

Achieving the Dream Data Summit

Update for Spring 2017

Developmental Education

1. What percent of students are assessed into one or more levels below transfer?

The most recent data for Spring 2017 is based on students currently enrolled in at least 0.5 credits (N = 16,935). In this cohort 5,048 students (29.8%) were assessed into a transferable, college level English (ENGL-101 or higher). About 19.0% had no assessment in Math and 20.4% had no assessment in English when this data was analyzed. Only 716 (4.2% of all students) were assessed into a transferable, college level Math (above MATH-90), while the remaining students were placed into basic skills in math (77.0%). The table below shows placement in basic skills by ethnic groups. Readers will notice a higher percentage of Hispanic and Multi-racial students are placed into basic skills math while Asian, African American, Native American and Pacific Islanders as well as Hispanic and Multi-racial students have higher percentages placed into basic skills English.

% One Level Below Transfer	Asian	Afric-Am	Filipino	Hispanic	Nat Am	Pac Isl	Two or More	White	Unknown	Total
Math	69.5%	77.3%	57.6%	80.4%	73.4%	72.4%	84.3%	73.2%	76.6%	77.0%
English	52.3%	59.7%	39.0%	57.0%	55.3%	54.6%	40.2%	39.0%	55.6%	49.8%

2. What is the most common level students are assessed into? What is the overall % for that level?

Based on the cohort of currently enrolled students in Spring 2017, the most common placement for math is MATH-70 elementary algebra with 36.3% of students assessed out of MATH-20, however, a combined 32.4% placed into Math 10 or Math 20. The most common placement for English is ENGL-50 Basic composition and reading with 29.6% of students assessed out of ENGL-49. The tables below illustrate these data by ethnic groups.

Math Placement	Asian	Afric-Am	Filipino	Hispanic	Nat Am	Pac Isl	Two or More	White	Unknown	Total
No Assessment	33.6%	20.4%	25.7%	15.6%	23.4%	23.2%	10.2%	20.4%	12.2%	18.0%
RETAKE	1.4%	0.1%	0%	1.1%	0%	1.6%	2.4%	0.8%	13.4%	0.1%
MATH-000	17.3%	38.7%	10.5%	26.9%	23.4%	20.2%	23.6%	19.1%	21.5%	23.6%
out of MATH-10	6.8%	7.4%	9.0%	9.5%	9.6%	7.6%	8.7%	8.1%	13.2%	8.8%
out of MATH-20	23.1%	20.8%	24.3%	28.5%	31.9%	30.3%	31.5%	28.6%	24.9%	36.3%
out of MATH-70	20.9%	8.0%	22.4%	14.6%	7.4%	15.1%	18.1%	16.2%	13.6%	15.3%
out of MATH-71	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
out of MATH-72	1.5%	0.9%	0.5%	0.9%	1.0%	1.6%	2.4%	0.2%	0%	0.1%
out of MATH-89	0.1%	0.0%	0.5%	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%
out of MATH-90	6.2%	1.9%	6.2%	2.3%	3.2%	2.2%	2.4%	3.3%	3.4%	3.3%
out of MATH-121/122	1.9%	0.4%	1.0%	0.3%	0.0%	0.1%	0.1%	0.7%	0%	0.3%
Grand Total Count	800	538	210	8470	94	185	127	6306	205	16935

Achieving the Dream Data Summit

Engl Placement	Asian	Afric-Am	Filipino	Hispanic	Nat Am	Pac Isl	Two or More	White	Unknown	Total
No Assessment	27.3%	22.7%	26.7%	18.1%	20.2%	27.2%	11.8%	22.1%	24.4%	20.4%
ENGL-000	27.8%	31.4%	11.4%	18.1%	20.2%	27.0%	11.8%	12.9%	24.4%	20.2%
out of ENGL-49	24.5%	28.3%	27.6%	32.7%	38.3%	30.8%	26.8%	26.1%	29.8%	28.4%
out of ENGL-50	18.9%	16.9%	32.4%	23.9%	23.4%	17.3%	45.7%	36.8%	19.5%	29.4
out of ENGL-101	1.6%	0.7%	1.9%	0.1%	1.1%	0.1%	2.4%	2.0%	2.0%	1.4%
Grand Total Count	800	538	210	8470	94	185	127	6306	205	16935

3. Which is the two-year trend in success rates for basic skills courses?

ENGL-49 has an overall course success rate of 46.5% (Fall 14), 42.9% (Spring 15), 52.6% (Fall 15), 54.6% (Spring 16) and 71.0% (Fall 16).

