



CUESTA  
COLLEGE

SLOCCCD  
Institutional  
Effectiveness  
Outcomes  
Report

October 25

2018

This report provides measurements of Cuesta's Institutional Effectiveness Outcomes as well as an assessment of our current status vis-à-vis defined measures.

Institutional  
Research

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## Introduction

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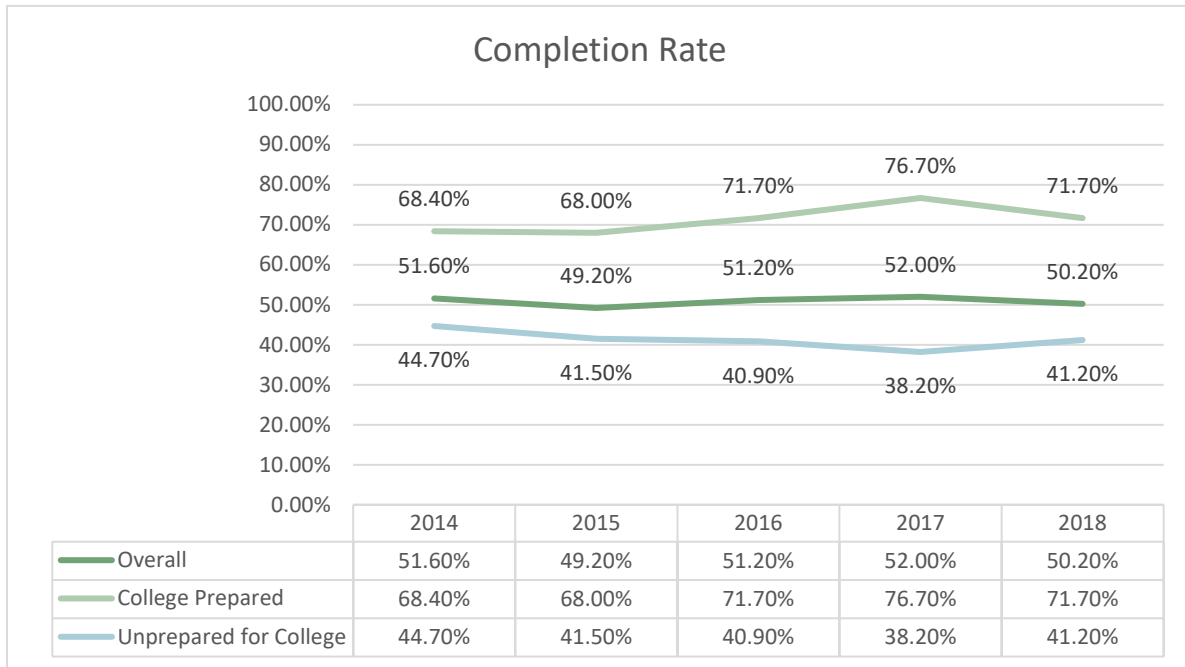
The 2018 Institutional Effectiveness Outcomes Report utilizes the performance metrics of the Student Success Scorecard. The information highlights key performance indicators identified by the California Community Colleges Chancellor's Office. The purpose of the IEO Report is twofold—to provide the district and College Board Officials with a focused look at current performance—and a self-reflecting comparison to the college's past performance.

The following Institutional Effectiveness Outcomes Report details this longitudinal self-focus and gives as a reference point the methodology of each metric. Recognizing that the processes of advancing Institutional Effectiveness far exceed the parameters of the macro view provided here, the IEO Report leads solely with the intention of expanding the collaborative district-wide dialogue on student and Institutional performance.

The metrics informing the first six and the ninth measures of Cuesta College's Institutional Effectiveness Outcomes have been in effect since the inception of the Student Success Scorecard, so too have the metrics for measuring Cuesta College's Institutional Effectiveness Outcome 13, an inclusive and supportive campus climate. The Campus Climate survey was specifically designed to get at the heart of students' perceptions and experiences of diversity and inclusiveness at Cuesta College. The survey was last administered in 2016, in the classroom environment, to a random selection of students who were also completing the Community College Survey of Student Engagement (CCSSE); this survey will be repeated spring 2019 in conjunction with the next CCSSE administration. In addition, students enrolled in upper level English as a second Language courses, as well as those enrolled in Distance Education, were invited to complete the 2016 Cuesta College Campus Climate survey. Institutional Effectiveness Outcomes 7,8,10 and 11 are relatively new performance metrics. Transfer level English and Math completion in a student's first or second year, career development and college preparation, and career skill building join the scorecard measurements and Cuesta College's Institutional Effectiveness Outcomes list.

## IEO #1: CCCC Scorecard Completion Rate

**DEFINITION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2016-17 who completed a degree, certificate or transfer related outcome.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Cohort (First-time students with intent to complete, must have each of the following):**

- Look systemwide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- Only students with valid SSN
- Units earned >= 6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P
- Attempted a Math or English course in first three years

**Outcomes (Achieve one or more of the following outcomes):**

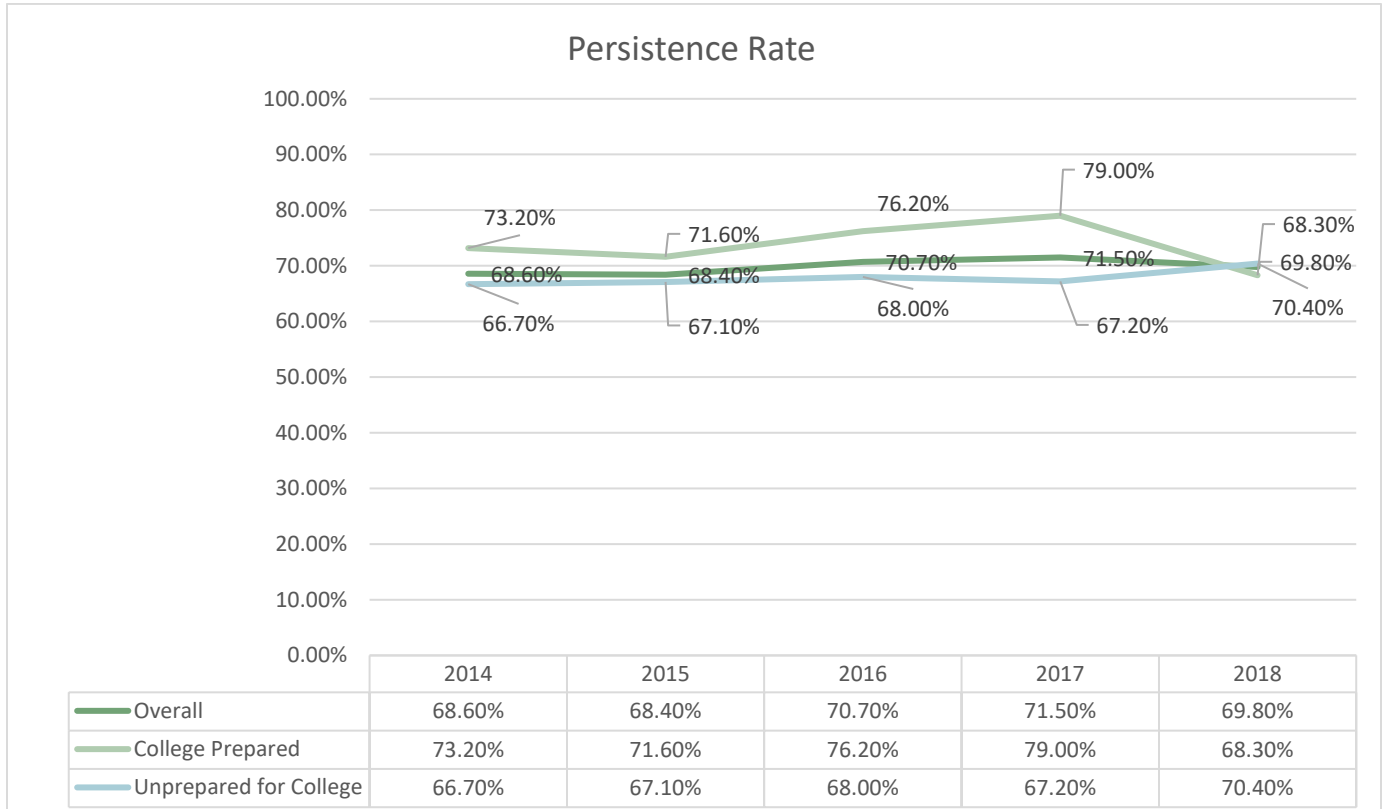
- Associate of Arts or Sciences Degree
- Credit Certificate
- Transfer Prepared
- Transferred to Four-Year Institution

