Data sources

- California Community Colleges Student Success Scorecard
- Peralta Facts by Topic 2013
- PCCD data warehouse

Definitions

- Completion rates represent the number of degree or transfer-seeking students who completed a degree, certificate, or transfer-related outcomes, and who first enrolled between the 2005-06 and 2007-08 academic years and were tracked for 6 years through 2010-11 and 2012-13, respectively.
- Course success rates represent the percentage of students who have course completions with grade of A, B, C, or Pass.
- Fall to Spring persistence rates represent the percentage of students enrolled in at least one course at the college at fall census of the cohort year who were then enrolled in at least one course on opening day the following spring in PCCD.
- Fall to Fall persistence rates represent the percentage of students enrolled in at least one class at the fall census of the cohort year who were then enrolled in at least one class on the opening day the following fall in PCCD.

Qualifications

- Asian students include Asian and Pacific Islander students
- Chancellor's office does not disaggregated number of transfers by gender and age
- Percentages are approximations (rounded up or down to the nearest digit)

A) Completion Rates

* There are 2 sets of tables and charts in the excel file. The left set labeled "number of students" displays the **number** of students who have completed Associate degrees, transfers, or certificates and their corresponding charts for each (ethnic, gender, age) group. The right set labeled "percentage of students" includes **percentage** of students who have completed Associate degrees, transfers, or certificates and their corresponding charts for each group. That is, the completion rates represent the proportion of students who obtain their degree, transfer, or certificate for each group for each cohort year (e.g., number of certificates for each ethnic group that cohort year/total certificates for that cohort year). All students table and chart include only the number of students.

Overall Student Population
- Most students receive Associate degrees (40%), followed by transfers (32%), then certificates (28%), averaged across the 3 cohorts

- Degrees: 15% decrease from 2010-11 to 2012-13
- Transfers: Fluctuations, no change from 2010-11 to 2012-13
- Certificates: 8% increase from 2010-11 to 2012-13

Ethnic Groups

African American students
- Most students receive certificates (24%) and degrees (23%), followed by transfers (16%), averaged across the 3 cohorts
- Degrees: 6% decrease from 2010-11 to 2012-13
- Transfers: 6% decrease from 2010-11 to 2012-13
- Certificates: small fluctuations, 4% decrease from 2010-11 to 2012-13

Asian/PI students
- Most students receive transfers (47%), followed by degrees (42%), then certificates (34%), averaged across the 3 cohorts
- Degrees: 3% decrease from 2010-11 to 2012-13
- Transfers: 6% increase from 2010-11 to 2012-13
- Certificates: 1% increase from 2010-11 to 2012-13

Hispanic students
- Most students receive certificates (10%), followed by transfers (8%), then degrees (7%), averaged across the 3 cohorts
- Degrees: No change from 2010-11 to 2012-13
- Transfers: 2% increase from 2010-11 to 2012-13
- Certificates: 3% decrease from 2010-11 to 2012-13

White students
- Most students receive transfers (13%) and certificates (12%), followed by degrees (8%), averaged across the 3 cohorts
- Degrees: 2% increase from 2010-11 to 2012-13
- Transfers: 1% increase from 2010-11 to 2012-13
- Certificates: 2% increase from 2010-11 to 2012-13

Gender Groups

Female students
- Most students receive degrees (61%), followed by certificates (52%), averaged across the 3 cohorts
- Degrees: small fluctuations, no change from 2010-11 to 2012-13
- Certificates: 11% increase from 2010-11 to 2012-13

Male students
- Most students receive certificates (40%), followed by degrees (37%), averaged across the 3 cohorts
- Degrees: small fluctuations, 1% decrease from 2010-11 to 2012-13
- Certificates: 11% decrease from 2010-11 to 2012-13

Age Groups

Age 19-24
- Most students receive degrees (40%), followed by certificates (21%), averaged across the 3 cohorts
- Degrees: 13% decrease from 2010-11 to 2012-13
- Certificates: 7% decrease from 2010-11 to 2012-13

