

Focus On Results

Accountability Reporting for the Community Colleges

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)



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March 31, 2008

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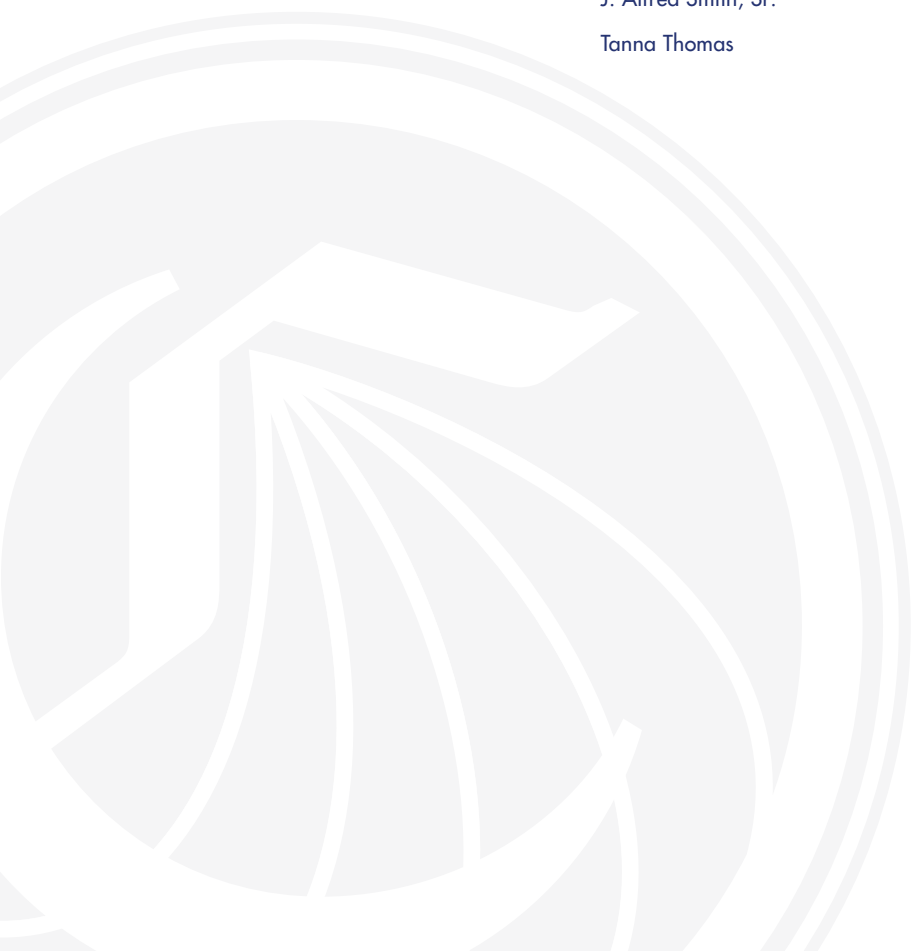
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Executive Summary

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges System Office (CCCCSO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per Legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2008 ARCC report builds upon the 2007 pilot report through various improvements in data quality, a new year of data, and the piloting of a new performance indicator for noncredit coursework.

Systemwide Performance

This report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings at the state level include the following:

- Community college students who earned a vocational degree or certificate saw their wages jump from \$25,600 (for the last year before receipt of the award) to \$47,571 three years after earning their degree, an increase of 86%.
- A large number of Californians access and use the CCC system; participation rates are high, with 67 out of every 1,000 people in the state enrolled in a CCC in 2006-2007.
- The system enrolls more than one-third of all 18-19 year olds in California, with participation rates of 359.9 per 1,000 for 2006-2007.
- In 2006-2007, the system transferred nearly 99,000 students. The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of 54,391 students from the community colleges. Nearly 14,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.
- Transfers to in-state-private institutions and all out-of-state institutions account for 18,752 and 11,825 transfers in 2006-2007, respectively.

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- In 2006-2007, the system contributed to the state’s critical health care labor force, as more than 7,700 students earned degrees or certificates in nursing.
- The system’s contribution in 2006-2007 to the state’s workforce included more than 65,000 associate degrees and certificates in vocational/occupational areas.

College Level Performance

The bulk of the ARCC report covers each college’s performance on seven critical indicators. An eighth indicator, which deals with courses that qualify for Enhanced Noncredit funding, is a prototype here for the final indicator that will appear in the 2009 ARCC report.

The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCSO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for “College Level Indicators” rather than to these systemwide rates.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement	51.2%
2. Completed 30 or More Units	70.4%
3. Fall to Fall Persistence	68.3%
4. Vocational Course Completion	78.2%
5. Basic Skills Course Completion	60.5%
6. Basic Skills Course Improvement	50.0%
7. ESL Course Improvement	44.7%

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the

Executive Summary

seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCSO by March 31, 2009, documentation of interaction by each local board of trustees with the 2008 ARCC report.

Conclusion

This second year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges have already shared the 2007 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. With this second report, the ARCC project continues to further the state's mission in higher education by enabling and prompting college efforts to promote student success.

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Introduction to the 2008 ARCC Report

Background

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581). The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this reporting system *Accountability Reporting for the Community Colleges* (or ARCC). The report itself has the title of "Focus On Results." As required by the Legislature, the CCC System Office (CCCSO) will produce this report each year and disseminate it so that each college will share it with its local board of trustees. The System Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. As a result, the legislative mandate specifies that each college has one year in which to interact with its board of trustees with respect to this report. Appendix G of this report documents the system's complete fulfillment of this requirement for the 2007 ARCC Report.

In comparison to the 2007 report, the 2008 report adds an eighth performance indicator to the college level indicators. Readers will observe that the 2008 report now includes coverage of noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). However, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. Because each college had the option to apply for this special funding, only a fraction of the colleges will appear with data for this new performance indicator. Furthermore, the 2008 report has college peer grouping for the ESL (English as a Second Language) improvement indicator. The pilot status of the 2007 data for ESL prevented us from creating a peer group comparison for ESL in the 2007 report.

This report drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the System Office. In Appendix H we list the individuals who played these important roles in helping to formulate the ARCC.

How to Use This Report

We acknowledge that a variety of people will see this report, and we recognize that these individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections

Introduction to the 2008 ARCC Report

(system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

Readers should avoid comparing the results in the 2008 report to those shown in the 2007 report. The 2007 report acted as a pilot for the 2008 report, and the 2008 report uses recently corrected data from the colleges. Some of the data corrections resulted from the system's project to improve data quality (known as Curriculum Reporting for the Community Colleges, or CRCC). Other data changes have occurred, such as data resubmissions by individual colleges, and the array of data amendments since the 2007 report really makes it unproductive to compare the two reports.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the

Introduction to the 2008 ARCC Report

peer group identification. Because the data from the colleges may have changed since the analysis shown in the 2007 report, colleges may fall into new peer groups in this report. The preliminary nature of the new indicator for Enhanced Noncredit courses compels us to omit college peer-grouping for this indicator. We believe that the data for the 2009 report will have higher quality and completeness than the pilot data that were available for the 2008 report.

The sixth page for a college shows that college's own self-assessment, and this brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college. Please note that these self-assessments could not cover any tabulation of the pilot data for courses involved with Enhanced Noncredit funding because these tables were unavailable at the time that the colleges produced their self-assessments. Obviously, the six schools of continuing education in our system could not produce any text for self-assessment because the only performance indicator we have for them is success in Enhanced Noncredit.

The best use of this report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

Readers should also note that the report refers to the System Office (abbreviated as CCCSO) and to the Chancellor's Office (abbreviated as CCCCCO). These titles represent one and the same entity, and staff people have been using the two titles interchangeably in their communications.

Additional information about ARCC is available at the following website:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

If you have any questions or comments about the report, please e-mail them to:

arcc@cccco.edu.

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ARCC 2008 Report: An Introduction to the Systemwide Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

Tables 1 through 18 and Figures 1 through 6 in the following section of the 2008 ARCC report present results, where available by January 2008, for the seven performance indicators chosen for **systemwide** accountability reporting. These performance indicators are organized into four major categories:

- Student Progress and Achievement – Degree/Certificate/Transfer
- Student Progress and Achievement – Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in total personal income as a result of receiving a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates (by selected demographics).

The Data Sources and Methodology for each of the indicators can be found in Appendix B.

The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure. Further, these time periods have changed since the 2007 ARCC report, so it is especially important to check the dates for each table or figure.

The presentation of income trend data in this 2008 ARCC report differs from the presentation in the 2007 report, although the data have not changed. We have reformatted the separate pages for figures 6, 7, and 8 from the 2007 report as a single page of figures (Figures 6a, 6b, and 6c) in the 2008 report. This reformatting allows for easier comparison across student cohorts. Wage data for these trend lines are now included as Tables 12a, 12b, and 12c.

An Introduction to the Systemwide Indicators

The wage data presented in Figures 6a to 6c and Tables 12a to 12c are the same data used in the final 2007 ARCC report. Concern about the confidentiality of wage data at the California Employment Development Department (EDD) increased the department's sensitivity to releasing these data. Thus, we were unable to obtain the most recent wage data in time to include them in the 2008 ARCC report. We have worked with the EDD (via legislation) to resolve this issue for future ARCC reports.

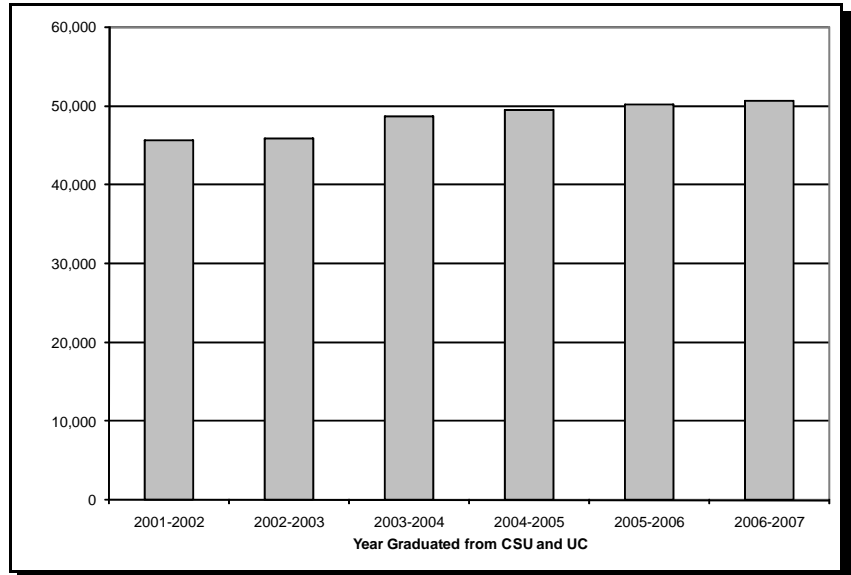
Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer or attend courses across multiple community colleges during their studies and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2001-2002 to 2006-2007 Who Attended a California Community College (CCC)



Year Graduated From CSU or UC

Table 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2001-2002 to 2006-2007 Who Attended a California Community College (CCC)

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total BA/BS (CSU & UC)	96,179	98,837	104,320	107,630	110,990	112,464
Total Who Attended CCC	45,641	45,826	48,657	49,439	50,248	50,611
CSU and UC Percent	47.5%	46.4%	46.6%	45.9%	45.3%	45.0%

Year Graduated From CSU

Table 2:

Annual Number and Percentage of CSU Baccalaureate Students from 2001-2002 to 2006-2007 Who Attended a CCC

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total BA/BS from CSU	61,463	61,712	65,741	66,768	69,350	70,877
Total Who Attended CCC	35,792	35,315	37,329	37,316	38,365	38,827
CSU Percent	58.2%	57.2%	56.8%	55.9%	55.3%	54.8%

Year Graduated From UC

Table 3:

Annual Number and Percentage of UC Baccalaureate Students from 2001-2002 to 2006-2007 Who Attended a CCC

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total BA/BS from UC	34,716	37,125	38,579	40,862	41,640	41,587
Total Who Attended CCC	9,849	10,511	11,328	12,123	11,883	11,784
UC Percent	28.4%	28.3%	29.4%	29.7%	28.5%	28.3%

Results:

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC). Table 1 shows the number of CSU and UC baccalaureate students, and of those, the total who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. The percentage slightly decreases over time beginning in 2003-2004. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2001-2002 to 2006-2007

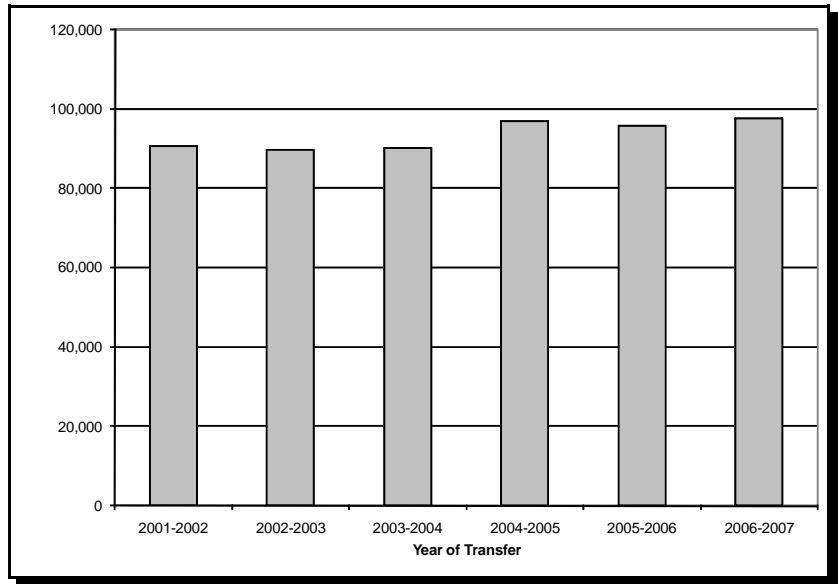


Table 4:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2001-2002 to 2006-2007

	Year of Transfer					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total Transfers	90,596	89,607	90,151	96,980	95,670	98,842

Table 5:
Annual Number of California Community College
Transfers to California State University (CSU),
University of California (UC), In-State Private (ISP) and
Out-of-State (OOS) Four-Year Institutions

	Year of Transfer					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
CSU	50,473	50,746	48,321	53,695	52,642	54,391
UC	12,291	12,780	12,580	13,211	13,462	13,874
ISP	17,070	15,541	18,100	18,365	17,840	18,752
OOS	10,762	10,540	11,150	11,709	11,726	11,825

Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Although there is a general increase over time, the overall number of transfers declines in 2002-2003 and 2005-2006. Table 5 displays the annual number of transfers for four segments; California State University (CSU), University of California (UC), In-State Private and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2001-2002 to 2006-2007

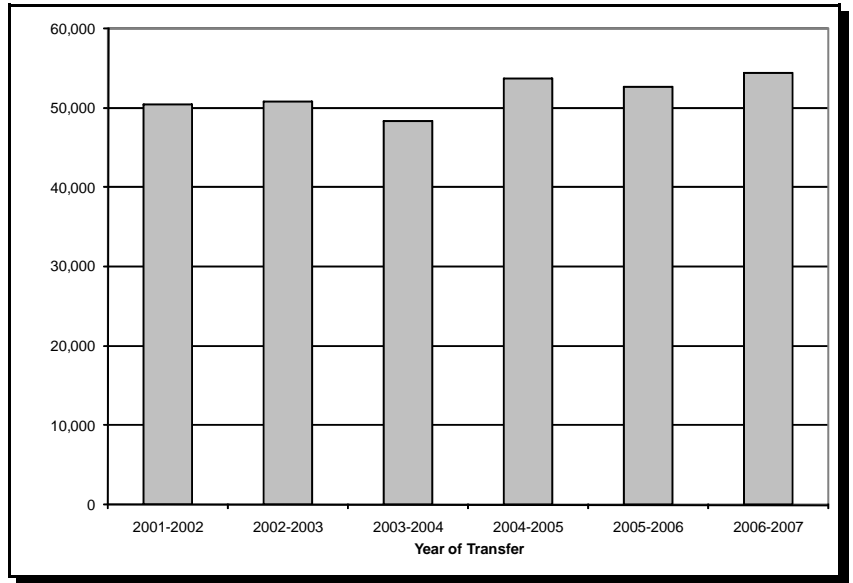


Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2001-2002 to 2006-2007

	Year of Transfer					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
CSU Transfers	50,473	50,746	48,321	53,695	52,642	54,391

Results:

Figure 3 and Table 6 display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers increases from 2001-2002 to 2002-2003 before decreasing in 2003-2004. A substantial increase of transfers is evident in 2004-2005 followed by a decline in 2005-2006 and an increase in 2006-2007.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2001-2002 to 2006-2007

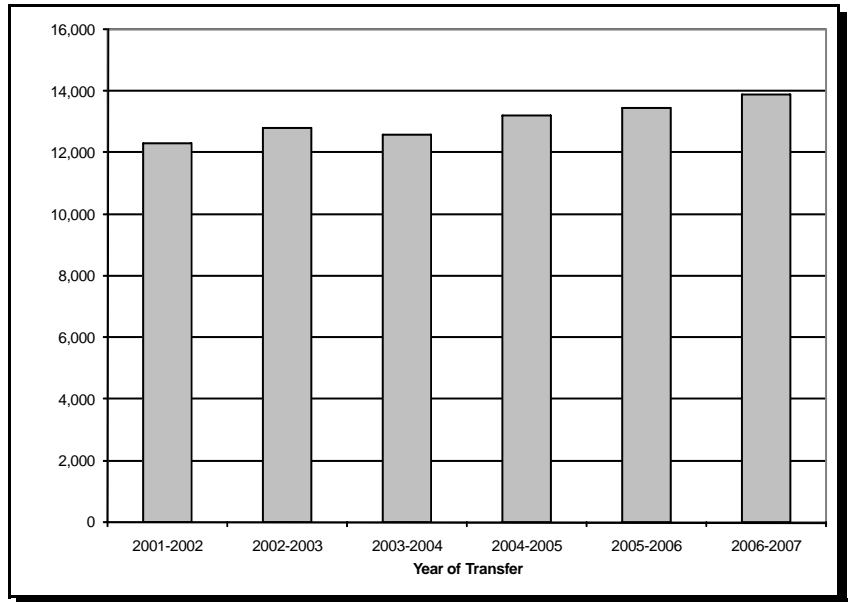


Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2001-2002 to 2006-2007

	Year of Transfer					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
UC Transfers	12,291	12,780	12,580	13,211	13,462	13,874

Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). With the exception of a slight decrease in 2003-2004, the number of transfers increases from 2004-2005 to 2006-2007.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 5:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions from 2001-2002 to 2006-2007

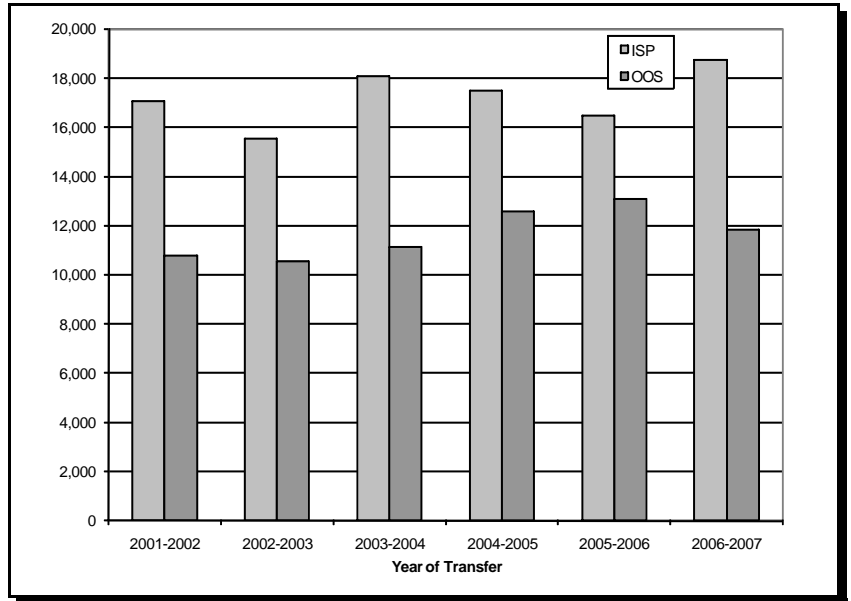


Table 8:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions from 2001-2002 to 2006-2007

	Year of Transfer					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
ISP Transfers	17,070	15,541	18,100	18,365	17,840	18,752
OOS Transfers	10,762	10,540	11,150	11,709	11,726	11,825

Results:

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The transfer volume increases for ISP four-year institutions and increases slightly for OOS four-year institutions for the most recent academic year, 2006-2007.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Four-Year Institutions

Percentage of first-time students with a minimum of 12 units earned who attempted transfer-level Math or English during enrollment who transferred to a four-year institution within six years.

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Transfer Rate	40.2%	39.9%	38.8%

Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students who earned at least 12 units and who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate decreases slightly over time, with the rate of transfer to four-year institutions for the 2001-2002 cohort falling to 38.8%.

For Methodology and Data Source, see Appendix B



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 10: Annual Number of Vocational Awards by Program from 2004-2005 to 2006-2007
(Program Title based on four-digit TOP Code, Alphabetical Order)

Includes Certificates Requiring Fewer Than 18 Units

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Accounting	2,472	2,501	2,489	1,060	995	1,013	1,412	1,506	1,476
Administration of Justice	5,969	5,629	6,974	1,675	1,736	1,834	4,294	3,893	5,140
Aeronautical and Aviation Technology	353	383	403	61	59	79	292	324	324
Agricultural Power Equipment Technology	33	39	54	4	11	9	29	28	45
Agriculture Business, Sales and Service	71	44	78	65	38	68	6	6	10
Agriculture Technology and Sciences, General	20	36	22	17	17	17	3	19	5
Animal Science	472	502	460	289	317	306	183	185	154
Applied Photography	174	191	179	65	63	65	109	128	114
Architecture and Architectural Technology	263	304	311	115	129	139	148	175	172
Athletic Training and Sports Medicine	20	25	20	14	18	14	6	7	6
Automotive Collision Repair	125	134	133	16	16	11	109	118	122
Automotive Technology	1,906	2,071	2,003	301	300	290	1,605	1,771	1,713
Aviation and Airport Management and Services	168	223	204	112	139	138	56	84	66
Banking and Finance	57	68	65	26	26	34	31	42	31
Biotechnology and Biomedical Technology	132	167	204	38	36	47	94	131	157
Business Administration	2,288	2,419	2,451	1,971	2,129	2,128	317	290	323
Business and Commerce, General	1,303	1,229	1,267	1,068	984	1,097	235	245	170
Business Management	1,446	1,737	2,040	767	920	857	679	817	1,183
Cardiovascular Technician	133	152	152	25	29	49	108	123	103
Chemical Technology	8	15	13	2		4	6	15	9
Child Development/Early Care and Education	7,494	7,943	7,733	1,932	1,926	1,912	5,562	6,017	5,821
Civil and Construction Management Technology	404	416	410	88	82	85	316	334	325
Commercial Art	28	27	44	16	15	30	12	12	14
Commercial Music	257	265	179	44	48	38	213	217	141
Community Health Care Worker	1	2	5				1	2	5
Computer Information Systems	805	612	628	461	409	321	344	203	307
Computer Infrastructure and Support	580	560	527	223	229	171	357	331	356
Computer Software Development	551	347	370	219	133	126	332	214	244
Construction Crafts Technology	870	914	902	85	95	86	785	819	816



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Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Cosmetology and Barbering	1,409	1,365	1,546	58	71	59	1,351	1,294	1,487
Customer Service			2						2
Dance		2	2					2	2
Dental Occupations	817	833	873	314	336	351	503	497	522
Diagnostic Medical Sonography	52	55	88	9	13	23	43	42	65
Diesel Technology	183	195	178	28	43	35	155	152	143
Digital Media	616	536	602	229	203	233	387	333	369
Drafting Technology	540	579	472	171	190	169	369	389	303
Educational Aide (Teacher Assistant)	45	55	53	18	17	21	27	38	32
Educational Technology		4	2		2	2		2	
Electro-Mechanical Technology	34	33	26	10	6	8	24	27	18
Electro-Neurodiagnostic Technology	1	11	6			5	1	11	1
Electrocardiography	14	23	18				14	23	18
Electronics and Electric Technology	891	991	1,081	314	287	262	577	704	819
Emergency Medical Services	2,310	1,895	1,712	2	2	4	2,308	1,893	1,708
Engineering Technology, General	17	36	20	11	28	14	6	8	6
Environmental Control Technology (HVAC)	359	339	307	57	49	49	302	290	258
Environmental Technology	439	267	238	27	22	24	412	245	214
Family and Consumer Sciences, General	126	108	116	125	108	105	1		11
Family Studies	26	16	13	18	10	9	8	6	4
Fashion	427	422	354	138	135	109	289	287	245
Film Studies	62	123	105	31	72	58	31	51	47
Fire Technology	3,011	2,904	3,367	830	896	905	2,181	2,008	2,462
Food Processing and Related Technologies		64	1		32	1		32	
Forestry	31	48	76	19	27	30	12	21	46
Geography	49	57	56	12	17	14	37	40	42
Gerontology	37	45	46	11	15	16	26	30	30
Graphic Art and Design	404	390	387	167	166	194	237	224	193
Health Information Technology	297	278	323	98	90	102	199	188	221
Health Occupations, General	4	9	30	1	2	6	3	7	24
Health Professions, Transfer Core Curriculum	104	150	196	104	146	189		4	7



ARCC 2008 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Horticulture	499	517	479	138	141	114	361	376	365
Hospital and Health Care Administration		1	2			1		1	1
Hospital Central Service Technician	14	18	9				14	18	9
Hospitality	284	325	369	92	83	96	192	242	273
Human Services	1,673	1,639	1,544	441	462	465	1,232	1,177	1,079
Industrial Systems Technology and Maintenance	58	68	108	15	8	10	43	60	98
Information Technology, General	306	218	209	14	6	3	292	212	206
Instrumentation Technology	6	3	2	4	1	1	2	2	1
Interior Design and Merchandising	390	432	491	126	149	155	264	283	336
International Business and Trade	151	166	306	62	47	39	89	119	267
Journalism	66	77	74	51	55	58	15	22	16
Labor and Industrial Relations	16	17	17	4	6	2	12	11	15
Laboratory Science Technology	12	20	11	7	11	6	5	9	5
Legal and Community Interpretation	19	25	29	3	1	4	16	24	25
Library Technician (Aide)	174	149	115	33	39	25	141	110	90
Logistics and Materials Transportation	76	60	62	2	1	7	74	59	55
Manufacturing and Industrial Technology	830	831	915	108	121	126	722	710	789
Marine Technology	2	33	21	1	7	3	1	26	18
Marketing and Distribution	273	284	314	83	100	123	190	184	191
Mass Communications	6	3	4	6	2	1		1	3
Massage Therapy	82	62	32	11	15	9	71	47	23
Medical Assisting	949	876	942	135	125	152	814	751	790
Medical Laboratory Technology	16	62	143	9	18	13	7	44	130
Mortuary Science	89	58	39	40	23	39	49	35	
Natural Resources	46	48	62	30	29	33	16	19	29
Nursing	6,859	7,080	7,781	4,442	4,726	5,169	2,417	2,354	2,612
Nutrition, Foods, and Culinary Arts	1,156	1,195	1,184	143	139	187	1,013	1,056	997
Occupational Therapy Technology	21	21	32	21	21	32			
Ocean Technology	6	9	9	3	4	4	3	5	5
Office Technology/Office Computer Applications	1,774	2,122	1,812	549	541	463	1,225	1,581	1,349
Optical Technology		1						1	