**Break out the cohort into two groups of students:**

- Lowest attempted English or Math course was 'Prepared for College Level'
  - Lowest attempted English or Math course was 'Unprepared for College Level'
- See Appendix A for detailed methodology*

## IEO #2: CCCC Scorecard Persistence Rate

**DEFINITION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2016-17 who enrolled in the first three consecutive terms.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Cohort (First-time students with intent to complete, must have each of the following):**

- Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- Only students with valid SSN
- Units Earned >= 6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P.
- Attempted a Math or English course during 3 year period.

**Outcome (Achieve the following outcome):**

- Persisted by attempting a credit course in the first subsequent three primary semester (or four quarter) terms.
- Course status = Credit

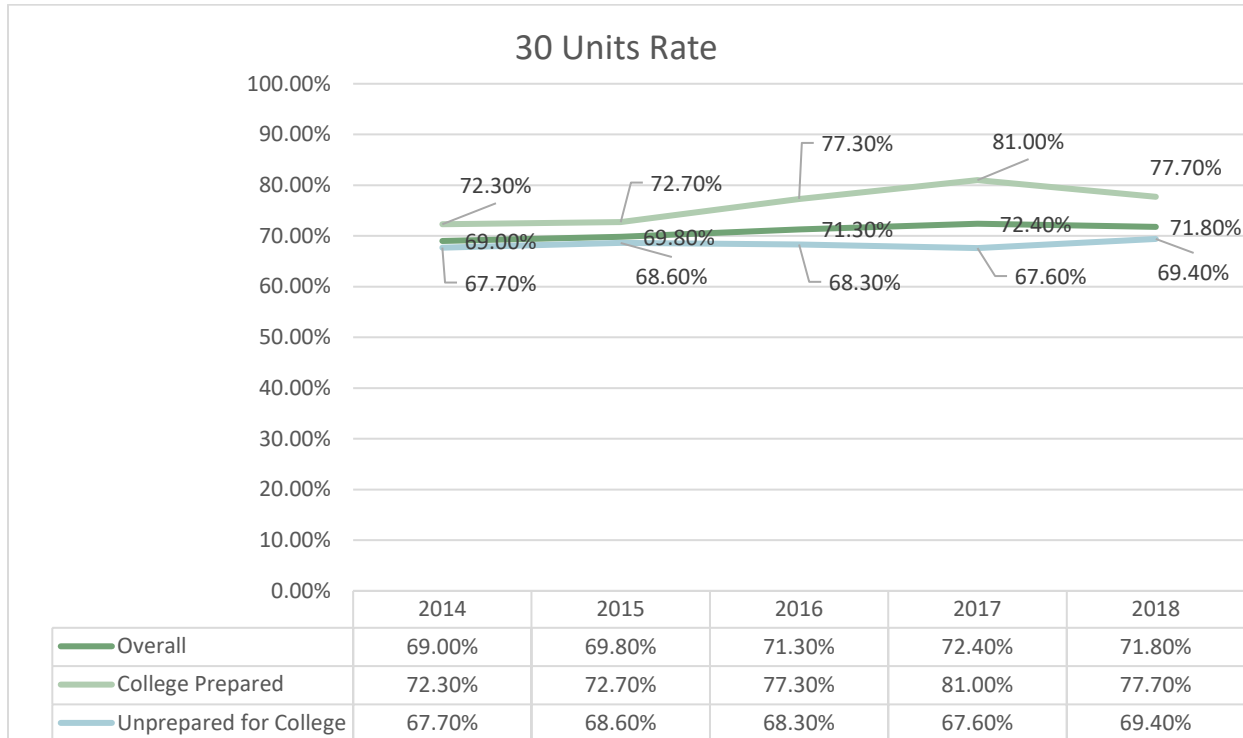
**Break out the cohort into two groups of students:**

- Lowest attempted English or Math course was 'Prepared for College Level'
- Lowest attempted English or Math course was 'Unprepared for College Level'

See Appendix A for detailed methodology

## IEO #3: CCCCCO Scorecard 30 Units Completed Rate

**DEFINITION:** Percentage of degree and/or transfer seeking students tracked for six years through 2016-17 who achieved at least 30 units.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Cohort (First-time students with intent to complete, must have each of the following):**

- Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- Only students with valid SSN
- Units Earned >= 6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P.
- Attempted a Math or English course during 3 year period.

**Outcome (Achieve the following outcome):**

- Earned at least 30 units in the California Community College System.

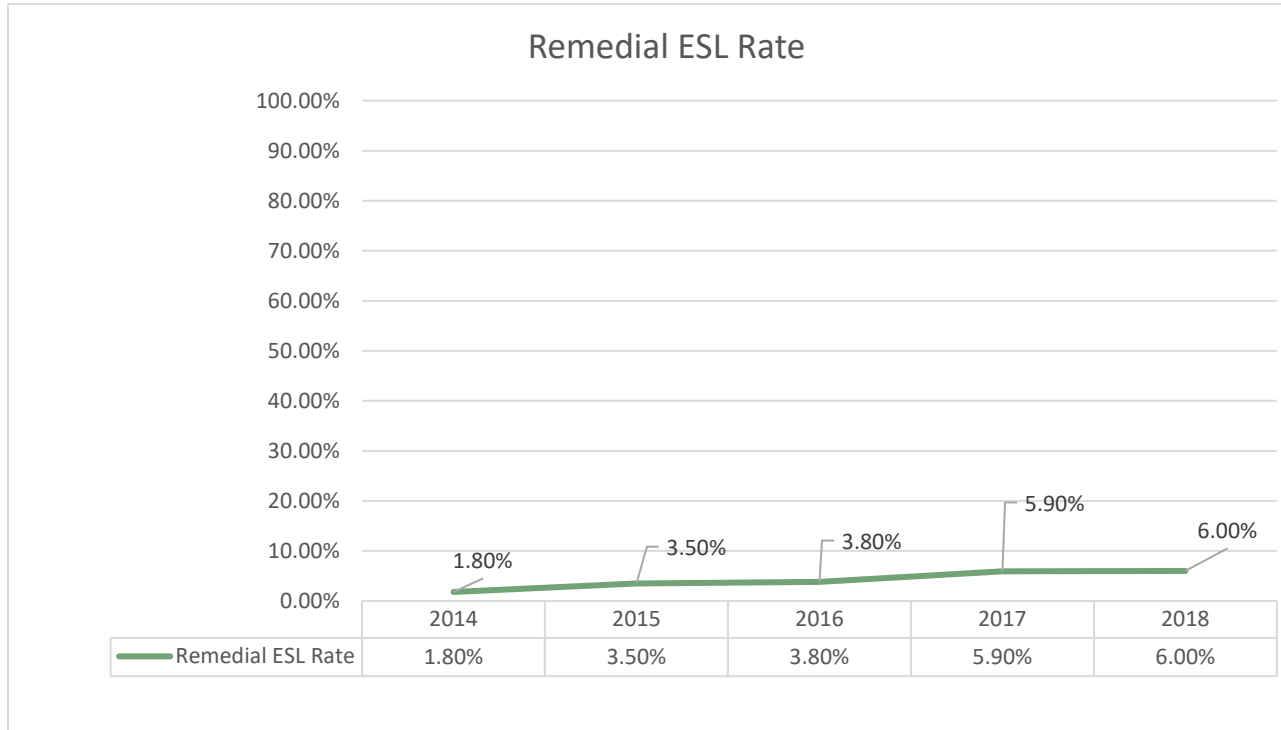
**Break out the cohort into two groups of students:**

