same Community College

Distribution of Activities with Race-Neutral vs. Race-Specific Metrics



Activity Metrics, Categorized as Race-Neutral or Race-Specific

- Of the 6 activities, 67% had corresponding metrics that were race-specific and 33% race-neutral.
- This means that the majority of the activities submitted specifically named at least one racial ethnic group within the metrics targeted by that activity.



Race-Neutral vs. Race-Specific Activity Description

- Reviewers examined all activities submitted by the colleges to understand if the activity *description* was **Race-Specific** or **Race-Neutral**
 - **Race-Neutral:** The activity description does not refer to any specific racial group (i.e., Black)
 - **Race-Specific:** The activity description mentions at least one specific racial group (i.e., Latinx)

Examples provided on slides 18-19



Example: Activity Description that is Race-Neutral

Design and implement a mentoring program, special orientation and monthly support sessions aimed to increase certificate and associate degree completion.

The activity description is focused on the general student population. Poor alignment with metrics.

Corresponding Metrics:

Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Black or African American : Male : Attained the Vision Goal Completion Definition

Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year



Example: Activity Description that is Race-Specific

The college will conduct targeted outreach activities to increase the number of **African American and LGBTQ students** that complete the matriculation process. Activities may include making presentations about the Umoja program and LGBTQ services at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the call center to answer questions about the matriculation process.

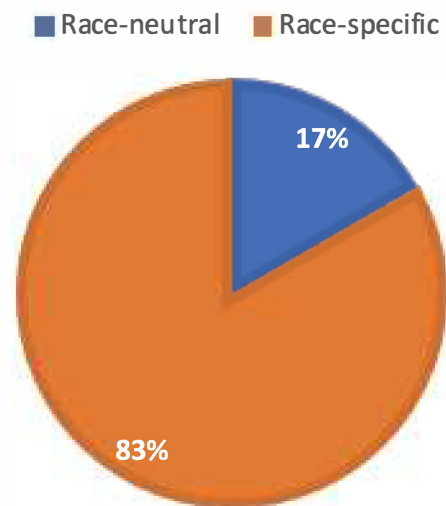
The activity description is focused on a specific racial/ethnic group - which aligns with the targeted metrics for this activity. Alignment between metrics and activity are critical to closing equity gaps.

Corresponding Metrics:

Black or African American : Female : Enrolled in the Same Community College



Distribution of Race-Specific vs. Race-Neutral Activity Descriptions

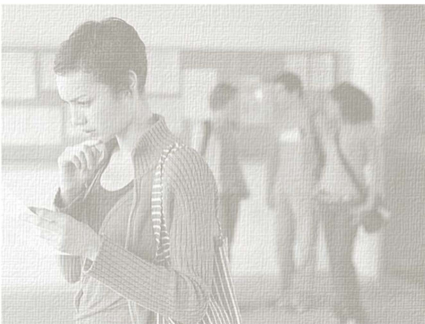


Activity Descriptions, Categorized as Race-Neutral or Race-Specific

- Of those 6 activities, 83% had an activity description that was race-specific and 17% race-neutral.
- This means that the majority of the activity descriptions submitted named at least one racial-ethnic group within the description of that activity.



Reviewers Examined Activity Descriptions for a Focus on Student Services or the Classroom



Student Service Focus

The primary aim of the activity is to provide some type of support service to students (i.e., orientation or counseling)

Classroom Focus

The primary aim of the activity is focused on what happens inside the classroom (i.e., training faculty on equitable classroom practice)

Both Student Service/Classroom Focus

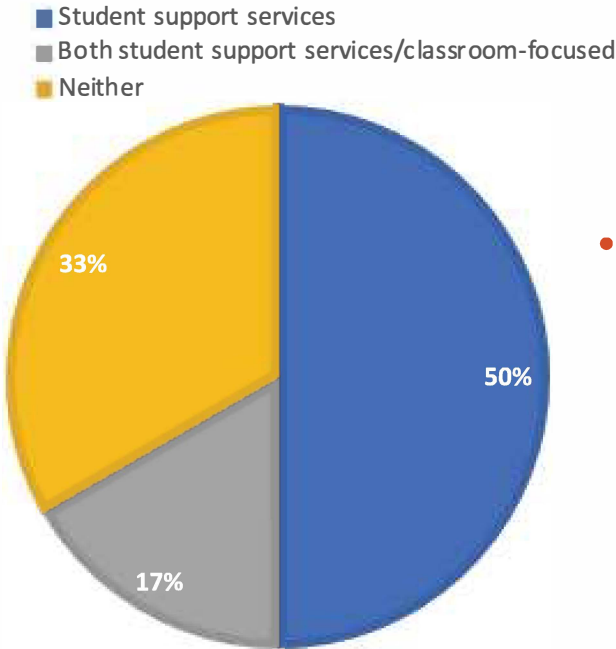
The activity incorporates both elements (i.e., Umoja learning community)

Neither Student Service/Classroom Focus

The activity cannot be identified as either student services or classroom focused (i.e., development of a data coaches program)



Distribution of Activity Descriptions by Student Services-Focused vs. Classroom-Focused

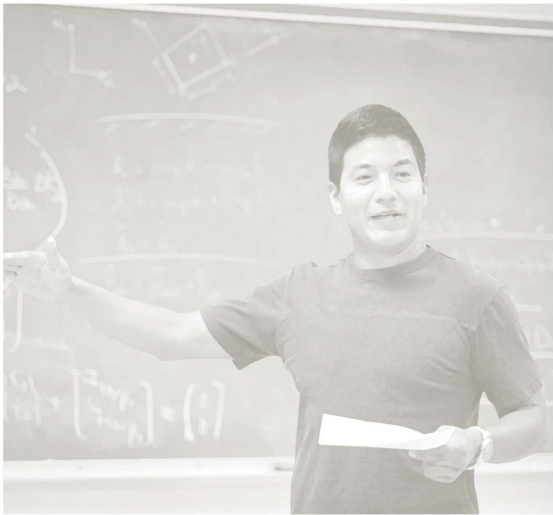


- Of the 6 activity descriptions submitted, 50% were focused on student services, 33% were neither student services nor classroom-focused and 17% were both.

Percentage of activity descriptions focused on student services or the classroom



Reviewers Examined Activity Descriptions for Instructional Faculty Engagement



Yes, Faculty Engaged

Instructional faculty members are specifically mentioned/involved in the activity description

No, Faculty Not Engaged

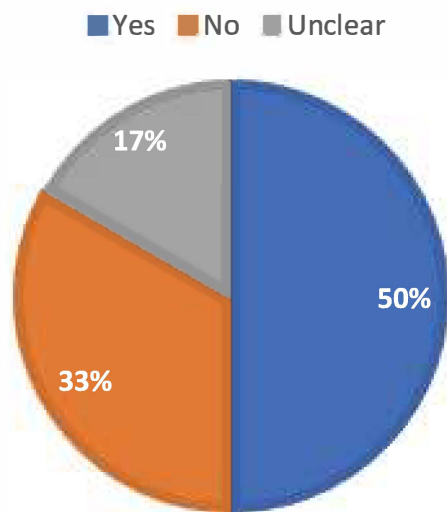
Instructional faculty members are not specifically mentioned/involved in the activity description

Unclear

The activity description is not clear whether the activity will include instructional faculty members in the activity



Distribution of Activity Descriptions that Engaged Instructional Faculty Members



Percentage of activity descriptions that include or engage instructional faculty members

- Of the 6 activities, 50% specifically engage instructional faculty members, 33% do not, and 17% were unclear.
- This means that for half of the activities submitted, instructional faculty are specifically part of the activity.



Reviewers Examined Activity Descriptions for Inquiry

Inquiry is a process of trying to understand why an equity gap is occurring and can be structured in different ways.



Classroom Inquiry

Inquiry into classroom practice might include the analysis of course-level data disaggregated by race or a document review of course syllabi and assignments from an equity perspective.



Student Services Inquiry

Student service inquiry may take the form of observations of the transfer center or tutoring center or a website review from a racial equity perspective. The goal of inquiry, regardless of office/unit/practitioner role, is to better understand how practices may not be working for racially minoritized students.

Note- The examples in this slide provide an illustration of the different forms of inquiry by which practitioners can engage. This is not an exhaustive list of inquiry activities.



Example: Activity Description that Includes Inquiry

The Office of Institutional Research, in consultation with appropriate campus programs and committees, will conduct a comprehensive assessment of student support services and communication/ marketing documents using an action research lens by creating inquiry teams. Action research brings together and trains practitioners (called “practitioner-researchers”) who are in positions to bring about direct change and make decisions, to actively participate in the assessment and evaluation of specific practices, policies and related documents, and programs....

The college plans to bring together administrators, faculty and staff to examine their own practices to better understand the inequities on their campus

By participating in reflective practice, practitioners do not assume that they know why inequities are occurring but instead engage in a structured process to better understand how institutional or practitioner practices may not be effective

Continued on next slide...



Example: Activity Description that Includes Inquiry

The action research will involve equity-minded inquiry that assesses the effectiveness of services across campus through a racial equity lens. The inquiry team will be trained on the principles of equity-mindedness and on key methods of inquiry: observations, interviews, and document reviews. The focus of the inquiry activities will be to systematically map all services, activities, structures, and staffing that contribute to equity planning metrics.

Practitioners will approach inquiry from a “racial equity lens” – meaning that they will examine how racially minoritized students fare as result of the practice

The inquiry team will review and evaluate the documents, websites, practices etc. around core services and programs that help students achieve the metric outcomes, including, but not limited to: • The onboarding process • First-year student services • Transfer services • Career services • Academic support services (SI, tutoring) • Early alert systems

The methods of inquiry allow practitioners to better understand the fine-grained daily practices of specific student services and how they may or may not be supporting racially minoritized students

Continued on next slide...



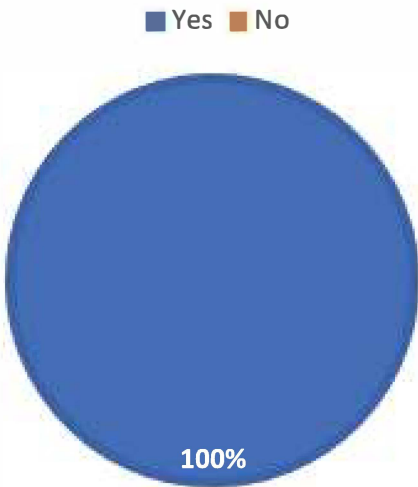
Example: Activity Description that Includes Inquiry

The goal of this activity is to achieve the following outcomes for racially minoritized students:

1. Documents, practices, procedures, and policies of core services are updated/revised, are more student-friendly overall, and are welcoming and accessible for racially minoritized students;
2. New documents, practices, procedures, and policies of core services will be designed to address any gaps;
3. Racially minoritized students who are targeted by the revised/new strategies will report that the services meet their needs;
4. Members of the inquiry team will have an increased understanding of the specific needs and experience of racially minoritized students and will feel more agency in addressing student needs;
5. Partner with program review to incorporate this process in measuring effectiveness of interventions and closing racial equity gaps department wide.