ARCC 2008 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Orthopedic Assistant	8	6	6	4	2	2	4	4	4
Other Agriculture and Natural Resources	9	4	8	4	1	2	5	3	6
Other Architecture and Environmental Design	3	1	4				3	1	4
Other Business and Management	176	276	268	113	216	190	63	60	78
Other Commercial Services	44	37	3				44	37	3
Other Education	4	1			1		4		
Other Engineering and Related Industrial Technologies	55	49	48	42	31	30	13	18	18
Other Fine and Applied Arts	31	15	8	3	1	2	28	14	6
Other Health Occupations	131	104	115				131	104	115
Other Information Technology	95	96	84		4	1	95	92	83
Other Media and Communications	19	14	8				19	14	8
Other Public and Protective Services	52	61	100	1			51	61	100
Paralegal	898	885	938	385	396	435	513	489	503
Paramedic	373	402	520	85	75	85	288	327	435
Pharmacy Technology	152	176	157	43	52	45	109	124	112
Physical Education	87	96	107	10	10	19	77	86	88
Physical Therapist Assistant	76	67	66	76	66	65		1	1
Physicians Assistant	81	67	64	18	18	6	63	49	58
Plant Science	12	14	8	8	10	5	4	4	3
Polysomnography	9	1	15			9	9	1	6
Printing and Lithography	87	89	98	12	16	10	75	73	88
Psychiatric Technician	475	504	335	41	45	60	434	459	275
Public Administration	31	44	32	9	14	7	22	30	25
Public Relations			4						4
Radiation Therapy Technician	15	9	11	15	9	11			
Radio and Television	230	310	245	125	152	130	105	158	115
Radiologic Technology	598	679	687	379	426	462	219	253	225
Real Estate	502	593	668	168	198	221	334	395	447
Recreation		3						3	
Respiratory Care/Therapy	420	511	537	275	353	399	145	158	138
School Health Clerk	2						2		



ARCC 2008 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Sign Language	134	153	136	64	73	64	70	80	72
Special Education	32	48	37	8	12	13	24	36	24
Speech/Language Pathology and Audiology	45	55	85	31	37	52	14	18	33
Surgical Technician	36	46	30	5	13	7	31	33	23
Technical Communication	24	18	16	4	4	7	20	14	9
Technical Theater	21	29	27	7	8	12	14	21	15
Travel Services and Tourism	286	257	228	55	48	53	231	209	175
Viticulture, Enology, and Wine Business	36	28	37	17	18	18	19	10	19
Water and Wastewater Technology	98	164	170	31	43	48	67	121	122
World Wide Web Administration	45	65	49	16	16	7	29	49	42
Total	61,993	63,185	65,692	22,188	23,133	23,782	39,805	40,052	41,910

Results:

Table 10 shows the numbers of awards issued by 132 vocational programs across the three most recent academic years, organized alphabetically by program title. The columns under "Total Credit Awards" (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years. Totals for all programs are presented in the last row of the table. Degrees make up about 36 to 37 percent of the credit awards issued, with certificates making up the remaining 63 to 64 percent.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2006-2007, by Volume of Total Awards
(Program Title based on four-digit TOP Code)
Includes Certificates Requiring Fewer Than 18 Units**

	Program Title	Total Credit Awards 2006-2007	AA/AS Degrees 2006-2007	All Certificates (Credit) 2006-2007
1	Nursing	7,781	5,169	2,612
2	Child Development/Early Care and Education	7,733	1,912	5,821
3	Administration of Justice	6,974	1,834	5,140
4	Fire Technology	3,367	905	2,462
5	Accounting	2,489	1,013	1,476
6	Business Administration	2,451	2,128	323
7	Business Management	2,040	857	1,183
8	Automotive Technology	2,003	290	1,713
9	Office Technology/Office Computer Applications	1,812	463	1,349
10	Emergency Medical Services	1,712	4	1,708
11	Cosmetology and Barbering	1,546	59	1,487
12	Human Services	1,544	465	1,079
13	Business and Commerce, General	1,267	1,097	170
14	Nutrition, Foods, and Culinary Arts	1,184	187	997
15	Electronics and Electric Technology	1,081	262	819
16	Medical Assisting	942	152	790
17	Paralegal	938	435	503
18	Manufacturing and Industrial Technology	915	126	789
19	Construction Crafts Technology	902	86	816
20	Dental Occupations	873	351	522
21	Radiologic Technology	687	462	225
22	Real Estate	668	221	447
23	Computer Information Systems	628	321	307
24	Digital Media	602	233	369
25	Respiratory Care/Therapy	537	399	138

Results:

As shown in Table 11, Nursing programs issued the highest total number of awards in 2006-2007 (i.e., degrees plus certificates), primarily in the form of AA/AS degrees. Child Development/Early Care and Education programs issued the second highest total number of awards, primarily certificates, followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Fig. 6a: Wages for Students Attaining Award in 1998-1999

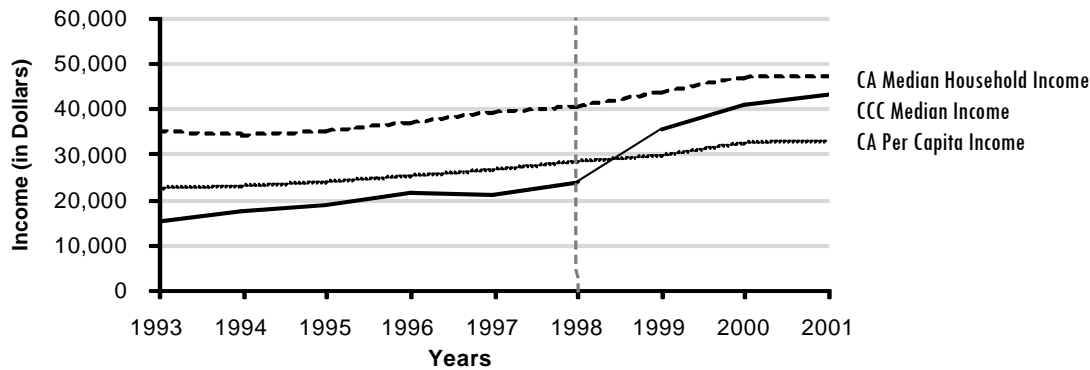


Fig. 6b: Wages for Students Attaining Award in 1999-2000

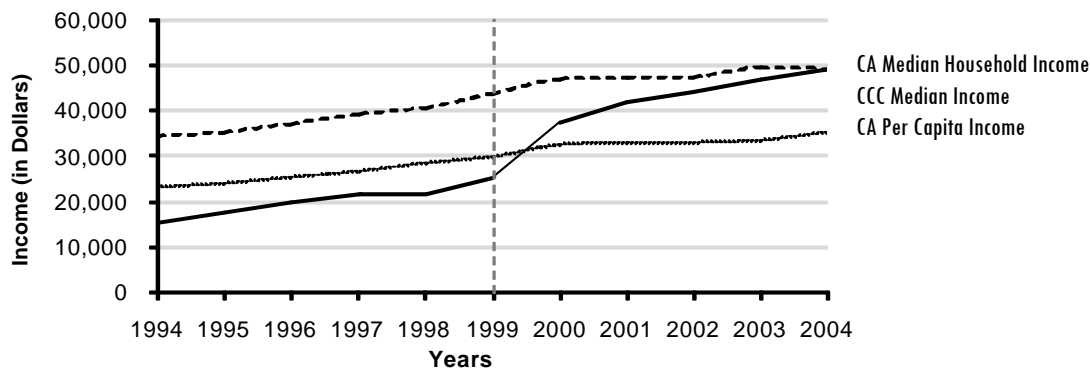
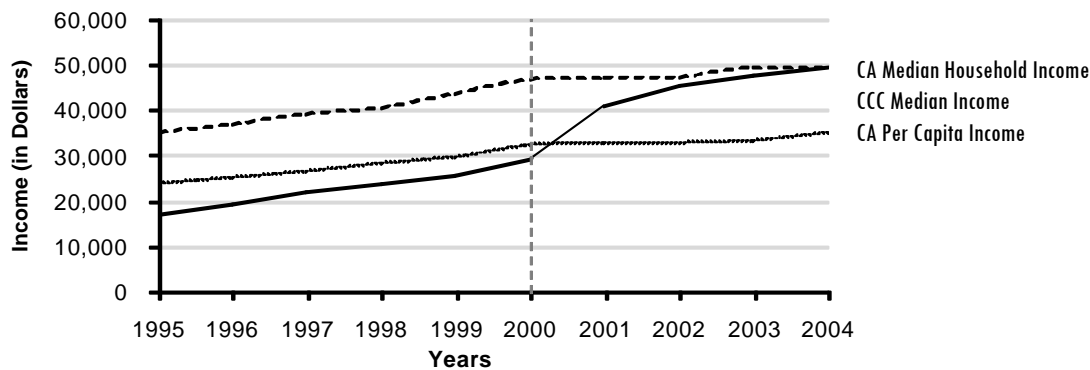


Fig. 6c: Wages for Students Attaining Award in 2000-2001



Results:

Figures 6a, 6b, and 6c represent income trends for students attaining a degree or certificate in (a) 1998-1999, (b) 1999-2000, and (c) 2000-2001. The dashed vertical line in each figure signifies the award year for each cohort. The trend lines for CCC Median Income in Figure 6 (solid line) suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. We include trend lines for California Median Household Income (dashed line) and California Per Capita Income (dotted line) to provide additional perspective.

While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This jump takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data.

For Methodology and Data Source, see Appendix B. Note that data for these figures have not changed from the 2007 ARCC report. Updated wage data were not yet available from California’s Employment Development Department for the 2008 ARCC report.



ARCC 2008 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 12a: Income for Students Attaining a Degree or Certificate in 1998-1999

(N = 4,253)
(Data for Figure 6a)

	1993	1994	1995	1996	1997	1998	1999	2000	2001
CA Median Household Income	35,100	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177
CA Per Capita Income	22,635	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882
CCC Median Income	15,337	17,715	19,188	21,626	21,464	23,841	35,565	40,850	43,206

Table 12b: Income for Students Attaining a Degree or Certificate in 1999-2000

(N = 4,127)
(Data for Figure 6b)

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
CA Median Household Income	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
CA Per Capita Income	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
CCC Median Income	15,378	17,840	19,824	21,750	21,797	25,360	37,287	41,925	44,084	46,955	49,083

Table 12c: Income for Students Attaining a Degree or Certificate in 2000-2001

(N = 4,853)
(Data for Figure 6c)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
CA Median Household Income	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
CA Per Capita Income	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
CCC Median Income	17,059	19,591	22,094	24,099	25,600	29,211	40,845	45,284	47,571	49,534

Results:

The income data in Tables 12a, 12b, and 12c above were used to develop the trend lines depicted in Figures 6a, 6b, and 6c of this report. The last data row of each table, CCC Median Income, contains the annual median income for a cohort of students who received any award during a particular cohort year (1998-1999, 1999-2000, 2000-2001). Data on California Median Household Income and Per Capita Income are included to provide additional perspective on the income trends.

For Methodology and Data Source, see Appendix B. Note that wage data in these tables have not changed from the 2007 ARCC report. Updated wage data for the 2008 ARCC report were not yet available from California's Employment Development Department.



ARCC 2008 Report: Systemwide Indicators

Pre-Collegiate Improvement: Basic Skills and ESL

Table 13:
Annual Number of Credit Basic Skills Improvements

The number of students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Number of Students	126,307	122,880	123,682

Results:

As Table 13 indicates, the statewide annual number of students completing coursework at least one level above their prior credit basic skills enrollment coursework declined from the first cohort (2002-2003 to 2004-2005) to the second cohort (2003-2004 to 2005-2006), but has risen slightly in the most recent cohort (2004-2005 to 2006-2007).

For Methodology and Data Source, see Appendix B.



ARCC 2008 Report: Systemwide Indicators

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2004-2005	2005-2006	2006-2007
Systemwide Participation Rate	65.7	66.0	67.3

Table 15:
Participation Rates by Age Group Per 1,000 Population

	2004-2005	2005-2006	2006-2007
Under 18	13.6	15.0	16.4
18 to 19	357.8	357.7	359.9
20 to 24	259.1	255.7	253.9
25 to 29	126.9	128.5	130.7
30 to 34	77.1	77.5	80.4
35 to 39	59.1	59.6	60.5
40 to 49	48.2	47.4	47.8
50 to 64	33.4	33.7	34.5

Table 16:
Participation Rates by Gender Per 1,000 Population

	2004-2005	2005-2006	2006-2007
Female	73.5	73.5	74.7
Male	57.9	58.5	59.9

Table 17:
Participation Rates by Ethnicity Per 1,000 Population

	2004-2005	2005-2006	2006-2007
Asian	87.4	87.3	88.4
Black/African American	79.5	81.2	82.1
Hispanic	55.1	55.7	56.4
Native American	101.0	99.5	99.8
Pacific Islander	124.8	128.1	130.7
White	54.9	54.5	54.9

Results:

Tables 14 to 18 show how the community colleges provide access to higher education for all segments of the state's population. The participants include substantial numbers from all categories of age, gender, and race/ethnicity.

For Methodology and Data Source, See Appendix B.



ARCC 2008 Report: Systemwide Indicators

Participation Rates

Table 18: Participation Rates by Age, Gender, and Ethnicity Per 1,000 Population

Age	Gender	Ethnicity	2004-2005	2005-2006	2006-2007
Under 18	Female	Asian	29.3	32.6	34.2
Under 18	Female	Black/African American	18.5	21.6	22.5
Under 18	Female	Hispanic	9.0	10.4	12.1
Under 18	Female	Native American	25.2	27.9	29.7
Under 18	Female	Pacific Islander	28.2	31.6	36.4
Under 18	Female	White	15.6	16.2	17.0
Under 18	Male	Asian	24.0	26.5	28.0
Under 18	Male	Black/African American	13.0	15.6	15.9
Under 18	Male	Hispanic	6.7	7.7	8.6
Under 18	Male	Native American	18.7	19.6	21.3
Under 18	Male	Pacific Islander	21.8	24.5	26.8
Under 18	Male	White	11.5	11.8	12.8
18 to 19	Female	Asian	478.9	494.8	507.4
18 to 19	Female	Black/African American	401.5	404.4	399.4
18 to 19	Female	Hispanic	338.9	338.8	339.2
18 to 19	Female	Native American	480.8	478.1	492.6
18 to 19	Female	Pacific Islander	802.7	833.8	875.7
18 to 19	Female	White	337.3	324.5	318.5
18 to 19	Male	Asian	449.4	466.8	491.9
18 to 19	Male	Black/African American	334.0	347.1	359.3
18 to 19	Male	Hispanic	274.2	281.2	282.0
18 to 19	Male	Native American	358.5	352.8	365.1
18 to 19	Male	Pacific Islander	766.1	833.6	902.7
18 to 19	Male	White	291.7	284.6	284.9



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Table 18 (continued)

Age	Gender	Ethnicity	2004-2005	2005-2006	2006-2007
20 to 24	Female	Asian	370.1	372.2	379.5
20 to 24	Female	Black/African American	302.1	293.7	286.3
20 to 24	Female	Hispanic	240.0	237.9	235.0
20 to 24	Female	Native American	348.8	324.7	324.4
20 to 24	Female	Pacific Islander	493.6	508.8	531.5
20 to 24	Female	White	249.6	237.4	230.2
20 to 24	Male	Asian	338.2	339.5	343.1
20 to 24	Male	Black/African American	224.4	222.2	222.9
20 to 24	Male	Hispanic	179.4	183.9	184.7
20 to 24	Male	Native American	263.1	259.5	255.7
20 to 24	Male	Pacific Islander	461.2	478.2	485.2
20 to 24	Male	White	214.0	206.6	201.4
25 to 29	Female	Asian	167.5	171.4	177.7
25 to 29	Female	Black/African American	191.7	183.9	180.4
25 to 29	Female	Hispanic	120.6	122.2	121.0
25 to 29	Female	Native American	220.7	225.3	209.1
25 to 29	Female	Pacific Islander	197.1	194.4	207.1
25 to 29	Female	White	121.4	122.2	124.0
25 to 29	Male	Asian	133.1	131.1	135.7
25 to 29	Male	Black/African American	120.9	120.4	119.7
25 to 29	Male	Hispanic	86.4	88.9	88.1
25 to 29	Male	Native American	179.6	165.2	159.3
25 to 29	Male	Pacific Islander	166.0	171.2	181.5
25 to 29	Male	White	101.1	102.4	104.8



ARCC 2008 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2004-2005	2005-2006	2006-2007
30 to 34	Female	Asian	104.6	103.2	106.5
30 to 34	Female	Black/African American	132.4	132.1	132.0
30 to 34	Female	Hispanic	77.5	77.5	78.4
30 to 34	Female	Native American	147.5	138.3	145.4
30 to 34	Female	Pacific Islander	114.8	117.6	113.0
30 to 34	Female	White	69.6	67.9	70.8
30 to 34	Male	Asian	74.7	73.3	72.7
30 to 34	Male	Black/African American	80.3	83.6	85.7
30 to 34	Male	Hispanic	52.1	54.4	55.7
30 to 34	Male	Native American	124.7	129.6	125.8
30 to 34	Male	Pacific Islander	105.1	107.2	107.3
30 to 34	Male	White	57.9	58.0	60.7
35 to 39	Female	Asian	81.1	81.1	81.9
35 to 39	Female	Black/African American	106.6	109.4	105.5
35 to 39	Female	Hispanic	59.7	58.7	59.3
35 to 39	Female	Native American	116.1	120.4	118.2
35 to 39	Female	Pacific Islander	79.6	87.9	85.1
35 to 39	Female	White	55.9	55.4	54.8
35 to 39	Male	Asian	50.9	52.0	52.5
35 to 39	Male	Black/African American	64.1	68.1	69.9
35 to 39	Male	Hispanic	37.8	38.3	38.8
35 to 39	Male	Native American	93.7	103.0	103.0
35 to 39	Male	Pacific Islander	79.9	88.5	87.5
35 to 39	Male	White	43.1	44.0	44.8



ARCC 2008 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2004-2005	2005-2006	2006-2007
40 to 49	Female	Asian	63.4	62.1	62.7
40 to 49	Female	Black/African American	82.6	81.6	81.9
40 to 49	Female	Hispanic	48.4	47.4	47.1
40 to 49	Female	Native American	90.5	83.2	87.6
40 to 49	Female	Pacific Islander	70.8	72.4	67.8
40 to 49	Female	White	49.1	47.7	46.7
40 to 49	Male	Asian	36.8	35.6	36.2
40 to 49	Male	Black/African American	52.0	53.8	54.9
40 to 49	Male	Hispanic	28.6	28.7	29.2
40 to 49	Male	Native American	73.0	71.3	69.3
40 to 49	Male	Pacific Islander	62.5	59.8	60.0
40 to 49	Male	White	32.7	32.2	32.4
50 to 64	Female	Asian	40.4	40.9	41.9
50 to 64	Female	Black/African American	44.3	45.3	46.7
50 to 64	Female	Hispanic	28.5	28.1	28.9
50 to 64	Female	Native American	59.7	58.2	57.7
50 to 64	Female	Pacific Islander	38.6	37.7	43.8
50 to 64	Female	White	36.5	36.7	36.9
50 to 64	Male	Asian	26.3	26.0	26.3
50 to 64	Male	Black/African American	30.6	32.8	34.3
50 to 64	Male	Hispanic	17.3	17.4	18.1
50 to 64	Male	Native American	44.8	43.8	43.3
50 to 64	Male	Pacific Islander	38.2	35.3	32.5
50 to 64	Male	White	22.6	22.7	22.6

Results:

For Methodology and Data Source, See Appendix B.



ARCC 2008 Report: An Introduction to the College Level Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators). The following section of the 2008 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B.

Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Grouping. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Enhanced Noncredit).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Enhanced Noncredit Progress and Achievement Rate
9. College profile summaries (e.g., headcounts, percentages of student enrollments by various demographics)
10. Summary of the college’s peer groups for each indicator

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the three most recent academic years (2004-05, 2005-06, and 2006-07); however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below. The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator

An Introduction to the College Level Indicators

likewise uses the total number of outcomes in the state. For example, attempted basic skills course enrollments in 2006-2007 numbered 562,485 across all colleges. Of these basic skills enrollments, 340,573 proved successful, yielding a total system rate of 60.5 percent for basic skills course completion (Indicator 5 in the table below).

Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.11 for each college and the college's self-assessment explicitly enable analysts to evaluate a college in an equitable manner.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2001-02 to 2006-07)	51.2%
2. Completed 30 or More Units (2001-02 to 2006-07)	70.4%
3. Fall to Fall Persistence (Fall 2005 to Fall 2006)	68.3%
4. Vocational Course Completion (2006-07)	78.2%
5. Basic Skills Course Completion (2006-07)	60.5%
6. Basic Skills Course Improvement (2004-05 to 2006-07)	50.0%
7. ESL Course Improvement (2004-05 to 2006-07)	44.7%

An Important Note About Enhanced Noncredit

The Enhanced Noncredit Progress and Achievement Rate (Table 1.6) was added to the 2008 ARCC report as a result of recent legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses (see Appendix F).

As of March 2008, 38 community colleges/schools of continuing education had applied for, and received, approval for enhanced noncredit programs. Data for 29 of these 38 colleges were available for the 2008 ARCC report. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the enhanced noncredit indicator, and a list of the colleges with approved programs.

Given that the enhanced noncredit data collection is in its early stages, the results for this indicator should be considered a pilot effort for the 2008 ARCC report. As such, there is no peer grouping or self-assessment requirement for enhanced noncredit performance.

Adding enhanced noncredit to the ARCC report also meant adding enhanced noncredit performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC

An Introduction to the College Level Indicators

indicators, Tables 1.1 through 1.5 and Table 1.11 (peer grouping) are marked with “NA” for schools of continuing education. We have included demographic data for these schools in Tables 1.7 through 1.10.

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ARCC 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint 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	50.0%	50.5%	52.4%

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	68.1%	69.0%	71.1%

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	63.4%	66.9%	65.7%



ARCC 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	79.5%	78.3%	78.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	65.8%	61.6%	61.5%

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	6.2%	7.0%	7.6%
Basic Skills Improvement Rate	44.6%	45.0%	46.1%

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	3.7%	1.6%	2.0%



ARCC 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	29,452	28,352	30,050
Full-Time Equivalent Students (FTES)*	9,696	9,630	9,580

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 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	2.6%	2.9%	3.0%
18 - 24	33.1%	33.8%	32.6%
25 - 49	44.0%	42.5%	44.3%
Over 49	20.2%	20.6%	20.0%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	55.0%	54.6%	53.6%
Male	44.8%	44.8%	46.0%
Unknown	0.3%	0.5%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.7%	1.7%	1.9%
Black/African American	2.4%	2.4%	2.4%
Filipino	1.9%	1.7%	1.7%
Hispanic	27.8%	27.0%	31.5%
Native American	1.1%	1.0%	1.1%
Other Non-White	1.1%	1.1%	1.1%
Pacific Islander	0.3%	0.4%	0.4%
White	38.8%	38.2%	36.7%
Unknown/Decline to State	24.8%	26.4%	23.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

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	52.4	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	71.1	67.0	54.5	74.3	B1
C	Persistence Rate	65.7	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	46.1	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	7.6	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Self-Assessment

Allan Hancock College, a cornerstone of the north Santa Barbara County community since 1920, has experienced changes in its enrollment in recent years. Situated 75 miles north of the city of Santa Barbara and 30 miles south of San Luis Obispo, Allan Hancock has long served a primarily agricultural region. However, the proximity of Vandenberg Air Force Base and major tourist/recreational zones have added to the economic diversity of the college's service area, which includes the cities of Santa Maria, Guadalupe, Lompoc, Orcutt, Santa Ynez, Buellton and Solvang.

In Fall 2007, the college experienced a rebound in enrollment after two years of decline. Indeed, 2007-08 may turn out to be a record year for enrollments. The prior decline may have been partly due to rapid growth in housing costs, which arrived in the north Santa Barbara County area well after it had occurred elsewhere. The housing market changes displaced some traditional populations. However, a worsening economy and reduced fees may have enticed those seeking to improve their skills, resulting in our recent increase.

State-of-the-art facilities completed in 2007 such as the new Science and Community Education buildings also may have contributed to the enrollment spike. A \$180 million bond measure passed in 2006 helped complete these facilities as well as begin the work for a new one-stop student services building, as well as other academic buildings.

Allan Hancock is quite proud of its "university transfer ready", 30 units and persistence rates. While our rate is equal to our peer group average, considering that the college is situated in a city that is 65% Latino and has a high poverty rate, a 52% transfer rate is fairly remarkable. Particularly since only about 33% of our students enter with a goal to transfer. These rates are a testament to our quality instruction and superb student support programs such as the University Transfer Center, Counseling, EOPS and the MESA Center.

The improvement rates for basic skills and credit ESL are the only measures below our peer group average. In 2007, the college conducted a pilot survey of basic skills students. The data will be incorporated into the Basic Skills Initiative which Hancock College has enthusiastically begun.

The improvement rate for Credit ESL courses is seemingly low. Partly, this reflects limitations with data codes and complexity of Credit ESL offerings more than actual improvement rates. Paradoxically, the college's system of crafting an ESL program optimal for students yields a non-linear progression that is not picked up by the linear model used by the Chancellor's office. In fact, the percent of credit ESL students who took university transferable courses within 2 years is 72%. Presumably most of these require English skills beyond the ESL level.

Overall, Allan Hancock College's performance rates have mostly shown modest growth over recent years. While the levels are quite high, given our local context, the College is not complacent about accepting the status quo. Rather, we view such levels as floors upon which to build further progress.



ARCC 2008 Report: College Level Indicators

American River College

Los Rios 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	48.2%	47.9%	43.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.1%	70.2%	67.6%

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	69.2%	68.1%	68.7%



ARCC 2008 Report: College Level Indicators

American River College

Los Rios Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	86.1%	87.1%	86.8%

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	65.8%	68.5%	69.1%

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	63.6%	67.4%	68.0%
Basic Skills Improvement Rate	50.2%	52.5%	51.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

American River College

Los Rios Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	51,033	53,349	56,426
Full-Time Equivalent Students (FTES)*	20,643	20,812	21,668

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 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	2.0%	2.0%	1.9%
18 - 24	40.0%	39.3%	39.1%
25 - 49	49.2%	49.6%	50.1%
Over 49	8.8%	9.1%	8.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	48.7%	48.6%	48.2%
Male	50.4%	50.5%	50.9%
Unknown	0.9%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

American River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.2%	8.5%	8.7%
Black/African American	8.6%	8.6%	8.4%
Filipino	2.4%	2.4%	2.4%
Hispanic	12.7%	13.3%	13.8%
Native American	1.3%	1.3%	1.2%
Other Non-White	3.1%	2.9%	2.8%
Pacific Islander	0.9%	1.0%	1.1%
White	52.1%	49.0%	47.5%
Unknown/Decline to State	10.5%	13.1%	14.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

American River College

Los Rios Community College District

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	43.3	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	67.6	74.0	67.6	79.8	<i>B6</i>
C	Persistence Rate	68.7	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	86.8	79.8	66.4	97.1	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.1	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	51.4	53.4	47.7	60.2	<i>F5</i>
G	Improvement Rate for Credit ESL Courses	68.0	51.6	28.9	71.6	<i>G5</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 2008 Report: College Level Indicators

American River College

Los Rios Community College District

College Self-Assessment

American River College (ARC) is a premier learning community that transforms and enriches people's lives. Serving over 50,000 unduplicated students a year, American River College provides opportunities for all its students through developmental education, career and technical education, general education, and lower division post-secondary educational programs. Students are the reason we are here and their education is our highest priority. For the past 20 years, the evaluation of student performance and achievement to improve educational services for our students has been a trademark of ARC. Therefore, the ARCC Accountability Reports for 2008 is welcomed as another credible resource for ARC to reflect on and use to improve the educational environment for students.