- Lowest attempted English or Math course was 'Prepared for College Level'
- Lowest attempted English or Math course was 'Unprepared for College Level'

*See Appendix A for detailed methodology*

## IEO #4: CCCC Scorecard Remedial ESL Rate

**DEFINITION:** Percentage of credit students tracked for six years through 2016-17 who started below transfer level in ESL and completed a college-level course in the same discipline.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**ESL Cohort:**

First attempt of an ESL course in any levels below transfer:

- Only students with SSN
- Course Prior to College Level = A, B, C, D, E, or F
- Course Status = Credit

**ESL Outcome:**

Completed the ESL sequence or a college-level English course within six years:

- Course Status = Degree Applicable
- Course Prior to College Level = N/A
- Enrollment Grade = A, B, C, P

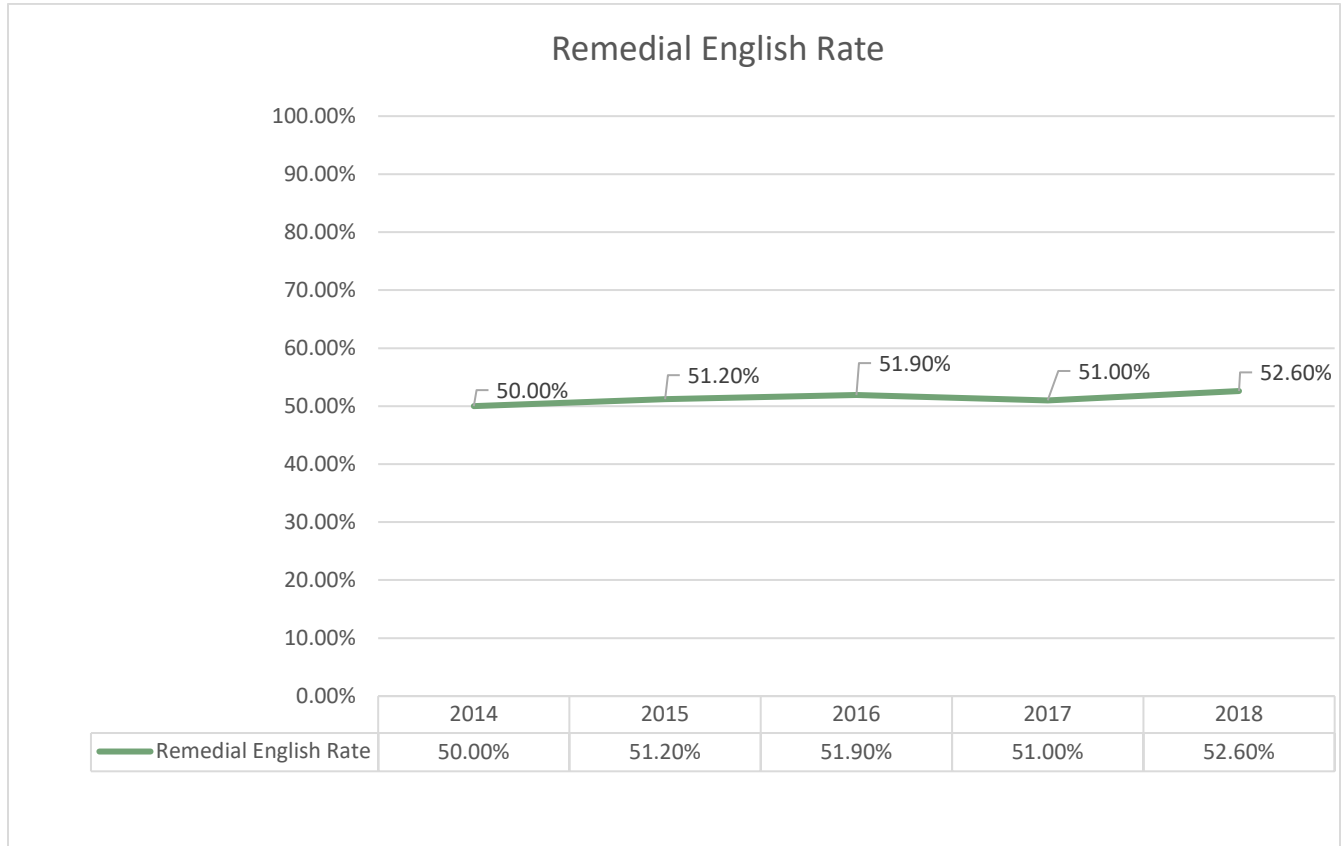
**OR**

- Course Credit Status = D or Course Transfer Status = A, B
- Course Prior to College Level = N/A
- Enrollment Grade = A, B, C, P

*See Appendix A for detailed methodology*

## IEO #5: CCCC Scorecard Remedial English Rate

**DEFINITION:** Percentage of credit students tracked for six years through 2016-17 who started below transfer level in English and completed a college-level course in the same discipline.



**DATA SOURCE:** [California Community College Chancellor's Office Scorecard](#)

**METHODOLOGY:**

**English Writing Cohort:**

First attempt of an English Writing course in one to four levels below transfer:

- Course Top Code = 1501\*
- Only students with valid SSN
- Course Prior to College Level = A, B, C, or D
- Course Status = Credit

**English Writing Outcome:**

Completed "zero" level English course within six years of cohort entry:

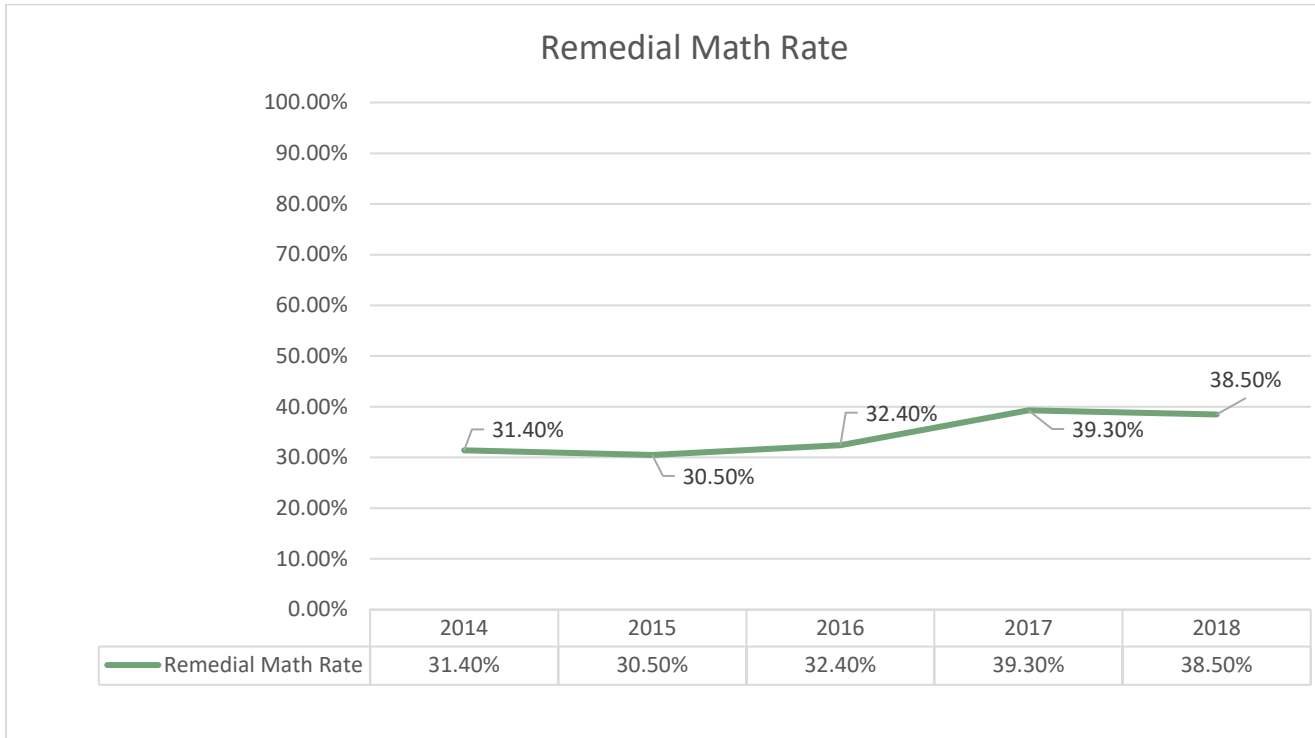
- Course Credit Status = D or Course Transfer Status = A, B
- Course Prior to College Level = N/A
- Enrollment Grade = A, B, C, P

*See Appendix A for detailed methodology*



## IEO #6: CCCC Scorecard Remedial Mathematics Rate

**DEFINITION:** Percentage of credit students tracked for six years through 2016-17 who started below transfer level in Mathematics and completed a college-level course in the same discipline.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Math Cohort:**

First attempt of a Math course in two to four levels below transfer:

- Course Top Code = 1701\*
- Only students with valid SSN
- Course Prior to College Level = B, C, or D
- Course Status = Credit

**Math Outcome:**

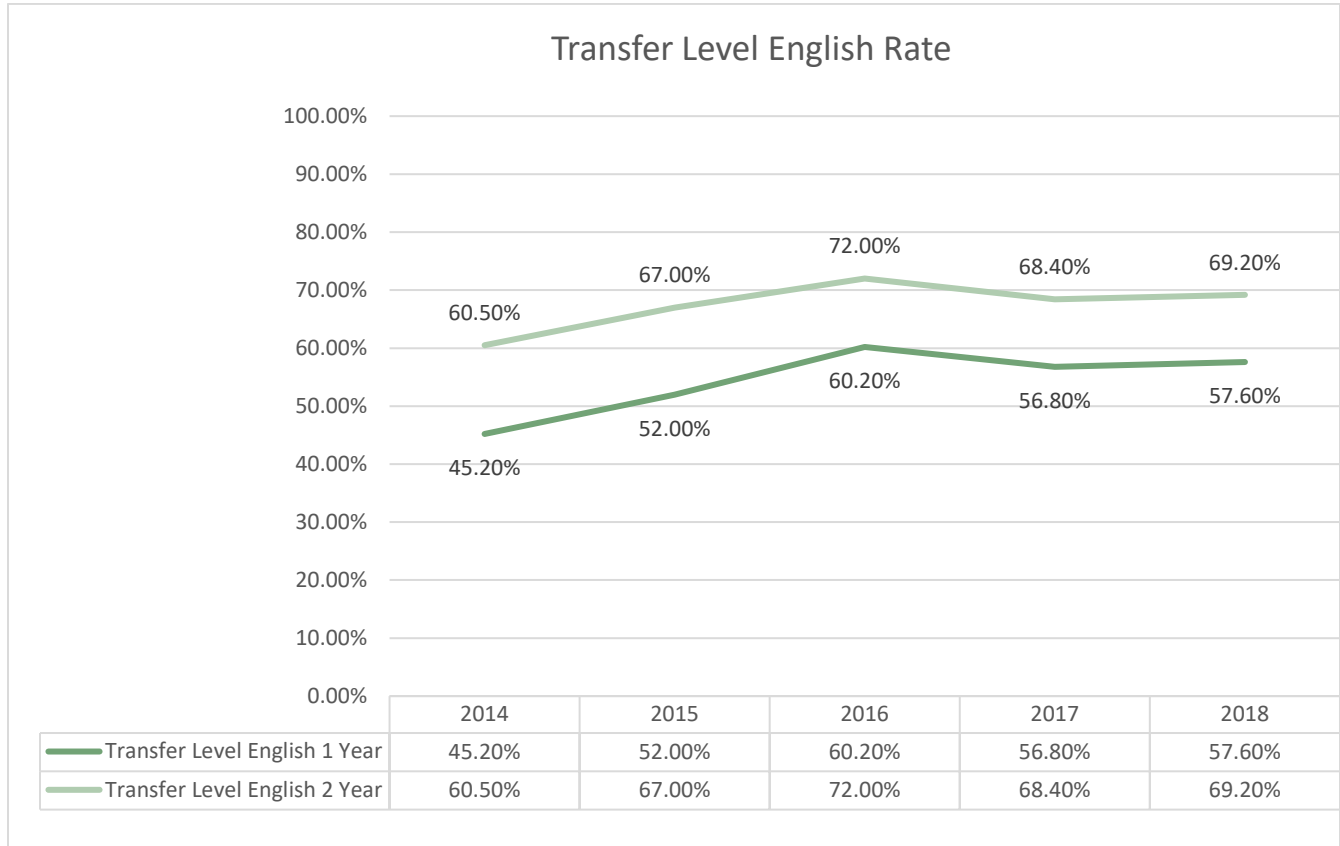
Completed "zero" and/or "one" level Math course within six years of cohort entry:

- Course Credit Status = Degree Applicable or Course Transfer Status = A, B
- Course Prior to College Level = N/A or A
- Enrollment Grade = A, B, C, P
- Course Top Code = 1701\*

*See Appendix A for detailed methodology*

## IEO #7: CCCCCO Scorecard Transfer Level English Rate

**DEFINITION:** The percent of first-time students in 2015-16 who complete 6 units and attempt any English in their first year who complete a transfer-level course in English in their first or second year.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Transfer Level English Cohort**

- Look system wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are also excluded.
- Only students with valid SSN