Activity description lists racially focused goals

Distribution of Activity Descriptions that Included Inquiry



Percentage of activity descriptions that include inquiry

- All of the activity descriptions submitted included inquiry.

See slides 26-28 for an example of an activity that includes inquiry.



Reviewers Examined Activity Descriptions for the Inclusion of Transfer

Why is transfer an important issue of equity?

California community colleges are the institution of choice for the growing Latinx community, first-generation college-goers, low-income students, and many more who have been deprived of educational opportunities that are taken for granted by economically-advantaged populations.

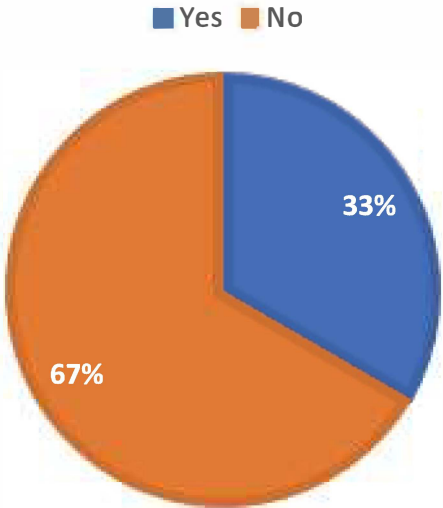
Yet, less than half of students transfer to four-year institutions or finish a degree/certificate within *six* years.

Thus, each activity description was examined for the inclusion of transfer.

“**Yes**” indicates the activity description mentions the term transfer and the activity is aimed at the function of transfer (i.e., expanding the transfer center or training faculty on how to be “transfer agents”)

“**No**” indicates the activity description either does not mention transfer or if transfer is mentioned, it was not aimed at increasing transfer or transfer support (i.e., the mention of “transfer-level math” is not a transfer-focused activity)

Distribution of Activity Descriptions that Specifically Included Transfer



- Approximately 33% of the 6 activities specifically include transfer and 67% do not include transfer.

Percentage of transfer related activity descriptions





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Strengths & Take Aways

USC Rossier
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California
Community
Colleges



Strengths: Executive Summary

What in the plan is innovative?

“This is an exemplary plan! Specific target groups are mentioned explicitly and there is a focus on inquiry. Instructional faculty are involved and there is a commitment to improve practice. The plan highlights the importance of addressing racial equity.” — *Community College Expert Reviewer*

Large Take Aways

”The college should consider developing a more specific definition of campus equity, including an imperative as to why race is a focus of equity. The plan could also better convey why racial equity is valued and frame the case for equity at Cerro Coso beyond the legislative guidelines.” – *Community College Expert Reviewer*

CUE Recommendations:


1. Create a college-specific definition of equity to anchor equity activities and metrics.
2. Delineate **different types of activities and goals** (e.g, capacity-building, programs, etc.) rather than discussing numerous types of activities under the same goal.
3. Work to incorporate more **classroom-focused** equity efforts.
4. Include **transfer-specific** equity activities.

Note-The take aways listed here are ONLY based on what was submitted via NOVA, June 2019 and the content of the executive summary. It does not reflect other strategic planning documents.

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- Bensimon, E. M., & Malcom, L. E. (2012). *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*. Sterling, VA: Stylus Publishing.
- Dowd, A. C., Bensimon, E. M., Gabbard, G., Singleton, S., Macias, E., Dee, J., et al. (2006). Transfer access to elite colleges and universities in the United States: Threading the needle of the American dream. Retrieved from www.jackkentcookefoundation.org
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- Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1, Supplement), 9-29.





If your college has specific questions or comments regarding the analysis, please reach out to the Center for Education at the contact below

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Working Spreadsheet

CERRO COSO COMMUNITY COLLEGE

Strategic Plan Targets (AY 2019 to AY 2021)
GOAL #2: ADVANCE STUDENT EQUITY MEASURES

2021

Measure	Years					Trend	Avg	1-σ	2-σ
	OBJECTIVE 1 - IMPROVE ONBOARDING								
	2016	2017	2018	2019	2020				
Attrition - Drop Before First Day									
# Enrollment Drops									
	#	#	#	#	#				
Female	6,239	5,494	5,090	5,314	5,236		6030	6938	7846
Male	2,602	2,444	3,181	2,477	2,382		2723	3077	3430
Prefer not to say/ Unknown	13	266	350	358	84		147	298	449
American Indian or Alaska Native	97	83	112	97	100		113	150	186
Asian	336	306	320	236	329		325	390	455
Black or African American	615	447	589	475	555		616	755	895
Native Hawaiian/ Pacific Islander	15	17	20	20	25		19	26	33
White or Caucasian	3,417	3,272	3,148	2,567	2,849		3523	4312	5101
Hispanic or Latino/a	3,786	3,298	3,148	2,327	3,286		3357	3835	4313
Two or More Races	572	100	440	457	449		526	604	682
Unknown/ Not reported	9	100	586	1,656	105		319	892	1464
19 and Younger	998	854	857	930	979		978	1134	1291
20 to 24	2,551	2,162	2,073	2,047	1,941		2494	3028	3562
25 to 29	1,747	1,657	1,715	1,532	1,344		1649	1803	1957
30 to 39	1,888	1,779	2,017	1,854	1,939		1953	2082	2210
40 to 49	981	1,006	1,059	877	900		1038	1158	1277
50 and Older	682	550	637	588	599		666	767	869
No Financial Aid	3,373	3,141	2,751	2,415	3,060		3312	3961	4610
Financial Aid Awarded	5,474	4,867	5,611	5,420	4,316		5445	6092	6739
First Generation Student	3,493	3,133	2,832	3,055	3,041		3173	3467	3762
Non-First Generation Student	4,601	4,120	4,911	3,810	3,866		4276	4766	5256
% Enrollment Drops									
	%	%	%	%	%				
Female	23.7%	21.6%	20.7%	20.8%	20.8%		22%	24%	25%
Male	18.6%	16.2%	18.8%	13.3%	13.3%		17%	20%	22%
Prefer not to say/ Unknown	22.2%	16.7%	17.5%	8.3%	18.3%		19%	26%	34%
American Indian or Alaska Native	17.7%	15.0%	14.5%	12.5%	14.2%		16%	18%	20%
Asian	23.9%	21.7%	20.9%	16.4%	18.5%		21%	24%	27%
Black or African American	25.4%	18.9%	20.0%	15.0%	15.8%		21%	26%	30%
Native Hawaiian/ Pacific Islander	12.3%	16.0%	18.7%	11.7%	13.2%		16%	24%	32%
White or Caucasian	20.1%	19.2%	19.2%	16.5%	17.9%		20%	21%	23%
Hispanic or Latino/a	23.2%	20.0%	20.1%	15.7%	18.0%		21%	23%	26%
Two or More Races	23.1%	20.0%	19.4%	21.2%	19.6%		21%	23%	24%
Unknown/ Not reported	12.5%	19.5%	25.2%	24.9%	11.9%		21%	28%	35%
19 and Younger	17.1%	13.4%	12.2%	11.4%	11.7%		15%	19%	22%
20 to 24	21.7%	19.0%	18.9%	18.7%	18.7%		20%	22%	24%
25 to 29	23.4%	21.9%	22.2%	20.3%	20.1%		22%	23%	24%
30 to 39	23.7%	21.3%	23.1%	18.7%	18.9%		22%	24%	26%
40 to 49	21.9%	21.8%	22.7%	17.5%	18.5%		22%	24%	26%
50 and Older	23.4%	21.1%	21.7%	18.5%	19.6%		21%	23%	25%
No Financial Aid	18.7%	16.9%	16.6%	14.4%	17.2%		18%	20%	22%
Financial Aid Awarded	24.5%	21.8%	22.0%	19.4%	18.5%		22%	25%	27%
First Generation Student	24.6%	21.3%	20.9%	20.7%	20.7%		22%	24%	25%
Non-First Generation Student	21.0%	18.8%	18.7%	17.8%	18.5%		20%	21%	22%
# Dropped from All CC Courses (Undup)									
	#	#	#	#	#				
Female	1,388	1,289	1,267	1,375	1,327		1,432	1,639	1,846
Male	678	583	768	575	600		694	823	953
Prefer not to say/ Unknown	1	18	17	8	13		8	15	22
American Indian or Alaska Native	11	15	16	13	15		17	21	26
Asian	99	66	87	52	87		88	109	131
Black or African American	136	93	120	73	122		134	181	228
Native Hawaiian/ Pacific Islander	2	4	7	3	3		4	7	10
White or Caucasian	686	650	623	411	556		686	878	1,069
Hispanic or Latino/a	1,024	964	899	448	1,050		962	1,197	1,432
Two or More Races	107	91	91	67	93		101	124	147
Unknown/ Not reported	2	7	210	891	11		143	454	764
19 and Younger	226	183	187	182	207		232	302	372
20 to 24	633	577	554	584	571		665	810	955
25 to 29	411	392	427	375	332		406	449	491
30 to 39	437	405	492	481	471		451	489	527
40 to 49	233	204	231	200	218		218	240	263
50 and Older	127	129	162	135	141		152	178	205
No Financial Aid	804	784	767	721	832		859	1,023	1,187
Financial Aid Awarded	1,263	1,106	1,286	1,237	1,039		1,266	1,447	1,627
First Generation Student	855	804	790	858	884		823	935	1,046
Non-First Generation Student	1,009	920	887	933	869		912	1,029	1,146
% Dropped from All CC Courses (Undup)									
	%	%	%	%	%				
Female	12.5%	11.7%	11.5%	11.9%	11.7%		12%	14%	15%
Male	10.8%	8.6%	10.1%	7.0%	7.4%		10%	12%	14%
Prefer not to say/ Unknown	9.1%	10.9%	8.7%	3.6%	6.1%		9%	13%	17%
American Indian or Alaska Native	4.8%	6.7%	5.5%	4.3%	5.2%		6%	7%	8%
Asian	15.3%	9.9%	12.1%	8.5%	10.5%		12%	15%	18%
Black or African American	14.2%	9.7%	10.2%	6.3%	9.1%		12%	16%	20%
Native Hawaiian/ Pacific Islander	4.1%	8.9%	15.6%	4.9%	4.3%		9%	17%	26%
White or Caucasian	9.5%	8.7%	8.8%	6.2%	7.9%		9%	11%	12%
Hispanic or Latino/a	13.9%	12.8%	12.2%	7.0%	11.9%		13%	16%	19%
Two or More Races	11.3%	9.3%	9.9%	8.2%	9.7%		11%	12%	14%
Unknown/ Not reported	5.1%	3.0%	17.3%	22.2%	3.2%		12%	21%	29%
19 and Younger	9.7%	6.6%	6.1%	4.9%	5.4%		9%	14%	18%
20 to 24	13.3%	12.6%	12.2%	12.6%	12.9%		14%	15%	16%
25 to 29	12.6%	11.8%	12.5%	11.3%	11.3%		12%	13%	14%
30 to 39	11.9%	10.2%	12.0%	10.6%	10.2%		11%	12%	13%
40 to 49	11.4%	9.3%	10.3%	8.6%	9.2%		10%	11%	12%
50 and Older	9.6%	10.2%	11.2%	9.2%	9.6%		11%	12%	13%
No Financial Aid	9.0%	8.4%	8.6%	7.7%	9.0%		9%	11%	12%
Financial Aid Awarded	14.9%	12.7%	12.9%	11.7%	11.3%		14%	16%	18%
First Generation Student	14.1%	12.6%	12.7%	12.7%	12.9%		13%	14%	16%
Non-First Generation Student	11.0%	9.6%	9.5%	9.6%	9.1%		10%	11%	11%
Attrition - Drop Between First Day & Census									
# Enrollment Drops									
	#	#	#	#	#				
Female	5,031	4,843	4,445	4,629	4,347		5,602	7,042	8,482
Male	2,415	2,317	2,641	2,575	2,614		2,864	3,418	3,973
Prefer not to say/ Unknown	1	34	50	106	91		40	79	119
American Indian or Alaska Native	111	92	112	111	79		137	194	251
Asian	336	306	320	236	269		317	385	453
Black or African American	687	631	631	561	706		834	1,118	1,402
Native Hawaiian/ Pacific Islander	28	25	18	28	32		28	25	34
White or Caucasian	2,740	2,658	2,456	2,144	2,316		3,120	4,177	5,335
Hispanic or Latino/a	3,147	3,019	2,805	2,436	3,083		3,321	3,956	4,591
Two or More Races	462	457	406	317	388		477	591	704