ENGL-50 has an overall course success rate of 61.4% (Fall 14), 64.1% (Spring 15) , 62.4% (Fall 15), 63.0% (Spring 16), and 56.1% (Fall 16).

MATH-10 has an overall course success rate of 71.4% (Fall 14), 65.5% (Spring 15), 69.3% (Fall 15), 70.9% (Spring 16) and 62.2% (Fall 16).

MATH-20 has an overall course success rate of 63.1% (Fall 14), 63.5% (Spring 15), 67.7% (Fall 15), 65.6% (Spring 16), and 69.6% (Fall 16).

MATH-70 has an overall course success rate of 57.6% (Fall 14), 61.6% (Spring 15), 57.5% (Fall 15), 54.8% (Spring 16), and 52.7% (Fall 16).

The data source for the above course success rates is Student Success & Retention (Crystal Reports).

Achieving the Dream Data Summit

The table below illustrates basic skills success rates by ethnic group from the CCC Data Mart. Nearly all groups have low success in English while African American students have lower success in math compared to other groups.

CCC Data Mart for MJC Basic Skills	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	Basic Skills	Basic Skills	Basic Skills	Basic Skills
	Enrollment Count	Success Rate	Enrollment Count	Success Rate
	Modesto English Basic Skills Total	1,237	63.3%	1376
African-American	60	60.0%	42	54.8%
American Indian/Alaskan Native	6	50.0%	9	77.7%
Asian	90	68.9%	70	77.1%
Hispanic	744	62.8%	750	62.5%
Multi-Ethnicity	3	33.3%	n/a	n/a
Pacific Islander	12	75.0%	17	82.4%
Unknown	13	53.9%	4	100%
White Non-Hispanic	309	64.1%	383	68.4%
Modesto Math Basic Skills Total	495	65.1%	788	57.1%
African-American	17	52.9%	23	43.5%
American Indian/Alaskan Native	4	50.0%	4	25.0%
Asian	21	71.4%	38	68.4%
Hispanic	282	65.3%	418	55.5%
Multi-Ethnicity	5	40.0%	5	60.0%
Pacific Islander	3	100%	3	66.7%
Unknown	11	72.7%	3	66.7%
White Non-Hispanic	152	65.1%	256	68.0%

The data source for the above tables is the CCC Basic Skills Progress Tracker.

Achieving the Dream Data Summit

4. Of those students assessed into the lowest level, what percent make it to college level?

Using a cohort of Fall 2010 students enrolled in ENGL-49 (two levels below transfer) we see that 441 students started in ENGL-49. Out of 441, only 160 students (36.3%) enrolled in a transferable English course within six years.

Using a cohort of Fall 2010 students enrolled in MATH-10 and 20 (three levels below transfer) it was determined that 233 students started in MATH-20 and 190 in MATH-10. Only 43 students (10.2%) enrolled in a transferable math course as of Fall 2016. See the tables below for data by ethnic groups.

Fall 2010 to Fall 2016		2 Levels Below	1 Level Below	Transferable
		MENGL-49	MENGL-50	MENGL-101
		Students	Students	Students
Modesto Total		441	213	160
English - Writing	Total	441	213	160
	African-American	27	9	8
	American Indian/Alaskan Native	3	1	1
	Asian	37	18	16
	Hispanic	196	130	74
	Pacific Islander	4	3	3
	Unknown	41	13	13
	White Non-Hispanic	133	59	45

Fall 2010 to Fall 2016		3 Levels Below	3 Levels Below	2 Levels Below	1 Level Below	Transfer	Transfer	Transfer	Transfer
		MATH-10	MATH-20	MATH-70	MATH-90	MATH-101	MATH-121	MATH-130	MATH-134
		Students	Students	Students	Students	Students	Students	Students	Students
Modesto Total		190	233	151	87	13	3	6	21
Mathematics	Total	190	233	151	87	13	3	6	21
	African-American	16	13	7	4	0	0	1	1
	American Indian/Alaskan Native	3	3	2	0	0	0	0	0
	Asian	12	12	9	4	1	1	0	1
	Hispanic	88	81	49	28	2	2	1	9
	Pacific Islander	1	1	0	0	0	0	0	0
	Unknown	27	30	22	14	4	0	0	2
	White Non-Hispanic	63	93	62	37	6	0	3	8

The data source for the above tables is the CCC Basic Skills Progress Tracker.