**Transfer Level English Outcome**

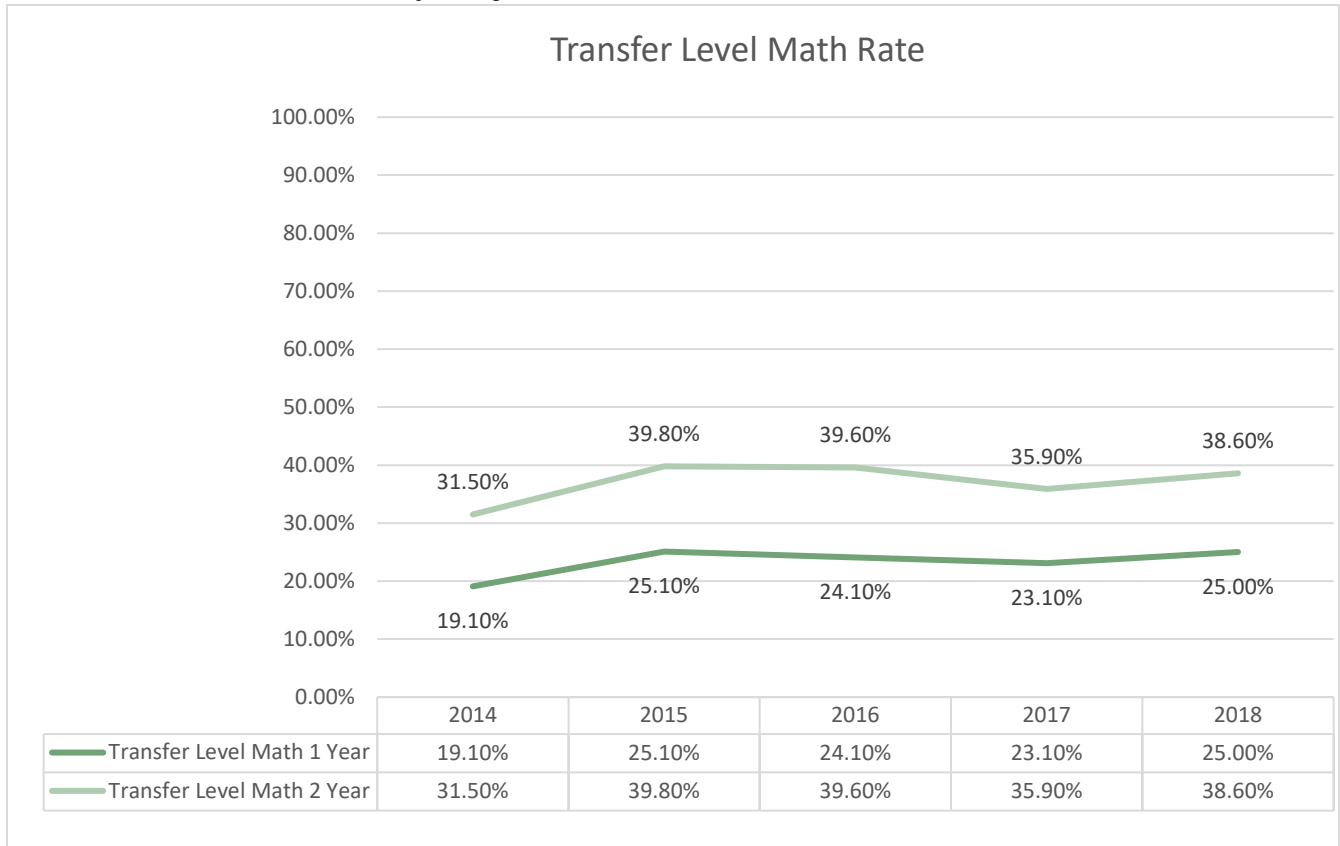
- Complete Transfer English course in first or second year
- Course Top Code = 1501\*
- Course Status = Credit

*See Appendix A for detailed methodology*

## IEO #8: CCCCO Scorecard Transfer Level Mathematics Rate

**DEFINITION** The percent of first-time students in 2015-16 who complete 6 units and attempt any Math in their first year who complete a transfer-level course in Math in their first or second year.

**DATA SOURCE:** [California Community College Chancellor's Office Scorecard](#)



**METHODOLOGY:**

**Transfer Level Mathematics Cohort**

- Look system wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are also excluded.
- Only students with valid SSN

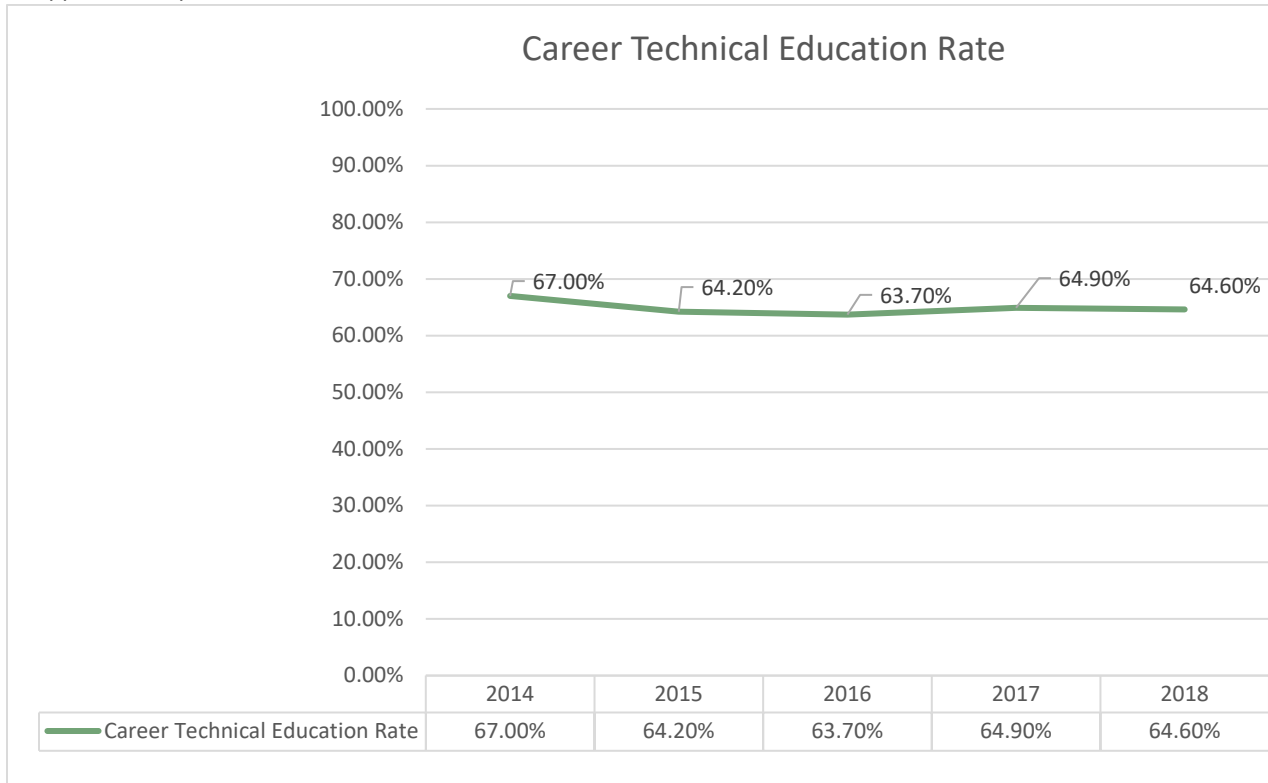
**Transfer Level Mathematics Outcome**

- Complete Transfer Math course in first or second year
- Course Top Code = 1701\*
- Course Status = Credit

*See Appendix A for detailed methodology*

## IEO #9: CCCCCO Scorecard Career Technical Education Rate

**DEFINITION:** Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate, apprenticeship or transfer-related outcomes.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**Cohort (Students who showed intent to complete in CTE, must have each of the following):**

- Look system wide to determine first-time a student took a credit CTE course.
- Units Earned > 8 during first three years of enrollment at a college and/or anywhere in the system in a single discipline (2-digit vocational TOP code where at least one of the qualifying courses is occupational SAM B or C).
- Only students with valid SSN