Overall, the ARCC 2008 Performance Indicators reflect ARC's strong commitment to a quality educational experience for its students. Noteworthy is The Annual Successful Course Completion Rate for Vocational Courses (Table 1.3), the Annual Successful Course Completion Rate for Credit Basic Skills Courses (Table 1.4) and the ESL Improvement Rate (Table 1.5).

The one concern is the Student Progress and Achievement Rate (Table 1.1) that indicates the proportion of freshmen students achieving outcomes such as degrees, certificates and transfer within a six-year period. To investigate this, ARC downloaded from the ARCC web site the freshmen cohorts for 1999-2000, 2000-2001, and 2001-2002 used in this measure. Analysis indicated that a significant number of the state-defined ARC freshmen had completed the requirements for one of the performance outcomes, but had not taken the opportunity to apply to ARC for the awards.

For example, the Apprenticeship Program alone had 320 students who began in the 2001-2002 freshmen cohort who did not apply for an 18-unit certificate for which they qualified. The problem is that these students generally receive a certificate through an affiliated union or sponsor of the Apprenticeship Program and the students have little incentive to apply for the ARC certificate they also earned. The inclusion of these qualified Apprenticeship students in the performance indicator for the 2001-2002 cohort would raise this performance indicator to higher levels.

The data indicated this issue also appears to be one that is associated with a variety of other technical educational programs at ARC as well. ARC plans to help students become more aware of the importance of applying for awards so they receive appropriate recognition for the work they have accomplished and the certificate or degree they earned.



ARCC 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley 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	49.1%	50.9%	49.4%

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	67.1%	69.0%	69.7%

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	62.7%	63.0%	65.2%



ARCC 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.5%	72.2%	74.4%

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	48.6%	49.0%	53.8%

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	12.9%	13.3%	18.2%
Basic Skills Improvement Rate	29.0%	31.4%	38.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,386	17,898	19,308
Full-Time Equivalent Students (FTES)*	9,986	9,922	10,804

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 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	4.9%	5.4%	5.7%
18 - 24	51.7%	53.0%	53.0%
25 - 49	37.0%	35.1%	34.7%
Over 49	6.3%	6.4%	6.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.6%	60.5%	60.9%
Male	38.5%	38.6%	38.1%
Unknown	0.9%	0.9%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.7%	2.7%	2.9%
Black/African American	19.4%	18.7%	19.3%
Filipino	2.2%	2.4%	2.3%
Hispanic	25.8%	26.8%	28.9%
Native American	1.1%	1.1%	1.1%
Other Non-White	1.8%	1.8%	1.9%
Pacific Islander	0.5%	0.5%	0.5%
White	42.9%	40.9%	37.5%
Unknown/Decline to State	3.7%	5.0%	5.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

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	49.4	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	69.7	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	65.2	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.8	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	38.9	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	18.2	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

College Self-Assessment

Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The average daily attendance at the college was 13 during the 1929-30 school year. Enrollment grew steadily during the postwar years, partly because of the GI Bill of Rights and partly because Antelope Valley began developing an aircraft industry. In 1959, groundbreaking was held for a new college campus on 110 acres at Avenue K and 30th Street West where the college resides today. The college has expanded the campus size to approximately 135 acres through land purchases at the Lancaster location. A second site in the city of Palmdale has been added, with plans well under way to establish a second permanent campus in Palmdale.

Antelope Valley College has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, general education, and vocational education. Antelope Valley College affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

With the rapid growth of housing (and population) in Antelope Valley over the past decade expected to continue into the next decade, the district is projected to grow from the current enrollment of 14,000 students to more than 20,000 students over the next decade. Successful outreach efforts to the local High Schools combined with the rapid growth of the high school-age population in the valley have led to a rapid decline in the median age of Antelope Valley College students over the past five years. AVC has responded to the changing needs of the younger student body with programs focused on increasing student success and retention.

Antelope Valley College scored in the peer group mid-range of each of the seven performance indicators in the ARCC 2008 report. Antelope Valley College showed increases in the Percent of Students Who Earned at Least 30 Units, the Persistence Rate, the Annual Successful Course Completion Rate for Vocational Courses, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, the ESL Improvement Rate (new this year) and the Basic Skills Improvement Rate. The Student Progress and Achievement Rate had a slight decline over last year (from 50.9% last year down to 49.4% in this years report).

Antelope Valley College is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The Basic Skills Committee, Student Equity Committee, and the Enrollment Management Committee have all initiated new efforts to raise persistence and success of students enrolled at Antelope Valley College.



ARCC 2008 Report: College Level Indicators

Bakersfield College

Kern 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	45.8%	48.6%	46.9%

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	70.9%	74.2%	71.7%

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	67.2%	70.6%	68.0%



ARCC 2008 Report: College Level Indicators

Bakersfield College

Kern Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	79.5%	80.4%	81.1%

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	62.5%	63.1%	61.2%

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	47.7%	44.7%	46.7%
Basic Skills Improvement Rate	50.0%	50.0%	52.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,803	22,338	24,519
Full-Time Equivalent Students (FTES)*	12,272	11,713	12,408

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 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	2.0%	2.7%	3.2%
18 - 24	54.9%	56.7%	54.6%
25 - 49	38.2%	35.9%	37.0%
Over 49	4.9%	4.7%	5.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.0%	57.2%	56.8%
Male	44.0%	42.7%	43.1%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.0%	3.0%	3.1%
Black/African American	7.2%	7.0%	6.7%
Filipino	2.7%	2.9%	3.1%
Hispanic	39.1%	41.6%	42.3%
Native American	1.6%	1.7%	1.5%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.3%	0.4%	0.4%
White	42.7%	39.9%	38.6%
Unknown/Decline to State	3.4%	3.4%	4.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Bakersfield College

Kern Community College District

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	46.9	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	71.7	70.9	66.8	77.6	<i>B2</i>
C	Persistence Rate	68.0	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.1	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.2	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	52.6	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	46.7	43.2	7.6	79.9	<i>G2</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 2008 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Self-Assessment

Bakersfield College (BC), founded in 1913, is the oldest continually operating community college in California. Within a 5000 square mile geographic area, its service areas include the main Panorama campus, a campus in rural Delano 35 miles north, and several outreach centers. BC offers over 70 AA/AS degrees and more than 40 certificate programs in 25 general education disciplines and 18 career and technical areas, as well as full lower division transfer courses to the UC and CSU systems.

The College serves over 15,000 students each term who are diverse ethnically; in 2006 Hispanics increased to 45% of all students. Compared to statewide peers, Kern County high school graduates complete fewer college preparatory courses and have lower entry rates to CSU or UC. Kern County has lower post-secondary educational attainment rates, which pose significant challenges to BC.

Throughout the recent accreditation self-study, the college recognized areas in which it could improve performance. This self-analysis led to two internal reviews during 2006-2007, with most work following the Accreditation Site Visit in fall 2006.

The first review was participation in a basic skills evaluation conducted by the National Council for Developmental Education (NCDE). NCDE commended BC "for doing some great work randomly," emphasizing that "one recurring theme was the need to increase communication and collaboration across campus" to maximize efforts to expand services to students. Although BC exceeded its peer group average on the ARCC indicators for basic skills course success and improvement, BC agrees with NCDE recommendations to examine basic skills instruction and delivery, support services, and administration practices.

Second, BC participated in the renowned Foundations of Excellence (FOE) program. The FOE model is a blueprint for building the first year experience as the foundation for successful undergraduate education. BC and CSU Bakersfield pioneered a partnership to assess current practices and generate ideas for change, the first time that two- and four-year colleges have collaborated through the FOE process. While the ARCC indicators for student persistence, progress and achievement at BC are above peer group averages, BC expects these rates to improve in conjunction with implementing recommendations from FOE Action Teams formed fall 2007.

In summer 2007 BC began to address four accreditation recommendations. Progress includes: (1) Annual Calendar of Major Planning Processes; (2) Needs assessment for training in planning processes, with training initiated; (3) Campuswide strategic planning process, designed to produce a framework linking major processes; and (4) Staffing policy and procedures for faculty and staff, with strategies for broadening applicant pools to promote employee diversity.

BC takes most seriously its responsibility to the public to perform at the highest level. The College is very proud of its high success rate in vocational courses, 81.1%, and to be above average on all peer group indicators. In addition, BC plans to use enhanced funding for non-credit programs to expand ESL offerings in 2008-2009. BC welcomes the opportunity to use self-evaluation and performance indicators for continuous improvement, to share in the CCC system commitment to excellence.



ARCC 2008 Report: College Level Indicators

Barstow Community College

Barstow 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	54.4%	57.1%	53.7%

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	55.4%	58.0%	54.5%

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	39.3%	45.4%	44.3%



ARCC 2008 Report: College Level Indicators

Barstow Community College

Barstow Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.8%	66.2%	65.8%

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	56.8%	55.9%	62.6%

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	.%	.%	16.7%
Basic Skills Improvement Rate	49.3%	47.4%	41.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	5,437	5,593	5,540
Full-Time Equivalent Students (FTES)*	2,293	1,997	2,293

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 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	3.4%	5.2%	6.4%
18 - 24	37.9%	36.3%	35.2%
25 - 49	50.7%	51.4%	50.7%
Over 49	7.5%	6.9%	7.3%
Unknown	0.4%	0.2%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	56.9%	57.8%
Male	43.2%	42.7%	41.0%
Unknown	0.7%	0.4%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.8%	3.1%	2.8%
Black/African American	16.8%	17.1%	15.6%
Filipino	1.7%	1.5%	1.6%
Hispanic	24.5%	27.5%	25.8%
Native American	1.6%	1.6%	1.9%
Other Non-White	2.5%	2.5%	1.6%
Pacific Islander	0.2%	0.5%	0.9%
White	48.9%	45.6%	44.1%
Unknown/Decline to State	0.9%	0.6%	5.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Barstow Community College

Barstow Community College District

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	53.7	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	54.5	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	44.3	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.8	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.6	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	41.9	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	16.7	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Self-Assessment

Barstow Community College (BCC) has served the educational needs of the high desert region for almost five decades. The college's educational program includes lower-division course work, vocational courses, and general education offerings for transfer to baccalaureate degree institutions.

The college continues to improve its services and programs for the surrounding communities. As noted in last year's assessment, improvements are continuing in the quality of instructional programs, both in online and traditional courses. New career and technical education programs have been developed, and are becoming an important part of the curriculum.

As part of its efforts for continuous improvement, BCC reviewed the results of the 2007 report, and integrated specific actions into its Master Plan designed to improve the results in particular categories. For example, the report revealed a downward trend for successful course completion rates for credit basic skills courses. Actions intended to improve student learning in basic skills were included in the Master Plan, and have already been implemented or are underway.

The 2008 report revealed that the course completion rate for basic skills courses increased significantly. This indicates the initial efforts have been successful, but future results will be monitored to ensure expected results are attained. At the same time, however, the improvement rate for basic skills courses dropped. Further analysis will be taken to understand the difference, and identify whether some actions need to be modified.

The successful course completion rate for vocational courses remained roughly the same. New programs were developed during the past year, so immediate results weren't necessarily expected. Several programs are becoming firmly established, and, in conjunction with the integration of basic skills improvement throughout the vocational program, improved results are anticipated.

The college remains above its peer group average in the student progress and achievement rate, but the rate dropped. In addition, the percent of students who earned at least 30 units and the persistence rate also dropped, but all three categories are within a three to five percent range over the three measured periods. Analysis is underway to determine whether factors such as flat enrollment over the past few years, our continually increasing online program, or other contributors are affecting these indicators. The analysis will help identify whether changes in programs or ongoing actions are needed.

BCC also notes the low ESL improvement rate that is also below its peer group average. The college is reviewing whether possible causes such as course coding and/or incomplete data are impacting this indicator. In the meantime, the College is starting to expand its ESL program. In coordination with the stated basic skills improvement actions, it is expected that this rate will increase.

Although the 2008 report did not provide improvements in several of the performance indicators, the college continues its efforts to improve programs and services, particularly in basic skills development and career education. The College is confident these efforts will result in long-term improved indicators, but realizes it may take some time before the ARCC report reflects this improvement.



ARCC 2008 Report: College Level Indicators

Berkeley City College

Peralta 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	55.8%	57.0%	57.1%

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	60.6%	58.1%	62.4%

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	66.2%	61.9%	57.9%



ARCC 2008 Report: College Level Indicators

Berkeley City College

Peralta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	66.4%	66.9%	66.1%

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	54.9%	51.9%	49.4%

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	.%	.%	.%
Basic Skills Improvement Rate	38.0%	41.3%	38.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	6,762	6,938	7,951
Full-Time Equivalent Students (FTES)*	2,234	2,290	2,628

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 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	2.9%	4.1%	4.5%
18 - 24	37.6%	37.3%	37.1%
25 - 49	46.9%	45.2%	43.7%
Over 49	12.6%	13.3%	14.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.4%	60.5%	59.6%
Male	38.6%	38.0%	39.5%
Unknown	2.9%	1.5%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	14.3%	14.8%	14.7%
Black/African American	23.9%	24.5%	22.8%
Filipino	1.8%	2.0%	1.6%
Hispanic	12.3%	12.8%	12.4%
Native American	0.7%	0.7%	0.7%
Other Non-White	2.4%	2.4%	2.8%
Pacific Islander	0.5%	0.5%	0.6%
White	31.7%	30.5%	32.9%
Unknown/Decline to State	12.3%	11.8%	11.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Berkeley City College

Peralta Community College District

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	57.1	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	62.4	67.0	54.5	74.3	B1
C	Persistence Rate	57.9	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.1	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.4	57.2	49.4	66.1	E1
F	Improvement Rate for Credit Basic Skills Courses	38.2	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	.	39.3	14.4	67.3	G6

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.



Berkeley City College

Peralta Community College District

College Self-Assessment

College and Students

Growth at BCC is surging dramatically. Enrollment has increased 20% each semester since fall 2006, spurred by a changed name and new building. The college remains relatively small. Our educational promise attracts students of multiple languages, cultures and interests. Sources of high growth include first-time young students as well as lifelong learners and students seeking special skills, like technical or language skills. Twenty-five percent (25%) of students already have a degree higher than the Associate. Within an affluent and educated service area, 40% of BCC students receive BOG waivers.

Accompanying the exciting growth are initiatives for superior educational quality. A new, but experienced administrative team energetically confronts the challenges of rapid growth in precarious fiscal times with collective plans for effective resource use. Premiere educational experiences will be supported by ongoing construction of useful spaces filled with rich learning activities and programs.

Programs and Services

Growth across all student ages and aims creates new demands. Innovations abound in program delivery and content. Growth is promoted by distance learning and transfer coursework. Transfer programs comprise the largest segment with 70% of enrollment. Social Sciences, English, Humanities and Art, and Math and Science prepare students for quality educational futures. PACE provides an accelerated Liberal Arts degree. Global Studies helps students understand global cultures and political economy.

Challenging vocational programs provide opportunities to enter and revive artistic, technical and service skills. ASL and Human Services programs train service providers. Multi-media Art dominates vocational areas, offering multiple skills, including web design, animation, and film/video production. High demand technical skills serve emerging media industries where the labor market emphasizes talent. BCC is developing more award options and studies to improve completion.

Basic skill and ESL programs, also growing rapidly, serve students with multiple needs. ESL students are highly motivated to acquire language skills, showing a successful course completion rate of 78% in 2005. New initiatives in both areas include dedicated faculty, faculty development, student support and enhanced program structure to stimulate expansion and renewal. However, programs stretch to meet deeper demands with growing, but still limited resources.

Indicators

Overall, indicators remain stable. College achievement, 1.1-1.1a, remains constant and converges with the peer average. BCC transfer rate remains very high (SRTK). Persistence, 1.2, shows a small downward trend over 3 years, but the college exceeded the peer average. Vocational course completion is stable, but below peers, reflecting the technical content. Basic skills completion, 1.4, shows a slight downward trend over 3 years and remains below the peer average. Basic skills improvement, 1.5, remains stable and close to the peer average.

Indicators are expected to show improving student achievement with ongoing development of support services and program structures to meet vastly increased demands.



ARCC 2008 Report: College Level Indicators

Butte College

Butte-Glenn 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	50.0%	52.8%	50.0%

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	68.5%	71.2%	69.0%

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	69.1%	65.8%	64.0%



ARCC 2008 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	81.5%	80.8%	79.2%

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	63.0%	67.7%	61.1%

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	54.5%	36.4%	38.5%
Basic Skills Improvement Rate	52.0%	54.5%	53.4%

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	1.3%	4.5%	1.6%



ARCC 2008 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,997	22,743	20,865
Full-Time Equivalent Students (FTES)*	11,918	11,480	11,016

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 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	4.8%	4.9%	5.1%
18 - 24	47.6%	47.7%	47.9%
25 - 49	32.9%	32.6%	32.9%
Over 49	14.6%	14.7%	14.0%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.4%	56.4%	55.4%
Male	43.3%	42.2%	43.6%
Unknown	0.3%	1.4%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	4.9%	4.9%	5.2%
Black/African American	2.4%	2.5%	2.6%
Filipino	0.4%	0.5%	0.5%
Hispanic	13.2%	12.9%	13.6%
Native American	2.2%	2.1%	2.1%
Other Non-White	1.0%	1.0%	1.1%
Pacific Islander	0.5%	0.4%	0.5%
White	66.6%	66.5%	65.3%
Unknown/Decline to State	8.9%	9.2%	9.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

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	50.0	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	69.0	70.9	66.8	77.6	B2
C	Persistence Rate	64.0	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	53.4	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	38.5	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Self-Assessment

Butte College is located in Oroville, 90 miles north of the state capital. It is situated on 928 acres of land which has been designated a wildlife refuge. Because of its remote location, Butte College operates its own water and sewage system, produces a quarter of its electricity from its 900KW solar array, and operates the largest community college transportation system in California. The college has capitalized on its natural habitat to establish a culture of sustainability in all areas of its operations, including curriculum, facilities and student services.

Butte College, a single-campus district, serves Butte and Glenn Counties. It has centers in Chico, the largest city in Butte County, and Orland in Glenn County. Classes are also offered in surrounding cities in its service area.

With a headcount of nearly 14,000 students per primary term, the college's demographics closely mirrors its service area, with 66% white, 13% Hispanic, 5% Asian and 2% Black.

Butte College continues to meet its commitment to student learning through quality instruction and student services. Instructional programs include 50 career as well as transfer programs; student services include supplemental instruction, tutoring and effective programs that introduce our students to civic engagement and sustainability. Learning communities, service learning, study abroad and an honors program are part of its curriculum.

The ARCC College Level Performance Indicators for 2008 continue to reflect the college's focus on student success. In this report, Butte College's performance on five of the seven college-level indicators exceeds the average performance of the colleges in its peer grouping. These include: student persistence rate, successful course completion rate for credit vocational courses, successful course completion rate for basic skills courses, improvement rate for credit basic skills courses, and improvement rate for credit English as a Second Language (ESL).

Butte College was below its peer group average in student progress and achievement rate and in the percent of students who earned at least 30 units. We believe that the combination of a historically low unemployment rate in our counties, greater competition with other higher education providers for the more academically qualified students, and a relatively small distance education program have been factors in these ratings. In this environment, our students are taking fewer courses and not completing certificate programs in a timely fashion, delaying their attainment of AA/AS degrees, certificates or transfer status. For these reasons the college is publicizing the value of AA/AS degrees and certificates, reviewing our processes to ensure that students get the degrees and certificates to which they are entitled, and offering faculty incentives to increase the size of its distance education program.

The college's planning, budgeting and assessment model includes core indicators and measurements of student progress and success that are consistent with ARCC. It continues to form the basis of student-success strategies that drives budgeting and planning at the college and anchors improvement processes that ensure student success and achievement.



ARCC 2008 Report: College Level Indicators

Cabrillo College

Cabrillo 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	50.9%	49.9%	50.4%

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	69.0%	70.1%	70.1%

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	68.8%	72.0%	71.7%



ARCC 2008 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.8%	75.3%	72.6%

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	66.9%	68.0%	67.9%

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	39.0%	17.5%	16.7%
Basic Skills Improvement Rate	50.3%	50.6%	50.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,020	22,187	23,013
Full-Time Equivalent Students (FTES)*	11,159	11,159	11,462

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 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	7.7%	8.1%	8.4%
18 - 24	42.3%	42.4%	40.3%
25 - 49	38.3%	37.1%	37.4%
Over 49	11.7%	12.4%	13.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	55.5%	55.5%	54.7%
Male	44.3%	44.2%	44.4%
Unknown	0.2%	0.3%	0.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.4%	3.3%	3.0%
Black/African American	1.6%	1.6%	1.5%
Filipino	1.4%	1.3%	1.3%
Hispanic	23.4%	24.7%	24.7%
Native American	1.0%	1.0%	0.9%
Other Non-White	1.7%	1.8%	2.0%
Pacific Islander	0.4%	0.4%	0.4%
White	64.0%	61.8%	60.6%
Unknown/Decline to State	3.2%	4.0%	5.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

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	50.4	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	70.1	70.9	66.8	77.6	B2
C	Persistence Rate	71.7	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.6	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.9	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	50.9	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	16.7	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Self-Assessment

Cabrillo College's response to the ARCC involves first communicating the findings of the report widely. The report has been before our Board, the cabinet, and our college planning council. Additionally, we have scheduled presentations with our student and faculty senate.

The ARCC metrics are also being used to inform the determination of the college's master plan objectives. Participation in this process is widespread, including faculty, managers, students and staff. We expect that ARCC metrics will be highly visible year-round as they provide feedback on the impact of our objectives to increase student success.

Our student progress and achievement rate improved from last year's report, indicating that Cabrillo College is adapting to a changing student body with appropriate strategies that increase transfer and graduation. Our Vice President of Student Services recently reported on several initiatives that are underway to increase the number of Cabrillo transfers. Similarly, indicator two (students achieving 30+ units) is up over last year, indicating a positive trend in the number of students reaching this important watershed.

The persistence rate of Cabrillo College's students continues to be well above the state average, indicating that Cabrillo is a welcoming and encouraging place for students to pursue their educational goals.

The change in the course completion rate for credit CTE courses (Table 1.3) spurred inquiry. We discovered that the drop in course completion is entirely due to an increase in students receiving a "W" grade. One hypothesis is that a hot job market pulled more students into employment opportunities before completing the semester. Further exploration of this trend is ongoing at the department and course level.

The annual successful completion rate for credit basic skills courses indicator is stable and continues to be far above the state average. There has been intensive work around basic skills courses as part of our basic skills initiative, tentatively named the Emerging Scholars Institute. We expect that this work will result in further improvements in basic skills completion. Indicator seven, progress in basic skills sequence, which has improved over last year's report, should also continue to improve as a result of our intense focus on developing our basic skills students.

The ESL Improvement Rate spurred inquiry due to its evidently incorrect numbers. This indicator had acknowledged inaccuracies in the 2007 report; the 2008 number did not capture the true ESL progress rate for Cabrillo College, either. It reflects only those ESL students who transitioned to a mainstream English class within three years. Due to the coding of Cabrillo's ESL courses (all of our ESL courses are coded as two levels below transfer on CB21), the ARCC formula does not capture progress within the ESL sequence. Our research office, working with our ESL faculty, identified those students who actually progressed within the ESL sequence, showing a stable ESL improvement rate in the 50% range, which is above the state average. We will continue to work with the Chancellor's Office to find ways to improve the accuracy of our ESL progress rate as reported in ARCC.



ARCC 2008 Report: College Level Indicators

Canada College

San Mateo County 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	54.3%	51.2%	50.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	69.5%	72.2%	71.4%

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	65.8%	69.4%	67.3%



ARCC 2008 Report: College Level Indicators

Canada College

San Mateo County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	76.5%	76.0%	78.1%

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	61.9%	60.2%	59.2%

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	43.3%	41.0%	44.5%
Basic Skills Improvement Rate	54.7%	58.6%	53.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	9,925	9,812	10,211
Full-Time Equivalent Students (FTES)*	4,354	3,753	4,551

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 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	4.1 %	4.8 %	6.2 %
18 - 24	34.5 %	36.3 %	36.2 %
25 - 49	48.4 %	46.4 %	44.8 %
Over 49	12.9 %	12.5 %	12.7 %
Unknown	0.1 %	0.0 %	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	65.2 %	64.6 %	63.6 %
Male	34.0 %	33.9 %	34.3 %
Unknown	0.7 %	1.4 %	2.1 %

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.4%	8.7%	8.0%
Black/African American	3.6%	3.3%	3.5%
Filipino	3.6%	3.7%	3.8%
Hispanic	40.5%	40.6%	40.4%
Native American	0.5%	0.3%	0.4%
Other Non-White	1.6%	1.7%	1.5%
Pacific Islander	1.7%	1.8%	1.7%
White	37.1%	34.3%	33.5%
Unknown/Decline to State	3.1%	5.6%	7.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Canada College

San Mateo County Community College District

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	50.3	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	71.4	72.6	71.2	75.0	B5
C	Persistence Rate	67.3	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.1	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	53.9	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	44.5	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Self-Assessment

Cañada College serves a diverse population of students drawn mainly from the southern portion of San Mateo County. While the County's population has remained steady, Cañada's enrollment has increased more than 4%. Feeder high schools in the local high school district have shown much slower rates of growth than in the past, with a few showing isolated declines in enrollment from year to year.

The San Mateo Community College District has embarked on an ambitious campus construction program with the proceeds from two bond measures. Cañada College recently completed a new 71,000 square foot Student Services and Library building with state-of-the-art equipment. Cañada College has also received a significant amount of funding from the Department of Education through large grants via the Title V and TRIO programs.

Cañada College has a long tradition of excellence in its transfer programs and currently ranks 28th in the state community college system according to the most recent cohort in the Student Right To Know program. In addition to its transfer program, it has many successful vocational programs including Early Childhood Education, Interior Design, and Fashion Design. It has very successful science programs like Biology and Radiologic Technology. The MESA Program helps science majors successfully complete their lower division coursework and transfer. Cañada College has been designated a Hispanic Serving Institution and its English as a Second Language program is very popular with the local community.

The College is participating in the Basic Skills Initiative and a cross-discipline task force has completed a plan to improve performance and persistence in basic skills classes with learning communities, targeted counseling and cohort studies. Faculty members from all divisions as well as key classified staff are working together to ensure that all students, no matter what level, are given the skills and the opportunity to achieve their goals.

Cañada College's accountability indicators show good levels of performance when compared to its peer institutions. The College has institutionalized the metrics from the ARCC report and will be using them in future accreditation and strategic planning cycles. Cañada College takes great pride in the performance of its students and cares deeply about their continued success.