Age 25-29
- Most students receive degrees (21%), followed by certificates (19%), averaged across the 3 cohorts
- Degrees: 9% increase from 2010-11 to 2012-13
- Certificates: 9% increase from 2010-11 to 2012-13

Age 30-34
- Most students receive certificates (16%), followed by degrees (10%), averaged across the 3 cohorts
- Degrees: small fluctuations, no change from 2010-11 to 2012-13
- Certificates: no change from 2010-11 to 2012-13

Age 35-54
- Most students receive certificates (37%), followed by degrees (23%), averaged across the 3 cohorts
- Degrees: 2% increase from 2010-11 to 2012-13
- Certificates: small fluctuations, 2% decrease from 2010-11 to 2012-13

Summary

Overall student population
- Most students receive Associate degrees (40%), followed by transfers (32%), then certificates (28%), averaged across the 3 cohorts.
- There is a large decrease in the number degrees received (approximately 15%), an increase in certificates (7%), and little change for transfers across the 3 cohorts.

Ethnic groups
- There are variations in the completion rates among the ethnic groups.

- Asian students attain degrees, transfers, and certificates at the highest rates, followed by African American students across the 3 cohorts. Hispanic and White students show much lower rates.
- Asian students receive more transfers (47%) and degrees (42%) than certificates (16%) averaged across the 3 cohorts, African American students attain more certificates (24%) and degrees (23%) than transfers (16%), Hispanic students acquire more certificates (10%) than transfers (8%) and degrees (7%), and White students obtain more transfers (13%) and certificates (12%) than degrees (8%).
- African American students evidence a general decrease in all 3 completion rates, whereas Asian students exhibit a small decrease only for degrees and increases for transfers and certificates. Hispanic students demonstrate small decreases in degrees and certificates but a small increase in transfers, whereas White students display small increases in all 3 rates.

Gender groups
- Female students receive more degrees (61%) than certificates (52%), averaged across the 3 cohorts. They show little change in their degrees rates across the 3 cohorts, but a large increase in the certificates rates (11%).
- Male students obtain more certificates (40%) than degrees (37%), averaged across the 3 cohorts. They show a decrease for both completion rates, especially for certificates (11%).

Age groups
- There are variations in the completion rates among the age groups.
- 19-24 and 25-29 year-olds obtain more degrees (40% and 21%, respectively) than certificates (21% and 19%, respectively), whereas 30-34 and by 35-54 year-olds receive more certificates (16% and 37%, respectively) than degrees (10% and 23%, respectively), averaged across the 3 cohorts.
- 19-24 year-olds exhibit decreases in both degrees and certificates across the 3 cohorts, whereas 25-29 year-olds display increases in both degrees and certificates. Both 30-34 and by 35-54 year-olds show small fluctuations with little change.

B) Course Success Rates: overall course, English basic skills, math basic skills

* There is one set of tables and charts in the excel file. The set labeled "percentage of students" includes **percentage** of students who have course success and their corresponding charts for each (ethnic, gender, age) group.

Overall Student Population
- Overall course: a slight decrease in the success rate from Fall 2010 to Fall 2012
- English basic skills: moderate fluctuations, 2% decrease in the success rate across the 3 cohorts
- Math basic skills: 13% decrease in the success rate across the 3 cohorts

Ethnic Groups

African American students
- Overall course: little change in the success rate from Fall 2010 to Fall 2012
- English basic skills: 10% decrease in the success rate across the 3 cohorts
- Math basic skills: 23% decrease in the success rate across the 3 cohorts

Asian/Pacific Islander students
- Overall course: 1% decrease in the success rate from Fall 2010 to Fall 2012
- English basic skills: 3% decrease in the success rate across the 3 cohorts
- Math basic skills: 17% decrease in the success rate across the 3 cohorts

Hispanic students
- Overall course: little change in the success rate from Fall 2010 to Fall 2012
- English basic skills: 17% increase in the success rate across the 3 cohorts
- Math basic skills: 9% decrease in the success rate across the 3 cohorts