	Unknown/ Not reported	29	49	443	1,480	177	295	793	1,291
	19 and Younger	749	859	897	974	1,027	923	1,075	1,228
	20 to 24	2,063	1,913	1,863	1,804	1,654	2,315	3,013	3,712
	25 to 29	1,566	1,513	1,417	1,412	1,204	1,668	2,052	2,435
	30 to 39	1,654	1,581	1,600	1,660	1,811	1,891	2,228	2,565
	40 to 49	830	833	796	853	799	987	1,228	1,468
	50 and Older	583	496	562	607	557	691	876	1,061
	No Financial Aid	3,202	3,047	2,766	2,655	2,751	3,520	4,539	5,558
	Financial Aid Awarded	4,252	4,148	4,373	4,656	3,870	4,935	5,947	6,960
	First Generation Student	2,785	2,800	2,608	2,844	2,595	3,013	3,481	3,950
	Non-First Generation Student	3,684	3,715	3,423	3,431	3,321	3,920	4,609	5,298
% Enrollment Drops									
	Female	19.1%	19.0%	18.1%	18.1%	17.3%	21%	24%	27%
	Male	17.2%	15.4%	15.6%	13.8%	14.6%	18%	22%	26%
	Prefer not to say/ Unknown	18.5%	17.6%	17.0%	16.3%	19.8%	20%	23%	27%
	American Indian or Alaska Native	20.2%	16.6%	14.5%	14.3%	11.2%	19%	24%	30%
	Asian	17.8%	17.8%	17.4%	15.3%	15.1%	20%	24%	28%
	Black or African American	28.3%	26.7%	21.4%	17.7%	20.1%	29%	37%	46%
	Native Hawaiian/ Pacific Islander	23.0%	23.6%	16.8%	16.4%	16.8%	22%	27%	32%
	White or Caucasian	16.1%	15.6%	14.9%	13.7%	14.5%	17%	20%	24%
	Hispanic or Latino/a	19.3%	18.3%	17.9%	16.4%	16.8%	20%	24%	28%
	Two or More Races	18.7%	18.8%	17.9%	14.7%	17.0%	19%	22%	25%
	Unknown/ Not reported	40.3%	9.6%	19.0%	22.2%	20.0%	31%	46%	62%
	19 and Younger	12.9%	13.5%	12.8%	11.9%	12.2%	14%	17%	19%
	20 to 24	17.6%	16.8%	17.0%	16.5%	16.0%	19%	22%	25%
	25 to 29	21.0%	20.0%	18.3%	18.7%	18.0%	22%	26%	30%
	30 to 39	20.9%	18.9%	18.3%	16.8%	17.7%	21%	25%	29%
	40 to 49	18.6%	18.0%	17.1%	17.0%	16.4%	20%	25%	29%
	50 and Older	20.0%	19.1%	19.1%	19.1%	18.3%	22%	26%	30%
	No Financial Aid	17.8%	16.4%	16.7%	15.8%	15.5%	19%	23%	26%
	Financial Aid Awarded	19.0%	18.6%	17.1%	16.6%	16.6%	20%	24%	27%
	First Generation Student	19.6%	19.0%	19.3%	19.3%	17.6%	21%	24%	27%
	Non-First Generation Student	21.0%	18.8%	18.7%	17.8%	15.9%	19%	21%	23%
# Dropped from All CC Courses (Undup)									
	Female	2,081	1,978	1,770	1,743	1,693	2,143	2,628	3,114
	Male	955	872	919	871	829	1,005	1,204	1,404
	Prefer not to say/ Unknown	1	15	23	27	37	14	28	42
	American Indian or Alaska Native	43	24	25	28	34	40	55	69
	Asian	109	114	109	81	98	119	151	183
	Black or African American	256	222	212	151	199	268	373	477
	Native Hawaiian/ Pacific Islander	7	10	5	6	6	6	8	10
	White or Caucasian	1,047	978	855	652	775	1,081	1,456	1,832
	Hispanic or Latino/a	1,410	1,327	1,136	827	1,240	1,333	1,609	1,886
	Two or More Races	153	166	141	85	151	164	209	254
	Unknown/ Not reported	14	25	230	812	54	151	428	704
	19 and Younger	255	268	291	253	280	278	317	355
	20 to 24	827	755	642	685	616	846	1,086	1,326
	25 to 29	646	605	548	535	465	643	777	911
	30 to 39	735	678	670	638	677	741	846	951
	40 to 49	340	363	320	311	304	373	446	518
	50 and Older	236	197	241	220	217	261	318	376
	No Financial Aid	1,505	1,358	1,271	1,198	1,118	1,532	1,942	2,351
	Financial Aid Awarded	1,533	1,508	1,442	1,444	1,290	1,612	1,897	2,183
	First Generation Student	1,159	1,142	1,027	1,101	1,040	1,137	1,254	1,370
	Non-First Generation Student	1,420	1,439	1,297	1,238	1,211	1,391	1,596	1,801
% Dropped from All CC Courses (Undup)									
	Female	18.7%	17.9%	16.1%	15.1%	14.9%	19%	22%	25%
	Male	15.3%	12.8%	12.1%	10.6%	10.3%	15%	18%	22%
	Prefer not to say/ Unknown	9.1%	9.1%	11.7%	12.0%	17.5%	12%	17%	21%
	American Indian or Alaska Native	18.9%	10.8%	8.6%	9.4%	11.7%	14%	19%	23%
	Asian	16.9%	17.1%	15.1%	13.2%	11.8%	17%	21%	24%
	Black or African American	26.7%	23.1%	18.1%	13.0%	14.8%	24%	33%	41%
	Native Hawaiian/ Pacific Islander	14.3%	22.2%	11.1%	9.8%	8.7%	14%	20%	25%
	White or Caucasian	14.6%	13.2%	12.1%	9.9%	11.0%	14%	18%	21%
	Hispanic or Latino/a	19.2%	17.6%	15.4%	12.9%	14.1%	18%	22%	26%
	Two or More Races	16.2%	16.9%	15.4%	10.4%	15.7%	17%	21%	24%
	Unknown/ Not reported	35.9%	10.6%	19.0%	20.2%	15.5%	29%	43%	58%
	19 and Younger	11.0%	9.7%	9.5%	6.8%	7.3%	11%	14%	17%
	20 to 24	17.3%	16.5%	14.1%	14.7%	13.9%	17%	20%	23%
	25 to 29	19.7%	18.3%	16.0%	16.1%	15.9%	19%	23%	26%
	30 to 39	20.0%	17.1%	16.3%	14.1%	14.6%	19%	22%	26%
	40 to 49	16.6%	16.5%	14.2%	13.4%	12.9%	17%	21%	25%
	50 and Older	17.8%	15.6%	16.2%	15.1%	14.7%	18%	21%	24%
	No Financial Aid	16.8%	14.5%	14.3%	12.8%	12.1%	16%	20%	24%
	Financial Aid Awarded	18.1%	17.3%	14.5%	13.6%	14.0%	18%	21%	25%
	First Generation Student	19.1%	18.0%	16.5%	16.3%	15.2%	19%	21%	24%
	Non-First Generation Student	15.5%	15.0%	13.9%	12.7%	12.7%	15%	17%	19%
SSSP Core Services - Non-Exempt		2016	2017	2018	2019	2020			
# of ASMT Services received in year		2016 N=1955	2017 N=1411	2018 N=1635	2019 N=1643	2020 N=1532			
% of Assessment Services Received (Undup by AY)	Female	1033	926	1016	1012	949	964	1,035	1,106
	Male	46.7%	63.5%	72.4%	68.3%	75.4%	62%	75%	87%
	Prefer not to say/ Unknown	62.7%	68.9%	56.9%	58.6%	51.6%	59%	65%	71%
	American Indian or Alaska Native	0.0%	40.0%	41.5%	37.2%	76.2%	32%	61%	90%
	Asian	62.5%	52.0%	66.7%	68.8%	66.7%	65%	72%	79%
	Black or African American	61.2%	76.2%	68.6%	47.2%	75.0%	62%	76%	90%
	Native Hawaiian/ Pacific Islander	42.3%	58.7%	62.8%	50.3%	38.3%	48%	59%	71%
	White or Caucasian	63.6%	25.0%	37.5%	62.5%	37.5%	48%	53%	82%
	Hispanic or Latino/a	51.8%	62.9%	66.9%	59.5%	64.9%	59%	66%	73%
	Two or More Races	53.9%	65.5%	62.2%	61.3%	64.0%	60%	65%	71%
	Unknown/ Not reported	64.1%	70.9%	79.3%	73.3%	74.3%	70%	78%	87%
	19 and Younger	9.1%	85.9%	44.1%	74.6%	46.7%	50%	77%	105%
	20 to 24	78.1%	82.8%	85.5%	83.8%	88.8%	83%	87%	91%
	25 to 29	47.5%	58.8%	67.7%	62.5%	74.4%	59%	71%	83%
	30 to 39	43.2%	52.8%	48.3%	55.1%	48.7%	48%	53%	59%
	40 to 49	40.1%	56.3%	47.0%	48.5%	33.8%	43%	52%	62%
	50 and Older	38.6%	58.9%	42.9%	41.9%	28.8%	40%	51%	62%
	No Financial Aid	24.1%	48.0%	42.5%	36.2%	28.0%	34%	44%	54%
	Financial Aid Awarded	41.5%	50.9%	57.6%	55.6%	69.9%	52%	64%	75%
	First Generation Student	64.3%	74.4%	63.9%	63.9%	58.5%	64%	70%	75%
	Non-First Generation Student	53.1%	64.3%	65.0%	65.8%	70.2%	62%	69%	77%
	Received Service, No Courses Taken in Year	61.3%	66.2%	75.5%	74.3%	79.4%	68%	78%	89%
# of COUN Services received in year		2016 N=1955	2017 N=1411	2018 N=1635	2019 N=1643	2020 N=1532			
% of Counseling Services Received (Undup by AY)	Female	1217	781	762	916	1062	948	1,120	1,293
	Male	57.8%	66.5%	69.6%	73.8%	77.6%	67%	76%	85%