ARCC 2008 Report: College Level Indicators

Cerritos College

Cerritos 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	42.1%	42.7%	42.2%

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	66.5%	68.1%	67.6%

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	69.6%	64.9%	70.1%



ARCC 2008 Report: College Level Indicators

Cerritos College

Cerritos Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.2%	74.2%	73.9%

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	64.6%	65.1%	55.8%

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	51.6%	50.3%	42.9%
Basic Skills Improvement Rate	31.2%	53.1%	50.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	35,405	35,849	36,827
Full-Time Equivalent Students (FTES)*	17,167	16,621	16,580

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 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	2.5%	2.6%	2.9%
18 - 24	50.9%	50.9%	50.4%
25 - 49	36.1%	35.7%	35.1%
Over 49	10.5%	10.6%	11.1%
Unknown	0.0%	0.3%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.9%	55.2%	54.7%
Male	41.1%	43.4%	43.4%
Unknown	0.0%	1.3%	1.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	9.7%	9.4%	9.9%
Black/African American	7.1%	7.2%	7.6%
Filipino	3.6%	3.0%	3.1%
Hispanic	48.5%	48.3%	49.0%
Native American	0.6%	0.6%	0.6%
Other Non-White	1.3%	0.9%	0.8%
Pacific Islander	0.4%	0.4%	0.5%
White	12.9%	13.7%	13.8%
Unknown/Decline to State	15.8%	16.6%	14.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cerritos College

Cerritos Community College District

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	42.2	46.1	39.4	58.0	A6
B	Percent of Students Who Earned at Least 30 Units	67.6	70.9	66.8	77.6	B2
C	Persistence Rate	70.1	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.8	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	50.9	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	42.9	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Self-Assessment

Founded in 1955, Cerritos College is situated in southeastern Los Angeles County and serves a diverse population from the cities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Norwalk, and portions of Bell Gardens, Lakewood, Long Beach, Santa Fe Springs, and South Gate. With an annual headcount (unduplicated) of over 36,000 in 2006-07, Cerritos College's student population reflects the diversity in its service area. According to Hispanic Outlook (2006, March 16), Cerritos College ranks sixth among U.S. community colleges in the number of associate's degrees awarded to Hispanic students.

Overall, Cerritos College demonstrated average to good performance on most of the performance indicators, including a substantive increase in its persistence rate, where 70.1% of students persisted from Fall 2005 to Fall 2006 (compared to 64.9% of students from Fall 2004 to Fall 2005). In terms of the percent of students who earned at least 30 units, the college saw a slight increase, from 66.5% to 67.6% during the period. On a closely related measure, the student progress and achievement rate (SPAR), the college remained relatively constant over the period (42.1% to 42.2%). On the remaining performance indicators, Cerritos College recorded slight to substantial declines over the period. Slight declines through the period were observed in the annual successful vocational course completion rate and the basic skills improvement rate (2003-2004 to 2005-2006 through 2004-2005 to 2006-2007), while on two indicators (annual successful credit basic skills course completion rate and the ESL improvement rate) precipitous declines were seen.

On three of the indicators—the annual successful credit basic skills course completion rate, the basic skills improvement rate, and the ESL improvement rate—the declines observed are likely related to credit basic skills course coding issues. Specifically, Cerritos College experienced discrepancies in basic skills TOP (Taxonomy of Programs) coding and course coding so that some courses that Cerritos College considered basic skills had not been coded to be consistent with the Chancellor's Office Management Information System (COMIS) Course Master File used in the ARCC report. Consequently, the three indicators reported either no or fewer than expected basic skills math enrollments and fewer than expected basic skills English enrollments at Cerritos College.

Over the past year, Cerritos College has responded to the dual needs to improve student success and to ensure that courses are accurately coded. To address course coding, Cerritos College participated in the Curriculum Reporting for the Community Colleges (CRCC) project in Summer 2007. In addition, the college reviewed and recoded its basic skills courses in Fall 2007 and plans to resubmit recoded MIS data to the Chancellor's Office. To improve and focus on student success, the Cerritos College Faculty Senate has developed the "Agenda for Student Success," which identifies priorities centered around initiatives that enhance student success. Cerritos College is also developing a comprehensive, integrated Developmental Education Plan to improve student success in basic skills courses. In addition to these initiatives, Cerritos College continues its ongoing efforts and commitment to focus on student learning and success.



ARCC 2008 Report: College Level Indicators

Cerro Coso Community College

Kern 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	46.1%	47.6%	45.9%

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	59.2%	58.2%	60.8%

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	57.7%	57.0%	54.2%



ARCC 2008 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	67.2%	71.8%	74.6%

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	61.3%	50.2%	73.8%

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	21.2%	0.0%	1.8%
Basic Skills Improvement Rate	43.1%	43.6%	46.0%

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	.%	.%	.%



Cerro Coso Community College

Kern Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	8,631	8,869	10,043
Full-Time Equivalent Students (FTES)*	3,307	2,955	2,902

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 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	6.7%	5.2%	5.6%
18 - 24	31.4%	30.3%	28.2%
25 - 49	47.4%	49.5%	48.5%
Over 49	14.6%	15.0%	17.6%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.7%	60.1%	60.4%
Male	39.2%	39.9%	39.3%
Unknown	0.0%	0.0%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.9%	2.7%	2.6%
Black/African American	4.9%	5.6%	4.7%
Filipino	1.7%	1.7%	1.4%
Hispanic	12.1%	13.3%	13.3%
Native American	2.9%	2.6%	3.1%
Other Non-White	0.1%	0.1%	0.0%
Pacific Islander	0.7%	0.6%	0.5%
White	70.2%	69.0%	68.9%
Unknown/Decline to State	4.7%	4.6%	5.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

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	45.9	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	60.8	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	54.2	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	73.8	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	46.0	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	1.8	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Self-Assessment

Established in 1973, Cerro Coso Community College (CC) provides educational services to approximately 85,000 residents over 18,000 square miles (larger than New Hampshire and Vermont combined). This is the largest community college service area in California. The College offers instruction at the Indian Wells Valley Campus in Ridgecrest, at the Eastern Sierra College Center serving the communities of Mammoth Lakes and Bishop, the Kern River Valley campus in Lake Isabella, and the South Kern campus housed on Edwards Air Force Base that serves the military and civilian personnel on the base and the residents of Mojave and California City. Cerro Coso has established a virtual campus, CC Online, to respond to the needs of our expansive service area. Students are provided comprehensive student services and can complete nine degree programs online. The two closest universities are CSU San Bernardino and UC Riverside which are on average roundtrip 248 miles away.

Our student demographics are not ethnically diverse and many residents within our service area have already obtained some higher education. The ARCC performance indicators reflect improvement in students who earned at least 30 units, and successful course completion in vocational courses; and a decline in persistence, and student progress and achievement. Due to coding errors in our MIS data, the Basic Skills course success rate for 2006-07 is inaccurate. The error was identified and corrected locally, but was not submitted to the state chancellor's office in time for this report. An internal review of basic skills course success rates shows an increase from 53.1% in 2004-2005 to 56% in 2006-2007. This increase can be attributed, in part, to the implementation of the College's Basic Skill's Initiative which focused on revamping the tutoring program and specifically targets Basic Skills students.

The ARCC indicators for ESL improvement are a reflection of the reduced number of sections offered at CC for the last three academic years. Through the Basic Skills Initiative, the college is researching best practices to develop and/or revise our ESL Program, thereby increasing our services to these students in the near future.

In fall 2006 Cerro Coso implemented a revised program review process that requires all departments, programs, and campuses to create Annual Unit Plans that reflect on previous goals, student learning outcomes, and specific program area outcomes. Faculty Chairs analyze course scheduling and enrollment patterns to better meet the needs of the students and communities we serve. Through the use of these data the student progress, achievement and persistence rates should begin to increase.

One of our best performance indicators is the vocational course success rate. This can be attributed to the leadership provided by the hiring of a Dean of Career Technical Education, who partnered with the local K-12 School District on a Career Pathways Grant that brought together CTE and Counseling faculty with High School ROP faculty to articulate courses and enhance student success as they progress through the curriculum into the college.



ARCC 2008 Report: College Level Indicators

Chabot College

Chabot-Las Positas 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	56.1%	53.2%	52.8%

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	72.5%	71.8%	70.6%

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	73.5%	75.2%	73.5%



ARCC 2008 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.7%	70.9%	69.9%

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	53.3%	52.2%	59.0%

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	41.1%	39.1%	37.5%
Basic Skills Improvement Rate	51.6%	48.7%	49.0%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,823	22,015	21,402
Full-Time Equivalent Students (FTES)*	10,480	10,334	10,313

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 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	3.1%	4.1%	4.3%
18 - 24	47.9%	49.1%	49.6%
25 - 49	38.7%	36.9%	36.1%
Over 49	10.3%	9.9%	10.0%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.0%	56.1%	55.5%
Male	41.7%	41.7%	42.1%
Unknown	1.3%	2.2%	2.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	18.2%	18.6%	17.8%
Black/African American	14.4%	14.6%	14.3%
Filipino	9.4%	9.3%	9.2%
Hispanic	20.8%	21.7%	21.8%
Native American	0.8%	0.8%	0.8%
Other Non-White	2.2%	2.1%	2.3%
Pacific Islander	2.2%	2.4%	2.6%
White	26.2%	23.7%	23.4%
Unknown/Decline to State	5.8%	6.8%	7.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

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	52.8	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	70.6	70.9	66.8	77.6	B2
C	Persistence Rate	73.5	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.9	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	49.0	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	37.5	43.2	7.6	79.9	G2

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.



Chabot College

Chabot-Las Positas Community College District

College Self-Assessment

The mixed performance results for Chabot College—strong long-term success and persistence of new students, but weaker short-term success and persistence in vocational courses and Basic Skills—reflect our students' challenges, and our efforts to mitigate those challenges.

A comprehensive, urban college in Hayward, Chabot and its students experience both the benefits and challenges of the regional economy and nearby CSU and UC campuses. On the one hand, there are nearby transfer institutions and jobs. On the other, Hayward is a low-income area, and the high cost of the Bay Area is challenging. Our economically, ethnically diverse student body (15% African American, 17% Asian American, 10% Filipino, 23% Latino, 22% White) has financial pressures that work against remaining in college. Sixty-two percent (62%) work over 20 hours a week, 60% live with their parents, 70% are first-generation college students, and 56% report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 75-80% of entering students have required remediation in basic math and/or English. The low income level coupled with the high proportion who need remediation means that many Chabot students struggle academically and are more likely to drop, particularly those from low-income ethnic communities who are more likely to be first-generation college students.

Despite these challenges, Chabot students demonstrated average or above average performance on the rates for student progress and achievement, earning 30 units, and persistence from Fall to Fall. These levels may be the result of recent learning initiatives focusing on student engagement, success, and persistence. Since these initiatives have all increased the engagement, success, or persistence of their target groups, perhaps they are finally showing up in the measures of long-term achievement, accumulation of units, and persistence of new students.

However, reflecting the challenges students face, recent success rates in Vocational and Basic Skills courses, as well as persistence/improvement rates in Basic Skills and ESL, were below average for our peer groups. We are reviewing vocational success rates by discipline to determine causes. Some faculty indicate that first-time college students in rigorous vocational programs must overcome the shock of college-level work and the life commitments involved, to succeed beyond the first course—but once students make it that far, they do very well and retention is strong. We continue to examine these patterns.

While our Basic Skills success rate appears to have increased (up 7% in one year), it is too early to be sure this change is caused by our efforts—especially given that our Basic Skills improvement rate is not strong, and not a complete measure. (The latter category includes only math courses; our English courses are not coded low enough to fit the measure's specifications.) A new assessment test may have placed inadequately-prepared students into basic skills math courses; we are researching whether we can raise the cut scores. Our ESL improvement rate is similarly low, in a strong peer group. We plan to research why persistence is low by examining curriculum, students, and other factors.



ARCC 2008 Report: College Level Indicators

Chaffey College

Chaffey 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	49.1%	49.6%	47.2%

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	66.3%	65.2%	67.0%

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	67.9%	64.7%	64.3%



ARCC 2008 Report: College Level Indicators

Chaffey College

Chaffey Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.7%	75.4%	75.1%

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	61.9%	58.7%	60.8%

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	30.8%	34.2%	34.8%
Basic Skills Improvement Rate	46.7%	52.1%	50.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	28,002	27,807	27,726
Full-Time Equivalent Students (FTES)*	13,924	12,901	14,063

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 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	5.2%	5.5%	4.0%
18 - 24	54.3%	55.4%	57.0%
25 - 49	36.1%	34.5%	34.5%
Over 49	4.4%	4.6%	4.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	61.0%	60.9%	60.6%
Male	38.4%	38.1%	38.0%
Unknown	0.6%	1.0%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.2%	6.2%	6.1%
Black/African American	12.5%	12.1%	12.2%
Filipino	3.1%	3.1%	3.1%
Hispanic	42.9%	43.4%	41.9%
Native American	0.7%	0.6%	0.6%
Other Non-White	1.5%	1.5%	1.7%
Pacific Islander	0.4%	0.5%	0.6%
White	28.5%	27.5%	27.0%
Unknown/Decline to State	4.2%	5.3%	6.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Chaffey College

Chaffey Community College District

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	47.2	46.1	39.4	58.0	A6
B	Percent of Students Who Earned at Least 30 Units	67.0	70.9	66.8	77.6	B2
C	Persistence Rate	64.3	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.1	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	50.4	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	34.8	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Self-Assessment

Founded in 1883, Chaffey College serves the residents of the Inland Empire in the West End of San Bernardino County. Chaffey is one of the first community colleges to be established in California, and in 2008 Chaffey will celebrate its 125th Anniversary. In Fall 2007, Chaffey offered approximately 2,200 courses to a diverse population of 20,000 students, an increase of 5% over Fall 2006. The college has been designated a Hispanic Serving Institution because of the proportion of low-income Hispanic Students served. In fact, approximately 73% of Chaffey students are non-traditional college students.

Chaffey College has a long tradition of preparing students for transfer to four-year colleges and universities. Over the past five years Chaffey has helped to transfer over 16,000 students to a four-year institution.

In 2002, Chaffey College initiated numerous District wide construction projects which created both access challenges and educational opportunities for students. For instance, the new four building Science Complex with over 34,000 square feet has been available to students since the Spring 2007 semester. In addition, the new Student Services / Administration building, a one-stop student service center providing financial aid, counseling, admissions, cashier, the honors program, and transfer services has also been available to students for approximately one year. Moreover, the new Educational Excellence Center houses faculty offices and the college success centers. Acknowledged by the California Community College Board of Governors, the Chaffey College Success Centers (i.e. academic support centers with a focus on basic skills) have been shown to dramatically increase student success and persistence. Finally, Chaffey will open a new full-service campus to serve students in the Southern part of the District in Spring 2008.

Chaffey College has demonstrated good or above average performance on the majority of the accountability indicators. Compared to its peer institutions Chaffey has a higher student progress and achievement rate, a higher annual vocational course success rate, and a higher annual basic skills course success rate than the peer group average. Chaffey is slightly below the peer group average on the basic skills improvement rate, the percent of students who earn 30 units or more, and student persistence. At the same time, Chaffey has also had increases over last year's rates in the percent of students who earned at least 30 units or more and the credit ESL improvement rate.

As stated in Chaffey's mission statement, the Chaffey family continually strives to improve lives within the diverse communities it serves through equal access to quality, learning-centered occupational, transfer, general education, and foundation programs. Based on institutional research results Chaffey is focused on increasing its efforts to connect and engage students to the college. As a result, Chaffey continues to employ a number of innovative strategies in student services and instruction, and to obtain additional funding through Federal and State grants to implement programs that the Chaffey College Institutional Research Office has found to effectively increase the performance of Chaffey students. Chaffey College is very proud of its performance and its continued effort to increase student success.



ARCC 2008 Report: College Level Indicators

Citrus College

Citrus 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	52.9%	51.2%	50.7%

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	73.7%	71.4%	72.8%

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	68.4%	67.4%	66.8%



ARCC 2008 Report: College Level Indicators

Citrus College

Citrus Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.8%	77.6%	82.6%

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	64.1%	61.4%	63.5%

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	75.4%	81.6%	79.9%
Basic Skills Improvement Rate	45.0%	50.8%	54.9%

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	27.5%	16.6%	19.2%



Citrus College

Citrus Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	25,111	23,646	22,824
Full-Time Equivalent Students (FTES)*	11,296	11,564	11,882

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 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	12.2%	11.5%	14.7%
18 - 24	48.3%	50.4%	51.1%
25 - 49	24.7%	25.6%	23.3%
Over 49	10.6%	10.8%	9.5%
Unknown	4.1%	1.7%	1.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.6%	56.8%	56.1%
Male	41.7%	42.7%	43.6%
Unknown	1.7%	0.5%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	9.2%	9.0%	8.9%
Black/African American	5.7%	6.0%	5.8%
Filipino	3.2%	3.1%	3.2%
Hispanic	34.7%	36.6%	38.4%
Native American	0.7%	0.7%	0.7%
Other Non-White	2.4%	2.9%	3.8%
Pacific Islander	0.0%	0.0%	0.0%
White	34.7%	35.1%	33.3%
Unknown/Decline to State	9.5%	6.7%	5.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Citrus College

Citrus Community College District

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	50.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	72.8	70.9	66.8	77.6	B2
C	Persistence Rate	66.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	54.9	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	79.9	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Citrus College

Citrus Community College District

College Self-Assessment

Citrus College, located in eastern San Gabriel Valley, serves a diverse student population with enrollment of Latino, Asian and African American students exceeding the related proportion in the district. The college awards certificates in 23 career and technical areas including fine and performing arts, language arts, social and behavioral sciences, natural sciences, physical education and 19 subject areas in applied arts.

Citrus College has demonstrated above average or good levels of performance on the majority of accountability indicators. Most performance indicators have remained stable with minor variability over the past three years.

Student progress and achievement for degree, certificate, and transfer has decreased slightly. Institutionally imposed requirements may have negatively affected transfer rates. These requirements are being reviewed for update. However, the percent of students who earned at least 30 units remains above average compared to peer institutions. The college is implementing a strong enrollment management program to ensure courses are scheduled so that students can achieve their educational goals in a timely manner. In an effort to improve effectiveness of our programs, a coordinator for Student Learning Outcomes and Assessment has been appointed. The college adopted educational core competencies and incorporated them into curriculum, beginning 2004.

Student progress and achievement in vocational programs is improving and the indicator is above average compared to peer institutions. The college completion rate is almost eight percentage points higher than the peer average. Citrus offered its first associate degree in Nursing in the fall of 2007. This program completes the career ladder for nursing which now includes the Nursing Assistance Certificate, Licensed Vocational Nursing, and now the associate degree in Nursing. The nursing programs are additions to a vocational emphasis that also includes Child Development/Early Care and Education, Automotive Technology, and Cosmetology, all of which are in the top 15 vocational programs systemwide.

Basic skills improvement rates have increased with completion and improvement rates above peer average. The Director of Basic Skills position, created last year, had a positive impact on basic skills achievement.

ESL improvement data was not available last year due to variations in Taxonomy of Program (TOP) codes for ESL courses. Codes were updated during Curriculum Reporting for the Community Colleges project. This indicator now shows a level of performance well above peer institutions.

While unduplicated headcount has decreased, the college is experiencing an increase in Full-Time Equivalent Students (FTES). This reflects the increasing trend in traditional age college students (age 18 - 24). On average, students are taking more units per term. A strong outreach program is in place to reach first time college students. Distance Education delivers 18% of college program annual.

Citrus College delivers high quality instruction that empowers students to achieve their educational goals. A Hispanic Serving Institution, Citrus continues to increase the percent of Hispanic students, a historically underserved population. The college continues to be dedicated to fostering a diverse educational community and cultural learning environment.



ARCC 2008 Report: College Level Indicators

City College of San Francisco

San Francisco 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	54.9%	56.8%	55.5%

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	70.5%	72.3%	71.5%

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	73.0%	71.3%	72.6%



ARCC 2008 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.1%	76.5%	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	63.0%	63.5%	63.6%

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	51.3%	53.9%	56.3%
Basic Skills Improvement Rate	57.3%	55.6%	53.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	47,208	46,196	47,033
Full-Time Equivalent Students (FTES)*	36,003	32,745	36,404

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 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	2.1%	1.5%	1.8%
18 - 24	36.4%	37.4%	38.1%
25 - 49	51.7%	50.8%	49.4%
Over 49	9.8%	10.3%	10.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.0%	56.1%	55.8%
Male	43.0%	43.2%	43.8%
Unknown	1.0%	0.7%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	30.0%	29.9%	29.8%
Black/African American	8.9%	9.0%	8.6%
Filipino	7.9%	7.7%	7.3%
Hispanic	15.3%	15.1%	15.0%
Native American	0.6%	0.6%	0.6%
Other Non-White	2.9%	2.9%	3.1%
Pacific Islander	0.8%	0.9%	0.9%
White	27.6%	27.5%	27.4%
Unknown/Decline to State	6.1%	6.5%	7.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

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	55.5	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.5	74.0	67.6	79.8	B6
C	Persistence Rate	72.6	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	53.6	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	56.3	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Self-Assessment

Founded in 1935, City College of San Francisco (CCSF) is among the oldest and largest community colleges, enrolling close to 100,000 students each year. CCSF delivers over 4,700 courses at 12 campuses, 21 additional principal sites and nearly 200 other instructional sites citywide. The College's programmatic breadth and variety, combined with its image and prominence in the city's ethnic neighborhoods and the downtown business district, result in the highest market penetration of any community college in the country. Furthermore, CCSF provides educational access to an extremely diverse population of students across the city of San Francisco, including large immigrant and Asian populations as well as growing populations of Latinos and older San Franciscans.

The ARCC (Accountability Reporting for the Community Colleges) 2008 Report offers a clear view of the quality of education that CCSF provides by examining seven different performance indicators and comparing CCSF to a similar peer group of colleges on each measure. This response will examine CCSF's performance by:

1. examining progress along the performance measures over the past three years;
2. comparing CCSF's results with statewide averages; and
3. comparing CCSF to its peer group.

Over a three year period CCSF showed improvement on four of the seven ARCC performance measures. Most important is a +0.6% change in the Student Progress and Achievement Rate (SPAR). The ESL improvement measure also showed a marked increase of 5.0%. The three declining indicators were persistence (0.4%), vocational course completion (0.9%), and basic skills improvement (3.7%). The decline in the basic skills improvement rate is puzzling. All CCSF internal performance measures indicate increases in basic skills student success rates, and significant increases in the rates of basic skills student achievement of college level math and English courses. The disparity between the ARCC rate and the College's performance data suggests there is technical problem which needs to be resolved.

In a comparison to the statewide averages, CCSF was above average on all but one of the indicators. On the SPAR indicator, CCSF was 5.2% above the statewide average. For ESL improvement, CCSF was 14.8% above the statewide average.

In comparison to its peer groups, CCSF was above average on four of the seven measures. However, on two important measures, it was below average: the SPAR rate (-1.9%) and the 30+ unit rate (-2.5%). On these two indicators, CCSF's peer group had the highest average rate of all community colleges. On four other indicators, CCSF was compared against the second ranked peer group.

There is only one area where all three views of CCSF's performance show a decrease: vocational course completion. The decrease, however, is quite small in the statewide comparison as well as the CCSF-specific comparison over time. In all other areas, the College is performing well or very well. As was the case last year, the 2008 ARCC report substantiates that CCSF provides a quality educational experience to its students.



ARCC 2008 Report: College Level Indicators

Coastline Community College

Coast 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	57.2%	55.1%	54.2%

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	62.0%	63.9%	64.5%

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	65.1%	52.8%	52.6%



ARCC 2008 Report: College Level Indicators

Coastline Community College

Coast Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	67.4%	66.8%	66.5%

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	70.2%	67.3%	64.9%

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	11.0%	13.8%	14.4%
Basic Skills Improvement Rate	33.7%	33.6%	35.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	20,534	21,241	23,173
Full-Time Equivalent Students (FTES)*	5,007	4,356	5,637

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 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	3.2%	3.4%	4.2%
18 - 24	25.4%	24.1%	23.8%
25 - 49	46.6%	47.2%	48.6%
Over 49	24.8%	25.2%	23.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.2%	56.8%	55.4%
Male	40.7%	42.4%	43.7%
Unknown	1.0%	0.8%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	21.1%	20.3%	19.0%
Black/African American	5.6%	7.0%	8.7%
Filipino	1.5%	1.4%	1.5%
Hispanic	12.5%	13.7%	14.7%
Native American	0.8%	1.0%	1.1%
Other Non-White	0.7%	0.8%	1.2%
Pacific Islander	0.5%	0.5%	0.5%
White	42.4%	40.8%	39.2%
Unknown/Decline to State	15.0%	14.5%	14.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Coastline Community College

Coast Community College District

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	54.2	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	64.5	63.3	53.0	74.0	<i>B4</i>
C	Persistence Rate	52.6	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.5	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	35.2	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	14.4	39.3	14.4	67.3	<i>G6</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 2008 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Self-Assessment

Coastline Community College was founded in 1976 with the specific mission of serving adult students through alternative delivery and scheduling formats. In addition to its classroom-based programs, the college has strong departments in distance education and instructional system design. The college has produced more than 60 internationally-distributed, award-winning telecourses and online courses. The DE department offers 127 different courses (primarily online). Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles of working adults. Seventy percent of Coastline's students attend part time—taking fewer than 5 units per semester; the academic success of this population cannot be adequately captured through the six year cohort tracking timeframe observed by the architects of the ARCC reporting system.

In addition to predominantly serving working students, Coastline successfully serves the needs of more traditional students who simultaneously attend other colleges. These students find Coastline's wide range of general education distance learning and one-class-meeting-per-week format, site-based classes a viable option for picking up classes to augment their home college schedules. Because these students neither start nor complete their degree work at Coastline, their successful learning experiences at Coastline are not completely reflected in the ARCC data.

Coastline College also is successfully serving a growing number of military students. In 2006-07, Coastline served 10,496 military students. The number of course enrollments (seats) by military program students grew from 4,500 in 1999-00 to 20,936 in 2006-07. When compared to most civilian students, military students progress through our courses and programs at high rates, achieving a 81% rate of successful course completion; this success rate compares very favorably to the statewide distance education course success rate of 57%. Please note that military enrollment data are not included in Coastline's ARCC report. The college is working with the System's Office to correct this for future report. As a result of our military program, we expect our ARCC program completion and transfer rates to reflect a steady increase over the coming years.

Given the type of students served by Coastline, we feel our ARCC rates are understandable, with one exception. The Basic Skills Improvement Rate is an artifact of improperly coded data; we are taking steps to fix this anomaly.

In the last seven years Coastline has initiated new programs and accelerated existing programs to serve students from a much broader range of circumstances. Redefining the familiar term "nontraditional," these programs include recruitment, instruction, and support tailored to the needs of deployed military personnel, incarcerated students, and high school students. The college is making a conscious effort to attract students who consider Coastline their home college. This effort manifests through new programs including Biotechnology (the only biological laboratory technician training program in Orange County) and Process Technology, partnerships with local school districts for programs such as Early College High School, new community-based learning centers, and development of innovative technologies to support the design and delivery of high-quality online courses.



ARCC 2008 Report: College Level Indicators

College of Alameda

Peralta 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	52.6%	52.1%	50.5%

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	67.0%	66.2%	66.4%

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	68.4%	68.1%	68.4%



ARCC 2008 Report: College Level Indicators

College of Alameda

Peralta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	68.3%	66.9%	66.4%

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	66.7%	65.3%	59.2%

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	50.8%	50.5%	47.4%
Basic Skills Improvement Rate	37.9%	37.2%	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	.%	.%	.%



College of Alameda

Peralta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	9,681	10,178	10,720
Full-Time Equivalent Students (FTES)*	3,416	3,515	3,605

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 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	5.5%	6.4%	6.7%
18 - 24	45.8%	45.2%	44.7%
25 - 49	40.7%	40.5%	40.8%
Over 49	7.9%	8.0%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.2%	55.6%	56.6%
Male	43.7%	43.0%	42.6%
Unknown	2.1%	1.4%	0.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	33.4%	33.2%	33.9%
Black/African American	24.7%	25.2%	24.0%
Filipino	4.4%	4.3%	4.3%
Hispanic	11.8%	12.3%	12.1%
Native American	0.6%	0.6%	0.6%
Other Non-White	2.2%	2.0%	2.2%
Pacific Islander	0.8%	0.9%	0.9%
White	16.2%	15.6%	15.8%
Unknown/Decline to State	6.0%	6.0%	6.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of Alameda

Peralta Community College District

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	50.5	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	66.4	67.0	54.5	74.3	B1
C	Persistence Rate	68.4	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.4	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	57.2	49.4	66.1	E1
F	Improvement Rate for Credit Basic Skills Courses	42.5	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	47.4	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Self-Assessment

The College of Alameda (COA) is one of four colleges in the Peralta Community College District and is one of two institutions only accessible by bus or car. This is noteworthy in that two of our district colleges showing the most headcount and FTES growth over past two years are also very accessible by BART. Although transportation barriers exist for COA, since 2004-05 the headcount and FTES have increased by 11% and 6%, respectively.