Achieving the Dream Data Summit

Of those students assessed into the lowest level, what percent pass college level?

Using the same cohorts as item 4 above, the success rates for students enrolled in the college level (i.e. transfer) course were determined and are disaggregated by ethnic groups below.

Fall 2010 to Fall 2016			2 Levels Below	1 Level Below	Transfer	Transfer	Transfer	Transfer
			MENGL-49	MENGL-50	MENGL-101	MENGL-101	MENGL-101	MENGL-101
			Students	Students	Students	Success	Students	Success
English - Writing	Total	441	213	160	131	36.3%	29.7%	
	African-American	27	9	8	5	29.6%	18.5%	
	American Indian/Alaskan Native	3	1	1	1	33.3%	33.3%	
	Asian	37	18	16	14	43.2%	37.8%	
	Hispanic	196	130	74	64	37.8%	32.7%	
	Pacific Islander	4	3	3	3	75.0%	75.0%	
	Unknown	41	13	13	12	31.7%	29.3%	
	White Non-Hispanic	133	59	45	32	33.8%	24.1%	

Fall 2010 to Fall 2016		3 Levels Below	3 Levels Below	3 Levels Below	1 Level Below	Transfer	Transfer	Transfer	Transfer
		MATH-10	MATH-20	MATH-70	MATH-90	MATH-101 + *	MATH-101 + *	MATH-101+ *	MATH-101+*
		Students	Students	Students	Students	Students	Success	Students	Success
Modesto	Total	190	233	151	87	43	28	22.6%	14.7%
	Mathematics Total	190	233	151	87	43	28	22.6%	14.7%
	African-American	16	13	7	4	1	1	6.3%	6.3%
	American Indian/Alaskan Native	3	3	2	0	1	0	33.3%	0%
	Asian	12	12	9	4	3	3	25.0%	25.0%
	Hispanic	88	81	49	28	14	5	15.9%	5.7%
	Pacific Islander	1	1	0	0	0	1	0	0
	Unknown	27	30	22	14	6	4	22.2%	14.8%
	White Non-Hispanic	63	93	62	37	17	12	27.0%	19.0%

* Items with "MATH 101 +" include combined counts for MATH 101, 121, 130, and 134

It is notable that African American students have lower success rates in transferable English (ENGL-101) compared to other student groups. The success rates in transferable math are low for all groups.

Achieving the Dream Data Summit

5. Of those students assessed into the most common level, what percent make it to college level?

Using the same cohorts as items 4 and 5, the following tables illustrate progress to college level courses starting in ENGL-50 and MATH-70, the most common placements across the college. About 64% of students starting in ENGL-50 during Fall 2010 enrolled into transferable English by Fall 2016. Nearly 41% of students starting in MATH-70 during Fall 2010 enrolled into transferable math by Fall 2016. See tables below for data from the Basic Skills Progress Tracker.

Fall 2010 to Fall 2016		One Level Below	One Level Below	Transferable	Transferable	Transferable	Transferable
		MENGL-50	MENGL-50	MENGL-101	MENGL-101	MENGL-101	MENGL-101
		Students	Success	Students	Success	Students	Success
English - Writing Total		600	450	383	323	63.8%	53.8%
	African-American	26	15	12	11	46.2%	42.3%
	American Indian/Alaskan Native	3	2	1	1	33.3%	33.3%
	Asian	30	27	22	18	73.3%	60.0%
	Hispanic	255	192	163	137	63.9%	53.7%
	Pacific Islander	8	7	5	5	62.5%	62.5%
	Unknown	52	39	32	30	61.5%	57.7%
	White Non-Hispanic	226	178	148	121	65.5%	53.5%

Fall 2010 to Fall 2016		2 Levels Below	2 Levels Below	1 Level Below	1 Level Below	Transfer	Transfer	Transfer	Transfer
		MATH-70	MATH-70	MATH-90	MATH-90	MATH-101 + *	MATH-101 + *	MATH-101+ *	MATH-101+*
		Students	Success	Students	Success	Students	Success	Students	Success
Modesto Total		509	375	342	257	206	173	40.5%	34.0%
Mathematics Total		509	375	342	257	206	173	40.5%	34.0%
	African-American	16	10	12	6	6	5	37.5%	31.3%
	American Indian/Alaskan Native	5	4	4	3	2	2	40.0%	40.0%
	Asian	34	27	27	21	19	16	55.9%	47.1%
	Hispanic	181	135	112	78	70	61	38.7%	33.7%
	Pacific Islander	3	3	3	2	1	0	33.3%	0%
	Unknown	60	43	40	27	21	19	35.0%	31.7%
	White Non-Hispanic	210	153	144	120	87	70	41.4%	33.3%