Male	69.4%	45.4%	33.3%	46.2%	63.1%	53%	66%	79%
Prefer not to say/ Unknown	0.0%	32.5%	31.7%	35.1%	71.4%	28%	55%	82%
American Indian or Alaska Native	71.9%	56.0%	52.4%	59.4%	66.7%	65%	76%	87%
Asian	62.7%	69.0%	51.0%	55.6%	73.1%	60%	70%	79%
Black or African American	497.0%	295.0%	293.0%	372.1%	571.7%	117%	303%	490%
Native Hawaiian/ Pacific Islander	72.7%	0.0%	50.0%	62.5%	75.0%	56%	85%	114%
White or Caucasian	62.9%	58.4%	57.7%	58.5%	68.1%	60%	65%	69%
Hispanic or Latino/a	62.7%	58.9%	48.1%	51.4%	72.1%	58%	67%	75%
Two or More Races	70.9%	64.6%	77.6%	80.0%	81.4%	72%	81%	90%
Unknown/ Not reported	27.3%	28.3%	20.3%	68.2%	66.7%	43%	64%	85%
19 and Younger	79.0%	83.0%	78.2%	81.5%	86.7%	81%	84%	88%
20 to 24	59.7%	57.5%	53.7%	58.3%	73.1%	59%	67%	74%
25 to 29	53.8%	43.3%	30.2%	44.4%	62.0%	47%	58%	68%
30 to 39	52.0%	30.2%	26.2%	38.0%	41.4%	38%	47%	56%
40 to 49	55.0%	19.4%	18.6%	38.2%	46.6%	37%	52%	67%
50 and Older	41.7%	24.0%	16.7%	28.7%	40.0%	31%	41%	51%
No Financial Aid	51.3%	53.6%	56.9%	56.9%	65.6%	55%	62%	69%
Financial Aid Awarded	73.4%	56.4%	42.7%	55.3%	70.9%	61%	73%	84%
First Generation Student	62.1%	63.9%	64.2%	70.5%	73.5%	65%	71%	77%
Non-First Generation Student	69.4%	69.8%	70.7%	75.2%	81.3%	71%	79%	87%
Received Service, No Courses Taken in Year								

# of ASEP Services received in year % of Abbreviated Ed Plans Received (Undup by AY)	2016 N=1955	2017 N=1411	2018 N=1635	2019 N=1643	2020 N=1532			
Female	358	269	269	385	410	319	394	469
Male	17.7%	25.1%	258.0%	24.5%	18.7%	60%	157%	254%
Prefer not to say/ Unknown	20.5%	12.7%	11.9%	8.3%	32.9%	16%	25%	35%
American Indian or Alaska Native	0.0%	20.0%	22.0%	18.9%	19.0%	13%	24%	34%
Asian	34.4%	28.0%	21.4%	43.8%	30.0%	33%	41%	50%
Black or African American	14.9%	23.8%	17.6%	13.9%	21.2%	17%	22%	26%
Native Hawaiian/ Pacific Islander	10.1%	4.6%	7.1%	22.8%	37.7%	15%	28%	41%
White or Caucasian	18.2%	0.0%	25.0%	18.8%	50.0%	21%	37%	54%
Hispanic or Latino/a	20.1%	20.6%	20.4%	21.8%	24.1%	20%	24%	28%
Two or More Races	17.2%	20.7%	17.9%	24.7%	27.0%	20%	25%	30%
Unknown/ Not reported	22.3%	35.4%	24.1%	33.3%	20.0%	25%	33%	41%
19 and Younger	9.1%	0.0%	7.5%	21.2%	13.3%	11%	18%	26%
20 to 24	29.6%	34.1%	33.6%	32.6%	25.2%	29%	35%	40%
25 to 29	16.2%	16.0%	17.9%	22.6%	19.6%	17%	21%	25%
30 to 39	15.0%	13.5%	6.2%	25.5%	6.2%	16%	24%	32%
40 to 49	9.3%	6.1%	6.1%	17.2%	35.0%	14%	25%	36%
50 and Older	10.0%	3.2%	2.8%	14.5%	33.6%	12%	24%	35%
No Financial Aid	12.0%	2.7%	5.0%	10.6%	27.0%	11%	19%	28%
Financial Aid Awarded	13.9%	19.9%	21.0%	19.2%	14.5%	16%	21%	25%
First Generation Student	22.8%	18.6%	14.7%	25.1%	32.1%	22%	28%	35%
Non-First Generation Student	21.2%	20.2%	20.2%	24.7%	20.5%	20%	24%	28%
Received Service, No Courses Taken in Year	22.2%	26.8%	27.3%	26.1%	20.6%	23%	28%	33%

# of ORIENTATION Services received in year % of Orientation Received (Undup by AY)	2016 N=1955	2017 N=1411	2018 N=1635	2019 N=1643	2020 N=1532			
Female	1153	824	923	849	1002	938	1,060	1,183
Male	57.6%	66.8%	66.6%	63.9%	65.5%	62%	68%	74%
Prefer not to say/ Unknown	61.3%	51.1%	51.0%	45.4%	65.3%	54%	62%	69%
American Indian or Alaska Native	0.0%	35.0%	41.5%	32.4%	66.7%	29%	55%	81%
Asian	59.4%	36.0%	54.8%	53.1%	70.0%	59%	75%	90%
Black or African American	71.6%	54.8%	56.9%	44.4%	78.8%	59%	73%	86%
Native Hawaiian/ Pacific Islander	57.7%	50.5%	62.3%	41.1%	70.9%	55%	66%	77%
White or Caucasian	72.7%	0.0%	37.5%	37.5%	62.5%	45%	72%	98%
Hispanic or Latino/a	57.3%	60.7%	60.4%	47.0%	58.6%	55%	62%	68%
Two or More Races	60.0%	57.1%	58.5%	49.7%	68.2%	58%	64%	70%
Unknown/ Not reported	62.1%	74.7%	67.2%	63.3%	67.1%	66%	71%	76%
19 and Younger	9.1%	58.7%	35.7%	74.2%	65.4%	44%	70%	96%
20 to 24	72.5%	75.2%	74.7%	63.4%	65.4%	70%	75%	80%
25 to 29	55.4%	56.9%	63.2%	53.1%	60.8%	56%	62%	68%
30 to 39	53.1%	54.5%	47.1%	49.5%	67.9%	53%	61%	69%
40 to 49	55.4%	39.1%	41.9%	47.6%	73.4%	50%	63%	76%
50 and Older	52.9%	43.5%	40.7%	35.5%	63.7%	45%	56%	67%
No Financial Aid	39.8%	44.0%	37.5%	34.0%	56.0%	41%	49%	58%
Financial Aid Awarded	46.3%	50.2%	48.7%	46.8%	47.2%	46%	51%	55%
First Generation Student	71.9%	63.3%	59.4%	53.5%	73.3%	64%	72%	79%
Non-First Generation Student	59.4%	62.3%	59.3%	54.4%	62.8%	59%	62%	66%
Received Service, No Courses Taken in Year	66.2%	67.9%	67.3%	62.3%	61.7%	63%	69%	74%

OBJECTIVE 2 - IMPROVE MOMENTUM								
SSSP Core Services - First Term								
# of CSEP Services received in year % Comprehensive Ed Plan Received (Undup by AY)	2016 N=1955	2017 N=1411	2018 N=1635	2019 N=1643	2020 N=1532			
Female	274	382	195	151	350	212	287	382
Male	10.0%	18.8%	15.6%	15.3%	14.7%	12%	16%	20%
Prefer not to say/ Unknown	20.5%	12.7%	11.9%	8.3%	29.3%	15%	23%	32%
American Indian or Alaska Native	0.0%	5.0%	2.4%	10.8%	13.6%	5%	11%	17%
Asian	18.8%	0.0%	9.5%	6.3%	23.3%	11%	20%	28%
Black or African American	19.4%	7.1%	5.9%	5.6%	13.5%	9%	15%	21%
Native Hawaiian/ Pacific Islander	22.8%	10.1%	13.7%	7.1%	36.6%	16%	28%	40%
White or Caucasian	91.0%	0.0%	12.5%	12.5%	50.0%	34%	67%	101%
Hispanic or Latino/a	12.1%	14.0%	13.2%	9.4%	20.5%	13%	17%	22%
Two or More Races	13.9%	12.1%	10.1%	7.6%	22.9%	12%	18%	24%
Unknown/ Not reported	14.6%	5.1%	17.2%	10.0%	18.8%	14%	19%	24%
19 and Younger	0.0%	28.3%	11.9%	14.8%	6.7%	10%	21%	32%
20 to 24	11.8%	14.6%	10.8%	10.1%	19.7%	13%	17%	21%
25 to 29	11.7%	11.3%	9.4%	9.7%	15.3%	11%	14%	17%
30 to 39	14.7%	16.9%	13.2%	7.9%	21.4%	13%	19%	25%
40 to 49	19.7%	10.7%	15.8%	8.7%	33.1%	16%	26%	35%
50 and Older	23.6%	11.3%	11.9%	10.8%	32.9%	16%	26%	37%
No Financial Aid	10.2%	8.0%	11.7%	3.2%	27.0%	11%	19%	28%
Financial Aid Awarded	8.0%	7.2%	5.8%	7.2%	7.9%	7%	8%	10%
First Generation Student	20.1%	16.3%	14.2%	10.0%	29.5%	17%	24%	31%
Non-First Generation Student	13.1%	15.5%	10.4%	8.4%	16.4%	12%	16%	19%
Received Service, No Courses Taken in Year	13.2%	13.2%	14.5%	10.8%	14.6%	12%	15%	18%

