

**Chancellor's Office  
California Community Colleges**

**Accountability Reporting for the Community Colleges:**

**Draft Report**

**A Report to the Legislature, pursuant to AB 1417**

**Draft**

**January 2009**



**California Community Colleges Chancellor's Office**  
**<http://www.cccco.edu>**





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**Contra Costa College**

Contra Costa Community College District

**College Performance Indicators****Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	50.3%	46.5%	47.3%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	67.2%	64.0%	67.2%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	67.0%	65.0%	70.0%

NA: This performance indicator is not applicable for schools of continuing education



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**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.3%	75.9%	75.3%

**Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit****Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.1%	60.3%	57.0%

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**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>ESL Improvement Rate</b>	58.0%	55.1%	53.2%
<b>Basic Skills Improvement Rate</b>	41.6%	44.3%	47.5%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
 0% in cell = CDCP cohort data, but no outcome data as of report date



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**College Profile****Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	12,709	12,625	13,337
<b>Full-Time Equivalent Students (FTES)*</b>	6,342	5,463	6,429

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006 and 2006-2007 are based on the FTES recalculation. FTES data for 2007-2008 are based on the FTES annual data. The 2007-2008 recalculation data were not available at the time of this report.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	27.4%	28.6%	31.6%
<b>20 - 24</b>	22.5%	21.3%	21.9%
<b>25 - 49</b>	36.7%	35.3%	33.2%
<b>Over 49</b>	13.2%	14.4%	13.0%
<b>Unknown</b>	0.3%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	59.0%	58.9%	58.9%
<b>Male</b>	34.7%	35.5%	36.5%
<b>Unknown</b>	6.3%	5.6%	4.5%

Source: Chancellor's Office, Management Information System



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**College Profile****Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	27.1%	25.2%	25.4%
<b>American Indian/Alaskan Native</b>	0.5%	0.5%	0.5%
<b>Asian</b>	14.0%	14.0%	14.8%
<b>Filipino</b>	6.9%	7.0%	7.3%
<b>Hispanic</b>	25.3%	25.2%	26.0%
<b>Other Non-White</b>	3.1%	3.4%	3.3%
<b>Pacific Islander</b>	0.7%	0.7%	0.8%
<b>Unknown/Non-Respondent</b>	5.2%	6.2%	5.4%
<b>White Non-Hispanic</b>	17.4%	18.0%	16.5%

Source: Chancellor's Office, Management Information System



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**College Peer Grouping****Table 1.11: Peer Grouping**

	<b>Indicator</b>	<b>College's Rate</b>	<b>Peer Group Average</b>	<b>Peer Group Low</b>	<b>Peer Group High</b>	<b>Peer Group</b>
A	Student Progress and Achievement Rate	47.3	47.7	41.4	55.6	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	56.2	74.0	<i>B1</i>
C	Persistence Rate	70.0	60.2	42.8	77.7	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	75.1	62.3	84.6	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.0	62.1	52.0	72.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	47.5	48.3	31.4	64.6	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	53.2	29.1	0.0	70.5	<i>G1</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2009 Report: College Level Indicators Self-Assessment

## Contra Costa College

Contra Costa Community College District

### College Self-Assessment / Response

Contra Costa College (CCC) serves residents primarily from the western part of the county. Currently, the college is serving approximately 13,000 students yearly with a student body that is increasingly diverse. About 79% of the students are from ethnic minority groups with the majority being Hispanic and African American. The population of West Contra Costa County remains stable even though foreclosures and the economic downturn are having a tremendous effect on these residents. While the full impact of these circumstances is unknown, the current 13% increase in college FTES growth for the spring 2009 semester has been influenced by these extraordinary events.

The college will continue to have extensive building and landscape improvements funded by the two bonds that were passed in the last seven years. There is significant need for earthquake retrofitting for some existing buildings which will result in some classroom and service disruptions. The new student services building and the modernized library have contributed to student and staff appreciation of campus facilities. Access for students to wireless computer connection has steadily increased throughout the campus particularly in new construction and remodeled buildings.

The college has recently (Spring 2009) completed a successful reaffirmation of its accreditation. With the knowledge that its planning processes are affirmed and in place, the college will continue to "stay the course" by implementing its five-year strategic plan. Specifically, the plan calls for actions that improve student learning experiences and successful completion rates. Additionally, the college will implement new strategies to increase student enrollment, to improve the college's image, and to create positive public awareness about the college.

Using research to improve its effectiveness, the college has identified student cohorts with lower than average completion rates. These cohort groups can be targeted and campus resources used to directly influence successful outcomes. The progress of these groups is regularly tracked and benchmarks have been established. Staff members from the academic and student service areas understand that through coordination of efforts, the initiatives that have been planned should result in an increase in successful student completion rates.

Students in the EOPS program as well as those on financial aid have improved their persistence rate. For the year ending 2007/08, EOPS has improved its persistence rate by 18%. Also, the number of students on financial aid on academic probation has decreased by 16%. These outcomes contributed to a 5% improvement of student persistence college-wide. Moreover, the many learning communities, such as the Center for Science Excellence and the Basic Skills/ESL Learning Center, have positively influenced student success. The college also has updated instructional software that assists the improvement of the teaching and learning process for students enrolled in these courses. The impact of these changes will be monitored as the college addresses the improvement of Credit Basic Skills and ESL outcomes.



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