* Items with "MATH 101 +" include combined counts for MATH 101, 121, 130, and 134

Achieving the Dream Data Summit

6. *Of those students assessed into the most common level, what percent pass to college level?*

The tables above for item #5 show the success rates for math (34.0%) and English (53.8%) in college level courses. It is notable that African American students have lower success in transferable English, while all groups with the exception of Asians struggle with success in transferable math.

First Term GPA

1. *What percent of students complete their first semester with a GPA below 2.0?*

Based on a query of student demographic detail for all first time students in Fall 2015 (N = 3480) and Fall 2016 (N = 3916) approximately 26% of students with reported GPA received a first term GPA below 2.0.

The table on the next page shows GPA trends data disaggregated by ethnic groups. Readers will notice a higher percentage of African American/Black, Hispanic, Native American and Multi-racial students have first term GPAs below 2.0, from data reported in the student demographic detail report.

Achieving the Dream Data Summit

<u>ETHNIC GROUP</u>	<u>1st Term GPA</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>% within ethnic group</u>
Asian	Below 2.0	24	17	11.2%
	2.0 and above	82	98	64.5%
	No GPA	15	37	24.3%
Totals		121	152	
African-American	Below 2.0	28	23	14.9%
	2.0 and above	44	51	33.2%
	No GPA	6	14	51.9%
Totals		133	154	
Filipino	Below 2.0	49	42	4.8%
	2.0 and above	32	26	61.9%
	No GPA	6	14	33.3%
Totals		49	42	
Hispanic	Below 2.0	463	363	16.8%
	2.0 and above	1041	1159	53.5%
	No GPA	388	645	29.8%
Totals		1892	2167	
Native American	Below 2.0	5	5	20.0%
	2.0 and above	8	11	44.0%
	No GPA	8	9	36.0%
Totals		21	25	
Pacific Islander	Below 2.0	5	3	7.2%
	2.0 and above	11	25	59.5%
	No GPA	7	14	33.3%
Totals		23	42	
White	Below 2.0	235	195	14.8%
	2.0 and above	741	774	58.7%
	No GPA	242	350	29.8%
Totals		1218	1319	
Unknown	Below 2.0	4	2	13.3%
	2.0 and above	9	10	66.7%
	No GPA	2	3	20.0%
Totals		15	15	

Achieving the Dream Data Summit

Generally, the more credits (units) attempted, the fewer students with low 1st term GPA. See table below. This trend is most pronounced for students who enrolled in more than 9 units in Fall 2016.

<u>Unit Load 1st Term</u>	<u>1st Term GPA</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>2016 % within group</u>
0 to 3 Units	Below 2.0	152	7	14.3%
	2.0 and above	91	42	85.7%
3.5 to 6 units	Below 2.0	244	230	42.8%
	2.0 and above	249	308	57.2%
6.5 to 9 units	Below 2.0	271	274	42.8%
	2.0 and above	324	366	57.2%
9.5 to 12 units	Below 2.0	360	365	33.7%
	2.0 and above	662	718	66.3%
More than 12 units	Below 2.0	259	300	30.5%
	2.0 and above	748	685	69.5%

Achieving the Dream Data Summit

Persistence

2. *What percent of students persist from the first fall to the next spring semester?*
3. *What percent of students persist from the first fall to the subsequent fall semester?*
4. *How do persistence rates vary when ethnicity is taken into consideration?*

The following data and tables use the Student Demographic Detail report to identify first-time students enrolled in each term. This excludes non-credit enrollments.

<u>Starting Term</u>	<u># New Enrolled</u>	<u># Persist 1st Spring</u>	<u># Persist 2nd Fall</u>	<u>% Persist Spring</u>	<u>% Persist Fall</u>
Fall 2011	3029	2534	1975	83.7%	65.2%
Fall 2012	3013	2490	1907	82.6%	63.3%
Fall 2013	3280	2703	2085	82.4%	63.6%
Fall 2014	3220	2692	2059	83.6%	63.9%
Fall 2015	3446	2786	2098	80.8%	60.9%

Fall to Spring persistence for first-time students decreased from 83.7% to 80.8% over the past five years. Fall to Fall persistence for the same students decreased from 65.2% to 60.9% in the same period.