Credits Attempted - FIRST YEAR (Ed Goal A,B,C)								
#	#	#	#	#	#			
Female	8.72	8.67	8.35	7.72	6.79	8.38	9.19	10.00
Male	9.23	9.30	10.01	8.93	5.34	8.45	9.93	11.42
Prefer not to say/ Unknown	0.00	14.00	8.48	7.40	4.58	7.05	11.88	16.71
American Indian or Alaska Native	8.47	10.19	11.55	9.10	6.05	9.17	11.23	13.30
Asian	8.43	10.51	8.95	7.22	8.41	8.41	9.48	10.55
Black or African American	7.44	9.15	9.88	9.16	4.42	7.89	9.58	11.26
Native Hawaiian/ Pacific Islander	7.70	5.38	13.50	9.88	3.00	8.33	12.40	16.47
White or Caucasian	9.48	9.35	10.04	9.31	6.38	9.12	10.36	11.61
Hispanic or Latino/a	8.67	8.53	7.99	7.39	5.77	8.08	9.15	10.22
Two or More Races	9.42	9.97	9.70	9.23	7.39	9.56	10.73	11.89
Unknown/ Not reported	4.33	3.50	8.05	6.43	4.71	5.99	7.60	9.20
19 and Younger	10.86	11.05	10.65	9.58	7.77	10.77	12.36	13.95

		20 to 24	25 to 29	30 to 39	40 to 49	50 and Older		7.56	8.54	9.52	
Credits Earned – FIRST YEAR (Ed Goal A,B,C)	20 to 24	7.76	7.62	7.59	7.35	5.62		7.56	8.54	9.52	
	25 to 29	8.79	8.14	9.22	7.98	4.97		8.00	9.32	10.64	
	30 to 39	8.08	8.49	8.73	8.19	4.82		7.77	9.09	10.41	
	40 to 49	7.04	7.19	9.56	8.30	4.27		7.45	9.03	10.62	
	50 and Older	7.08	8.24	8.42	7.66	3.76		7.29	8.86	10.42	
	No Financial Aid	7.98	8.00	7.92	7.12	6.00		7.57	8.38	9.19	
	Financial Aid Awarded	9.83	9.69	9.78	8.88	5.80		9.34	10.86	12.39	
	First Generation Student	8.89	8.83	8.09	7.43	5.94		8.42	9.86	11.30	
	Non-First Generation Student	9.64	9.27	9.25	8.51	7.36		9.30	10.68	12.06	
	Female	6.03	5.97	5.67	5.43	5.50		5.75	6.09	6.44	
	Male	6.22	6.30	7.59	6.97	4.62		6.26	7.23	8.20	
	Prefer not to say/ Unknown	0.00	6.57	4.84	4.94	4.04		3.29	5.75	8.22	
	American Indian or Alaska Native	4.40	6.57	7.49	6.42	4.95		6.04	7.42	8.79	
	Asian	5.97	6.24	9.48	7.38	6.81		6.64	8.02	9.41	
	Black or African American	3.30	4.82	6.81	6.73	3.79		4.37	5.95	7.53	
	Native Hawaiian/ Pacific Islander	3.50	1.00	8.33	8.50	2.25		4.90	7.71	10.51	
	White or Caucasian	7.08	6.83	7.49	7.22	5.61		6.78	7.49	8.20	
	Hispanic or Latino/a	5.76	5.63	5.56	5.34	4.70		5.43	5.83	6.23	
	Two or More Races	6.12	6.74	6.25	6.24	5.33		6.38	7.19	7.99	
	Unknown/ Not reported	2.11	2.50	4.76	4.25	4.29		3.37	4.40	5.60	
	19 and Younger	7.94	7.92	7.95	7.10	6.18		7.80	8.78	9.75	
	20 to 24	4.94	4.65	5.14	5.06	4.70		4.97	5.41	5.84	
	25 to 29	5.90	5.45	5.93	5.90	4.31		5.43	6.01	6.60	
	30 to 39	5.30	5.68	6.40	6.43	4.36		5.39	6.23	7.07	
	40 to 49	4.75	5.47	7.71	6.94	3.97		5.48	6.83	8.19	
	50 and Older	4.51	5.97	6.59	5.57	3.47		5.15	6.26	7.38	
	No Financial Aid	6.09	6.06	5.96	5.59	4.99		5.71	6.23	6.75	
	Financial Aid Awarded	6.13	6.13	6.85	6.47	4.90		6.12	6.76	7.39	
	First Generation Student	5.61	5.59	5.16	5.11	4.73		5.53	6.45	7.37	
	Non-First Generation Student	6.97	6.58	6.80	6.04	5.98		6.65	7.62	8.59	
Course Success (first-time degree-seeking)		FALL-15 Cohort	FALL-16 Cohort	FALL-17 Cohort	FALL-18 Cohort	FALL-19 Cohort					
Completion of 6+ credits	52.7%	59.1%	52.2%	50.0%	61.3%	49%	63%	77%			42%
Female	51.7%	62.8%	65.3%	63.3%	65.5%	57%	62%	67%	73%		
Male	54.6%	56.3%	61.4%	54.4%	55.4%	56%	59%	62%			
Prefer not to say/ Unknown		26.1%	28.0%	22.2%	75.0%	38%	63%	88%			
American Indian or Alaska Native	43.8%	63.6%	50.0%	45.5%	76.9%	56%	70%	84%			
Asian	70.4%	62.5%	100.0%	77.8%	94.1%	81%	97%	113%			
Black or African American	14.3%	59.0%	33.3%	27.8%	44.8%	36%	53%	70%			
Native Hawaiian/ Pacific Islander	40.0%	100.0%	100.0%	80.0%	100%	100%	100%	125%			
White or Caucasian	56.3%	58.1%	62.4%	60.8%	61.6%	60%	62%	65%			
Hispanic or Latino/a	52.5%	62.0%	63.4%	56.2%	60.8%	59%	63%	68%			
Two or More Races	54.3%	47.5%	61.4%	68.0%	57.1%	58%	65%	73%			
Unknown/ Not reported	0.0%	0.0%		33.3%		11%	30%	50%			
19 and Younger	67.8%	65.2%	70.0%	63.5%	66.1%	67%	69%	71%			
20 to 24	44.1%	46.8%	55.8%	51.1%	47.6%	49%	54%	58%			
25 to 29	43.0%	51.4%	52.4%	54.1%	59.2%	52%	58%	64%			
30 to 39	43.0%	52.9%	57.7%	44.4%	51.8%	50%	56%	62%			
40 to 49	50.7%	65.7%	33.3%	42.1%	66.7%	52%	66%	81%			
50 and Older	26.7%	60.9%	36.8%	36.4%	27.3%	38%	51%	65%			
No Financial Aid	48.2%	55.2%	58.6%	49.5%	52.0%	53%	57%	61%			
Financial Aid Awarded	55.8%	61.2%	63.9%	62.4%	65.6%	62%	66%	69%			
First Generation Student	44.8%	59.1%	48.9%	51.4%	54.6%	52%	57%	63%			
Non-First Generation Student	60.5%	62.4%	65.4%	63.3%	64.9%	64%	67%	71%			
Female	34.4%	38.9%	43.0%	39.1%	40.8%	38%	44%	60%			17%
Male	34.5%	40.9%	44.8%	41.2%	43.4%	41%	45%	49%			
Prefer not to say/ Unknown	34.3%	37.7%	44.6%	38.6%	37.2%	38%	42%	46%			
American Indian or Alaska Native	37.5%	45.5%	22.7%	27.3%	53.8%	37%	50%	63%			
Asian	51.9%	37.5%	77.8%	44.4%	70.6%	56%	74%	91%			
Black or African American	11.9%	30.8%	18.5%	25.0%	31.0%	23%	32%	40%			
Native Hawaiian/ Pacific Islander	20.0%		66.7%	60.0%	20.0%	42%	67%	92%			
White or Caucasian	36.7%	39.4%	43.7%	41.4%	41.1%	40%	43%	46%			
Hispanic or Latino/a	33.1%	40.1%	43.6%	34.8%	41.4%	39%	43%	48%			
Two or More Races	37.0%	35.0%	45.5%	54.0%	34.3%	41%	50%	58%			
Unknown/ Not reported	0.0%	0.0%			0.0%	0%	0%	0%			
19 and Younger	51.6%	48.3%	55.2%	46.7%	48.1%	50%	53%	57%			
20 to 24	23.1%	28.4%	31.0%	33.3%	20.6%	27%	33%	38%			
25 to 29	28.9%	20.0%	31.7%	21.6%	36.7%	28%	35%	42%			
30 to 39	23.1%	27.1%	26.9%	20.0%	26.8%	25%	28%	31%			
40 to 49	26.8%	42.9%	11.1%	15.8%	33.3%	26%	39%	52%			
50 and Older	6.7%	39.1%	15.8%	18.2%	9.1%	18%	31%	43%			
No Financial Aid	27.9%	33.6%	38.2%	26.3%	28.2%	31%	36%	41%			
Financial Aid Awarded	38.7%	41.7%	45.3%	45.5%	46.5%	44%	47%	50%			
First Generation Student	28.5%	36.0%	33.0%	31.6%	34.3%	33%	36%	38%			
Non-First Generation Student	43.2%	42.8%	49.7%	45.9%	45.5%	45%	48%	51%			
Female	26.8%	29.4%	37.3%	32.9%	34.5%	27%	35%	43%			32%
Male	27.2%	30.6%	37.7%	36.1%	36.7%	34%	38%	43%			
Prefer not to say/ Unknown	26.2%	28.6%	40.3%	31.1%	31.0%	31%	37%	42%			
American Indian or Alaska Native	18.8%	36.4%	22.7%	9.1%	30.8%	24%	34%	45%			
Asian	48.1%	31.3%	66.7%	38.9%	64.7%	50%	66%	81%			
Black or African American	7.1%	15.4%	14.8%	22.2%	20.7%	16%	22%	28%			
Native Hawaiian/ Pacific Islander	0.0%		33.3%	40.0%	20.0%	23%	41%	59%			
White or Caucasian	28.6%	30.4%	39.1%	37.1%	36.2%	34%	39%	43%			
Hispanic or Latino/a	26.0%	31.6%	36.1%	28.4%	35.0%	31%	36%	40%			
Two or More Races	30.4%	20.0%	40.9%	42.0%	25.7%	32%	41%	51%			
Unknown/ Not reported	0.0%	0.0%			0.0%	0%	0%	0%			
19 and Younger	41.2%	39.7%	49.7%	41.0%	42.7%	43%	47%	51%			
20 to 24	18.1%	19.3%	22.1%	22.2%	19.0%	22%	24%	24%			
25 to 29	22.8%	17.1%	30.2%	16.2%	24.5%	22%	28%	34%			
30 to 39	14.0%	15.7%	19.2%	20.0%	17.9%	17%	20%	22%			
40 to 49	21.1%	25.7%	5.6%	10.5%	13.3%	15%	23%	31%			
50 and Older	6.7%	17.4%	15.8%	9.1%	0.0%	10%	17%	24%			
No Financial Aid	20.8%	23.8%	32.5%	23.7%	24.3%	25%	29%	34%			
Financial Aid Awarded	30.8%	32.4%	39.6%	37.6%	39.1%	36%	40%	44%			
First Generation Student	22.1%	25.8%	26.9%	25.0%	29.5%	26%	29%	31%			
Non-First Generation Student	36.4%	33.6%	44.4%	40.3%	38.8%	39%	43%	47%			
Female	11.6%	13.9%	16.5%	13.4%	15.7%	11%	16%	20%			14%
Male	11.6%	15.6%	13.9%	13.6%	15.2%	14%	16%	17%			
Prefer not to say/ Unknown	11.7%	12.1%	21.9%	14.1%	16.1%	15%	19%	23%			
American Indian or Alaska Native	0.0%	18.2%	9.1%	0.0%	15.4%	9%	17%	25%			
Asian	22.2%	12.5%	38.9%	16.7%	35.3%	25%	37%	48%			
Black or African American	0.0%	7.7%	3.7%	5.6%	10.3%	5%	9%	13%			
Native Hawaiian/ Pacific Islander	0.0%		33.3%	20.0%	0.0%	13%	30%	46%			
White or Caucasian	12.0%	15.9%	20.8%	16.8%	17.9%	17%	20%	23%			
Hispanic or Latino/a	11.5%	13.1%	11.9%	10.0%	14.3%	12%	14%	15%			
Two or More Races	19.6%	10.0%	11.4%	18.0%	11.4%	14%	18%	23%			
Unknown/ Not reported	0.0%	0.0%			0.0%	0%	0%	0%			

