**Census** – Census day is the date upon which most course enrollments are calculated for state reporting. Census of a course is the day nearest to one-fifth (20%) of the length of the course.

**Data Mart** – Chancellor’s Office database of enrollment and demographic data on California community college students and staff.

**Employment** – Individuals who are working.

**FTES** – Full-Time Equivalent Student. FTES is the equivalent of 30 credit units enrolled, or 525 student contact hours per year. This is the unit by which colleges receive apportionment.

**Household** – People living in a single residence regardless of relationship.

**Labor Force** – This is a generic term that describes the collection of data that includes labor force (civilian or total), employment, unemployment, and the unemployment rate. In some of the tables or publications that come from Labor Market Information, the term "labor force" also means "civilian labor force".

**Metropolitan Statistical Area** – Metropolitan statistical areas (metro areas) are geographic entities defined by the Office of Management and Budget (OMB) for use by Federal statistical agencies in collecting, tabulating, and publishing Federal statistics. A metro area contains a core urban area of 50,000 or more population. Each metro area consists of one or more counties and includes the counties containing the core urban area, as well as any adjacent counties that have a high degree of social and economic integration (as measured by commuting to work) with the urban core.

**Retention Rate (simple definition)** – Percentage of students who do not withdraw from class and who receive a valid grade.

**Success Rate (simple definition)** – Percentage of students who receive a passing/satisfactory grade.

**Retention Rate (technical definition)** – The percentage of students retained in course/s out of total enrolled in course/s. The rate is calculated as the sum of duplicated course enrollments receiving an official grade of A, B, C, D, F, CR, NC, or I divided by the number of duplicated course enrollments receiving an official grade of A, B, C, D, F, CR, NC, W, or I.

**Success Rate (technical definition)** – The percentage of students successful in courses out of the total number of students enrolled. The rate is calculated as the sum of duplicated course enrollments receiving an official grade of A, B, C, or CR divided by the number of duplicated course enrollments with an official grade of A, B, C, D, F, CR, NC, W, or I.

**Unduplicated Headcount** – A count of all students who enrolled in and attended at least one course. Each student is counted only once, regardless of the number of courses s/he is enrolled in; a student enrolled in three courses would be an unduplicated headcount of one.
Unemployment – Comprises all civilians 16 years and over who did not work during the survey week, who made specific efforts to find a job within the past four weeks, and who were available for work (except for temporary illness) during the survey week. Also included as unemployed are those who did not work at all, but were available for work, and (a) were waiting to be recalled to a job from which they had been laid off for a specific time; or (b) had a new job to go to within thirty days.

Unemployment Rate – The unemployment rate is derived by dividing the number of unemployed by the labor force. The result is expressed as a percentage.

Transfer Velocity – The method tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. A student becomes eligible to potentially enter a Transfer Cohort by enrolling for the first time at any California Community College (CCC). Students may be concurrently enrolled in high school (aka “special admits”), may be high school drop-outs, or may be high school graduates at the time of their initial enrollment. Students are assigned a cohort year according to the academic year in which they first enroll at a CCC. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units.

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.