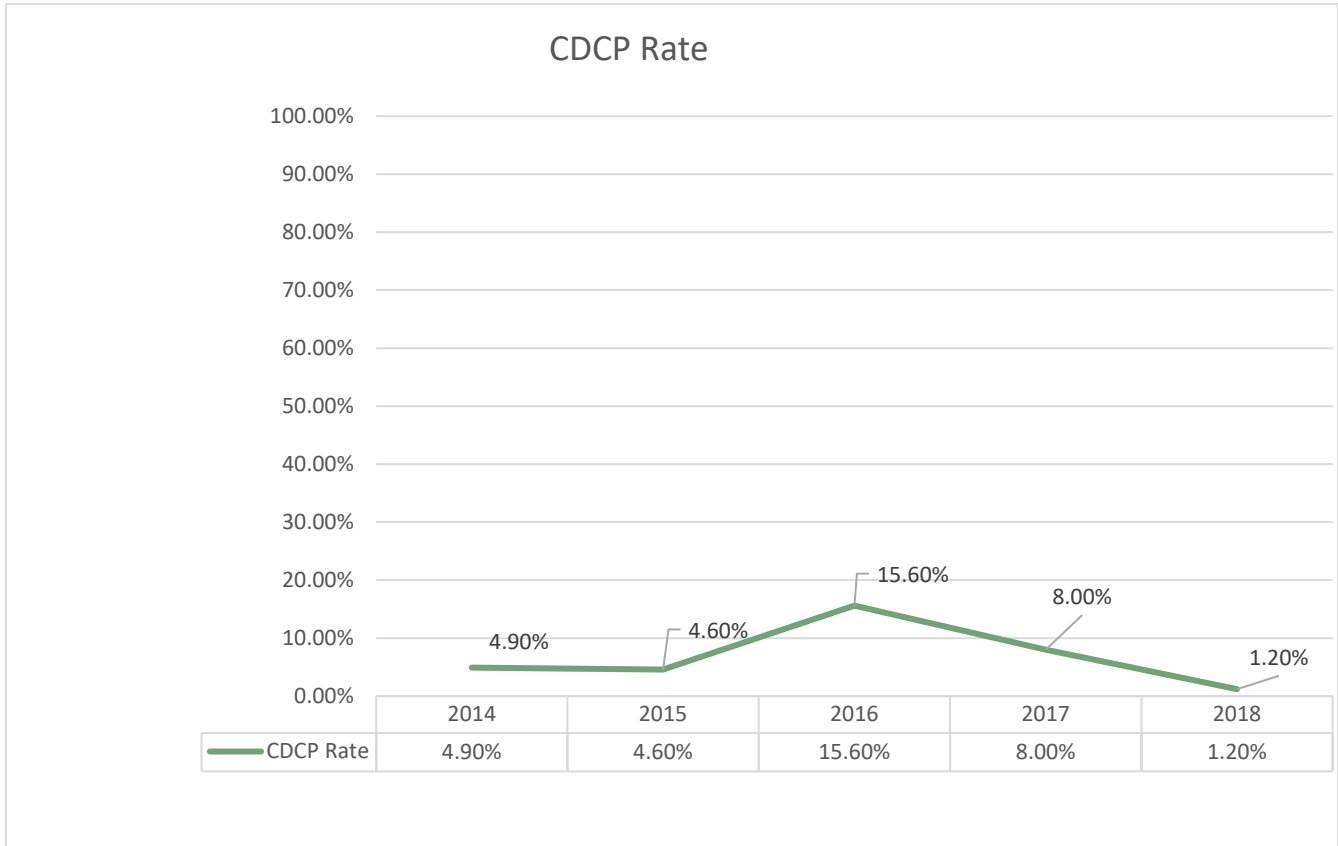
**Outcomes (Achieve one or more of the following outcomes):**

- Associate of Arts or Sciences Degree
- Credit Certificate
- Transfer Prepared
- Transferred to Four-Year Institution

*See Appendix A for detailed methodology.*

## IEO #10: CCCCCO Scorecard CDCP Rate

**DEFINITION:** Percentage of students tracked for six years through 2016-17, who started first time in 2011-12 in a Career Development and College Preparation course and completed a degree, certificate or transfer-related outcomes.



**DATA SOURCE:** California Community College Chancellor's Office Scorecard

**METHODOLOGY:**

**CDCP Cohort (Students who showed intent to complete in CDCP, must have each of the following):**

- Look system wide to determine student taking two or more CDCP courses.
- Completed 4 or more positive attendance hours in each of these two courses

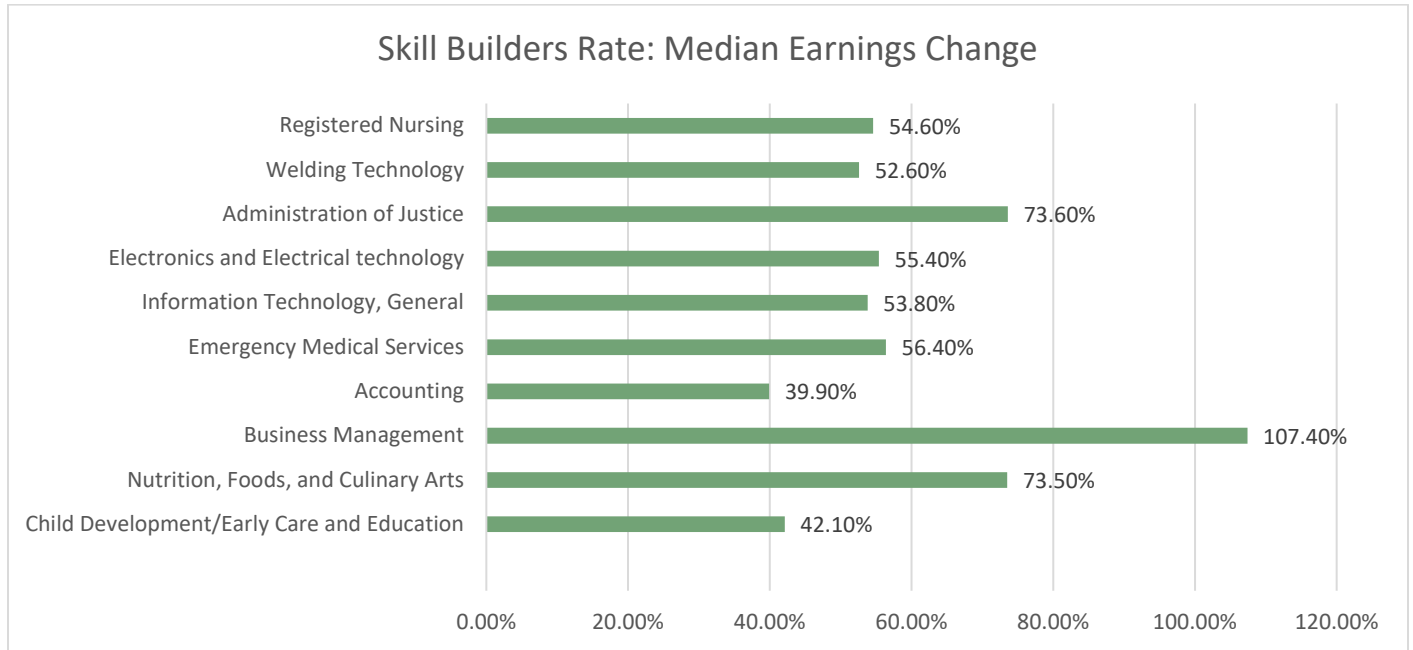
**Outcomes (Achieve one or more of the following outcomes):**

- CDCP Certificate AND program status is CDCP
- Associate of Arts or Sciences Degree
- Credit Certificate
- Transfer Prepared
- Transferred to Four-Year Institution

*See Appendix A for detailed methodology.*

## IEO #11: CCCCO Scorecard Career Skill Builders Rate

**DEFINITION** The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate.



**DATA SOURCE:** [California Community College Chancellor's Office Scorecard](#)

**METHODOLOGY:**

**CDCP Cohort (Students who showed course behavior related to career skills upgrading or industry license/certificate):**

- Completion of >=.5 units during a given academic year where at least some units completed had a SAM code of A, B or C
- Only students with valid SSN
- Student must not be enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.
- Did not fail any CTE coursework in the year of enrollment (Grade F, NP, INP, FW)

**Outcome:**

- Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for all students in the cohort.

