

ARCC 2008 Report: College Level Indicators

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	44.4%	50.3%	47.1%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	64.9%	66.8%	64.0%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	62.3%	66.4%	64.8%



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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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.5%	72.7%	76.2%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	59.9%	60.4%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	24.8%	30.5%	32.1%
Basic Skills Improvement Rate	37.9%	36.7%	42.5%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%



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College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	13,083	13,025	12,933
Full-Time Equivalent Students (FTES)*	5,360	6,342	5,463

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

*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	11.4%	10.7%	12.6%
18 - 24	38.0%	38.3%	36.9%
25 - 49	37.2%	37.1%	35.8%
Over 49	13.0%	13.6%	14.4%
Unknown	0.4%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.5%	59.0%	59.0%
Male	34.9%	34.8%	35.4%
Unknown	6.6%	6.2%	5.6%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	13.5%	13.9%	13.9%
Black/African American	27.4%	27.3%	25.5%
Filipino	6.6%	6.8%	6.9%
Hispanic	25.8%	25.0%	24.9%
Native American	0.4%	0.5%	0.5%
Other Non-White	3.0%	3.1%	3.5%
Pacific Islander	0.9%	0.6%	0.6%
White	17.7%	17.5%	17.9%
Unknown/Decline to State	4.7%	5.3%	6.2%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.1	53.4	42.3	64.3	
B	Percent of Students Who Earned at Least 30 Units	64.0	67.0	54.5	74.3	
C	Persistence Rate	64.8	68.9	61.6	76.1	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	75.4	65.8	86.8	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	63.2	50.5	74.0	
F	Improvement Rate for Credit Basic Skills Courses	42.5	47.1	31.5	58.7	
G	Improvement Rate for Credit ESL Courses	32.1	29.7	0.0	70.8	

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.



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College Self-Assessment

Contra Costa College, one of three campuses forming the Contra Costa Community College District, serves residents primarily from the western part of the county. Seventy five percent of the student body is from ethnic minority groups. The largest of these are African American and Hispanic. A major challenge for the college is the enrollment of a large number of students who are at risk for failure and require basic skills instruction. Six of the lowest performing high schools in the county (based on State Academic Performance Index data (API) are located in the college's service area. Maintaining enrollment levels has been challenging due to the construction that has been occurring on the campus as a result of the Measure A capital improvement bonds.

In comparison with the 2007 ARCC report, the college faces a decline in the student progress and achievement rates as well as the percent of students who earned at least 30 units. In addition, there has been a 1% decline in the persistence rate compared with the 2007 data. To improve these rates the college has developed the following intervention strategies: 1. A career technical (CTE) counselor was hired to improve persistence and completion rates of students enrolled in CTE courses. 2. Efforts will be made to institutionalize the Title III computerized early alert communication system (ACES) which connects counselors and faculty with students who are struggling to complete both courses and degrees successfully. 3. A system of identification, tracking and communicating with all EOPS and Financial Aid students will be developed. 4. Further support to the New Student Orientation efforts will be added to ensure that students are contacted by counselors with events planned that focus on educational goal completion, use of tutoring as well as supplemental instruction and educational planning. The college has already identified student groups, namely African American males, who have the lowest retention and persistence rates at the college and has developed the African American Leadership Program designed to improve these rates with additional tutoring, mentoring and events which focus on goal and degree completion.

From the 2007 ARCC data, the college has improved in its annual successful course completion rate for credit vocational courses and its completion rates for credit basic skills courses. There have also been increases in both the ESL and basic skills improvement rates. The college is in its fifth year of a Title III grant which has had a direct impact on the improvement rates for students in basic skills. A developmental skills task force has been created and action plans developed. Based on benchmarked data faculty will implement these plans to further improve the rates from the 2008 ARCC data.

The improvement of teaching and learning has been a topic for the college community this year. The CCC Foundation granted the President's request for staff development funds to enhance teaching and learning across the college. As a result, classified, faculty and management staff development committees are working to create training programs designed for all staff.