White students
- Overall course: 1% decrease in the success rate from Fall 2010 to Fall 2012
- English basic skills: large fluctuations, 3% increase in the success rate across the 3 cohorts
- Math basic skills: 6% increase in the success rate across the 3 cohorts

Gender Groups

Female students
- Overall course: 1% decrease in the success rate from Fall 2010 to Fall 2012
- English basic skills: large fluctuations, 2% decrease in the success rate across the 3 cohorts
- Math basic skills: 11% decrease in the success rate across the 3 cohorts

Male students
- Overall course: 1% increase in the success rate from Fall 2010 to Fall 2012
- English basic skills: small fluctuations, 1% increase in the success rate across the 3 cohorts
- Math basic skills: 12% decrease in the success rate across the 3 cohorts

Age groups

Age 19-24
- Overall course: little change in the success rate from Fall 2010 to Fall 2012
- English basic skills: small fluctuations, 1% decrease in the success rate across the 3 cohorts
- Math basic skills: large fluctuations, 16% decrease in the success rate across the 3 cohorts

Age 25-29
- Overall course: 1% decrease in the success rate from Fall 2010 to Fall 2012

- English basic skills: large fluctuations, 2% decrease in the success rate across the 3 cohorts
- Math basic skills: large fluctuations, 4% decrease in the success rate across the 3 cohorts

Age 30-34
- Overall course: 2% increase in the success rate from Fall 2010 to Fall 2012
- English basic skills: small fluctuations, 3% increase in the success rate across the 3 cohorts
- Math basic skills: 4% increase in the success rate across the 3 cohorts

Age 35-54
- Overall course: 1% decrease in the success rate from Fall 2010 to Fall 2012
- English basic skills: large fluctuations, 12% decrease in the success rate across the 3 cohorts
- Math basic skills: 20% decrease in the success rate across the 3 cohorts

Summary

Overall Student Population
- Little to moderate changes in the overall course and English basic skills success rates.
- A large decrease (13%) in the math basic skills success rate in Fall 2011.

Ethnic groups
- There are variations in the 3 success rates among the ethnic groups.
- Asian (78%) and White (76%) students have the highest overall course success rates; followed by Hispanic (67%) and African American (57%) students, averaged across the 3 cohorts.
- Similar trends, as the overall course success rates, are observed for English and math basic skills. Asian students are especially high in math basic skills (77%).
- Little changes in the overall course success rates for all ethnic groups across the 3 cohorts.
- African American students demonstrate a decrease in English basic skills across the 3 cohorts, whereas Hispanic students display an increase.
- All groups exhibit decreases in math basic skills in Fall 2011 (African American and Asian students) or Fall 2012 (Hispanic students), except for White students who show a small increase across the 3 cohorts.

Gender groups
- Female (69%) and male (67%) students are similar in their overall course success rates, averaged across the 3 cohorts.
- A similar trend for both groups for English basic skills (approximately 56%) is observed. Female students (57%), however, are more successful in math basic skills in comparison to male students (49%), averaged across the 3 cohorts.
- Little changes in the overall course success rates for both gender groups across the 3 cohorts.
- Female students show a decrease in English basic skills in Fall 2011, whereas male students display little change.

- Both groups evidence a large decrease in math basic skills in Fall 2011.

Age groups
- 35-54 (73%) and 30-34 (72%) year-old students have the highest overall course success rates, followed by 25-29 (68%) and 19-24 (63%) year-olds, averaged across the 3 cohorts.
- Similar trends, as the overall course success rates, are observed for English and math basic skills for the 4 age groups.
- Little change in the overall course success rates for all age groups across the 3 cohorts.
- English basic skills success rates exhibit a large decrease in Fall 2011, especially for 25-29 and 35-54 year-olds.
- Math basic skills success rates show a large decrease in Fall 2011 for all age groups, except for 30-34 year-olds

C) Persistence Rates: fall to spring, fall to fall

* There is one set of tables and charts in the excel file. The set labeled "percentage of students" includes **percentage** of students who have persisted and their corresponding charts for each (ethnic, gender, age) group.