Completion of 30+ credits	19 and Younger	21.0%	19.1%	24.5%	16.0%	20.7%		20%	23%	26%	5%		
	20 to 24	5.5%	10.1%	10.6%	11.1%	6.3%		9%	11%	14%			
	25 to 29	9.6%	4.3%	3.2%	8.1%	6.1%		6%	9%	12%			
	30 to 39	5.0%	8.6%	5.8%	6.7%	8.9%		7%	9%	10%			
	40 to 49	1.1%	11.4%	0.0%	5.3%	0.0%		4%	8%	13%			
	50 and Older	4.4%	8.7%	0.0%	9.1%	0.0%		4%	9%	13%			
	No Financial Aid	8.9%	10.8%	13.6%	8.1%	10.7%		10%	13%	15%			
	Financial Aid Awarded	13.4%	15.6%	17.8%	16.1%	18.0%		16%	18%	20%			
	First Generation Student	7.1%	8.9%	8.8%	7.5%	12.6%		9%	11%	13%			
	Non-First Generation Student	16.6%	19.3%	21.6%	17.7%	17.8%		19%	21%	22%			
	Female	2.9%	3.5%	4.4%	3.1%	4.3%		3%	4%	5%			
	Male	3.9%	4.7%	4.2%	4.1%	4.7%		4%	5%	6%			
	Prefer not to say/ Unknown	0.0%	1.7%	5.2%	2.1%	3.3%		3%	5%	6%			
	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%		0%	0%	0%			
	Asian	11.1%	6.3%	22.2%	5.6%	17.6%		13%	20%	27%			
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%		0%	0%	0%			
	Native Hawaiian/ Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%		0%	0%	0%			
	White or Caucasian	3.5%	3.5%	6.8%	4.3%	4.5%		5%	6%	7%			
	Hispanic or Latino/a	2.5%	4.2%	1.5%	1.5%	3.8%		3%	4%	5%			
	Two or More Races	0.0%	2.5%	0.0%	6.0%	2.9%		2%	5%	7%			
	Unknown/ Not reported	0.0%	0.0%	0.0%	0.0%	0.0%		0%	0%	0%			
	19 and Younger	5.9%	4.9%	7.0%	4.3%	6.2%		6%	7%	8%			
	20 to 24	0.8	4.6%	0.9	1.1%	0.0%		35%	81%	127%			
	25 to 29	2.6%	0.0%	0.0%	0.0%	0.0%		1%	2%	3%			
	30 to 39	0.8	1.4%	1.9%	0.0%	0.0%		17%	52%	87%			
40 to 49	0.0%	0.0%	0.0%	5.3%	0.0%		1%	3%	6%				
50 and Older	0.0%	0.0%	0.0%	5.3%	0.0%		1%	3%	6%				
No Financial Aid	2.1%	1.8%	3.7%	1.6%	2.3%		2%	3%	4%				
Financial Aid Awarded	3.4%	4.4%	4.7%	3.8%	4.9%		4%	5%	5%				
First Generation Student	1.8%	0.4	2.2%	0.9	3.4%		27%	66%	105%				
Non-First Generation Student	4.0%	6.4%	6.9%	4.9%	4.9%		5%	7%	8%				
Persistence (first-time degree-seeking)	FALL-15 Cohort	FALL-16 Cohort	FALL-17 Cohort	FALL-18 Cohort	FALL-19 Cohort								
TERM 1 to TERM 2	ALL (Cohort)	54.1%	58.8%	61.2%	60.2%	66.3%		57%	63%	69%	66%		
	Female	53.8%	58.3%	63.5%	62.2%	69.0%		61%	67%	73%			
	Male	54.6%	61.9%	59.7%	58.9%	62.4%		60%	63%	66%			
	Prefer not to say/ Unknown		30.4%	44.0%	44.4%	75.0%		48%	67%	86%			
	American Indian or Alaska Native	37.5%	45.5%	59.1%	36.4%	69.2%		50%	64%	78%			
	Asian	70.4%	50.0%	94.4%	55.6%	83.4%		71%	89%	107%			
	Black or African American	47.6%	51.3%	40.7%	50.0%	69.0%		52%	62%	73%			
	Native Hawaiian/ Pacific Islander	80.0%		66.7%	100.0%	40.0%		72%	97%	122%			
	White or Caucasian	53.3%	58.5%	58.4%	59.1%	69.6%		60%	66%	72%			
	Hispanic or Latino/a	54.1%	60.3%	64.9%	62.7%	64.1%		61%	66%	70%			
	Two or More Races	67.4%	65.0%	61.4%	66.0%	62.9%		65%	67%	69%			
	Unknown/ Not reported												
	19 and Younger	68.6%	68.0%	71.5%	70.4%	72.3%		70%	72%	74%			
	20 to 24	47.9%	45.0%	50.4%	43.3%	50.8%		47%	51%	54%			
	25 to 29	50.9%	47.1%	41.3%	56.8%	51.0%		49%	55%	61%			
	30 to 39	40.5%	54.3%	55.8%	37.8%	55.4%		49%	58%	66%			
	40 to 49	42.3%	54.3%	50.0%	31.6%	66.7%		49%	62%	75%			
	50 and Older	28.9%	43.5%	36.8%	27.3%	72.7%		42%	60%	79%			
	No Financial Aid	45.1%	48.9%	51.8%	47.8%	57.1%		50%	55%	59%			
	Financial Aid Awarded	60.1%	63.9%	65.6%	66.5%	70.4%		65%	69%	73%			
	First Generation Student	49.5%	59.6%	57.1%	57.1%	61.8%		57%	62%	66%			
	Non-First Generation Student	59.4%	59.6%	63.8%	64.6%	69.8%		63%	68%	72%			
	TERM 1 to TERM 3	ALL (Cohort)	35.8%	38.4%	43.7%	42.7%	45.2%		39%	44%		49%	66%
		Female	37.1%	40.9%	46.3%	45.9%	47.2%		43%	48%		52%	
		Male	33.4%	36.8%	42.9%	41.1%	42.6%		39%	43%		48%	
Prefer not to say/ Unknown			13.0%	16.0%	11.1%	50.0%		23%	41%	59%			
American Indian or Alaska Native		37.5%	45.5%	63.6%	18.2%	53.8%		44%	61%	78%			
Asian		51.9%	25.0%	94.4%	55.6%	70.6%		60%	85%	111%			
Black or African American		7.1%	28.2%	22.2%	22.2%	20.7%		20%	28%	36%			
Native Hawaiian/ Pacific Islander		20.0%		66.7%	40.0%	40.0%		42%	66%	89%			
White or Caucasian		38.0%	37.7%	43.0%	44.0%	42.4%		41%	44%	47%			
Hispanic or Latino/a		35.8%	39.7%	39.6%	45.3%	49.8%		42%	48%	53%			
Two or More Races		34.8%	50.0%	47.7%	42.0%	51.4%		45%	52%	59%			
Unknown/ Not reported		0.0%	0.0%			0.0%		0%	0%	0%			
19 and Younger		53.5%	47.7%	57.6%	52.4%	53.8%		53%	57%	60%			
20 to 24		24.8%	30.3%	26.5%	25.6%	22.2%		26%	29%	32%			
25 to 29		28.1%	28.6%	23.8%	18.9%	30.6%		26%	31%	35%			
30 to 39		23.1%	27.1%	28.8%	26.7%	35.7%		28%	33%	38%			
40 to 49		25.4%	34.3%	27.8%	36.8%	33.3%		32%	36%	41%			
50 and Older		15.6%	17.4%	26.3%	27.3%	18.2%		21%	26%	32%			
No Financial Aid		29.4%	30.5%	40.8%	35.5%	36.7%		35%	39%	44%			
Financial Aid Awarded		39.9%	42.7%	45.0%	46.3%	49.1%		45%	48%	52%			
First Generation Student		34.2%	35.1%	33.5%	38.7%	37.2%		36%	38%	40%			
Non-First Generation Student		42.8%	43.4%	50.6%	45.9%	50.5%		47%	50%	54%			