COA's students' racial/ethnic and age demographics (38% Asian (including Filipinos), 24% African American, 12% Hispanic and 16% White with 51% of the total students under 25 years of age) do not reflect the island's demographics because only one-third of the island's population attends COA. The island is 52% White and 29% Asian with an estimated 12% being 17 to 24 years old. These contrasts between COA and the island's demographics strongly suggest that COA services many students beyond its geographic boundaries.

Over time, the college's curricula have shifted from a strong vocational emphasis to that of transfer, degree attainment, and ESL and basic skills. This evolution reflects not only the college's changing demographics' needs but also those within the California's higher education arena and workplace. Program change requires a more scientific evaluation methodology. The Peralta District adopted a program/unit review model in June 2007 employing "Grow, Maintain, and Watch" ratings. From October to December 2007 the model was implemented and is presently undergoing review. The model's framework addresses effectiveness and efficiency using five-year trend analysis of program productivity with student retention and success and environmental scanning. Preliminary analysis suggests that about four-fifths of the transfer programs are in a growth or maintain modes, while two-thirds of the vocational programs are in maintain and watch modes. Also, it should be noted that more transfer than vocational courses are offered in various forms online courses. The ESL program is also in a watch mode. Unfortunately, basic skills English and mathematics programs were not separated from their disciplines during the recent evaluation.

The trends displayed within this 2008 ARCC report suggest that COA outcomes have remained fairly steady in its transfer and degree/credit functions as well as student achievement in credit attainment. And, these trends appear to be consistent with the program review data of transfer programs. The 2008 ARCC vocational program data on course completion resonates with the findings by the Peralta's "Grow-Maintain-Watch" model; where as, vocational student enrollments and completion rates as well as intensive environmental scanning suggest that COA may need to repackage two-thirds of its vocational programs. As for ESL and basic skills programs, COA is currently studying these areas to ascertain their weaknesses and strengths. The evaluation extends beyond the Peralta's program review model by including equity assessments regarding race/ethnicity, gender, and age of the programs' enrollees. In short, COA is working towards developing a climate of evidence to inform its decision making in curricular offerings as well as student services.



College of Marin

Marin 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	58.2%	57.9%	57.9%

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	68.0%	71.1%	71.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	59.3%	60.3%	63.5%



ARCC 2008 Report: College Level Indicators

College of Marin

Marin Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	80.0%	79.1%	78.9%

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	60.7%	61.7%	60.6%

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	33.1%	30.4%	31.1%
Basic Skills Improvement Rate	50.0%	47.2%	45.1%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

College of Marin

Marin Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,915	10,179	10,206
Full-Time Equivalent Students (FTES)*	4,326	4,127	4,343

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 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	6.3%	7.3%	7.0%
18 - 24	33.4%	34.6%	33.8%
25 - 49	40.1%	38.4%	38.4%
Over 49	20.2%	19.6%	20.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.3%	58.5%	58.7%
Male	40.7%	41.5%	41.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of Marin

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.9%	7.1%	7.0%
Black/African American	4.9%	4.6%	4.5%
Filipino	1.3%	1.2%	1.4%
Hispanic	11.0%	11.6%	11.7%
Native American	0.5%	0.5%	0.4%
Other Non-White	8.3%	8.2%	8.2%
Pacific Islander	0.5%	0.6%	0.6%
White	66.1%	65.9%	65.8%
Unknown/Decline to State	0.4%	0.4%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of Marin

Marin Community College District

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	57.9	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.2	72.6	71.2	75.0	B5
C	Persistence Rate	63.5	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.9	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.6	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	45.1	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	31.1	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

College of Marin

Marin Community College District

College Self-Assessment

Established in 1926, College of Marin (COM) is located approximately 15 miles north of San Francisco in Marin County. The College consists of two campuses in an area of slow population growth. Marin County's population is well educated, predominately Caucasian with an aging population. Due to College of Marin's commitment to serving underrepresented students, the College's student body is significantly more diverse than the makeup of Marin County's ethnic population.

The College offers many types of courses to respond to community needs including courses that transfer to four-year colleges and universities, workforce education, basic skills courses, ESL, and courses for intellectual and cultural enrichment. In order to better serve its students and the community, the college is undergoing a multi-year building modernization project. The College has acquired a new integrated enterprise management system (Banner). Students will start registering for classes with the new system in May 2008.

College of Marin is close to the peer group averages on two measures: Student Progress and Achievement Rate and the Percent of Students Who Earned at Least 30 Units indicator. The College is above the average for its peer group on the Annual Successful Course Completion Rate for Credit Vocational Courses indicator.

The Persistence Rate indicator was lower than its peer group average. This may be explained by the demographics of Marin County which is a well educated community with an aging population. Approximately 24% of credit students attending COM already have a bachelor's degree or higher and 60 percent of COM students are 25 years of age or older.

The data in the ARCC 2008 report indicate that College of Marin needs to focus its attention on the basic skills and ESL area. COM just completed program reviews for the basic skills and ESL and will determine where improvements can be made. The Basic Skills Initiative will play an important role in the College improving its basic skills and ESL area so that students can successfully complete and progress to the next higher level course in a timely manner. College of Marin is committed to offering a variety of high quality courses and services that meet the needs of its students to promote student achievement and success.



ARCC 2008 Report: College Level Indicators

College of San Mateo

San Mateo County 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	63.7%	59.8%	60.2%

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	70.7%	74.0%	73.5%

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	75.4%	70.9%	73.2%



ARCC 2008 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	79.7%	78.9%	81.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	59.5%	62.5%

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	59.3%	49.8%	58.7%
Basic Skills Improvement Rate	61.1%	64.7%	62.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	19,261	18,412	18,837
Full-Time Equivalent Students (FTES)*	9,560	7,322	9,281

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 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	6.1%	7.7%	7.0%
18 - 24	42.9%	44.2%	42.1%
25 - 49	40.6%	37.8%	39.5%
Over 49	10.4%	10.3%	11.2%
Unknown	0.0%	0.0%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	51.0%	52.1%	50.5%
Male	48.1%	46.2%	46.5%
Unknown	0.9%	1.7%	3.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	20.3%	19.5%	18.2%
Black/African American	3.8%	3.7%	3.7%
Filipino	7.0%	6.9%	6.1%
Hispanic	18.7%	18.2%	18.0%
Native American	0.6%	0.6%	0.6%
Other Non-White	2.5%	2.7%	2.3%
Pacific Islander	1.9%	2.1%	2.0%
White	40.9%	39.7%	38.5%
Unknown/Decline to State	4.3%	6.8%	10.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

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	60.2	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	73.5	72.6	71.2	75.0	B5
C	Persistence Rate	73.2	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.3	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	62.4	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	58.7	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Self-Assessment

College of San Mateo, the oldest of the three colleges in the San Mateo County Community College District, opened in 1922 with only 35 students. Today, nearly 19,000 students annually attend CSM and take 70,000 courses combined. Total College enrollment has slowly declined over the past few decades. More recently, total enrollment increased 4.6% between Fall 2006 – 2007. Total Annual FTES increased 26.8% (+ 1959) between 2005/06 – 2006/07.

One of the most dramatic changes for CSM is found in the ethnic composition of our students. In 1990, Whites comprised 66% of the total student population; today, the figure is 38.7%. The proportional enrollment of African-American and Asian/Pacific Islander students exceeds the proportion in San Mateo County as a whole. The proportion of Hispanic students is slightly less (-3%) than the service area population; White students are significantly underrepresented (-9%). CSM's student population continues to grow more heterogeneous each year.

The availability of additional financial resources will provide CSM with numerous opportunities to greatly improve its educational programs and services offered to San Mateo County residents. Measure "C" was passed by San Mateo County voters in November 2001 and authorized \$207 million in general obligation bonds for facilities capital improvements. An additional \$100 million in funding was secured from various sources, including redevelopment funds and State Chancellor's Office program funds. Subsequently, in November 2005, Measure "A" was passed, authorizing the SMCCCD to issue \$468 million in general obligation bonds for additional facilities capital improvements.

CSM has a long tradition of preparing students for transfer to colleges and universities. Each year, approximately 1,100 students transfer to the UC and CSU alone. CSM also offers a comprehensive set of occupational and basic skills programs. Since 1995, Longitudinal tracking data of transfer and degree/certificate completion rates indicate that CSM's transfer and degree/certificate completion rates are consistently above the Statewide average.

CSM's commitment to student success and student learning is evidenced in our ARCC performance indicators. With one exception, the College is above the average of its peer institutions on 6 of 7 ARCC indicators: student progress/achievement rates; persistence rates; the percent of students earning 30 units; successful course completion rates for vocational courses; and basic skills improvement rate. In addition, 2006/07 ARCC data reveal increases in the following CSM performance indicators: (1) persistence rates; (2) student degree/certificate/transfer rates; (3) successful vocational course completion rates; (4) successful course completion rate in credit basic skills; (5) ESL improvement rate; and (6) basic skills improvement rate.

The College continues to use a series of external and internal indicators to introduce curricular and pedagogical innovations which will improve student academic achievement in below college-level coursework. Providing accessible education to an ever-growing population of students underprepared for college coursework is a tremendous challenge. College of San Mateo is committed to increasing the use of alternative instructional delivery modes and student support services to meet the evolving needs and expectations of our students and community.



College of the Canyons

Santa Clarita 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	54.4%	56.1%	52.6%

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	73.7%	75.4%	75.0%

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	58.3%	68.3%	66.7%



ARCC 2008 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	90.1%	93.9%	97.1%

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	52.2%	51.9%	50.5%

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	50.0%	47.0%	34.0%
Basic Skills Improvement Rate	58.8%	58.5%	53.5%

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	.%	.%	.%



College of the Canyons

Santa Clarita Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	24,338	30,440	32,941
Full-Time Equivalent Students (FTES)*	11,263	12,262	13,296

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 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	7.4%	6.7%	7.4%
18 - 24	43.1%	36.7%	35.7%
25 - 49	42.9%	47.9%	46.4%
Over 49	6.5%	8.7%	10.5%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	42.7%	41.2%	41.0%
Male	56.9%	58.3%	58.5%
Unknown	0.3%	0.5%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.7%	5.9%	6.0%
Black/African American	5.7%	6.6%	6.2%
Filipino	3.3%	3.4%	3.4%
Hispanic	23.1%	24.3%	25.2%
Native American	0.7%	0.7%	0.7%
Other Non-White	5.1%	4.2%	4.0%
Pacific Islander	0.5%	0.5%	0.5%
White	48.7%	45.6%	45.0%
Unknown/Decline to State	7.2%	8.8%	9.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

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	52.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	75.0	70.9	66.8	77.6	B2
C	Persistence Rate	66.7	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	97.1	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.5	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	53.5	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	34.0	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Self-Assessment

College of the Canyons has served the Santa Clarita Valley for 39 years and is among the top 10 fastest growing community colleges in the nation (Community College Week, 2007). After graduation, nearly 60 percent of the local high school graduates attend COC (Meuschke & Gribbons, 2006). College of the Canyons currently serves nearly 19,000 students. The headcount at COC is expected to exceed 22,000 by 2010 and exceed 27,000 by 2015.

The ethnic composition of students at College of the Canyons has changed dramatically since 1970 and is more diverse than the characteristics of the community. The most striking changes are in the increases in Latino students (5 to 25 percent), decreases in the proportion of Caucasian students (92 to 46 percent), and increases in the proportion of students identifying other or declining to state.

College of the Canyons offers 62 associate degree programs, 45 certificate of achievement programs, 29 certificates of specialization and 2 certificate of completion programs. College of the Canyons has the highest transfer rate in L.A. County (42 percent) (CCCCO, 2002).

College of the Canyons performed higher than its peer group averages for three of the seven accountability indicators reported in the ARCC report:

- Percent of students who earned at least 30 units,
- Annual successful course completion rate for credit vocational courses, and
- Improvement rate for credit ESL courses.

College of the Canyons was within two percent of its peer group averages for three of the seven accountability indicators reported in the ARCC report:

- Student progress and achievement rate,
- Persistence rate,
- Improvement rate for credit basic skills courses.

The College was more than two percent lower than its peer group average on the successful course completion rate for basic skills courses indicator. In response to this indicator, the College will be continuing efforts aimed at improving student success in basic skills courses as identified in its Basic Skills Action Plan. Efforts employed in 2007-08 included bringing experts on campus to discuss effective teaching and learning strategies, hiring faculty with expertise in teaching basic skills, engaging counselors in academic planning with basic skills students, piloting a Gateway scholar program for basic skills students, and offering professional development workshops focused on basic skills instruction.

Moving forward, the College will build a strong foundation of diverse programs, and achieve higher success and transfer rates by:

- Evaluating model programs at other colleges designed to improve persistence and success such as learning communities, success centers, writing centers, supplemental instruction, and WIN program;
- Conducting a student learning workshop series for faculty; and
- Creating a professional development learning community focused on improving teaching and learning in basic skills courses.

College of the Canyons is dedicated to enhancing our reputation as a leading two-year college, recognized locally, regionally, and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and the sense of community that we provide to our students and staff.



College of the Desert

Desert 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	44.5%	42.8%	41.1%

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	71.1%	69.2%	70.6%

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	68.4%	69.9%	66.1%



ARCC 2008 Report: College Level Indicators

College of the Desert

Desert Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.3%	79.1%	78.6%

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	54.7%	56.0%	58.0%

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	66.7%	57.4%	72.7%
Basic Skills Improvement Rate	51.7%	49.9%	51.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

College of the Desert

Desert Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	13,717	14,040	14,777
Full-Time Equivalent Students (FTES)*	7,150	7,193	7,562

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 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	1.1%	1.2%	1.1%
18 - 24	50.7%	51.2%	50.7%
25 - 49	41.3%	40.8%	41.1%
Over 49	6.8%	6.8%	7.0%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.9%	59.1%	58.3%
Male	40.9%	40.9%	41.7%
Unknown	0.2%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Desert

Desert Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.4%	3.2%	3.3%
Black/African American	3.0%	3.2%	3.2%
Filipino	1.8%	2.0%	1.9%
Hispanic	53.5%	54.8%	55.2%
Native American	0.8%	0.9%	0.9%
Other Non-White	0.8%	0.9%	1.0%
Pacific Islander	0.2%	0.3%	0.4%
White	31.8%	31.1%	29.6%
Unknown/Decline to State	4.6%	3.5%	4.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Desert

Desert Community College District

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	41.1	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	70.6	67.0	54.5	74.3	B1
C	Persistence Rate	66.1	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.0	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	51.4	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	72.7	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

College of the Desert

Desert Community College District

College Self-Assessment

College of the Desert serves the geographical region known as the Coachella Valley, including the cities of Palm Springs, Cathedral City, Rancho Mirage, Desert Hot Springs, Palm Desert, La Quinta, Indio, and Coachella. The population of College of the Desert's service area has grown 3% per year over the past decade and the college's resources have been challenged to meet the community demand. The region is characterized by a larger than average population over 60 years of age, a large Latino population, and by long geographical distances. The central portion of Coachella Valley is located about 60 miles from the nearest University of California and about 70 miles from the nearest CSU, although there is a satellite center CSU San Bernardino located 5 miles from College of the Desert's site. The proportion of enrollment of African-American, Asian/Pacific Islander, and Hispanic students at College of the Desert matches the service area population, for example, the student Latino ethnicity matches the 54% composition of the population.

Fall 2007 head count was 10,789 students: like most community colleges, approximately 28% of the students take a full load of classes and the remaining students attend part-time. The average age of the students is 27.5 years. College of the Desert has since 1962 prepared students for transfer and annually sends approximately 510 transfers to UC, CSU, private and out-of-state universities and colleges. The college offers a comprehensive vocational program with both degree and certificate outcomes, a well populated non-credit program, and numerous lifelong learning opportunities.

In 2004, voters approved a \$346.5 million bond issue which will enable the college to upgrade all facilities and build as many as 12 new buildings, as well as expand an existing learning center in Indio to a larger, permanent site in the future. The college will begin to develop its Eastern Valley Center in the year 2009. There are also future plans being developed for a similar site in the Western Valley. Each of these sites would be located approximately 18 to 30 miles from the current main campus.

In the ARCC 2008 report, College of the Desert shows excellent performance in six indicators. The college is below its peer group in one indicator and is taking steps to improve its transfer-directed services for students. The percentage of students earning at least 30 units, course completion rate for credit basic skills, and ESL / Basic Skills improvement rate have increased over the past year. The college is especially proud of its pre-collegiate programs which give students the necessary preparation for succeeding in the college level curriculum.

The college puts great emphasis on student services such as mandatory assessment testing and orientation, access to counseling and advising, and financial aid assistance. The Academic Skills Center is especially important to student success and numerous special programs such as EOPS, MESA, and SPECC also contribute to successful student outcomes. The College is a learning-centered institution that is successful in the application of its core values and achievement of its mission.



College of the Redwoods

Redwoods 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	56.1%	51.6%	56.2%

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	74.4%	76.2%	76.5%

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	59.0%	59.2%	56.5%



College of the Redwoods

Redwoods Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	86.8%	81.9%	78.9%

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	60.9%	61.3%	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	62.5%	82.4%	45.0%
Basic Skills Improvement Rate	54.8%	53.9%	53.8%

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	.%	.%	.%



College of the Redwoods

Redwoods Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,068	9,026	8,437
Full-Time Equivalent Students (FTES)*	4,987	4,928	4,495

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 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	4.5%	4.6%	4.4%
18 - 24	43.0%	45.1%	45.0%
25 - 49	39.9%	39.0%	38.8%
Over 49	12.5%	11.2%	11.7%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	55.5%	56.7%	56.5%
Male	43.5%	42.2%	43.4%
Unknown	1.1%	1.1%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.9%	2.4%	2.3%
Black/African American	1.8%	1.6%	1.8%
Filipino	0.2%	0.2%	0.2%
Hispanic	6.5%	6.8%	7.6%
Native American	6.3%	6.2%	6.8%
Other Non-White	1.1%	1.1%	1.2%
Pacific Islander	0.5%	0.6%	0.8%
White	71.6%	71.0%	69.3%
Unknown/Decline to State	9.9%	10.0%	10.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

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	56.2	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	76.5	67.1	53.5	76.5	B3
C	Persistence Rate	56.5	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.9	79.9	78.9	81.4	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	53.8	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	45.0	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Self-Assessment

College of the Redwoods (CR) has served Humboldt, Del Norte, Western Trinity and Coastal Mendocino Counties on the remote north coast of California since 1964. An integral part of the educational and workforce development fabric of our district, CR provides a comprehensive university transfer program and extensive vocational and health care programs.

In Humboldt County, the number of high school graduates has declined by 11% in the last 5 years, reflected in a decline in CR enrollment each year since 2003-2004. Other external factors challenging the College include declining job opportunities in the area, an economic downturn, and a changing population demographic. However, for the 2007-2008 academic year CR reversed the trend with a 4.9% increase in enrollment in 2007 Fall compared to 2006 Fall and a 9.6% increase in 2008 Spring compared to 2007 Spring. The estimated FTES for the 2007-2008 academic year is 4689, which represents a 3.7% increase compared to 4617 for 2006-2007.

The Administration, Academic Senate, Institutional Research, and Board of Trustees have reviewed the ARCC indicators and the CR self report. CR scored higher than peer colleges in 5 of the 7 performance indicators. CR was pleased that both the Student Progress and Achievement Rate of 56.2%, and the Percent of Students who earned at least 30 units, which was 76.5% improved and ranked at the high end of the each assigned Peer Group. CR also exceeded their Peer Group in the Annual Successful Course Completion Rate for credit basic skills courses, Improvement Rate for credit basic skills courses, and the new indicator, Improvement Rate for Credit ESL Courses.

CR was below the Peer Group average on 2 indicators: the Persistence Rate by 5.9% and the Annual Successful Course Completion Rate for credit Vocational Courses by 1%. During the 2007-2008 year, the College has reorganized, hired an Institutional Research Director, and created a Coordinated Planning Council and an Assessment Team to support data driven decision making and define student learning outcomes. In addition, the College has rewritten the Strategic Plan which addresses all ARCC indicators.

From 2008 compared to 2007, CR improved performance on 3 indicators: Progress and Achievement, Earning 30 Credits, and Basic Skills improvement. Three indicators decreased: Persistence, Vocation Course Success, and Basic Skills Course Success. However, CR exceeded the Peer Group in Basic Skills Course Success.

The most troubling indicator for CR is the decline in the Completion Rate for Vocational courses for successive peer groups for the last 3 years. With a new administration committed to vocational programs that will contribute to the economic viability of the district, the College hopes to reverse the decline of the vocational completion indicator in the future. New initiatives in counseling, tutoring and basic skills will hopefully address the first objective on the new CR Strategic Plan, student persistence.

During 2007-2008, CR has undertaken the above initiatives to revitalize the mission to maximize each student's ability to achieve his or her educational goals and contribute to the economic vitality of the community we serve.



College of the Sequoias

Sequoias 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	51.3%	50.6%	51.1%

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	70.7%	71.6%	72.1%

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	65.6%	64.1%	62.4%



ARCC 2008 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.7%	74.1%	75.2%

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	56.8%	51.5%	53.3%

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	46.7%	43.2%	44.3%
Basic Skills Improvement Rate	43.8%	42.6%	44.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,864	14,561	16,169
Full-Time Equivalent Students (FTES)*	8,620	7,582	8,930

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 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	3.3%	4.4%	9.3%
18 - 24	53.9%	52.9%	49.5%
25 - 49	37.2%	36.6%	35.2%
Over 49	5.7%	6.1%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.2%	57.0%	55.1%
Male	40.6%	41.6%	43.6%
Unknown	1.2%	1.3%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	4.0%	3.9%	3.8%
Black/African American	3.5%	4.0%	4.2%
Filipino	1.4%	1.3%	1.5%
Hispanic	42.1%	42.3%	41.9%
Native American	1.4%	1.4%	1.3%
Other Non-White	1.6%	1.6%	1.5%
Pacific Islander	0.4%	0.4%	0.4%
White	38.1%	37.1%	37.2%
Unknown/Decline to State	7.3%	8.1%	8.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

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	51.1	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	72.1	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	62.4	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.3	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	44.9	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	44.3	43.2	7.6	79.9	<i>G2</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 2008 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Self-Assessment

The 2008 ARCC report for the College of the Sequoias includes seven Performance Indicators of college success. The College of the Sequoias (COS) is pleased that its performance indicator rates this year are above or at the peer-college average on five, and near the peer-college average on each of other two. Moreover, the 2008 Indicator rates for the College are up from those for the prior year for six of the seven indicators.

Three of the ARCC Indicators focus on student progress and achievement within academic program:

- First time students who show intent to complete and achieve one of five academic milestones;
- Percentage of students who earn 30 units; and
- First time students who re-enroll the following Fall term ("persistence rate".)

For the first two Indicators COS rates two are well above the average for its peer groups of 19 and 21 colleges respectively. The College's rate for the third Indicator, persistence, exactly equals the average for our 18 peer colleges.

These three results are particularly significant because the colleges in each of the peer groups are fairly similar. The State's regression model produces adjusted r-square scores for the three ranging from .391 to a high of .667 for the "achievement" Indicator; higher R-square scores indicate greater peer-college similarity.

These rates also underscore the success of the College's learning community programs such as LISTO, Puente, and EOPS, which ease the transition of our many lesser-prepared students to college life through counseling and advising, skill development, and close faculty contact. Within funding available, the College of the Sequoias is making every effort to expand our learning communities approach with our First Year Experience Program.

On the fourth Indicator, Course Completion rate for Vocational Programs, the College rate exceeds our peer group's average, and is an increase over the prior year.

Nearly 50% of all new COS students test into Basic Skill level Math, English, and/or ESL. Therefore, COS places considerable emphasis on these programs. For the Indicators in these areas however, COS success rates were just below the peer averages for two, and above the average in the third. On the positive side, each of the College's Basic Skill/ESL rates in the 2008 ARCC report were higher than the year before, showing improvement.

The ARCC Basic Skills/ESL comparison of COS rates with the rates of our "peers" may understate the true effectiveness of our Basic Skills/ESL programs:

- A COS data quality audit shows that the Basic Skill rates reported in the 2008 report are based on fewer Basic Skills courses than the College actually offered.
- The Basic Skill/ESL peer groupings are not based on all the relevant environmental and educational factors which hinder our students from succeeding.
- The State's R-square values for the Basic Skills/ESL peer groupings are low. This indicates more diversity among our peer groupings, hence college-to-college comparisons in these groupings are less valuable.



College of the Siskiyous

Siskiyou Joint 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	47.8%	49.6%	48.9%

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	67.6%	69.2%	70.6%

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	55.7%	63.1%	57.2%



ARCC 2008 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	84.1%	83.2%	81.4%

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	45.0%	43.5%	37.3%

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	45.8%	25.0%	0.0%
Basic Skills Improvement Rate	49.0%	48.9%	55.1%

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	.%	.%	.%



College of the Siskiyous

Siskiyou Joint Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	5,738	5,655	5,567
Full-Time Equivalent Students (FTES)*	2,428	2,384	2,346

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 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	5.1 %	6.3%	5.9%
18 - 24	27.5%	27.7%	27.6%
25 - 49	40.2%	38.8%	36.3%
Over 49	27.1 %	26.9%	29.8%
Unknown	0.1 %	0.3%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	50.4%	52.7%	55.5%
Male	48.7%	46.5%	43.8%
Unknown	0.9%	0.8%	0.7%

Source: Chancellor's Office, Management Information System



College of the Siskiyous

Siskiyou Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.6%	1.7%	1.7%
Black/African American	2.8%	2.7%	3.1%
Filipino	0.4%	0.3%	0.4%
Hispanic	7.5%	7.3%	7.3%
Native American	3.8%	4.1%	3.9%
Other Non-White	0.4%	0.4%	0.4%
Pacific Islander	0.7%	0.7%	0.7%
White	73.1%	74.0%	73.8%
Unknown/Decline to State	9.8%	8.8%	8.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

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	48.9	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	70.6	67.0	54.5	74.3	B1
C	Persistence Rate	57.2	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.4	79.9	78.9	81.4	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	37.3	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	55.1	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	0.0	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

College Self-Assessment

Spanning over 6,300 square miles in Northern California with spectacular natural beauty, Siskiyou County is the fifth largest county in California by area. As the only higher education institution in Siskiyou County, College of the Siskiyous (COS) strives to provide the community with educational opportunities that serve students with varied backgrounds, interests, and abilities through the main campus in Weed, a satellite campus in Yreka and a videoconferencing system available at most of the high schools in the county.

The vocational education program at COS plays a vital role in the Siskiyou County economy by providing key training for the county's work force. The Annual Successful Completion Rate for Credit Vocational Courses has been consistently above 80% for the last three academic years, and it is the highest among the peer group. The programs continue to expand after the bond initiative was approved by voters in 2006. The recently completed Tactical Training Center and the upcoming Rural Health Science Institute and Emergency Services Training Center will enable COS to provide more training and educational opportunities in Siskiyou County.

College of the Siskiyous is demonstrating strong performance across most of the ARCC indicators, reflecting the continuing efforts of the college in promoting student success. Two general indicators, the Student Progress and Achievement Rate and the Percent of Students Who Earned at Least 30 Units, have been consistent for the last three years, performing at or above the peer group average.