See Appendix A for detailed methodology.

## IEO #12: The Cuesta College student body is representative of its service area.

**DEFINITION:** This measure compares the percentage of each population group that is enrolled at Cuesta College to that group's representation in the adult population with the community service area.

Age	SLOCCCD	Service Area	Difference
19 Or Less	41.2%	8.0%	33.2%
20 to 24	23.3%	10.4%	12.9%
25 to 34	15.2%	11.5%	3.7%
35 to 49	9.5%	15.9%	-6.4%
50+	10.9%	39.3%	-28.4%

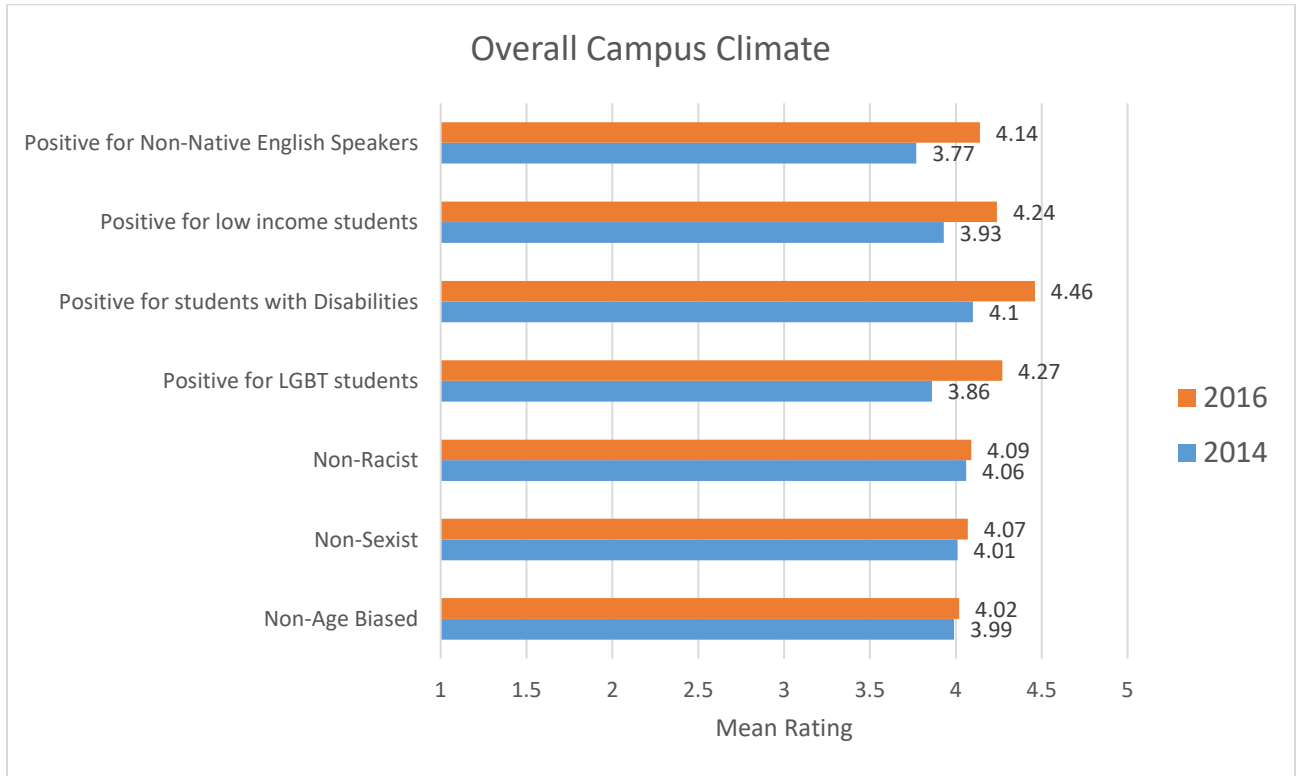
Gender	SLOCCCD	Service Area	Difference
Female	53.5%	49.1%	4.4%
Male	45.3%	50.9%	-5.6%

Ethnicity	SLOCCCD	Service Area	Difference
American Indian	0.6%	0.5%	0.0%
Asian	3.2%	3.4%	-0.2%
Blk/African Amer.	2.3%	2.3%	0.0%
Hispanic	33.0%	18.5%	14.5%
Multi-Race	5.3%	2.0%	3.3%
Pacific Islander	0.1%	0.1%	0.0%
White	54.7%	73.3%	-18.6%

**DATA SOURCE:** California Community College Chancellor's Office 2017/18 MIS data and the 2017 American Community Survey

IEO #13: Cuesta College promotes a campus climate that is inclusive and supportive of its diverse student body.

**DATA SOURCE:** Cuesta College Campus Climate Survey (2014 and 2016)



**Note:** The 2016 campus climate results came from a random sample of students, whereas the 2014 data came from a self-select, web-based survey. Accordingly, any observed differences that exist between 2014 and 2016 should be interpreted with caution.



IEO #14: The District demonstrates appropriate management of its administrative services activities by obtaining an unqualified independent audit annually.

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San Luis Obispo County Community College District obtained an unqualified independent audit of its administrative service activities in 2017/18 – as it has since the district's inception.

## APPENDIX A: Scorecard Data Specifications

### 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  $\geq$  2.0)

SPAR is reported for the overall cohort, as well as by lowest level of attempted Math or English.

#### Cohort (First-time students with intent to complete, must have each of the following):

- Look system wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
  - SX03 ENROLLMENT-UNITS-EARNED  $\geq$  6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P
  - Attempted a Math or English course in first three years: CB03 COURSE-TOP-CODE = 1701, 1501\*, 1520\*
  - CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, Y

#### Outcomes (Achieve one or more of the following outcomes):

- Associate of Arts or Sciences Degree
  - SP02 STUDENT-PROGRAM-AWARD = A, S
    - Credit Certificate (Chancellor's Office approved) SP02 STUDENT-PROGRAM-AWARD = L, T, F, B
- Transfer Prepared
  - CB05 COURSE-TRANSFER-STATUS = A, B
  - SX03 ENROLLMENT-UNITS-EARNED  $\geq$  60 at your college and/or anywhere in the system with a GPA  $\geq$  2.0
  - Transferred to Four-Year Institution (Match with NSC, UC, CSU files)

#### Break out the cohort into two groups of students:

- Lowest attempted English or Math course was 'Prepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T 'Transferable' or D 'Degree Applicable'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English = T 'Transferable'
    - o If attempted both Math and English, lowest of Math or English cannot be remedial level for 'college level' group.
- Lowest attempted English or Math course was 'Unprepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = B, C, D in Math
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D in English or
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English  $\neq$  T 'Transferable'

## 30 UNITS 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 the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the CCC system.

At Least 30 Units Rate is reported for the overall cohort, as well as by lowest level of attempted Math or English.

**Cohort (First-time students with intent to complete, must have each of the following):**

- Look system wide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
  - SX03 ENROLLMENT-UNITS-EARNED  $\geq 6$  at your college and/or anywhere in the CCC system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P.
    - Attempted a Math or English course during 3 year period: CB03 COURSE-TOP-CODE = 1701, 1501\*, 1520\*
    - CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, Y

**Outcome (Achieve the following outcome):**

- **At Least 30 Units**
  - CB04 COURSE-CREDIT-STATUS = C, D
  - SX03 ENROLLMENT-UNITS-EARNED  $\geq 30$  at your college and/or anywhere in the CCC system

**Break out the cohort into two groups of students:**

- Lowest attempted English or Math course was 'Prepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T 'Transferable' or D 'Degree Applicable'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English = T 'Transferable'
  - o If attempted both Math and English, lowest of Math or English cannot be remedial level for 'college level' group.
- Lowest attempted English or Math course was 'Unprepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = B, C, D in Math
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D in English or
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English  $\neq$  T 'Transferable'

## PERSISTENCE 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 the following measure of progress (or momentum point):

- Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

Persistence Rate is reported for the overall cohort, as well as by lowest level of attempted Math or English.