Strategic Plan Targets, 2019-2021

GOAL 3: ENSURE STUDENT ACCESS

Measure	2013	2014	2015	2016	2017	2018	2019	2020	Avg	1-σ	2-σ	2021 Target
OBJECTIVE 1 - OPTIMIZE STUDENT ENROLLMENT												
# FTES	2,941	2,912	2,720	2,802	2,845	3,099	3,241	3,161	2,965	3,054	3,333	3100
# Students (Undup, by Student ID, CC Campus & AY)												
Main Campus	2443	2274	2499	2416	2350	2076	2145	2050	2282	2,455	2,629	
Main Campus No ADMJ	1776	1829	1643	1619	1477	1309	1217	1292	1520	1,752	1,984	
East Kern	137	146	199	446	1037	1685	2087	2084	978	1,843	2,709	
ESCC Bishop	418	354	313	306	298	300	304	315	326	367	408	
ESCC Mammoth	227	291	279	243	224	226	238	239	246	271	296	
Kern River Valley	428	370	332	319	304	300	301	243	325	380	434	
On-Line	6075	6156	5577	5926	6020	6194	6322	6328	6075	6,319	6,564	
# Students Enrolled in Any CC Class by Zip Code (Undup)												
Main Campus	1934	1959	1774	1805	1721	1537	1479	1597	1726	1,903	2,080	
East Kern	417	427	491	737	1298	1749	2177	2153	1181	1,946	2,711	
ESCC Bishop	503	517	482	521	502	454	478	545	500	529	557	
ESCC Mammoth	244	306	347	354	377	366	373	408	347	398	448	
Kern River Valley	469	432	401	387	390	364	376	350	396	434	473	
Unit Load in First-Term												
	12-13 Cohort	13-14 Cohort	14-15 Cohort	15-16 Cohort	16-17 Cohort	17-18 Cohort	18-19 Cohort					
Multiple Classes 0-5.9 units	163	280	299	278	120	132	116	117	188	270	353	
6-8.9	112	160	165	202	84	88	84	110	126	170	215	
9-11.9	91	116	89	115	66	59	76	106	90	111	133	
12-14.9	189	249	230	265	211	218	185	172	215	247	280	
15 +	28	39	38	49	42	53	36	61	43	54	64	
# of Special Pop Students (Undup, by AY)												
# Concurrently Enrolled Students	2013	2014	2015	2016	2017	2018	2019	2020	766	1222	1679	1000
# Dual Enrolled Students (Undup, by AY)	301	304	341	546	871	1033	1350	1380	370	698	1025	
# Incarcerated Students (Undup, by AY)	50	74	48	176	482	509	795	826	636	1058	1480	
# Students On-line ONLY (Undup, by AY)			84	376	637	963	1119		4895	5120	5344	
% Students On-line ONLY (Undup, by AY)	5020	5051	4436	4717	4831	4991	5100	5016	58.5%	60.5%	55.4%	
% Students On-line ONLY (Undup, by AY)	58.5%	60.5%	55.4%	56.0%	54.0%	52.4%	50.5%	50.5%				
OBJECTIVE 2 - BE THE HIGHER EDUCATION OPTION OF FIRST CHOICE												
# College Promise Students												
	2013	2014	2015	2016	2017	2018	2019	2020				
							49	64				
# CC Feeder High School Graduates												
	Fall-2012	Fall-2013	Fall-2014	Fall-2015	Fall-2016	Fall-2017	Fall-2018	Fall-2019	275	293	310	
# CC Feeder High School Enrollment Yield (all KCCCD)	300	285	260	260	272				26.4%	28.4%	30.4%	
% CC Feeder High School Enrollment Yield (all KCCCD)	29%	28%	26%	24%	25%							
# CC Feeder HS - Freshman Enrollment (CC only)												
% CC Feeder HS - Freshman Participation Rate (CC only)												

DATA SOURCE

https://datamart.cccco.edu/Students/FTES_Summary.aspx

customized- Cognos Reports

these were calculated using actively enrolled in a class at that campus, students unduplic these were calculated using actively enrolled students unduplicated by term these were calculated using actively enrolled students unduplicated by term these were calculated using actively enrolled students unduplicated by term these were calculated using actively enrolled students unduplicated by term

customized- Cognos Reports

these ran off of unduplicated by Year for each CC Service Area Campus Code these ran off of unduplicated by Year for each CC Service Area Campus Code these ran off of unduplicated by Year for each CC Service Area Campus Code these ran off of unduplicated by Year for each CC Service Area Campus Code

used actively enrolled students, Excluded DE (Concurrent OK), ED Goal ABC, I then agg sum units by ID and Y

This was taken from the KCCD Common Measures Data Query <https://cognos-prod.ec.kc>

Dual enrolled is Actively enrolled unduplicated by acad year
Incarcerated is Actively enrolled unduplicated by acad year
We used our Dummy Code for this

Explanation: The number of CC feeder high school graduates enrolled in ANY KCCD college on census day du
Explanation: The percent of CC high school graduates that enrolled in ANY KCCD college on census day durin

Update by end of month 9/30/2020
Explanation: The number of high school graduates comes from CC Feeder High Schools that enrolled at CC I
Explanation: The percent of high school graduates enrolled on census day during the first fall semester after

Strategic Plan Targets, 2019-2021

GOAL 4: COMMUNITY CONNECTIONS

Measure	2013	2014	2015	2016	2017	2018	2019	2020	Trend	Avg	1-σ	2-σ	2021 Target	DATA SOURCE
OBJECTIVE 1 - PROVIDE WORKFORCE PROGRAMS THAT RESPOND TO LOCAL INDUSTRY														
# Students Who Got a Degree or Certificate	169	123	236	181	208	234	258	278	↔	211	262	313	400	I calculated these using Launch Board Definitions Provided Launchboard- CCCC MIS Current Data is Unavailable Calculated the same way as customized- Cognos Reports Current Data is Unavailable Calculated the same way as Launchboard- CCCC MIS Current Data is Unavailable Calculated the same way as Launchboard- CCCC MIS Current Data is Unavailable Calculated the same way as Team content > KCCD Development > IR > Share > Common Measures Team content > KCCD Develop https://censusreporter.org/data/table/?table=B01001&gc
# of CTE Degrees and Certificates Awarded	293	236	318	254	327	329	365	391	↔	314	366	419		
# CTE Course Enrollments (Annual)	8523	9327	9966	10075	10416	10005	11551	11273	↔	10,142	11,119	12,096		
# Completed 12+ CTE Units in One Year	353	351	367	360	367	306	391	373	↔	359	383	408		
OBJECTIVE 2 - REFLECT THE COMMUNITIES WE SERVE														
Employee Diversity Reflects the Service Area Population (Proportionality Index*)	2013	2014	2015	2016	2017	2018	2019	2020	P index					
Female	1.32	1.36	1.36	1.40	1.45	1.30	1.26	1.21	↑	1.35	1.41	1.48		
Male	0.72	0.68	0.68	0.64	0.60	0.74	0.75	0.78	↑	0.69	0.74	0.79		
African-American	0.47	0.47	0.47	0.93	0.70	0.53	0.84	0.84	↑	0.63	0.82	1.02		US Census (Table B02001: RACE) American Community Survey 5-Year Estimates 2011
American Indian	0.03	0.63	0.63	0.63	0.63	0.44	0.56	0.56	↑	0.50	0.72	0.95		
Asian/ Filipino/ Pacific Islander	2.17	1.74	1.30	1.74	1.30	1.30	1.30	1.30	↑	1.55	1.89	2.24		
Hispanic or Latino/a	0.31	0.36	0.42	0.42	0.47	0.84	0.76	0.76	↓	0.51	0.72	0.92		
White	1.19	1.15	1.13	1.09	1.06	1.03	0.92	0.92	↑	1.08	1.17	1.26		
Multi/Other/Unknown	1.11	1.53	1.67	1.81	2.08	1.47	2.36	2.36	↑	1.72	2.13	2.54		
Under 40	0.64	0.76	0.85	0.91	0.88	0.76	0.92	0.92	↑	0.82	0.92	1.02		
40-54	1.25	1.31	1.15	1.08	1.21	1.25	1.11	1.11	↓	1.19	1.28	1.36		
55 or Older	1.01	0.98	1.01	1.01	0.92	0.98	0.94	0.94	↓	0.98	1.01	1.04		
Diversity in Applicant Pool**	2013	2014	2015	2016	2017	2018	2019	2020	P index					
Female				1.44	1.24	1.11	1.28	1.21	1.21	↑	1.26	1.38	1.50	KCCD Equal Employment Opportunity Report 2015-16 & 2016-17
Male				0.58	0.76	0.86	0.69	0.78	↓	0.73	0.84	0.95		
African-American				2.53	2.16	2.40	2.26	2.33	↑	2.33	2.48	2.62		
American Indian				1.63	1.13	1.19	1.38	0.94	↑	1.25	1.51	1.77		
Asian/ Filipino/ Pacific Islander				3.04	2.43	3.09	4.17	2.74	↑	3.10	3.75	4.41		
Hispanic or Latino/a				1.05	0.94	1.14	0.98	2.01	↓	1.22	1.67	2.12		
White				0.78	0.87	0.76	0.75	0.56	↓	0.74	0.86	0.97		
Multi/Other/Unknown				1.08	1.00	1.29	1.51	0.92	↑	1.16	1.40	1.64		
Has a Disability				0.17	0.22	0.29	0.29	0.29	↓	0.25	0.31	0.36		
Does not Have a Disability				1.11	1.10	1.08	1.08	1.10	↑	1.09	1.11	1.12		
														US Census (Table S1810: Disability Characteristics) American Community Survey 5-Year

*The key reference indicator for Objective 2 uses *Proportionality Index*, which is the percentage of the CCCC employee subgroup divided by the percentage of the CCCC Service Area subgroup.
Note: The proportionality metric is not intended to specify at which point a proportionality index should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CCCC Strategic Planning Taskforce. The data presented are intended to stimulate conversation and investigation into areas where proportionality may be affecting institutional outcomes.

**This key reference indicator is based-off applications submitted for open positions during that academic year. Duplicated applicants may be counted due to applications submitted for different open positions.