In the area of Credit Basic Skills Courses, the Basic Skills Improvement Rate improved in the 2006-2007 year from the previous year. The Annual Successful Course Completion Rate for Credit Basic Skills Courses is drawing the attention from the entire college community on issues of basic skill students. COS is working hard on devising plans under the Basic Skills Initiative to identify the factors that impede student success and to implement changes from curriculum and facilities to student services in order to improve this performance indicator in the future.

In general, College of the Siskiyous performed well during the last academic year. Led by its dedication to educational excellence and its drive to promote a passion for learning and cultural enrichment, COS continues to provide programs and courses that satisfy the diverse student population with a focus on increasing retention and student success rate. COS is prepared for a future of growth, potential, and vitality.



ARCC 2008 Report: College Level Indicators

Columbia College

Yosemite 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	46.6%	45.8%	49.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	65.1%	68.1%	72.4%

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	66.4%	64.8%	63.9%



ARCC 2008 Report: College Level Indicators

Columbia College

Yosemite Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.0%	76.1%	76.1%

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	56.4%	59.4%	51.5%

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	.%	.%	.%
Basic Skills Improvement Rate	56.9%	48.4%	41.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	5,469	5,256	5,321
Full-Time Equivalent Students (FTES)*	2,292	2,062	2,165

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 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	4.2%	6.2%	5.5%
18 - 24	36.7%	38.4%	39.2%
25 - 49	34.3%	30.6%	28.6%
Over 49	24.6%	24.7%	26.7%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.2%	54.0%	55.9%
Male	45.8%	44.7%	43.0%
Unknown	1.0%	1.3%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.1%	1.2%	0.9%
Black/African American	0.6%	1.0%	1.2%
Filipino	0.4%	0.4%	0.5%
Hispanic	6.2%	6.9%	6.5%
Native American	2.0%	2.5%	2.0%
Other Non-White	0.1%	0.1%	0.1%
Pacific Islander	0.4%	0.3%	0.4%
White	71.4%	70.4%	67.1%
Unknown/Decline to State	17.8%	17.2%	21.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Columbia College

Yosemite Community College District

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	49.3	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	72.4	67.0	54.5	74.3	B1
C	Persistence Rate	63.9	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.1	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	41.9	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	.	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Self-Assessment

Columbia College is a small, rural college in the foothills of the Sierra Nevada. The College is part of the Yosemite Community College District and primarily serves students from Tuolumne (64%), Calaveras (19%) and Stanislaus (6%) counties. The ethnicity of our student population is representative of our surrounding communities, and the average age of our neighboring population is approximately 10 years older than that of the central valley. Similarly, 55.3% of our student population is over the age of 25, with 26.7% over the age of 49. The proportion of students under 18 remains fairly constant (~5%), but is expected to increase with the inaugural year of a middle college in the 2007-2008 year.

The college is recovering from a recent decline in enrollments and FTES. As the high school enrollments have been declining in our service area over the past few years, the College's strategy to increase the FTES/Headcount Ratio appears to be having a positive impact; as enrollments for 2006-2007 showed a 1.24% increase, while FTES increased by 5.00% for the same time period.

ARCC Data for Columbia College's Degree/Certificate/Transfer students shows increasing trends for both Student Progress and Achievement, as well as the Percent of Students Who Earned at Least 30 Units. While the above-mentioned trends indicate programmatic successes, the persistence rates for Columbia's degree, certificate and transfer students show a slight decline (2.5%) over the same period and currently stand at 63.9%. Even with the slight decline in Persistence, Columbia College remained above average for all 3 of the above mentioned indicators in the ARCC Peer Groupings. Retention rates are strong across all disciplines, with the 2006-2007 year demonstrating an overall retention rate of 85.5% for the College.

Our Annual Successful Course Completion Rate for Credit Vocational students is higher than the Peer Group Average for this indicator, holding at about 76%. Conversely, our Credit Basic Skills courses have declined by approximately 5% over the same period, slightly below the Peer Group Average for this indicator. The Improvement Rates for Credit Basic Skills also showed a declining trend, moving from 56.9% to 41.9% over the six years shown.

Success in Basic Skills is a concern and the College is actively developing and implementing strategies to improve the success and completion rates for our Basic Skills Students. Our 2008 Basic Skills Plan includes a wide range of activities and support to assist our Basic Skills Students. We also have hired a full-time faculty member to lead student learning support efforts in our Academic Achievement Center. This position was vacant for nearly a year and previously was only staffed at 50%. We have also improved the structure and staffing in the areas of matriculation and Special Programs. As these changes are implemented, we believe the cumulative effects from these efforts will reverse the current trends for our Basic Skills students.

As shown in the report, ESL has not been active at Columbia College. This fall we launched an aggressive effort to address this need in our community.



ARCC 2008 Report: College Level Indicators

Compton Community Educational Center

El Camino 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	27.0%	29.6%	24.4%

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	56.1%	55.9%	53.5%

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	46.7%	53.7%	34.3%



ARCC 2008 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	62.4%	68.5%	69.9%

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	62.1%	61.8%	51.5%

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	5.8%	5.6%	9.4%
Basic Skills Improvement Rate	41.3%	41.0%	35.1%

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	.%	.%	.%



Compton Community Educational Center

El Camino Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,920	10,504	6,736
Full-Time Equivalent Students (FTES)*	6,401	4,314	2,695

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 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	19.6%	22.1%	15.2%
18 - 24	32.8%	32.4%	38.3%
25 - 49	41.8%	39.8%	40.7%
Over 49	5.4%	5.6%	5.7%
Unknown	0.3%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.3%	62.7%	63.2%
Male	35.9%	36.5%	34.7%
Unknown	0.8%	0.7%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.6%	2.3%	2.8%
Black/African American	50.7%	48.2%	47.8%
Filipino	0.4%	0.6%	1.8%
Hispanic	43.5%	44.3%	36.4%
Native American	0.2%	0.2%	0.2%
Other Non-White	1.2%	1.3%	1.2%
Pacific Islander	0.2%	0.5%	1.0%
White	1.1%	1.0%	2.1%
Unknown/Decline to State	1.1%	1.7%	6.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

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	24.4	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	53.5	67.1	53.5	76.5	B3
C	Persistence Rate	34.3	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.9	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.5	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	35.1	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	9.4	46.1	9.4	80.8	G1

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 2008 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

At the end of the 2005-06 academic year, Compton Community College's accreditation was terminated and the college ceased to operate as an independent entity. The El Camino Community College District reopened the facility as the El Camino College Compton Community Educational Center (Compton Center) in August 2006. Compton Center is located in southern Los Angeles County, about a 10-minute drive east from El Camino College's main campus.

The El Camino College Compton Center sits on an eighty-three acre campus and serves a diverse population consisting primarily of the African-American and Latino communities of Carson, Compton, Lynwood, Paramount and surrounding areas.

Due to recent challenges leading to the loss of its accreditation, the former Compton College experienced a sharp enrollment decline. This reality has affected rates such as student progress and achievement, 30 earned units, and persistence. Unfortunately, this report also indicates that students who dropped out of Compton often did not select an alternate community college—many simply left the system altogether. This finding underscores the critical need for a college to remain open to serve this growing and vibrant community. The Center is now employing multiple enrollment management strategies to enhance enrollments and encourage persistence among both recent high school graduates and working adults.

Since August 2006, El Camino College has provided a variety of educational opportunities at its Compton Center, particularly in the areas of basic skills development, technical and vocational training, and transfer preparation. The Compton Center community is focusing on increasing the numbers of students transferring to four year institutions as well as increasing the numbers of students completing vocational certificates. A combined effort of the faculty, administration and appropriate staff is focusing on the development and restructuring of programs reflective of community needs.

The former Compton College demonstrated improvement across the three years of the study in two of the seven accountability indicators. The El Camino College Compton Center acknowledges the need to focus efforts on improvement rates both for ESL and credit basic skills courses. An example of this effort is the restructuring of the non-credit ESL courses, which were introduced back into the curriculum, beginning Spring, 2007. In addition, a faculty member with reassigned time has been appointed as the Basic Skills Coordinator to coordinate the student experience in the Basic Skills area. El Camino College's current and proposed Title V (Strengthening Hispanic Serving Institutions) grants, which focus on improving student achievement in mathematics, basic skills and other developmental courses, involve programs at the Compton Center.

Compared to similar institutions, the former Compton College underperformed on most of the accountability measures. However, signs of promise exist, especially the completion rate for vocational courses. A state-of-the-art Vocational Technology Center along with top-notch faculty provides excellent opportunities for success in the vocational fields.

With solidly committed faculty and staff and plans for continued improvement in services and curriculum, there is strong expectation for more students to achieve their academic and professional goals at El Camino College Compton Community Educational Center and beyond.



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%



ARCC 2008 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

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.

	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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

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 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 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



ARCC 2008 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Profile

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



ARCC 2008 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

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	A1
B	Percent of Students Who Earned at Least 30 Units	64.0	67.0	54.5	74.3	B1
C	Persistence Rate	64.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	42.5	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	32.1	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

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.



Copper Mountain College

Copper Mountain 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	53.9%	42.9%	45.8%

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	67.0%	59.1%	65.5%

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	51.1%	51.3%	37.6%



ARCC 2008 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	83.8%	84.8%	83.9%

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	62.6%	62.8%	64.1%

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	.%	.%	.%
Basic Skills Improvement Rate	45.9%	51.3%	54.1%

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	.%	.%	.%



Copper Mountain College

Copper Mountain Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	3,484	3,208	2,910
Full-Time Equivalent Students (FTES)*	1,510	1,361	1,346

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 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	4.0%	3.2%	2.6%
18 - 24	48.0%	50.7%	49.3%
25 - 49	38.4%	35.7%	37.7%
Over 49	9.0%	7.5%	8.3%
Unknown	0.5%	3.0%	2.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.1%	56.8%	59.5%
Male	42.3%	42.5%	39.6%
Unknown	0.6%	0.7%	1.0%

Source: Chancellor's Office, Management Information System



Copper Mountain College

Copper Mountain Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.2%	2.1%	1.8%
Black/African American	7.2%	5.7%	6.6%
Filipino	2.4%	2.5%	2.4%
Hispanic	15.2%	14.5%	15.8%
Native American	2.2%	2.1%	2.6%
Other Non-White	0.9%	0.5%	0.7%
Pacific Islander	0.7%	0.9%	1.0%
White	62.1%	53.2%	58.7%
Unknown/Decline to State	7.0%	18.6%	10.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

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	45.8	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	65.5	67.1	53.5	76.5	B3
C	Persistence Rate	37.6	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.9	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	54.1	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	.	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

College Self-Assessment

The majority of the performance indicators for Copper Mountain College show fairly small variance in improvement or decline from previous years. There are two areas where there was observable change. With regard to Persistence Rate, there was a significant decline in the percentage of students who returned to school from Fall 2005 to Fall 2006. The college's basic skills improvement rate, which identifies students successfully completing their basic skills courses showed a positive trend line, improving 8.5% over the three years measured. Regarding our demography, the college reflects the national trend of increasing our percentage of women. This increase has been slow but steady and now stands at 59.5% of our students. Enrollment has shown a decline from the previous year measured, and between the years 2004-2005 and 2006-2007, unduplicated head count declined by 16.48%, while FTES declined 10.86%. Responses to the college self-study and to the recommendations from our regional accrediting body, as well as changes in the college administration are expected to reflect an upward trend in the college enrollment and FTES generation.

When compared with our peer group, Copper Mountain College appears to have low attrition of students in credit vocational and credit basic skills courses during the semester. For vocational courses, this may be due to our dominant vocational program, Nursing, where students are highly motivated to complete courses to move to the next level of the program. Also, students in vocational programs are often goal oriented toward a job at the end of their education. The last three years have been fairly consistent in our vocational course completion rates, with a swing of 1.0%. For credit basic skills courses, there is no immediately clear reason for the relatively high rate of course completion, compared to the peer group, and further investigation would be appropriate. The college has made investments through our Student Success Center, but that program only fully came on line during the 2006-2007 year. On the other end of the scale, the Persistence Rate, which represents a Fall to Fall return to higher education anywhere in the system, is the lowest in the peer group. This rate also showed the highest drop from any of the indicators from the previous year and is an aberration in the rate when compared to the least recent year identified. It is difficult to determine if the figure represents a one year aberration and we will return to a higher rate, or if there were other factors which impinged on students' rate of return to school. This area is also one for further study, possible verification of student data tracking, or other impacts on students in our community. As we acquire additional data regarding our students' decisions, we will have a stronger basis for responding to variations in the data and to more accurately report to the system office.



Cosumnes River College

Los Rios 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	52.3%	52.2%	50.6%

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	68.6%	67.0%	66.8%

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	68.6%	69.7%	71.7%



ARCC 2008 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.2%	70.2%	66.7%

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	63.1%	64.2%	65.0%

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	57.4%	57.6%	70.8%
Basic Skills Improvement Rate	53.4%	54.9%	55.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	17,956	18,413	19,375
Full-Time Equivalent Students (FTES)*	7,800	8,018	8,392

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 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	3.2%	3.1%	3.1%
18 - 24	53.1%	53.8%	53.0%
25 - 49	37.6%	36.8%	37.5%
Over 49	6.2%	6.4%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.9%	58.0%	57.8%
Male	41.2%	41.0%	41.3%
Unknown	0.9%	1.0%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	21.6%	22.2%	22.8%
Black/African American	14.6%	14.7%	14.6%
Filipino	5.9%	6.0%	5.8%
Hispanic	14.3%	14.8%	14.8%
Native American	1.1%	0.9%	1.0%
Other Non-White	2.7%	2.5%	2.5%
Pacific Islander	1.8%	1.7%	1.9%
White	32.9%	31.4%	30.5%
Unknown/Decline to State	5.2%	5.8%	6.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

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	50.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.8	67.0	54.5	74.3	B1
C	Persistence Rate	71.7	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.7	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.0	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	55.6	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	70.8	29.7	0.0	70.8	G3

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.



Cosumnes River College

Los Rios Community College District

College Self-Assessment

The ARCC report indicates modest increases in persistence, basic skills course completion, basic skills improvement rates at Cosumnes River College (CRC). The college is generally pleased, but not satisfied, with its progress and strength in these areas, as indicated by these increases and by our above average performance relative to the peer groups.

The college is very pleased by its strong ESL improvement rates, which have increased and are at the top of our peer group. Initial dialogue about our exemplary performance indicates that the enhanced ESL student success may reflect recent curriculum revisions in ESL and the creation of a new ESL instructional area at the college.

The college's performance in the areas of student progress and achievement (including the completion of at least 30 units), however, has experienced a modest decline over the past several years and is slightly below the average for the peer groups for these measures. It should be noted that the validity of this data is impacted by Folsom Lake College's 2004 transition from center to college status. Students identified in the CRC cohort who continued their education at Folsom Lake are classified as non-completers in our data. Although this circumstance lowers our performance in this area, CRC has strengthened its opportunity for improved outcomes on these long term measures by hiring a new Dean of Student Services and Enrollment Management.

CRC is also concerned about its course completion rates in vocational courses, which decreased this year and are near the bottom of the college's peer group for this measure. The college has explored the demographics of its vocational students and has examined student success, barriers to success and enrollment data in each of its vocational programs. These results identified a number of areas for subsequent research that hold promise for improved student outcomes. This report, and additional data from the follow-up study, will inform the development and implementation of strategies designed to strengthen CRC's performance in this area.

By way of context, CRC has experienced dramatic demographic change and rapid growth. The college's enrollment has grown 17.6% over the past three years, and CRC now serves almost 14,000 students; our demographic profile also includes a significant percentage of students from traditionally underperforming groups. Specifically, during the fall 2006 semester:

- 39.2% of CRC students were first generation students;
- 49.6% of CRC students lived in households that were low income or below the poverty line;
- 33.4% of CRC students were between 18-20 years of age;
- 30.2% of CRC students belonged to ethnic minority groups that are traditionally under-represented in higher education (African American, Latino and Native American).

Additionally, during the 2006-07 academic year:

- 29.2% of incoming students who completed an English writing assessment test placed into a basic skills writing class; and
- 40.78% of incoming students who completed a mathematics assessment test placed into a basic skills mathematics class.

This demographic profile provides an important context for CRC, providing tremendous encouragement and inspiring our continued commitment to student success.



Crafton Hills College

San Bernardino 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	52.4%	50.2%	51.9%

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	69.3%	68.0%	66.1%

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	69.1%	67.2%	67.4%



ARCC 2008 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.3%	76.7%	79.2%

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	54.5%	54.6%	59.0%

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	.%	.%	.%
Basic Skills Improvement Rate	55.6%	55.8%	52.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	7,791	7,397	8,599
Full-Time Equivalent Students (FTES)*	3,929	3,757	4,359

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 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	2.5%	2.9%	1.8%
18 - 24	57.9%	60.5%	56.7%
25 - 49	34.3%	31.9%	35.9%
Over 49	4.3%	4.7%	5.3%
Unknown	0.9%	0.0%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	51.3%	54.3%	49.2%
Male	47.9%	45.1%	49.2%
Unknown	0.9%	0.6%	1.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.7%	3.6%	4.0%
Black/African American	4.4%	4.6%	4.2%
Filipino	1.5%	1.7%	1.7%
Hispanic	22.7%	24.0%	24.5%
Native American	1.4%	1.4%	1.3%
Other Non-White	1.1%	1.1%	1.1%
Pacific Islander	0.6%	0.5%	0.5%
White	58.7%	57.2%	56.1%
Unknown/Decline to State	5.8%	5.8%	6.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

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	51.9	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.1	67.1	53.5	76.5	B3
C	Persistence Rate	67.4	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	52.6	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	.	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Self-Assessment

Crafton Hills College is the smaller of two colleges within the San Bernardino Community College District. It's located in the fastest growing area in the country, primarily serving the cities of Yucaipa and Redlands. The college offers 32 majors and 30 certificates, including several high-profile career and technical programs (emergency services, fire science, respiratory care, radiology technology). After a period of declining enrollment (the low persistence rate in 2004-2005 coincided with the low point in enrollment), the college is experiencing an enrollment upswing. Enrollment in spring 2008 is the largest of any spring semester in the college's history.

As an open-access institution, Crafton Hills College, like other California community colleges, serves a population with diverse needs. Although many earn degrees and certificates and transfer to four-year institutions, others take classes to upgrade their skills, to pursue salary advancement, and/or to explore their options. Ethnically, the student body is a fairly good representation of the ethnic breakdown in the service area. The average age of our students has been increasing, likely reflecting the growing trend of adults returning to school to gain new skills as well as our increased offerings of evening and online courses.

The Title V grant received in 2005 is specifically designed to expand the capacity of the college to serve Hispanic, low-income, and other at-risk students. Recent initiatives include answer centers to assist students during their first week of classes and increased coordination of outreach efforts to ensure adequate service for everyone in the area. The increased annual successful course completion rate for credit basic skills course is an indication of the impact of this work. The college also has made significant strides in the development and assessment of student learning outcomes, increased access to and utilization of data to drive decision making, and the completion of a 60+ computer mall for students.

The college takes pride in its student-oriented focus and the manner in which it has positioned itself to meet the needs of a growing population of students. The positive trends in annual successful course completion rate for vocational courses and annual unduplicated headcount and full-time equivalent students are a reflection of this commitment. Scores for student progress and achievement rate led the college to discover an error in MIS submissions to the state with regard to certificates awarded, which is in the process of being corrected. This rate also may be a sign of budget cuts and "bottle neck" science courses for which there are currently efforts aimed at increasing sections to ensure students can take these courses in a timely manner. Increased professional development offerings and capacity to support at-risk students through the Basic Skills Initiative should positively impact the student progress and achievement rate and persistence rate. For most rates the college is doing better than or close to the average of those identified as peer colleges, but there is room for improvement. The improving trends across years for most rates suggest that the college is on the right path.



ARCC 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County 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	56.1%	56.9%	55.5%

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	75.1%	75.7%	77.6%

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	69.5%	70.0%	69.8%



ARCC 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.6%	77.2%	77.6%

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	55.8%	58.5%	57.0%

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	39.4%	34.7%	25.3%
Basic Skills Improvement Rate	49.5%	61.0%	49.5%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	16,950	17,094	18,447
Full-Time Equivalent Students (FTES)*	9,178	8,760	9,247

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 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	6.6%	7.4%	7.5%
18 - 24	58.6%	55.4%	52.1%
25 - 49	26.2%	27.2%	26.2%
Over 49	8.5%	9.9%	14.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.9%	53.7%	55.3%
Male	45.7%	45.4%	43.6%
Unknown	0.4%	0.9%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.6%	2.4%	2.3%
Black/African American	1.5%	1.5%	1.4%
Filipino	1.4%	1.3%	1.1%
Hispanic	17.3%	19.2%	19.6%
Native American	1.4%	1.5%	1.3%
Other Non-White	1.3%	1.3%	1.1%
Pacific Islander	0.5%	0.4%	0.5%
White	63.1%	61.7%	60.5%
Unknown/Decline to State	10.9%	10.7%	12.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

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	55.5	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	77.6	70.9	66.8	77.6	B2
C	Persistence Rate	69.8	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.6	74.4	65.1	81.1	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.0	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	49.5	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	25.3	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Self-Assessment

For more than 40 years, Cuesta College has served San Luis Obispo County residents' educational needs. According to the most recent CPEC data (2006), San Luis Obispo County has the fourth highest college-going rate to community colleges in the state (39.5%). This is particularly impressive in light of decreasing local high school graduates, stagnant overall population growth, and a significant increase in the percentage of residents 65 years of age and older. Notwithstanding these demographic changes in our service area, fall enrollments have increased roughly 30% between 2000 and 2007; in spring 2008, our enrollment is predicted to top 13,000 unduplicated students.

Another salient demographic change within San Luis Obispo County, which is also reflected in Cuesta College's student demographics, is the increase in the number and percentage of Latino residents. Specifically, the Department of Finance has estimated that, between 2005 and 2010, the percentage of adult Latinos (18 years and older) in San Luis Obispo County will have increased by 20%, compared with a statewide increase of only 18% over the same time period. Similarly, Latino students in 2007 constituted roughly 18% of Cuesta's enrollment compared to only 12% in 2000.

Finally, in exploring the context in which Cuesta operates, the uniqueness of our local California State University—Cal Poly—is germane to any discussion regarding outcomes for Cuesta students. First, Cal Poly is the most selective institution among all of the CSU and UC schools. For example, among fully prepared transfer applicants, only 37% of those who applied were accommodated at Cal Poly in fall 2007. Second, because of the desirability of Cal Poly and the strong articulation between Cuesta and Cal Poly, a significant proportion of our first-time students come from outside of San Luis Obispo County (40% in 2007).

Given the aforementioned context, Cuesta College continues to perform above the peer group averages in all but the Credit Basic Skills successful course completion rate and the Credit ESL improvement rate. In recognition of these challenges, the campus Retention committee, as well as the Basic Skills taskforce, has not only developed a model to address these issues, but also has begun to implement some of the objectives from the plan. (To view the college retention plan, please navigate to <http://academic.cuesta.edu/research/reports/retentionplan.ppt>.) For example, Cuesta is in the process of creating an early intervention system that aggressively targets at-risk students. Some of the proposed interventions include required meetings with an academic advisor, in-class teaching assistants for ESL, and enhanced tutoring opportunities for students in basic skills courses.

In sum, Cuesta College continues to excel in accomplishing its mission. Moreover, Cuesta is strongly committed to improving its performance vis-à-vis all of the ARCC measures, especially in areas where we fall below the peer group average. If you have any questions, or would like further information, please don't hesitate to contact us by email at arccinfo@cuesta.edu.



ARCC 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca 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	52.0%	55.4%	52.0%

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	66.0%	69.0%	68.4%

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	67.2%	64.9%	71.4%



ARCC 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.4%	70.9%	67.9%

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	59.3%	60.4%	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	71.8%	69.4%	65.6%
Basic Skills Improvement Rate	54.3%	55.4%	57.3%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,747	22,116	22,853
Full-Time Equivalent Students (FTES)*	5,453	5,220	5,533

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 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	4.7%	3.3%	5.8%
18 - 24	30.4%	30.4%	31.7%
25 - 49	31.6%	28.3%	31.3%
Over 49	24.2%	22.7%	24.6%
Unknown	9.1%	15.4%	6.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.5%	51.3%	54.1%
Male	33.9%	31.6%	33.7%
Unknown	11.7%	17.2%	12.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.0%	2.6%	2.7%
Black/African American	6.0%	4.9%	5.9%
Filipino	2.4%	2.5%	2.6%
Hispanic	15.1%	14.3%	17.4%
Native American	1.0%	0.9%	1.0%
Other Non-White	3.4%	2.9%	3.5%
Pacific Islander	0.8%	0.6%	0.8%
White	51.1%	45.3%	48.5%
Unknown/Decline to State	17.2%	25.9%	17.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

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	52.0	53.4	42.3	64.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	68.4	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	71.4	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.9	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	57.3	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	65.6	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Cuyamaca College is part of the Grossmont-Cuyamaca Community College District, which serves as the primary access to higher education in San Diego's East County. Cuyamaca College's enrollment reflects the demographics of the region and the college is proud that underrepresented student populations enroll at slightly higher levels than their proportion within the District boundary. East San Diego County contains the second largest Chaldean community in the U.S., and the three largest Native American Reservations in San Diego County: the Barona, Sycuan and Viejas Bands of Kumeyaay Indians.

Of the seven accountability indicators in the College Peer Grouping, Cuyamaca College is substantively above its peers in four indicators: Percent of Students Who Earned at Least 30 Units, Persistence Rate, Improvement Rate for Credit Basic Skills Courses and Improvement Rate for Credit ESL Courses. In three indicators, Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, and Basic Skills Courses, Cuyamaca College was only slightly below the peer average.

Most noteworthy is that Cuyamaca College's Persistence Rate is the Peer Group's High Score! This is a direct result of the collective and dedicated efforts of Student Services and Instructional Support Services, such as tutoring, Title III, faculty development programs, and open computer labs.

The Student Progress and Achievement Rate measures such an extensive time period (6 years) that determining any single causal effect proves elusive, although some external dynamics affecting student progress and achievement during this time include state budget cuts, a change in CSU transfer policies and an increase in unit fees. Although the Successful Course Completion Rate for Credit Vocational Courses was lower for Cuyamaca College when compared to its peers, the aggregate core indicator information provided by Cuyamaca College for VTEA IC reporting for 2007-2008 indicates that the college meets or exceeds state negotiated levels for college performance in the area of course completion. Given that the college's total enrollment in credit vocational programs is very small, any decrease in the completers for a particular class translates to a comparatively large percentage. Additionally, students are entering the workforce sooner.

While contributing to the institution's cultural richness, the diverse cultural groups served by Cuyamaca College require specialized and unique support services, particularly in the Basic Skills, which may explain the college's lower ranking in Completion Rate for Credit Basic Skills Courses. Under a current college Title III grant, the college is developing a comprehensive Basic Skills plan focused on retention.

In regards to Completion Rates for Vocational and Basic Skills Courses, rising costs have affected the college's ability to replace retired faculty, especially vocational faculty, and provide critical academic support services. While many classes are being taught by part time faculty, the absence of full time faculty affects academic advisement, outreach and other student support services.

Overall, Cuyamaca College's accountability report is relatively strong. Cuyamaca College takes great pride in its commitment to providing the highest quality education and support services to its diverse student population and is constantly striving to improve those services.