Persistence Rate to 1st Spring

<u>Ethnic Group</u>	<u>F11 to Sp12</u>	<u>F12 to Sp13</u>	<u>F13 to Sp14</u>	<u>F14 to Sp15</u>	<u>F15 to Sp16</u>
Asian	87.5%	87.1%	87.5%	82.2%	86.6%
African-American	77.6%	62.6%	70.2%	65.6%	67.7%
Filipino	84.0%	87.0%	83.3%	95.8%	87.8%
Hispanic	83.9%	82.7%	82.7%	84.9%	82.4%
Native American	70.0%	87.5%	83.3%	71.4%	52.4%
Pacific Islander	75.0%	95.7%	80.0%	73.0%	79.2%
Multi-Racial	84.2%	84.2%	82.0%	50.0%	--
White	83.3%	82.1%	83.1%	84.3%	79.5%

Persistence Rate to 2nd Fall

<u>Ethnic Group</u>	<u>F11 to F12</u>	<u>F12 to F13</u>	<u>F13 to F14</u>	<u>F14 to F15</u>	<u>F15 to F16</u>
Asian	87.1%	69.0%	68.0%	73.7%	69.3%
African-American	62.6%	35.8%	38.4%	42.4%	41.4%
Filipino	87.0%	69.6%	66.7%	95.8%	71.4%
Hispanic	83.9%	67.2%	65.1%	66.8%	64.1%
Native American	87.5%	56.3%	66.7%	21.4%	23.8%
Pacific Islander	95.7%	65.2%	60.0%	54.1%	45.8%
Multi-Racial	84.2%	66.7%	---	30.0%	---
White	82.1%	60.2%	63.6%	62.2%	57.7%

Achieving the Dream Data Summit

Findings from the above tables include:

- African American students typically have the lowest persistence rates for fall to spring measured years and for most fall to fall measured years in this data. On average, 68% of African American students persist to the first spring and 44% persist to the next fall semester.
- Hispanic students tend to have very high rates of persistence in terms of both fall-to-spring and fall-to-fall measures. On average, 83% of Hispanic students persist to the first spring and 69% persist to the next fall semester.
- Native American students, though relatively low in overall number (averaging less than 1% of entering students in any given Fall semester), tend to have very low rates of persistence in the 2014 and 2015 entering cohorts. Of particular concern is the decline in fall-to-fall persistence rate for Native Americans between Fall 2011 (87.5%) and Fall 2014 (21.4%), which barely improved in Fall 2015 (23.8%).

Achieving the Dream Data Summit

Trends from from our 2017 Scorecard

As of March 2017, official data is not yet available from the 2017 Student Success Scorecard (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>). Final release of this data is expected during the early part of April 2017. However, some trends in preliminary 2017 data have been noted, and these will be verified more closely in April*.

Initial Trends from 2017 Scorecard

A. Remedial Math, English and ESL Outcomes

- Remedial Math: 4% improvement 2016 to 2017, all students
- Remedial English: 3% improvement 2016 to 2017, all students
- Remedial ESL: 7% improvement 2016 to 2017, all students

B. Persistence Rates

- College Prepared Students: 2% decline 2016 to 2017, all students
- College Unprepared Students: Essentially unchanged 2016 to 2017, all students
- Overall (Prepared and Unprepared Combined): Essentially unchanged 2016 to 2017, all students

C. 30 Units Rates

- College Prepared Students: 3% decline 2016 to 2017, all students
- College Unprepared Students: Essentially unchanged 2016 to 2017, all students
- Overall (Prepared and Unprepared Combined): Essentially unchanged 2016 to 2017, all students

D. Completion Rates

- College Prepared Students: 6% decline 2016 to 2017, all students
- College Unprepared Students: 1% decline 2016 to 2017, all students
- Overall (Prepared and Unprepared Combined): 2% decline 2016 to 2017, all students

E. Career Technical Education (CTE)

- Essentially Unchanged, 2016 to 2017, all students

F. Transfer Level Completion in Math and English, Years 1 and 2

- Transfer Level Completion in Math, Year 1: 1% decline 2016 to 2017, all students
- Transfer Level Completion in Math, Year 2: Nearly 1% improvement 2016 to 2017, all students
- Transfer Level Completion in English, Year 1: 7% decline 2016 to 2017, all students
- Transfer Level Completion in English, Year 2: 5% decline 2016 to 2017, all students