Strategic Plan Targets (AY 2019 to AY 2021)

GOAL #1: MAXIMIZE STUDENT SUCCESS

Measure	Years								Trend	Avg	1-σ	2-σ	2021 Target
OBJECTIVE 1 - IMPROVE ONBOARDING													
Attrition - Drop Before First Day*	2014	2015	2016	2017	2018	2019	2020						
# Enrollment Drops	9,606	8,990	8,847	8,008	8,363	7,835	7,703		8798	7688	6577		
% Enrollment Drops	21.5%	21.5%	21.9%	19.6%	19.9%	17.4%	17.7%		20.3%	18.3%	16.2%		
# Dropped from All CC Courses (Undup by Term)	2319	1985	2067	1890	2053	1958	1941		2134	1813	1493		
% Dropped from All CC Courses (Undup by Term)	12.8%	11.7%	11.9%	10.5%	10.9%	9.8%	9.9%		11.5%	9.9%	8.4%		
Attrition - Drop Between First Day & Census**													
# Enrollment Drops	10,581	9,140	7,455	7,195	7,139	7,311	7,055		8509	6561	4613		
% Enrollment Drops	23.6%	21.9%	18.5%	17.6%	17.0%	16.3%	16.2%		19.6%	16.0%	12.4%		
# Dropped from All CC Courses (Undup by Term)	3656	3256	3039	2866	2713	2642	2561		3163	2490	1818		
% Dropped from All CC Courses (Undup by Term)	20.2%	19.1%	17.5%	15.9%	14.4%	13.2%	13.0%		17.0%	13.5%	9.9%		
Attrition - Applicants - Did Not Complete Application***													
# of Applicants				5057	5139	5093			5096	5137	5179		
# of Non-Completers				450	447	595			497	413	328		
% of Non-Completers				8.9%	8.7%	11.7%			9.77%	8.1%	6.4%		
Attrition - Applicants - Completed Application - Did Not Enroll****													
# of Applicants				5057	5139	5093			5096	5137	5179		
# of Non-Completers				1897	1989	1792			1893	1794	1696		
% of Non-Completers				41.2%	42.4%	39.8%			41.13%	39.8%	38.5%		
SSSP Core Services - Non-Exempt (First-Time)	2014	2015	2016	2017	2018	2019	2020						
% of Students completed Assessment (Undup)	50.5%	50.8%	54.1%	66.8%	62.1%	61.6%	61.9%		58.4%	64.3%	70.2%		70%
% of Students completed Counseling (Undup)	55.6%	56.8%	63.4%	56.6%	46.6%	55.8%	69.3%		57.9%	64.5%	71.1%		65%
% of Students completed Abbreviated Ed Plan (Undup)	30.5%	33.0%	43.2%	40.9%	36.3%	40.4%	48.6%		39.0%	44.8%	50.5%		50%
% of Students completed Orientation (Undup)	52.3%	52.4%	60.4%	59.9%	56.5%	51.7%	65.1%		56.7%	61.5%	66.3%		65%
OBJECTIVE 2 - IMPROVE MOMENTUM													
SSSP Core Services - First Term	2014	2015	2016	2017	2018	2019	2020						
# Comprehensive Education Plan Services (Undup by AY)		149	321	151	215	174	350						
% Comprehensive Education Plan Services (Undup by AY)		8.5% (8.8%)	11.5% (16.4%)	10.3% (10.8%)	13.2%	10.7%	23.00%		15.6%	25.1%	34.63%		
Credits Attempted – FIRST YEAR (Ed Goal A,B,C)	6.87	7.01	7.09	7.17	7.51	6.97	5.91		7.00	7.50	8.00		10
Credits Earned – FIRST YEAR (Ed Goal A,B,C)	4.19	4.41	4.58	4.80	5.15	5.24	4.55		4.70	5.06	5.41		7
Course Success (first-time degree-seeking)	FALL-13 Cohort	FALL-14 Cohort	FALL-15 Cohort	FALL-16 Cohort	FALL-17 Cohort	FALL-18 Cohort	FALL-19 Cohort						
Completion of 6+ credits	31.8%	30.6%	33.5%	40.2%	41.3%	41.8%	48.1%		37.6%	43.8%	49.9%		42%
Completion of 12+ credits	8.8%	8.8%	11.1%	14.7%	12.6%	15.9%	19.6%		11.7%	16.5%	21.4%		17%
Completion of 15+ credits	18.0%	17.2%	21.3%	28.1%	31.1%	31.8%	34.3%		24.0%	34.3%	44.5%		32%
Completion of 24+ credits	7.0%	5.0%	8.0%	11.6%	11.2%	12.0%	15.7%		8.9%	12.9%	16.9%		14%
Completion of 30+ credits	1.5%	1.3%	1.9%	2.8%	2.9%	3.2%	4.1%		2.2%	3.3%	4.3%		5%
Persistence (first-time degree-seeking)	FALL-13 Cohort	FALL-14 Cohort	FALL-15 Cohort	FALL-16 Cohort	FALL-17 Cohort	FALL-18 Cohort	FALL-19 Cohort						
TERM 1 to TERM 2	51.9%	48.5%	54.5%	59.5%	57.9%	58.3%	66.3%		56.9%	62.3%	67.6%		66%
TERM 1 to TERM 3	32.6%	31.0%	36.4%	39.6%	40.7%	36.7%	45.4%		38.0%	42.7%	47.4%		

*The Attrition - Drop Before First Day is based off the number of course enrollments dropped by a student before the First-Day of classes. The Attrition - Dropped from All CC Courses is based-off the number of students that drop all course enrollments at CC before the first day of classes (unduplicated headcount by term).

**The Attrition - Drop Between First Day & Census is based off the number of course enrollments dropped by a student between the First-Day of classes and Census Day. The Attrition - Dropped from All CC Courses is based-off the number of students that drop all course enrollments at CC between the first day of classes and Census Day (unduplicated headcount by term).

***The Attrition - Did Not Finish Application is based off the number of individuals that started an application in CCCAPPLY but did not finish that application. These are unique by application ID. This is because this is the only ID that gets assigned to all applications.

****The Attrition - Finished Application but Did Not Enroll is based off the number of individuals that finished an application but did not enroll in any courses.

Source Used 7/1/2019

Where it Lives

DATA SOURCE

CC All Course Enrollments With Demographics (Historic) AT201250-AT201930 (I:G:\Administration\Institutional Research\IR Team Shared\Research Projects\Strategic Plan
CC All Course Enrollments With Demographics (Historic) AT201250-AT201930 (I:G:\Administration\Institutional Research\IR Team Shared\Research Projects\Strategic Plan
Used unduplicated headcounts by term

customized- Cognos Reports

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Used unduplicated headcounts by term

customized- Cognos Reports
customized- Cognos Reports
customized- Cognos Reports

Used an unduplicated head count by term this was fairly close to the original numbers in CC Matric_Non-Exempt (first term) Ay2013-AY2017. These also appear to be for enrolled students

This is just completed an ed plan, not an abbreviated

Used the exempt filter and unduplicated by acad year.

Summed credits attempted and credits passed by year, First Term and Ed goals A | B | C; then unduplicated into another file, I then ran a mean aggregate on the sum variable for each year. This was done to get the mean attempted for the unduplicated. Please note that these appear to be for students that were enro
This follows the same procedure as above; however only used Credits Earned.

The Finalized ESS Data will not be available until the middle of August. District IR will make tableau dashboards available that contain said ESS Data.
Used a modified version of the ESS Units Attempted Query

ESS: C Looking on ESS Website and none of these are on there.
ESS: C
ESS: C
ESS: C
ESS: C

Recreated the ESS Groups and procedure to get these.

The ESS Data is currently available up until AY2019-20.

ESS: B1
ESS: B2

sted headcount by term).

Strategic Plan Targets, 2019-2021

GOAL 5: STRENGTHENING ORGANIZATIONAL EFFECTIVENESS

Measure	2011	2013	2015	2016	2017	2018	2019	Trend	Avg	1-σ	2-σ	Std 2018	1-σ	2-σ	2021 Target
OBJECTIVE 1 - PROVIDE EFFECTIVE PROFESSIONAL DEVELOPMENT															
I have been provided adequate training to do my work	76%	80%		77%			54%		78%	76%	74%		80%	82%	
There are opportunities at the college to learn and grow	61%	68%		68%			45%		66%	62%	58%		70%	74%	
The college provides encouragement and support for professional growth and development	64%	68%		75%			53%		69%	63%	58%		75%	80%	
My immediate supervisor encourages my professional growth and development	77%	78%		80%			73%		78%	77%	75%		80%	81%	
OBJECTIVE 2 - IMPROVE ATMOSPHERE															
My immediate supervisor keeps me informed of issues relevant to my job	76%	77%		76%			70%		76%	76%	75%		77%	77%	
My immediate supervisor asks for my input before making decisions that affect my work	67%	72%		71%			67%		70%	67%	65%		73%	75%	
I feel valued as an employee of the college	73%	69%		75%			51%		72%	69%	66%		75%	78%	
I feel consulted and listened to regarding decisions in the workplace	66%	64%		70%			48%		67%	64%	61%		70%	73%	
I feel interactions with immediate supervisor are positive or very positive	80%	76%		77%			81%		78%	76%	74%		80%	82%	
OBJECTIVE 3 - IMPROVE PARTICIPATORY DECISION-MAKING															
Relevant information affecting the college is communicated throughout the organization	58%	67%		66%			41%		64%	59%	54%		69%	74%	
My representatives in governance committees adequately inform me about important college issues	77%	73%		78%			60%		76%	73%	71%		79%	81%	
My representatives on governance committees ask for my input on important issues	75%	65%		69%			51%		70%	65%	60%		75%	80%	
Information flows well upward through the organizational structure	55%	51%		68%			23%		58%	49%	40%		67%	76%	
Information flows well downward through the organizational structure	50%	48%		56%			24%		51%	47%	43%		55%	60%	
I understand the decision-making process at the college				55%			57%		65%	51%	37%		79%	93%	
The decision-making process at the college is effective		52%		67%			39%		60%	49%	38%		70%	81%	
OBJECTIVE 4 - IMPROVE FACILITIES AND MAINTENANCE															
The college where I work is adequately maintained	67%	72%		70%			61%		70%	67%	65%		72%	75%	
The environment in which I work is conducive to productivity	51%	55%		70%			60%		59%	49%	39%		69%	79%	
The college or location where I work is attractive	75%	88%		69%			58%		77%	68%	58%		87%	97%	
The college or location where I work is kept clean	92%	91%		84%			82%		89%	85%	80%		93%	98%	
# work orders submitted into the system	362	394	352	310	438		N/A		371	323	275		419	467	
% work orders completed	88%	88%	73%	72%	76%		N/A		79%	71%	63%		87%	95%	
OBJECTIVE 5 - IMPROVE SAFETY AND EMERGENCY PREPAREDNESS															
I feel safe at my work location	90%	85%		86%			72%		87%	84%	82%		90%	92%	