Cypress College

North Orange County 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	52.5%	49.4%	50.4%

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	73.5%	70.4%	71.0%

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	73.6%	72.3%	75.0%



ARCC 2008 Report: College Level Indicators

Cypress College

North Orange County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.5%	72.3%	72.4%

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	62.9%	62.7%	61.8%

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	57.5%	55.9%	58.9%
Basic Skills Improvement Rate	54.4%	56.6%	56.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	19,900	18,944	19,532
Full-Time Equivalent Students (FTES)*	10,979	9,899	10,408

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 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	2.7%	2.3%	1.7%
18 - 24	58.9%	59.3%	59.2%
25 - 49	34.4%	33.9%	34.3%
Over 49	4.1%	4.4%	4.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.6%	57.4%	56.9%
Male	42.4%	42.4%	42.3%
Unknown	0.1%	0.2%	0.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	19.5%	19.8%	19.7%
Black/African American	6.7%	5.7%	5.4%
Filipino	7.7%	8.0%	8.1%
Hispanic	26.0%	26.0%	26.5%
Native American	0.7%	0.6%	0.6%
Other Non-White	1.7%	1.7%	1.8%
Pacific Islander	0.8%	0.9%	0.9%
White	32.1%	31.1%	30.4%
Unknown/Decline to State	4.8%	6.0%	6.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Cypress College

North Orange County Community College District

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	50.4	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.0	70.9	66.8	77.6	B2
C	Persistence Rate	75.0	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.4	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	56.7	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	58.9	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Self-Assessment

Cypress College serves the north Orange County cities of Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach and Stanton, although residents of any city are welcome. The 2000 Census reported that the area had large populations of Latinos (33.3%) and Asians or Pacific Islanders (20.6%). Over 64% of Cypress College students are from traditionally under-represented ethnic groups. The percentages of African-Americans and Asians/Pacific Islanders/Filipinos at Cypress College are much higher than in the population of Orange County. The proportions of Asian/Pacific Islander and Hispanic students at the college are growing.

Students enroll at Cypress College with various educational goals. Over 55% seek to transfer, with or without an associate's degree. Among the top majors in spring 2008 were Liberal Arts, Registered Nursing, Business Administration, Radiological Technology, Accounting, Teacher Preparation, Human Services, Dental Hygiene, and Art. Some unique programs include: Educational Interpreter Training; Hotel, Restaurant and Culinary Arts; and Mortuary Science. The college completed an Educational Master Plan in 2006 and a Student Services Master Plan in 2007. These are being used to ensure that programs and services stay up to date and responsive to student needs.

The latest Cypress College data for the accountability indicators show improvement in six of the seven measures. The success rates for vocational courses improved steadily, reflecting recent support from grants, partnerships, and other initiatives designed to strengthen career and technical education. Overall success rates for basic skills courses did not improve measurably, and warrant further study. Local analyses show that success rates improved for some basic skills courses but not others. The college closely monitors success rates in all courses and uses research to help direct resources, such as supplemental instruction and tutoring services, to areas of greatest need.

While success rates in basic skills credit classes remain relatively stable, we see steady gains in improvement rates through basic skills and ESL courses. Primarily, we attribute the higher than average improvement in basic skills rates to several thoughtfully designed learning assistance and tutoring programs, and, of course, the excellence of our faculty and curricula. In addition, our English, ESL and mathematics programs were reviewed in 2005 and 2006, providing department members with opportunities to reflect and build consensus about department goals for student learning.

Cypress College prides itself on its warm, welcoming climate. We take measures to ensure that students feel connected to the college, and expect that these efforts contribute to more positive first year experiences and the higher than average term-to-term persistence rates. Recently implemented improvements that likely contributed to further gains in student persistence include: a new Library/Learning Resource Center which opened in 2006 with expanded academic support services, enrollment management strategies better align course offerings with areas of highest student demand, and expanded opportunities for students to receive college orientation and educational planning guidance. These enhancements also likely contributed to improved student progress and achievement rates and higher proportions of students who earned at least 30 units.



ARCC 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza 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	67.8%	66.1%	64.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	80.9%	78.5%	79.8%

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	67.7%	70.4%	66.4%



ARCC 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	83.5%	85.1%	85.5%

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	78.3%	81.6%	81.9%

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	62.4%	63.6%	60.3%
Basic Skills Improvement Rate	59.7%	61.6%	60.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	40,559	40,905	41,301
Full-Time Equivalent Students (FTES)*	18,722	19,493	19,215

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 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	6.7%	9.1%	9.4%
18 - 24	49.7%	49.5%	50.4%
25 - 49	36.7%	35.3%	34.1%
Over 49	6.8%	5.9%	5.9%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.0%	52.7%	51.8%
Male	46.5%	47.1%	48.1%
Unknown	0.5%	0.2%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	34.7%	35.9%	36.3%
Black/African American	4.3%	5.2%	5.9%
Filipino	5.2%	5.0%	4.9%
Hispanic	11.8%	13.2%	14.8%
Native American	0.4%	0.5%	0.5%
Other Non-White	1.4%	2.3%	2.7%
Pacific Islander	0.7%	0.8%	0.9%
White	25.0%	24.7%	24.5%
Unknown/Decline to State	16.4%	12.5%	9.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

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	64.3	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	79.8	74.0	67.6	79.8	B6
C	Persistence Rate	66.4	73.8	66.4	78.9	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.5	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.9	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	60.6	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	60.3	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Self-Assessment

De Anza College, nationally recognized for leadership and innovation, serves approximately 24,500 students each fall. De Anza's Silicon Valley service area population is growing at about 1% per year while feeder high school graduates are expected to be stable over the next five years. Excluding those not reporting, the proportion of African-American, Asian/Pacific Islander, and Native American students at De Anza is substantially greater than their proportion in the population. The proportion of Hispanic and white students is substantially less than that of the population. Significantly, about 17% of De Anza's students possess a bachelor's or higher degree. De Anza was a pioneer in providing access through distance learning, currently enrolling more than 3,000 students each term. Students may complete more than half their coursework in 11 degree and 29 certificate programs by distance learning.

De Anza offers 111 certificate and degree programs. The College's transfer program is among the top five for number of transfers to UC and CSU. Almost 2,500 students transfer each year to in-state and out-of-state public and private colleges and universities. De Anza also provides strong career and workforce education. De Anza awards approximately 700 career certificates and 1,200 associate degrees each year.

Local citizen support for two recent bond measures enabled De Anza to embark on a multimillion-dollar renovation and construction program. Three new buildings have recently been completed. Another two new buildings are scheduled for completion by 2010. The recent accreditation reaffirmation commended De Anza for its "commitment to construction of environmentally friendly buildings," the "success" of basic skills improvement projects, and its "vibrant, dynamic learning environment."

De Anza, compared to its peer groups, ranked the highest on four of the seven accountability indicators (one more highest ranking than last year), nearly the highest on a fifth measure, and substantially above average (9 points) on a sixth measure. A concern is that De Anza ranked lowest for Fall-to-Fall Persistence, as it did last year, compared to the four peers for this measure. An improvement trend on this measure is not clear, as it has shifted up or down each year by three or more percentage points. A downward trend for Student Progress and Achievement is another concern, having dropped 3.5 points over three years, though De Anza remains the highest ranked among its peers on this measure. No other measure showed a clear trend.

De Anza has initiated a new strategic plan whose four major goals include reaching out to under-represented populations in its service area and improving student success and retention. Among many specific initiatives are new programs to improve success in the basic skills and to ease the transition to college. Basic skills initiatives include SPIRE, EnableMath, Math Performance Success, and learning communities. New initiatives include first-year experience and summer bridge programs.

In sum, De Anza College accountability results display outstanding levels of performance compared to peer institutions. De Anza has put in place and is planning initiatives to will result in upward trends in these accountability measures.



ARCC 2008 Report: College Level Indicators

Diablo Valley 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	65.9%	64.8%	64.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	73.9%	73.8%	73.3%

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	75.7%	77.0%	74.5%



ARCC 2008 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.4%	80.8%	79.9%

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	70.2%	72.7%	71.2%

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	25.0%	25.1%	28.9%
Basic Skills Improvement Rate	22.4%	25.2%	24.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	33,230	33,117	33,134
Full-Time Equivalent Students (FTES)*	14,237	16,897	13,797

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 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	8.0%	9.0%	9.5%
18 - 24	54.1%	54.2%	53.8%
25 - 49	29.4%	28.7%	28.5%
Over 49	8.4%	8.1%	8.1%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	52.4%	52.2%	52.9%
Male	44.8%	44.7%	44.3%
Unknown	2.8%	3.0%	2.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	13.1%	12.5%	12.9%
Black/African American	5.7%	6.0%	6.0%
Filipino	5.9%	5.7%	5.6%
Hispanic	12.1%	12.5%	12.9%
Native American	0.7%	0.6%	0.7%
Other Non-White	3.1%	3.2%	3.2%
Pacific Islander	0.7%	0.8%	0.7%
White	49.9%	49.2%	48.4%
Unknown/Decline to State	8.9%	9.5%	9.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

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	64.3	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	73.3	74.0	67.6	79.8	B6
C	Persistence Rate	74.5	73.8	66.4	78.9	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.9	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.2	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	24.2	43.5	24.2	56.8	F6
G	Improvement Rate for Credit ESL Courses	28.9	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Self-Assessment

Diablo Valley College, regionally recognized for academic excellence, serves approximately 21,000 students each fall. The college has grown steadily in size and reputation since its establishment in 1949. DVC's service area in Central Contra Costa County is growing at about 1% per year, while feeder high school graduates are expected to be stable over the next five years. Courses are offered online and in traditional formats. Online instruction has expanded steadily and almost 2,000 students are enrolled each term. The college has a large contingency of 1,000 international students from more than 60 countries. Several study-abroad programs complement the college's offerings.

DVC offers a comprehensive career-technical program, with approximately 3,400 students enrolled in 100 certificate and associate degree programs. Approximately 1,200 students earn career certificates and associate degrees annually. DVC's dental and culinary arts programs are particularly noteworthy. DVC's transfer program ranks in the top five for transfers to UC and CSU. Almost 2,500 students transfer each year to in-state and out-of-state public and private four-year institutions.

Student diversity has increased steadily. While the proportion of White students declined, the proportions of African-American, Asian, and Hispanic students increased and currently exceed their respective representations in the service area population. The college attracts young learners; two-thirds of the students are below the age of 25. DVC has an extensive outreach program aimed at attracting students from a variety of socioeconomic backgrounds. Faculty and staff diversity remains a challenge and the college is addressing this issue in its Strategic Plan.

The continuous reaffirmation of accreditation and the college's emphasis on integrating planning and budgeting complement and enhance student learning. In the past year, the college completed three major documents: the Strategic Plan, the Educational Master Plan, and the Facilities Plan. Through the current accreditation self study, DVC is creating a college Improvement and Renewal Plan, tied to its Strategic Plan, for further enhancement of student learning and success.

The value-added educational service that DVC provides is apparent in the ARCC 2008 indicators report. DVC has demonstrated high levels of performance in six of the seven measures of educational attainment. The student progress and achievement rate is the highest among the college's peers and it reflects the college's leading role as a premier transfer institution. The percent of students who earned at least 30 units is at or near the average for the peer group. The persistence rate exceeds the average rate for the college's peers. The annual successful completion rates for credit vocational courses and credit basic skills were higher than the group averages.

The improvement rates for credit basic skills and ESL courses, as calculated locally, surpass the averages for the peer group. The state's calculated rates are impacted by course re-coding in the CRCC project. The college will address the anomalies in this area. DVC's basic skills improvement plan should also lead to higher levels of student success.

In summary, DVC takes great pride in its performance and the continued success of its students.



ARCC 2008 Report: College Level Indicators

East Los Angeles College

Los Angeles 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	41.6%	41.8%	43.8%

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	66.7%	67.7%	67.9%

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	75.6%	69.7%	69.3%



ARCC 2008 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	87.3%	86.2%	88.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	62.4%	61.0%	57.6%

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	51.6%	55.6%	58.8%
Basic Skills Improvement Rate	51.5%	52.3%	52.4%

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	.%	13.0%	20.4%



ARCC 2008 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	44,988	50,076	52,126
Full-Time Equivalent Students (FTES)*	18,758	18,340	22,693

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 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	7.2%	10.2%	11.1%
18 - 24	40.5%	37.3%	37.2%
25 - 49	46.2%	45.8%	45.0%
Over 49	6.1%	6.7%	6.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.9%	52.3%	52.0%
Male	45.1%	47.7%	48.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	15.5%	14.4%	14.2%
Black/African American	4.5%	4.6%	4.4%
Filipino	1.5%	1.5%	1.4%
Hispanic	61.1%	57.6%	56.1%
Native American	0.3%	0.3%	0.3%
Other Non-White	0.4%	0.5%	0.6%
Pacific Islander	0.4%	0.4%	0.3%
White	10.3%	10.3%	10.1%
Unknown/Decline to State	6.0%	10.4%	12.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

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	43.8	46.1	39.4	58.0	A6
B	Percent of Students Who Earned at Least 30 Units	67.9	70.9	66.8	77.6	B2
C	Persistence Rate	69.3	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.3	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	52.4	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	58.8	46.1	9.4	80.8	G1

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.



East Los Angeles College

Los Angeles Community College District

College Self-Assessment

East Los Angeles College (ELAC) was established in 1945 with 380 students and has since grown to enroll 22,287 students in Fall 2007. The College serves a predominantly Hispanic community with a great number of immigrants, non-native English speakers and households at or below the poverty line. ELAC's primarily Hispanic (75.1%) and Asian (20.1%) student population reflects its service area. The College confers more Associate degrees to Hispanic students than any college in California and is consistently recognized for its award-winning vocational education programs. ELAC represents a gateway to success for many students and offers a broad range of transfer, degree, and workforce education programs.

According to the ARCC measures, ELAC's major strengths are in the completion of vocational education courses and improvement in ESL courses. ELAC boasts an 88.3% completion rate for vocational courses, 8.5 points higher than the peer group average. The College's ESL improvement rate of 58.8% reflects efforts to serve non-native English speakers in our community. These successes depict ELAC's ability to assist students in developing new skills, knowledge and abilities needed to attain social and economic advancement.

The College is below the peer group average on ARCC measures of student achievement, persistence, and improvement for credit basis skills, but is not the peer group low on any measures. High poverty rates, attendance in schools with low API scores, low educational attainment, and familial obligations make it difficult for our students to maintain traditional college attendance. The Los Angeles Community College District launched a student success initiative to improve student access, success and engagement. In accordance, ELAC has worked to improve student services and enhance student achievement by partnering with local high schools, creating a first-year experience through our Adelante program and assisting student transfer needs. To better serve non-traditional students, the College has increased offerings of night and weekend courses that fit work schedules. In addition, ELAC has obtained four Title V (Hispanic Serving Institutions) grants that support teaching and student learning in math and academic literacy and improve technology and fundraising infrastructures. The campus has improved facilities across campus, including the construction of a Technology Building. These efforts have led to continual improvements from 1999 to present on ARCC measures of student progress and achievement (41.6% to 43.8%), ESL improvement (51.6% to 58.8%) and basic skills improvement (51.5% to 52.4%).

The College plans to continue these efforts. It has sought outside consultation to analyze the barriers to student success in basic skills courses and to develop novel programs that will best address the needs of the student population. ELAC's focus on the State Basic Skills Initiative, creating data-driven planning and decision making, and the implementation of our Title V grants will support the college efforts to improve on core indicators. The College is also positioned to launch several renovations and building projects, including the Library renovation and construction of a Math and Science Innovation Complex. As a collective result, ELAC will move toward continued improvements on measures of student persistence and success.



ARCC 2008 Report: College Level Indicators

El Camino College

El Camino 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	49.5%	50.8%	49.6%

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	67.8%	68.3%	67.9%

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	73.6%	74.4%	75.2%



ARCC 2008 Report: College Level Indicators

El Camino College

El Camino Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	71.2%

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	58.6%	57.1%	58.7%

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	65.2%	62.9%	64.9%
Basic Skills Improvement Rate	49.6%	49.8%	51.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	37,368	35,487	34,802
Full-Time Equivalent Students (FTES)*	19,339	18,228	19,312

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 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	6.9%	6.6%	6.1%
18 - 24	53.9%	55.6%	57.2%
25 - 49	33.3%	31.9%	31.4%
Over 49	5.9%	5.9%	5.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	56.4%	56.0%
Male	43.7%	43.5%	44.0%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	15.0%	14.9%	14.4%
Black/African American	20.3%	20.2%	19.8%
Filipino	3.9%	3.8%	3.8%
Hispanic	28.7%	29.7%	31.1%
Native American	0.4%	0.5%	0.4%
Other Non-White	1.9%	1.8%	1.9%
Pacific Islander	0.8%	0.9%	1.0%
White	20.3%	19.6%	19.3%
Unknown/Decline to State	8.6%	8.6%	8.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

El Camino College

El Camino Community College District

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	49.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	67.9	70.9	66.8	77.6	B2
C	Persistence Rate	75.2	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	51.7	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	64.9	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

Located in southwest Los Angeles County, El Camino College (ECC) serves a large, urban population at its main campus in Torrance, California as well as its new center in Compton, CA which opened in fall 2006.

The College's service area is diverse and vibrant with a growing Latino community. ECC likewise has experienced continued growth in its Latino student population, the largest single ethnic group, and is proud to be a Hispanic-Serving Institution.

El Camino College provides comprehensive educational opportunities, serving career-oriented, vocational and transfer students. ECC offers hundreds of programs and numerous majors across eight academic divisions along with abundant opportunities for student involvement. ECC is among the top California transfer colleges.

The College has experienced modest enrollment declines in recent years, found mostly among the working adult population, while the traditional college-age population continues to increase. In response, ECC embarked on a new enrollment management plan to focus efforts on improving access to college for all segments of the population. One approach has been to improve enrollment options for students by expanding online course offerings.

A recent survey of students gave high marks to El Camino College in the areas of instructional quality, library and computer services, and course content and variety. The most important issues raised by ECC students were predominantly in non-instructional areas such as parking convenience. Infrastructure improvements are under way on the campus with a new parking structure slated to break ground this year.

El Camino College showed continuing improvement on several of the accountability measures, especially persistence rate and pre-collegiate course success and improvement rates. These latter outcomes may be an early reflection of campus efforts to improve basic skills in English and math, partly by the use of innovative classroom techniques that is the focus of a recently-awarded US Department of Education Title V grant. The student progress and achievement rate, however, has surprisingly declined despite continuous improvement over the previous 3 years. The College will focus attention on this rate in the coming year to determine possible reasons for the decline.

Compared to peer institutions, El Camino College was above average on three of seven measures. These include persistence rate, basic skills course success, and ESL improvement rate. ECC performed lower than average on the student progress and achievement rate, percentage of students earning 30 units or more, and vocational course success; however, these rates have been climbing over the 3-year period of this report. The improvement rate in basic skills, an area of intense focus at the College, although slightly below average has increased healthily in the last year.

El Camino College is proud of its commitment to continuous improvement of instruction and services to ensure student academic success and personal enrichment. The gains shown in most of the accountability measures in this report reflect these efforts, especially in recent years. The College will maintain and strengthen its commitment to its diverse mission of helping traditional and adult students prepare for transfer and vocational, technical and other career training.



ARCC 2008 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen 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	53.3%	55.1%	54.6%

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	67.9%	69.1%	68.4%

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	74.1%	78.9%	76.6%



ARCC 2008 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	82.5%	85.8%	81.8%

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	66.9%	63.2%	67.0%

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	58.2%	61.3%	62.1%
Basic Skills Improvement Rate	52.7%	51.3%	53.1%

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	.%	.%	.%



Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,900	19,408	17,580
Full-Time Equivalent Students (FTES)*	6,829	7,273	7,278

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 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	4.9%	6.4%	7.1%
18 - 24	41.3%	39.7%	43.5%
25 - 49	44.8%	44.6%	41.5%
Over 49	9.0%	9.2%	7.8%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	46.0%	46.3%	49.3%
Male	51.2%	50.6%	48.1%
Unknown	2.8%	3.1%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	26.0%	25.4%	27.3%
Black/African American	5.3%	4.8%	5.8%
Filipino	7.7%	7.6%	8.6%
Hispanic	25.3%	25.5%	26.9%
Native American	0.7%	0.7%	0.6%
Other Non-White	2.2%	1.8%	1.7%
Pacific Islander	0.9%	0.9%	1.0%
White	16.7%	19.1%	17.1%
Unknown/Decline to State	15.3%	14.3%	11.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

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	54.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.4	67.0	54.5	74.3	B1
C	Persistence Rate	76.6	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.8	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.0	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	53.1	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	62.1	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Self-Assessment

Established in 1975, at the foothills of Evergreen Valley in East San Jose, Evergreen Valley College (EVC) has served a progressively diverse student population. Roughly 87% of our student population is students of color representing 30% Latino, 17% Vietnamese, 13% Asian, 11% Filipino, 5% African American, and 1% Native American. 13% represents Caucasian students and 10% other/unknown. EVC is a federally identified Hispanic Serving Institution (HSI) and has received a Title V grant for two consecutive terms since 2002. During 2005-2006, EVC welcomed a new Executive Team, consisting of: President, Vice President of Academic Affairs and Student Affairs and the Chancellor. During 2007-2008, EVC welcomed 6 new Academic Deans as part of the Administrative Team. This dynamic team with faculty, staff and students have led the college to successfully accomplish Accreditation midterm report in fall 2007, implement collaborative and analytical enrollment management practice that increased college's enrollment, established various effective institutional procedures, and developed a college-wide ongoing strategic planning process; Integrated Planning and Institutional Transformation as of spring 2007.

EVC offers a wide-range of courses in various disciplines, certificate programs, and degrees. A majority of EVC's students attend school in the day-time (81.3%) and the majority attended on a part-time basis (70.2%), primarily receiving AA/AS degrees with transfer focus. EVC is in the process of increasing the number of vocational programs that will serve our students' needs as well as the demands of industry. A 5-year development plan will be completed in spring 2008. EVC has received new grants since spring 2007 that reflects our commitment to equity and justice. The Automotive department received a CalWomen Technology grant that will promote gender equity by recruiting and welcoming women in the discipline/workforce that is currently dominated by men. The same program also received SB 70 grant that will implement environmentally responsible alternative fuel program.

EVC demonstrates above average or good levels of performance on the majority of the accountability indicators except in the area of credit basic skills courses. Under the leadership and support of our Chancellor, EVC is ready to engage in the Equity-Mindedness model that honors students' realities and requires self-reflection and humility on the part of college community in looking at and understanding data.

In addition to the renovation of the 30+ year old Student Services Building in 2005-2006, a new Visual and Performing Arts Center broke ground in fall 2007 anticipating completion in fall 2009. The modernization plan for the original 4 buildings began and anticipates its final completion in 2013.

In 2008, EVC moves forward with concrete evidence of success, progress, and achievements and looks forward to be the institution that truly serves our students and community.



Feather River College

Feather River 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	58.6%	53.4%	57.0%

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	63.9%	63.0%	65.9%

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	60.0%	52.3%	60.8%



ARCC 2008 Report: College Level Indicators

Feather River College

Feather River Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	82.0%	82.2%	83.8%

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	61.3%	69.0%	76.4%

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	.%	.%	.%
Basic Skills Improvement Rate	47.8%	35.7%	26.3%

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	.%	.%	.%



Feather River College

Feather River Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	3,746	3,902	3,521
Full-Time Equivalent Students (FTES)*	1,418	1,395	1,335

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 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	13.1%	13.0%	12.8%
18 - 24	37.4%	38.1%	41.1%
25 - 49	30.6%	30.2%	27.2%
Over 49	18.4%	17.9%	18.3%
Unknown	0.5%	0.8%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.0%	55.3%	56.5%
Male	43.0%	44.6%	43.4%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Feather River College

Feather River Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.8%	1.7%	1.8%
Black/African American	4.0%	3.9%	5.5%
Filipino	0.5%	0.4%	0.6%
Hispanic	18.6%	18.6%	21.2%
Native American	2.3%	2.3%	2.2%
Other Non-White	0.5%	0.6%	0.5%
Pacific Islander	0.7%	0.8%	0.7%
White	64.4%	63.4%	58.3%
Unknown/Decline to State	7.3%	8.4%	9.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Feather River College

Feather River Community College District

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	57.0	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	65.9	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	60.8	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.8	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	76.4	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	26.3	46.6	26.3	56.7	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	.	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Feather River College

Feather River Community College District

College Self-Assessment

Located in the mountains in northeastern California, Feather River College's setting provides the opportunity to offer unique programs in the areas of Outdoor Recreation Leadership, Environmental Studies, and Equine Studies. FRC offers programs in both academic and vocational areas and includes transfer courses that articulate to both UC and CSU schools as well as to the University of Nevada, Reno. Many students also transfer to out of state schools.

According to enrollment reports from the Chancellor's Office, FRC was the fourth smallest community college by head-count, fourth smallest in Credit FTES, and 14th smallest in Non-Credit FTES in the state of California during the 2006-2007 academic year.

Enrollments in the District's feeder schools continue to decline. To maintain fiscal stability, the college has hired a Marketing and Outreach Coordinator and established an Enrollment Management Committee to stabilize enrollment. In addition, the college's successful application for a Rural Opportunities Study Grant will allow us to better understand the needs of our service area and take greater advantage of educational possibilities in economic and workforce development.

FRC's athletic teams continue to prosper, and Women's Volleyball has recently been reinstated. As a result, enrollment in the new Associate Degree in Health, Physical Education, and Exercise Studies has increased.

The Feather River College Rodeo Team is ranked fifth in the nation. To better serve the interests of these students and the needs of the agriculture related industries, an Agriculture-University Studies Degree has been developed that will enable students to easily transfer to four year schools in a variety of agriculture/academic programs that reflect the growing diversity of choices available and skills required.

The recent addition of a new Allied Health Building will allow FRC to eventually expand its Vocational Nursing program and also consider offering other health related occupational programs to meet the needs of the county. We continue to see strong enrollments in the vocational areas of Equine Studies and Administration of Justice. The college's Construction Technology program has been furloughed due to lack of student demand.

Online offerings in a variety of areas have attracted additional students from all over the region. A wider variety of non-credit, community interest classes is also being developed. In response to the Chancellor's Office Conference on Educating Special Populations, FRC has established an Incarcerated Student Program that will culminate in an Associate of Arts Degree in Liberal Studies. The college is currently working with both a men's and a women's prison.

Based on the results of last year's indicators, increased focus on the deficient areas has resulted in improvements in all but one of the indicators and rates above the peer group averages in these same areas. The area of greatest concern, Improvement Rate for Credit Basic Skills, is being addressed through revisions to the school's Basic Skills Program to better meet the needs of the student population. In addition, given a change in the county's demographics, we are further developing our ESL program to meet community needs.



ARCC 2008 Report: College Level Indicators

Folsom Lake College

Los Rios 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	. %	. %	. %

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	. %	. %	. %

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	. %	63.9%	68.3%



ARCC 2008 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.1%	74.9%

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	66.0%	68.4%	70.2%

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	.%	.%	55.1%
Basic Skills Improvement Rate	.%	.%	49.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	9,830	10,293	11,508
Full-Time Equivalent Students (FTES)*	3,650	3,999	4,598

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 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	3.8%	3.9%	4.1%
18 - 24	43.2%	45.5%	46.3%
25 - 49	40.4%	38.8%	37.7%
Over 49	12.7%	11.7%	11.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	64.6%	63.4%	62.8%
Male	34.5%	35.7%	36.4%
Unknown	0.9%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.1%	6.7%	7.3%
Black/African American	2.0%	2.2%	2.2%
Filipino	1.3%	1.3%	1.7%
Hispanic	8.7%	9.0%	8.9%
Native American	1.6%	1.4%	1.5%
Other Non-White	2.0%	2.1%	2.2%
Pacific Islander	0.6%	0.6%	0.7%
White	70.6%	69.0%	66.5%
Unknown/Decline to State	7.2%	7.8%	9.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

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	.	.	.	.
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.
C	Persistence Rate	.	.	.	.
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.9	75.4	65.8	86.8	<i>DI</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.
G	Improvement Rate for Credit ESL Courses	.	.	.	.