* Data analysis for this report will emphasize disproportionate impact (DI) trends by ethnicity and gender when the final draft of 2017 data is available

Achieving the Dream Data Summit

Completion metrics from our 2016 Scorecard

COMPLETION RATE (STUDENT PROGRESS AND ATTAINMENT RATE) Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry: • Earned AA/AS or credit Certificate (Chancellor’s Office approved) • Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) • Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Completion Overall	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5 YR AVG
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	
All	2,433	42.8%	2,522	43.9%	2,925	42.6%	2,974	42.1%	2,669	43.3%	42.9%
Female	1,385	42.7%	1,388	44.2%	1,624	42.5%	1,648	43.1%	1,440	44.9%	43.4%
Male	1,032	42.5%	1,124	43.6%	1,268	43.0%	1,218	40.1%	1,143	41.4%	42.1%
< 20 years old	2,019	45.9%	2,075	47.4%	2,357	45.9%	2,382	45.2%	2,192	46.4%	46.2%
20 to 24 years old	186	25.3%	187	25.7%	221	29.0%	233	35.6%	201	33.3%	29.8%
25 to 39 years old	158	29.7%	180	31.7%	231	30.7%	224	28.1%	173	26.0%	29.2%
40+ years old	69	29.0%	80	25.0%	116	25.9%	135	20.7%	103	25.2%	25.2%
African American	74	37.8%	63	38.1%	104	40.4%	80	30.0%	88	30.7%	35.4%
American Indian/Alaska Native	25	44.0%	25	44.0%	32	56.3%	31	22.6%	25	32.0%	39.8%
Asian	147	43.5%	181	42.5%	208	51.4%	154	48.1%	168	45.2%	46.1%
Filipino	42	57.1%	40	40.0%	44	52.3%	41	39.0%	51	51.0%	47.9%
Hispanic	675	35.7%	751	37.5%	873	36.8%	948	40.8%	916	41.6%	38.5%
Pacific Islander	25	20.0%	39	43.6%	38	39.5%	43	39.5%	31	41.9%	36.9%
White	1,038	46.9%	1,072	48.8%	1,263	46.2%	1,252	46.2%	1,088	45.3%	46.7%

The above data table shows a five year trend of our Scorecard measure for ALL first time students completing within six years from the starting cohort.

Generally, the completion rate for all students (combined) has averaged just below 43% for the 2005-06 through 2009-10 cohorts. Average female completion rates are slightly above male rates (1.3%). Students under age 20 had a significantly higher average completion rate (46%) compared with students above age 20 (ranging 25 to 29% completion). White students, Asians, and Filipino students had the highest rates in terms of race/ethnicity differences (46% to 48%), while Hispanics averaged 39% and African-Americans averaged only 35%.

Achieving the Dream Data Summit

Persistence metrics from our Scorecard

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system.

Persistence Overall	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5 YR AVG
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	
All	2,433	76.7%	2,522	77.9%	2,925	76.6%	2,974	79.6%	2,669	83.0%	78.8%
Female	1,385	75.4%	1,388	77.6%	1,624	75.9%	1,648	79.6%	1,440	84.0%	78.5%
Male	1,032	78.4%	1,124	78.1%	1,268	77.5%	1,218	79.8%	1,143	82.5%	79.3%
< 20 years old	2,019	78.4%	2,075	79.6%	2,357	77.3%	2,382	80.6%	2,192	83.3%	79.8%
20 to 24 years old	186	63.4%	187	65.2%	221	71.5%	233	71.7%	201	76.6%	69.7%
25 to 39 years old	158	70.9%	180	75.0%	231	75.3%	224	76.3%	173	85.5%	76.6%
40+ years old	69	75.4%	80	71.3%	116	74.1%	135	82.2%	103	84.5%	77.5%
African American	74	77.0%	63	81.0%	104	70.2%	80	70.0%	88	73.9%	74.4%
American Indian/Alaska Native	25	76.0%	25	76.0%	32	71.9%	31	77.4%	25	80.0%	76.8%
Asian	147	77.6%	181	79.0%	208	79.3%	154	82.5%	168	85.1%	80.7%
Filipino	42	81.0%	40	72.5%	44	65.9%	41	75.6%	51	84.3%	75.9%
Hispanic	675	75.3%	751	76.7%	873	73.8%	948	79.3%	916	83.7%	77.8%
Pacific Islander	25	68.0%	39	76.9%	38	71.1%	43	81.4%	31	74.2%	75.7%
White	1,038	77.3%	1,072	77.9%	1,263	78.6%	1,252	80.4%	1,088	82.4%	79.3%

Generally, the persistence rate for all students (combined) has averaged just below 79% for the 2005-06 through 2009-10 cohorts. The 2009-10 cohort showed significant (more than 6%) improvement (reaching 83%) compared with the rates of 2008-09 and earlier. Average female persistence rate of 84% in 2009-10 cohort was 1.5% above male rates.