### Cohort (First-time students with intent to complete, must have each of the following):

- Look system wide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
  - SX03 ENROLLMENT-UNITS-EARNED  $\geq$  6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P.
  - Attempted a Math or English course during 3 year period: CB03 COURSE-TOP-CODE = 1701, 1501\*, 1520\*
  - CB21 COURSE-PRIO-TO-COLLEGE-LEVEL = A, B, C, D, Y

### Outcome (Achieve the following outcome):

- Persisted by attempting a credit course in the first subsequent three primary semester (or four quarter) terms. For colleges on the quarter system persistence is measured as Fall-Winter- Spring-Fall; Winter-Spring-Fall-Winter or Spring-Fall-Winter-Spring.
- CB04 COURSE-CREDIT-STATUS = C, D

### Break out the cohort into two groups of students:

- Lowest attempted English or Math course was 'Prepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T 'Transferable' or D 'Degree Applicable'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English = T 'Transferable'
  - o If attempted both Math and English, lowest of Math or English cannot be remedial level for 'college level' group.
- Lowest attempted English or Math course was 'Unprepared for College Level'
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= B, C, D in Math
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= A, B, C, D in English or
  - o CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English  $\neq$  T 'Transferable'

## REMEDIAL PROGRESS RATE (MATH, ENGLISH, ESL)

**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.
  - ESL and successfully completed the ESL sequence or a college-level English course within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in Math, English and/or ESL at that college.

Outcomes in Basic Skills Education are reported for Math, English and/or ESL

### Math Cohort:

First attempt of a Math course in two to four levels below transfer:

- CB03 COURSE-TOP-CODE = 1701\*
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = B, C, or D
- CB04 COURSE-CREDIT-STATUS = C

### Math Outcome:

Completed "zero" and/or "one" level Math course within six years of cohort entry:

- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y or A
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1701\*

### English Writing Cohort:

First attempt of an English Writing course in one to four levels below transfer:

- CB03 COURSE-TOP-CODE = 1501\*
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, or D
- CB04 COURSE-CREDIT-STATUS = C

### English Writing Outcome:

Completed "zero" level English course within six years of cohort entry:

- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1501\*, 1503\*, 1504\*, 1507\*

### ESL Cohort:

First attempt of an ESL course in any levels below transfer:

- CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
- SB01 STUDENT IDENTIFIER STATUS = S (only students with SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, E, or F
- CB04 COURSE-CREDIT-STATUS = C

CB04 COURSE-CREDIT-STATUS = C

**ESL Outcome:**

Completed the ESL sequence or a college-level English course within six years:

- CB04 COURSE-CREDIT-STATUS = D

CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y

- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87

OR

- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1501\*, 1503\*, 1504\*, 1507\*

\*\*For each cohort exclude students concurrently enrolled at a four-year institution in the cohort year and the following academic year.

**CAREER TECHNICAL COMPLETION RATE (CTE)**

**Definition:** The percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any 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)

**Cohort (Students who showed intent to complete in CTE, must have each of the following):**

- Look systemwide to determine first-time a student took a credit CTE course.
  - SX 03 ENROLLMENT-COMPLETED-UNITS > 8 during first three years of enrollment at a college and/or anywhere in the system in a single discipline (2-digit vocational TOP code where at least one of the qualifying courses is occupational SAM B or C).
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)

**Outcomes (Achieve one or more of the following outcomes):**

- Associate of Arts or Sciences Degree
  - SP02 STUDENT-PROGRAM-AWARD = A, S
    - Credit Certificate (Chancellor’s Office approved) SP02 STUDENT-PROGRAM-AWARD = L, T, F, B
- Transfer Prepared
  - CB05 COURSE-TRANSFER-STATUS = A, B
  - SX03 ENROLLMENT-UNITS-EARNED >= 60 at your college and/or anywhere in the system with a GPA >=2.0
- Transferred to Four-Year Institution (Match with NSC, UC, CSU files)

## CAREER SKILLS BUILDER STUDENTS

Skills-builders are workers who are maintaining and adding to skill -sets required for ongoing employment and career advancement. Skills-builders successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college.

### Definition:

The median inflation adjusted wages before and after the year of enrollment for students who completed a SAM A, B, or C course of at least (.5 units) and passed all CTE coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.

### Cohort (Students who showed course behavior related to career skills upgrading or industry license/certificate):

- SX 03 ENROLLMENT-COMPLETED -UNITS >= .5 units during a given academic year where at least some units completed had a SAM code of A, B or C.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- Student must not be enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.
- Did not fail any CTE coursework in the year of enrollment (Grade F, NP, INP, FW).

### Outcomes:

- Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for all students in the cohort

\*Not all career skills building students with earning wages will be found in the EDDUI wage data. EDDUI data contain wages only for those employed in an occupation covered by Unemployment Insurance in California. This excludes individuals employed by the military or federal government, and those self-employed, employed out of state, unemployed, or not in the workforce after enrollment. The EDDUI data do not indicate the occupation in which an individual was employed, how many hours an individual worked, or part time/full time status. The EDDUI wage files are matched with Social Security Number (SSN). Therefore, students without a valid SSN were not included in the career skills builder metric.

## CAREER DEVELOPMENT & COLLEGE PREPARATION (CDCP) COMPLETION RATE

**Definition:** The percentage of students who attempt two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned AA/AS or Certificates (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)

### Cohort (Students who showed intent to completion CDCP, must have the following)

- :
- Look system wide to determine student taking two or more CDCP courses
  - Completed 4 or more positive attendance hours in each of these two courses

### Outcomes (Achieve one or more of the following outcomes):

- CDCP Certificate SP02 STUDENT-PROGRAM-AWARD = G, H, I, J, K, P, Q, R AND program status is CDCP
- Associate of Arts or Sciences Degree SP02 STUDENT-PROGRAM-AWARD = A, S
- Certificate (Chancellor's Office approved) SP02 STUDENT-PROGRAM-AWARD = L, T, F, B

- Transfer Prepared CB05 COURSE-TRANSFER-STATUS = A, B SX03 ENROLLMENT-UNITS -EARNED  $\geq$  60 at your college and/or anywhere in the system with a GPA  $\geq$  2.0
- Transferred to Four-Year Institution ( Match with NSC, UC, CSU files)

## TRANSFER LEVEL MATH AND ENGLISH COMPLETION RATE

**Definition:** The percentage of first-time students who achieve transfer level math or English in their first and second year.

**Cohort:** Look system-wide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are also excluded.

SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)

SX03 ENROLLMENT-UNITS -EARNED  $\geq$  6 at your college and/or anywhere in the CCC system during the first year of enrollment.

Units earned include completed courses with grade of A, B, C, D, or P.

Attempted a math or English course during their first year:CB03 COURSE-TOP-CODE = 1701.00, 1501.00, 1520.00 CB21 COURSE

-PRIOR-TO-COLLEGE-LEVEL = A, B,C, D, Y

### Outcomes:

Completed transfer math course in first or second year:

CB03 COURSE-TOP-CODE = 1701.00

CB05 COURSE-TRANSFER-STATUS = A, B, C(N)

Completed transfer English course in first or second year:

CB03 COURSE-TOP-CODE = 1501.00

CB05 COURSE-TRANSFER STATUS = A, B, C(N)