Overall Student Population
- Fall to spring (68%) persistence rate is higher than fall to fall (49%) rate, averaged across the 3 cohorts
- Fall to spring: 5% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 3% increase in the persistence rate across the 3 cohorts

Ethnic Groups

African American students
- Fall to spring (60%) persistence rate is higher than fall to fall (44%) rate, averaged across the 3 cohorts
- Fall to spring: 9% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 4% increase in the persistence rate across the 3 cohorts

Asian/Pacific Islander students
- Fall to spring (77%) persistence rate is higher than fall to fall (57%) rate, averaged across the 3 cohorts
- Fall to spring: 3% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 2% increase in the persistence rate across the 3 cohorts

Hispanic students
- Fall to spring (66%) persistence rate is higher than fall to fall (50%) rate, averaged across the 3 cohorts
- Fall to spring: 3% increase in the persistence rate from Fall 2010 to Fall 2012

- Fall to fall: 3% increase in the persistence rate across the 3 cohorts

White students
- Fall to spring (64%) persistence rate is higher than fall to fall (43%) rate, averaged across the 3 cohorts
- Fall to spring: 6% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 5% increase in the persistence rate across the 3 cohorts

Gender Groups

Female students
- Fall to spring (68%) persistence rate is higher than fall to fall (50%) rate, averaged across the 3 cohorts
- Fall to spring: 4% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 1% increase in the persistence rate across the 3 cohorts

Male students
- Fall to spring (66%) persistence rate is higher than fall to fall (47%) rate, averaged across the 3 cohorts
- Fall to spring: 6% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 4% increase in the persistence rate across the 3 cohorts

Age Groups

Age 19-24
- Fall to spring (71%) persistence rate is higher than fall to fall (51%) rate, averaged across the 3 cohorts
- Fall to spring: 7% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 3% increase in the persistence rate across the 3 cohorts

Age 25-29

- Fall to spring (63%) persistence rate is higher than fall to fall (44%) rate, averaged across the 3 cohorts
- Fall to spring: 3% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 1% decrease in the persistence rate across the 3 cohorts

Age 30-34

- Fall to spring (64%) persistence rate is higher than fall to fall (44%) rate, averaged across the 3 cohorts
- Fall to spring: 5% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 4% increase in the persistence rate across the 3 cohorts

Age 35-54

- Fall to spring (66%) persistence rate is higher than fall to fall (49%) rate, averaged across the 3 cohorts
- Fall to spring: 4% increase in the persistence rate from Fall 2010 to Fall 2012
- Fall to fall: 6% increase in the persistence rate across the 3 cohorts

Summary

Overall student population
- Fall to spring (67%) persistence rate is higher in comparison to fall to spring (49%), averaged across the 3 cohorts.
- Both fall to spring and fall to fall persistence rates exhibit small increases across the 3 cohorts.

Ethnic groups
- Asian students (77%) display the highest fall to spring persistence rate, followed by Hispanic (66%), White (64%) and African American (60%) students, averaged across the 3 cohorts.
- Similar patterns are observed for the fall to fall persistence rates; 57% for Asian, 50% for Hispanic, 44% for African American, and 43% for White students.
- Both fall to spring and fall to fall persistence rates show increases for all ethnic groups, African American students generally exhibit the largest increases.

Gender groups
- For both groups, fall to spring persistence rate is higher in comparison to fall to spring rates.
- Both groups exhibit small increases in the fall to spring and fall to fall persistence rates across the 3 cohorts.

Age groups
- 19-24 year-olds (71%) show the highest fall to spring persistence rate, followed by 35-54 (66%), 30-34 (64%), and 25-29 (63%) year-olds.
- Similar patterns are observed for the fall to fall persistence rates; 51% for 19-24, 49% for 35-54, 44% for 30-34, and 44% for 25-29 year-olds.
- Both fall to spring and fall to fall persistence rates show increases for all age groups, except for a slight decrease in the fall to fall rates for 25-29 year-olds.