Students under age 20 had the highest persistence rate (nearly 80% average, and a peak of 83% in 2009-10) compared with students above age 20. For all age groups, the 2009-10 cohort rate exceeded previous cohort year rates by several percentage points.

Asian students had the highest 5-year average persistence at nearly 81%, followed by white students at 79% and Hispanic students at 78%. For nearly every ethnic group, the 2009-19 cohort had the highest persistence rates when compared against previous years 2005-06 through 2008-09.

Achieving the Dream Data Summit

30 Units metrics from our Scorecard

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system.

30 Units Overall	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5 YR AVG
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	
All	2,433	67.4%	2,522	68.1%	2,925	69.3%	2,974	69.0%	2,669	70.5%	68.9%
Female	1,385	67.8%	1,388	68.0%	1,624	68.8%	1,648	70.0%	1,440	73.1%	69.5%
Male	1,032	66.8%	1,124	68.1%	1,268	69.8%	1,218	67.0%	1,143	67.5%	67.8%
< 20 years old	2,019	69.6%	2,075	70.6%	2,357	70.7%	2,382	70.6%	2,192	71.4%	70.6%
20 to 24 years old	186	55.9%	187	52.9%	221	61.5%	233	58.8%	201	64.2%	58.7%
25 to 39 years old	158	60.1%	180	65.6%	231	65.4%	224	64.7%	173	68.2%	64.9%
40+ years old	69	50.7%	80	43.8%	116	62.9%	135	65.9%	103	68.9%	58.4%
African American	74	60.8%	63	58.7%	104	59.6%	80	55.0%	88	59.1%	58.6%
American Indian/Alaska Native	25	56.0%	25	60.0%	32	71.9%	31	54.8%	25	56.0%	59.7%
Asian	147	71.4%	181	67.4%	208	77.4%	154	77.3%	168	75.0%	73.7%
Filipino	42	66.7%	40	67.5%	44	75.0%	41	80.5%	51	68.6%	71.7%
Hispanic	675	64.6%	751	65.6%	873	64.4%	948	65.1%	916	70.6%	66.1%
Pacific Islander	25	40.0%	39	61.5%	38	57.9%	43	79.1%	31	58.1%	59.3%
White	1,038	68.4%	1,072	71.0%	1,263	72.1%	1,252	71.9%	1,088	71.0%	70.9%

The 30-unit rate for all students (combined) averaged just below 69% for the 2005-06 through 2009-10 cohorts. The 2009-10 cohort showed slight (1%) improvement (reaching nearly 71%) compared with the rates of 2008-09 and earlier. Average female rate was about 2% above the male rate over the five-year period, and in 2009-10 females exceeded males by nearly 6% (73% vs. 67%).

Students under age 20 had the highest 3-unit rates (nearly 71% average over the 5-year period, compared with students above age 20. For all age groups, the 2009-10 cohort rate exceeded previous cohort year rates by several percentage points.

Asian students had the highest 5-year average 30-unit rates at nearly 74%, followed by Filipino students at 72% and white students at 71%.

Achieving the Dream Data Summit

Remedial English and Math

Outcomes in Basic Skills Education are reported for Math and English. Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in: • Math and successfully completed a college-level course in Math within six years. • English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in Math or English at the college.

Remedial English	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5 YR AVG
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,147	37.8%	2,172	39.3%	2,314	42.7%	2,252	39.7%	2,101	43.6%	40.6%
Female	1,288	39.1%	1,266	40.9%	1,377	44.2%	1,276	43.9%	1,187	47.8%	43.2%
Male	851	35.8%	902	37.0%	925	40.6%	919	34.1%	867	38.1%	37.1%
< 20 years old	1,302	43.9%	1,358	44.2%	1,475	47.5%	1,398	44.9%	1,279	48.6%	45.8%
20 to 24 years old	449	31.0%	443	35.7%	421	37.5%	434	31.8%	469	36.9%	34.6%
25 to 39 years old	294	28.6%	262	30.2%	303	33.0%	322	30.7%	270	36.7%	31.8%
40+ years old	102	17.6%	109	15.6%	115	24.3%	98	28.6%	83	28.9%	23.0%
African American	108	24.1%	82	28.0%	112	35.7%	87	29.9%	108	26.9%	28.9%
American Indian/Alaska Native	27	25.9%	28	28.6%	19	42.1%	29	31.0%	25	32.0%	31.9%
Asian	169	47.3%	157	47.1%	157	48.4%	142	46.5%	133	58.6%	49.6%
Filipino	38	47.4%	31	48.4%	36	47.2%	29	58.6%	32	46.9%	49.7%
Hispanic	740	35.8%	718	35.4%	767	41.5%	826	35.1%	738	39.6%	37.5%
Pacific Islander	39	17.9%	34	44.1%	40	30.0%	39	43.6%	32	53.1%	37.7%
White	767	40.7%	730	43.6%	726	43.8%	716	47.1%	752	46.5%	44.3%

The overall remedial English rate for all participating students averaged just below 41% for the 2005-06 through 2009-10 cohorts. The 2009-10 cohort showed the best rate (reaching nearly 44%) compared with the rates of 2008-09 and earlier. Average female rate was about 6% above the male rate over the five-year period, and in 2009-10 females exceeded males by nearly 10% (48% vs. 38%).

Students under age 20 had significantly higher remedial English rates (nearly 46% average over the 5-year period), compared with students above age 20 (ranging in the lower 30th percentile or below). For the under 20 age group, the 2009-10 cohort rate exceeded previous cohort year rates.

Asian students and Filipino students had the highest 5-year average remedial English rates at nearly 50%, followed by white students at 44%. Hispanic rates averaged only 38%, Native-American rates averaged 32% and African-American rates averaged only 29%.

Achieving the Dream Data Summit

Remedial Math	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5 YR AVG
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	
All	1,932	26.9%	1,805	30.8%	1,610	38.1%	1,843	40.2%	1,631	40.1%	35.2%
Female	1,245	27.5%	1,168	31.3%	1,033	39.5%	1,109	42.3%	998	41.3%	36.4%
Male	686	25.8%	631	29.8%	574	35.7%	708	37.6%	598	38.6%	33.5%
< 20 years old	867	34.4%	899	36.2%	806	41.1%	850	45.2%	650	46.5%	40.7%
20 to 24 years old	552	26.8%	481	28.7%	393	38.9%	512	39.8%	527	40.2%	34.9%
25 to 39 years old	340	18.2%	301	24.9%	294	33.0%	350	37.4%	311	35.4%	29.8%
40+ years old	173	6.4%	124	14.5%	117	28.2%	131	16.0%	143	21.0%	17.2%
African American	93	18.3%	75	21.3%	56	25.0%	63	39.7%	68	20.6%	25.0%
American Indian/Alaska Native	29	20.7%	23	13.0%	16	31.3%	22	27.3%	19	26.3%	23.7%
Asian	106	40.6%	95	43.2%	78	48.7%	99	50.5%	79	44.3%	45.5%
Filipino	26	38.5%	27	29.6%	15	53.3%	32	53.1%	17	47.1%	44.3%
Hispanic	613	25.4%	540	30.7%	472	31.1%	562	38.1%	530	40.2%	33.1%
Pacific Islander	40	20.0%	30	40.0%	19	42.1%	19	52.6%	29	34.5%	37.8%
White	816	26.1%	692	30.3%	605	41.7%	705	40.3%	613	42.9%	36.3%

The overall remedial Mathematics rate for all participating students averaged just below 35% for the 2005-06 through 2009-10 cohorts. The 2009-10 cohort showed nearly the best rate (reaching 40%) compared with the rates of most previous years. Average female rate was about 2% above the male rate (36% vs. 34%) over the five-year period, and in 2009-10 females exceeded males by nearly 3%.

Students under age 20 had by far the highest remedial Math rates (nearly 41% average over the 5-year period), compared with students above age 20 (ranging as low as 17% for the 40+ years students). For most age groups, the 2009-10 cohort rate exceeded previous cohort year rates.

Asian students and Filipino students had the highest 5-year average remedial Math rates at nearly 46% and 44%, followed by Pacific Islanders at 38% and white students at 36%. Hispanic rates averaged only 33%, African-American rates averaged only 25% and Native-American rates averaged 24%.