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 2008 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Self-Assessment

Folsom Lake College (FLC) received its initial accreditation in January 2004. As a result, the ARCC report reflects performance statistics only since the 2004-05 academic year. Performance indicators that require tracking student cohorts over several years such as Degree/Certificate/Transfer progress in table 1 are therefore not available. Even so, it should be noted that between the 2003-04 and 2006-07 academic years FLC nearly tripled the number of degrees it has awarded (from 160 to 472) and far more than doubled the number of certificates it has awarded (from 38 to 95).

The considerable increase in FLC's fall-to-fall persistence, shown in table 1.2, reflects the maturation of a new campus both in terms of construction and the cumulative effect of its ongoing outreach, recruitment and retention efforts. Amenities that traditional students find particularly attractive (e.g., cafeteria, theater, music, student activities, athletics programs, gymnasium) are now either fully operational, are under construction, or are in well publicized stages of planning. Additional persistence gains are expected as FLC continues to expand its new program offerings, increases the comprehensiveness of its existing programs, and offers greater numbers of course sections throughout the week and across its three sites.

Vocational course success rates in Table 1.3 show consistent improvement, but these statistics were derived from relatively few students enrolled in the small number of career technical programs FLC currently offers. Note that FLC is actively engaged in significantly increasing the number of career technical programs it offers at all three of its sites.

Accuracy of the Basic Skills course success rate statistics shown in Table 1.4 are suspect due to basic skills coding errors known to exist for Summer 2005 and prior course offerings. Even so, FLC's basic skills course completion rates show consistent improvement, increasing by 4.2 percentage points between 2004-05 and 2006-07. The validation of English, ESL and math assessment tests has resulted in fewer underprepared students in classes and is expected to result in further course success rate improvements.

In the peer grouping section of the report, statistics are only reported for FLC's vocational course completion rates. While FLC is positioned in the middle of its peer group, it should be noted that FLC's overall course completion rate has risen consistently over the last five years.

General caveats and future challenges affecting FLC's accountability statistics are as follows:

- 1) While the community immediately surrounding FLC's main campus has a fairly high socioeconomic standing, FLC's two centers, the El Dorado Center and the Rancho Cordova Center, serve notably different demographics.
- 2) The Folsom-Cordova Unified School District, a feeder for primarily the FLC main campus and the Rancho Cordova Center, reports tremendous growth in limited English speakers and students from low income families, likely translating into greater numbers of under prepared students transitioning to FLC.
- 3) Students 18 to 20 years of age continue to account for an increasing proportion of FLC's student body. While these students persist better, they also have significantly lower course success rates and GPAs.



ARCC 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza 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	68.3%	67.0%	65.1%

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	75.9%	74.8%	71.7%

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	68.4%	70.3%	70.2%



ARCC 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	90.3%	91.3%	90.6%

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	86.3%	87.1%	81.3%

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	59.4%	56.9%	59.7%
Basic Skills Improvement Rate	52.7%	54.9%	54.0%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	31,937	32,880	33,826
Full-Time Equivalent Students (FTES)*	12,357	13,033	13,146

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 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	6.5%	6.5%	6.4%
18 - 24	31.8%	31.0%	30.5%
25 - 49	40.8%	39.1%	38.5%
Over 49	18.1%	18.7%	18.9%
Unknown	2.9%	4.7%	5.7%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.0%	54.8%	54.5%
Male	45.4%	45.0%	45.4%
Unknown	0.6%	0.2%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	22.7%	24.2%	24.2%
Black/African American	3.4%	3.2%	3.3%
Filipino	2.5%	2.5%	2.6%
Hispanic	9.9%	10.7%	11.0%
Native American	0.4%	0.4%	0.4%
Other Non-White	1.4%	1.7%	1.8%
Pacific Islander	0.8%	0.8%	0.9%
White	39.4%	40.7%	40.8%
Unknown/Decline to State	19.5%	15.9%	15.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

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	65.1	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.7	72.6	71.2	75.0	B5
C	Persistence Rate	70.2	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.6	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.3	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	54.0	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	59.7	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in innovation, serves approximately 18,000 students each fall. Foothill's northern Silicon Valley service area population is growing at about 1% per year while graduates of feeder high schools are expected to remain constant over the next five years. Excluding those not reporting, the proportion of African-American, Asian/Pacific Islander, Native American, and White students at Foothill is equal to or greater than the proportion in Santa Clara County. The proportion of Hispanic students is substantially less than that of the county but near that of Foothill's high SES surrounding community of Los Altos and Palo Alto. Local citizen support of two bond measures has enabled Foothill to implement an ambitious \$400 million renovation and construction program.

Foothill is a pioneer in providing access through online distance learning. Online enrollments are more than 4,500. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill College currently offers eight online degree programs.

Foothill has one of the state's strongest transfer programs. Foothill's transfer numbers are large for its size. Over one thousand students transfer each year to California public and private colleges and universities. Another 250 transfer to out-of-state four-year colleges. Foothill also provides strong career and workforce education. Approximately 700 students earn career Certificates each year and another 550 earn Associate Degrees in a wide variety of disciplines.

Its most recent accreditation reaffirmation commended Foothill for its "exemplary practice of using both quantitative and qualitative data" for increasing institutional effectiveness and for its "attention to student development and success."

Foothill College has achieved substantially above average or nearly top-ranked levels of performance on four of the seven accountability indicators compared to its peer groups. Foothill scored average or slightly below average on the other three measures. Foothill's Student Progress and Achievement Rate and its Percent of Students Who Earned at Least 30 Units dropped by 3 percentage points from last year's level following a one point drop the prior year. These downward trends are of great concern and are being analyzed and addressed. Other indicators displayed either no change or shifts without a clear trend. A drop of 6 percentage points in Annual Successful Course Completion Rate for Basic Skills is due to a recoding of basic skills courses rather than an actual decline. While performing as well as peers in the Basic Skills Improvement Rate, Foothill has committed substantial resources to its improvement. In fall 2006, Foothill undertook Math My Way, not merely a limited-scope project but a major revamping of its entire basic skills math program. Preliminary findings show noteworthy improvements in student success in subsequent courses. Success in this program will also improve its Student Progress and Achievement Rate and the Percent Who Earn at Least 30 Units Rate.

Foothill's accountability indicators display high levels of performance compared to peers. Nevertheless, Foothill College has launched major initiatives, including a \$400,000 Innovation Fund to provide internal grants to incubate programs and strategies, to improve student success and persistence.



ARCC 2008 Report: College Level Indicators

Fresno City College

State Center 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	48.0%	47.2%	48.2%

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	70.0%	72.3%	73.1%

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	65.6%	65.6%	63.1%



ARCC 2008 Report: College Level Indicators

Fresno City College

State Center Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.9%	78.2%	79.9%

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	69.8%	64.9%	62.6%

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	72.0%	67.0%	66.9%
Basic Skills Improvement Rate	46.0%	48.9%	48.2%

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	.%	.%	.%



Fresno City College

State Center Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	31,785	32,646	32,496
Full-Time Equivalent Students (FTES)*	17,530	17,570	17,058

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 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	1.7%	1.7%	2.0%
18 - 24	56.4%	56.6%	55.5%
25 - 49	37.0%	36.9%	37.2%
Over 49	4.8%	4.8%	5.2%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.0%	52.4%	52.0%
Male	45.9%	47.3%	47.2%
Unknown	0.1%	0.3%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Fresno City College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.9%	7.1%	8.4%
Black/African American	7.8%	8.0%	7.8%
Filipino	1.2%	1.3%	1.5%
Hispanic	37.8%	38.1%	38.6%
Native American	1.1%	1.1%	1.2%
Other Non-White	1.6%	1.7%	1.4%
Pacific Islander	0.7%	0.7%	0.6%
White	30.9%	29.9%	29.8%
Unknown/Decline to State	11.8%	12.0%	10.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Fresno City College

State Center Community College District

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	48.2	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	73.1	70.9	66.8	77.6	<i>B2</i>
C	Persistence Rate	63.1	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.9	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.6	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	48.2	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	66.9	49.0	14.7	74.0	<i>G4</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 2008 Report: College Level Indicators

Fresno City College

State Center Community College District

College Self-Assessment

Established in 1910, Fresno City College (FCC) is California's first community college. FCC is a comprehensive community college, offering innovative instructional programs in anticipation of and responsive to the lifelong learning needs of our diverse population. FCC provides a wide variety of supportive services to assist our students in achieving their educational goals. We are dedicated to working collaboratively with our community to enhance the economic and social development of the region.

The population of the FCC service area has increased by nearly 20% over the last decade, and is increasing as a percentage of the state's population. In recent years, this growth has shifted to a predominance of younger adults (aged 25 and younger). Concurrently, the profile of FCC's students also shifted slightly toward a younger student.

Unemployment has increased in the FCC service area relative to that of the state and nation. To meet this need, FCC recently conducted a remodel of its Applied Technology facilities. Although successful completions of credit vocational courses were lower while those facilities were under construction, successful completions have once again increased now that the updated facilities are operational.

FCC also has a strong Liberal Arts program that prepares students for transfer to colleges and universities, resulting in approximately 1100 transfers to California State University annually. FCC's Liberal Arts program fulfills both the Associate of Arts degree requirements and the lower division general education requirements for transfer to the CSU system. Innovative programs for working students include Weekend College and a 25-month Business Administration degree with classes offered in the evenings and on Saturdays. The strength of FCC's Liberal Arts program is clearly demonstrated in the steady Student Progress and Achievement Rate and the increased Percent of Students Who Earned at Least 30 Units.

FCC shows solid performance on most of the accountability indicators relative to its peers. The College is at or above the peer group average for almost all measures, with a particularly high score on the Improvement Rate for Credit ESL Courses (in spite of a decline in this measure over the past three years).

Although higher than its peers for Annual Successful Course Completion Rate for Credit Basic Skills Course, FCC has declined in this measure. However, its Basic Skills Improvement Rate has increased over the past three years. FCC's basic skills committee is currently considering best practices in basic skills and developing specific action plans as it focuses on finding ways to improve instruction to meet the needs of the basic skills student.

FCC recognizes that it must improve its persistence rate, which has shown slight declines over the past three years and is the one area in which the College average is lower than those of its peers. FCC's Enrollment Management committee initiated an Extreme Registration program, which includes marketing targeted to current students; the project has increased the registered number of students and units over previous year levels. The committee expects that persistence levels will also increase, but it is too soon to measure this outcome.



ARCC 2008 Report: College Level Indicators

Fullerton College

North Orange County 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	53.8%	53.6%	53.6%

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	72.1%	74.5%	73.6%

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	74.4%	73.1%	74.3%



ARCC 2008 Report: College Level Indicators

Fullerton College

North Orange County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	68.8%	67.3%	67.4%

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	60.0%	59.9%	56.7%

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	50.0%	55.3%	53.8%
Basic Skills Improvement Rate	56.8%	57.2%	55.3%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	29,065	29,151	29,944
Full-Time Equivalent Students (FTES)*	16,611	16,615	16,887

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 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	2.9%	3.0%	3.1%
18 - 24	67.0%	66.6%	67.0%
25 - 49	26.7%	26.4%	25.9%
Over 49	3.3%	3.9%	4.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.3%	53.7%	53.4%
Male	46.6%	46.2%	46.0%
Unknown	0.1%	0.0%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	16.7%	17.2%	16.9%
Black/African American	3.5%	3.5%	3.6%
Filipino	3.4%	3.3%	3.4%
Hispanic	30.5%	30.4%	31.2%
Native American	0.7%	0.7%	0.7%
Other Non-White	1.8%	1.9%	1.9%
Pacific Islander	0.6%	0.6%	0.7%
White	38.0%	37.0%	35.4%
Unknown/Decline to State	4.9%	5.6%	6.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Fullerton College

North Orange County Community College District

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	53.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	73.6	70.9	66.8	77.6	B2
C	Persistence Rate	74.3	73.8	66.4	78.9	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.4	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.7	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	55.3	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	53.8	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Self-Assessment

Fullerton College, the oldest continuously operating community college in California, serves an increasingly diverse population of students drawn mainly from the north Orange County cities of Anaheim, Brea, Fullerton, La Habra, Placentia and Yorba Linda. The population of the Fullerton College service area has grown about 1% per year recently. Local feeder high school districts have shown slower rates of growth than in past years, with some actually experiencing a decline in enrollment. The enrollment of African-American, Asian/Pacific Islander, and Hispanic students at Fullerton College exceeds the proportion in the service area population, while the proportion of Caucasian students is significantly less than the service area population. Fullerton College has also demonstrated significant growth in the past year and the percentage of Hispanic students continues to increase while the percentage of Caucasian students continues to decrease.

Fullerton College has a rich tradition of preparing students for transfer to colleges and universities, with approximately one thousand transfers to California State University, Fullerton annually. Fullerton College also offers a comprehensive vocational program, with over 6,000 students enrolled in 29 A.S. and 110 certificate programs.

Fullerton College has continued an ambitious campus construction program which has engendered challenges to student access. The opening of a new parking structure last year alleviated some difficulties but challenges persist. The new Library and Learning Resource Center provides additional support for student success and the new College Center has provided a central point for student and staff activities.

Fullerton College has demonstrated above average or excellent levels of performance on the majority of the accountability indicators. The Student Progress and Achievement rate remains above 50%, and the percent of students earning at least 30 units and persistence rate remain above 70%. The successful course completion rate in basic skills courses and the improvement rate for ESL and basic skills courses have declined slightly but all remain above 50%. The slight decline is mainly an artifact of recoding courses as basic skills in compliance with the systemwide curriculum project (several additional English, math and reading courses were recoded as basic skills and those courses have lower than average success rates). The vocational education successful course completion rate remained steady and high.

The Fullerton College accountability indicators demonstrate excellent levels of performance compared to the college's peer institutions. There are some significant changes in the peer groups for Fullerton College for the 2008 ARCC report, with the college now grouped with higher performing colleges. While the basic skills and vocational successful course completion rates are below the average of the peer groups, the college is above the average of its peer institutions on all other indicators, with a good progress and achievement rate, an excellent percent of students earning at least 30 units, an excellent persistence rate, a good basic skills improvement rate and an excellent ESL improvement rate. Fullerton College takes great pride in its performance and the continued success of its students.



ARCC 2008 Report: College Level Indicators

Gavilan College

Gavilan 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	50.1%	52.0%	49.4%

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	70.4%	74.2%	74.3%

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	68.6%	71.9%	72.8%



ARCC 2008 Report: College Level Indicators

Gavilan College

Gavilan Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	84.7%	85.4%	86.2%

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	59.0%	56.0%	61.2%

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	19.0%	22.4%	16.6%
Basic Skills Improvement Rate	51.8%	51.3%	46.8%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	8,522	9,898	11,347
Full-Time Equivalent Students (FTES)*	4,675	4,711	5,192

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 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	2.9%	2.9%	3.1%
18 - 24	41.8%	36.5%	33.4%
25 - 49	44.4%	47.1%	46.8%
Over 49	10.8%	13.5%	16.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.4%	52.6%	54.6%
Male	45.3%	47.2%	44.9%
Unknown	0.3%	0.2%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.9%	4.1%	4.0%
Black/African American	2.6%	2.8%	3.3%
Filipino	2.0%	2.2%	2.0%
Hispanic	41.3%	39.2%	39.1%
Native American	0.7%	0.7%	0.7%
Other Non-White	1.4%	1.2%	1.1%
Pacific Islander	0.4%	0.7%	0.6%
White	43.5%	44.0%	41.5%
Unknown/Decline to State	4.1%	5.1%	7.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Gavilan College

Gavilan Community College District

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	49.4	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	74.3	67.0	54.5	74.3	B1
C	Persistence Rate	72.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	86.2	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.2	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	46.8	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	16.6	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Self-Assessment

The Gavilan Community College District service region encompasses 2,700 square miles within southern Santa Clara and all of San Benito County. Gavilan's main campus in Gilroy and off-campus sites in Hollister and Morgan Hill serve an ethnically-diverse and rapidly-growing population in this historically rural region. The District's student population continues to be representative of the region's adult population. As in previous years, the District has seen a significant increase in student population. Annual unduplicated headcount for the 06/07 academic year increased 12.8% and FTES increased 11.4%. These increases reflect the institution's concerted efforts to improve and expand course offerings, while strengthening marketing and outreach.

The District provides curriculum and services that support students whether their educational goal is to pursue an Associate's degree, transfer to a 4-year institution, develop new or improve on existing skills, or enjoy personal growth. The District has vocational programs in Aviation Maintenance, Early Childhood Development, Nursing, and Cosmetology as well as 22 Associate degree programs. In addition to these offerings, the Gilroy Early College Academy was established in partnership with a local K-12 school district.

Gavilan's District-level ARCC performance indicators, by and large, continue to rise and to exceed comparison group averages. The District's student persistence rate seems to be trending higher, rising approximately 2% from the previous year and 6% from two years ago. In addition to the persistence rate, Gavilan student progress and achievement rates were above the peer group average. Notably, the Gavilan percentage of students who earned at least 30 units was the peer group high. Together, these results suggest that the District is having success assisting students in completing courses and continuing their education. These apparent successes may be due the network of support programs provided to a large proportion of students, e.g. EOPS, EOPS, Puente, among others. In addition to these programs, a new Basic Skills expansion pilot was begun in Spring '07 in order to provide additional support to students who need developmental education.

In exception to the above trends, the ESL and Basic Skills improvement rates were both lower this year and the Gavilan ESL improvement rate of 16.6% was significantly lower than the peer group average of 43.2%. The peer group ESL improvement rate range was exceedingly large from a low of 7.6% to a high of 79.9%, which suggests measurement issues. Since this rate is an indicator of a student progression in the ESL sequence, further investigation of this data is underway and initial findings suggest a coding issue may be to blame. Additionally, non-credit ESL options are going to be offered beginning in Summer 2008.

Future plans include expanding District capacity by developing two educational centers, one at the northern end of the District in Coyote Valley and another at the southern end in San Benito County. It is expected that these two centers will eventually expand to full college status. Through its planning, review, and evaluation efforts, the District will strive to continue to meet the needs of students and the community.



Glendale Community College

Glendale 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	57.3%	59.2%	56.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	77.9%	78.8%	77.6%

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	75.4%	73.2%	73.4%



ARCC 2008 Report: College Level Indicators

Glendale Community College

Glendale Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.6%	80.3%	79.8%

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	68.8%	69.0%	67.9%

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	67.3%	69.1%	74.0%
Basic Skills Improvement Rate	50.3%	49.3%	47.7%

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	9.8%	10.4%	8.5%



Glendale Community College

Glendale Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	35,810	37,308	39,237
Full-Time Equivalent Students (FTES)*	16,142	15,972	14,696

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 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	3.6%	4.2%	4.4%
18 - 24	40.0%	40.3%	39.1%
25 - 49	38.0%	36.3%	36.9%
Over 49	11.4%	12.6%	13.7%
Unknown	6.9%	6.5%	5.9%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.8%	59.8%	61.1%
Male	37.2%	37.8%	36.6%
Unknown	2.9%	2.4%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	12.3%	12.6%	12.2%
Black/African American	2.3%	2.4%	2.3%
Filipino	5.1%	5.1%	4.9%
Hispanic	25.0%	25.0%	24.2%
Native American	0.3%	0.3%	0.4%
Other Non-White	0.7%	0.9%	0.8%
Pacific Islander	0.2%	0.4%	0.3%
White	49.1%	48.5%	49.5%
Unknown/Decline to State	5.1%	5.0%	5.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Glendale Community College

Glendale Community College District

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	56.3	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	77.6	70.9	66.8	77.6	B2
C	Persistence Rate	73.4	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.8	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.9	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	47.7	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	74.0	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Self-Assessment

Glendale Community College, located 11 miles north of downtown Los Angeles, has served students since 1927. It offers a comprehensive general education program, 91 vocational certificate and degree programs, and a large noncredit program covering basic skills, high school completion, and occupational education. The college serves approximately 37,000 students annually on its two campuses located in the city of Glendale.

Glendale serves an extremely diverse student population. Approximately 30% of its credit and noncredit students need extensive English as a Second Language training. Approximately 25% of Glendale's students are Hispanic, and about 12% are Asian. Nearly 30% of credit students and 60% of noncredit students are over age 30. Of students entering the college directly from high school, approximately 80% place below transfer level in either English or mathematics.

Despite many challenges, Glendale Community College has remained successful at preparing students for transfer and occupational success. Nearly 1,000 students transfer every year from Glendale Community College to the University of California and the California State University. The college awards approximately 1,000 degrees and certificates every year.

Glendale Community College ranks high among its peers on all but one of the ARCC performance indicators. For the most recent data reported, Glendale's indicators are above the peer group averages for each measure but one. Glendale is particularly strong in the percentage of students earning at least 30 units. The college ranks fourth in the state on this measure out of 108 reporting colleges.

The only measure for which Glendale is below average is basic skills improvement, though Glendale ranks third highest in the state for ESL improvement. Part of the reason for the lower than average basic skills improvement rate, which tracks the improvement of students from 2004-2005, is inconsistent data reporting to the state in the past. Data reporting has been corrected and basic skills improvement rate should be higher in future ARCC reports. Additionally, Glendale has created new programs targeted at improving basic skills success, which should also improve this measure in future reports.

Glendale ranks second in its peer group on credit basic skills course completion rate. Glendale's success in vocational preparation is shown by its vocational course completion rate, which is also well above the state and peer group averages. On the persistence rate indicator, Glendale is above both the state average and the peer group average; it ranks fifth among the 21 colleges in its peer group. Student progress and achievement rate is above the peer group average and substantially above the state average. Improvement rate in ESL courses was well above the state average; Glendale ranks third in the state on this measure.

The ARCC performance indicators demonstrate Glendale Community College's success at preparing students for transfer and occupational success.



ARCC 2008 Report: College Level Indicators

Golden West College

Coast 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	54.9%	55.2%	54.0%

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	70.3%	72.0%	73.7%

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	74.4%	72.1%	76.0%



ARCC 2008 Report: College Level Indicators

Golden West College

Coast Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	76.6%	76.0%	76.1%

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	59.7%	59.6%	60.8%

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	21.4%	25.8%	30.5%
Basic Skills Improvement Rate	48.7%	47.6%	54.1%

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	.%	.%	.%



Golden West College

Coast Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	21,923	22,168	21,654
Full-Time Equivalent Students (FTES)*	11,034	9,933	11,065

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 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	2.4%	2.7%	2.2%
18 - 24	54.9%	56.0%	56.8%
25 - 49	36.2%	35.0%	35.0%
Over 49	6.5%	6.3%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.0%	54.1%	53.8%
Male	46.6%	45.5%	45.8%
Unknown	0.4%	0.4%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Golden West College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	28.6%	28.5%	28.8%
Black/African American	1.9%	2.2%	1.9%
Filipino	2.5%	2.6%	2.8%
Hispanic	14.7%	14.9%	15.5%
Native American	1.0%	0.9%	0.9%
Other Non-White	0.8%	0.9%	1.2%
Pacific Islander	0.8%	0.9%	0.7%
White	40.6%	40.3%	39.7%
Unknown/Decline to State	9.1%	8.9%	8.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Golden West College

Coast Community College District

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	54.0	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	73.7	67.0	54.5	74.3	B1
C	Persistence Rate	76.0	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.1	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	54.1	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	30.5	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Golden West College

Coast Community College District

College Self-Assessment

Golden West College (GWC), located in Huntington Beach, is one of three community colleges of the Coast Community College District located in Orange County, serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College has approximately 22,000 students per year with 59% of those students under the age of 25. The ethnic composition of our students is about 32% Asian, 16% Hispanic, 2% African American, 40% white and 11% other. The ethnic composition of Orange County is 15.5% Asian, 30.8% Hispanic, 2.1% African American, 51.3% white, and 0.3% other. Almost half of the Orange County residents do not speak English at home.

Although transfer preparation and degree achievement are primary to the mission of Golden West College, our mission also includes career and technical training, employment skills preparation, as well as, remedial activities and lifelong learning in response to identified community needs. At graduation, nearly one-third of our awards are for vocational certificates from our 23 Career Certificate programs.

Golden West College performed at or above our peer group average on all accountability indicators except 'Improvement Rate for ESL Courses'. However, our 'Improvement Rate for ESL Courses' has improved more than 4% each of the last two years. Performance has also improved each of the last two years on the indicator measured by the 'Percent of Students Who Earned at Least 30 Units'. Although the 'Student Progress and Achievement Rate' declined last year, the decline was small and the rate is still above our peer group average. Our 'Persistence' and 'Basic Skills Improvement' rates improved substantially over the prior period (4% and 6%, respectively).

Thirty-five percent of Golden West College students are first-time students, and many come to our campus under-prepared academically and lack some of the skills necessary to be successful college students. Many do not speak English as their native language. Prior to reviewing the data in this ARCC report, Golden West College realized our need to improve in the area of basic skills and began to work on it internally, and we are seeing the fruits of those efforts. In 2004, a Student Equity and Access Committee was established and charged to study equity and access issues that contribute to barriers to student success. The Committee recommendations have been implemented. GWC has reorganized the college promotions area to provide early outreach to high school students, hired a counselor to meet the needs of students on probation and disqualification, encouraged the ESL department to engage in the college's basic skills effort, and established a campus wide student success committee to evaluate GWC's progress with student equity. The college is encouraged that our scores in the Basic Skills indicators will continue to rise as a result of our ongoing efforts.



ARCC 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca 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	56.8%	55.4%	55.5%

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	70.0%	69.4%	70.0%

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	70.0%	69.9%	70.6%



ARCC 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.4%	75.4%	72.1%

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	55.2%	55.3%	55.8%

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	64.1%	65.6%	69.2%
Basic Skills Improvement Rate	48.0%	44.9%	47.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	26,372	24,991	25,677
Full-Time Equivalent Students (FTES)*	12,596	11,876	12,516

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 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	2.9%	2.9%	3.3%
18 - 24	60.6%	61.1%	60.6%
25 - 49	31.9%	31.4%	31.0%
Over 49	4.6%	4.6%	5.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.3%	57.9%	57.6%
Male	40.9%	41.2%	41.4%
Unknown	0.8%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	7.0%	7.0%	6.8%
Black/African American	7.2%	7.6%	7.8%
Filipino	4.0%	4.3%	4.3%
Hispanic	17.0%	17.8%	18.4%
Native American	1.1%	1.1%	1.1%
Other Non-White	3.2%	3.2%	3.2%
Pacific Islander	1.2%	1.2%	1.4%
White	52.8%	51.1%	50.0%
Unknown/Decline to State	6.5%	6.7%	7.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

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	55.5	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.0	70.9	66.8	77.6	B2
C	Persistence Rate	70.6	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.8	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	47.7	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	69.2	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Since its founding in 1961, Grossmont College has served an increasingly diverse learning community of students, primarily from suburban locations in East San Diego County, from City of San Diego neighborhoods, surrounding communities, and locations across the state, the nation and more than 50 countries throughout the world. The service area population served by Grossmont College, as well as the local feeder high school district, has increased slightly each year, although some elementary schools are experiencing declining enrollments.

The Grossmont College student population of 17,871 grows steadily and reflects the general ethnic diversity of the service area population, with the exception of significant under representation of the Hispanic population, and slight over representations of White and African American populations. The Native American population is well represented.

The college strives to maintain its enviable transfer rate to CSU, especially to San Diego State University, securing an average of more than 600 transfer admits each fall from 2003 to 2007. Success rates in courses taken during transfer students' first semester at SDSU are consistently high (86%). Grossmont College also provides a comprehensive curriculum of career and technical programs, including an array of health professions programs, and popular culinary arts. Overall, the college offers 81 associate degrees, 53 certificates of achievement, and 20 certificates of proficiency.

Grossmont College is an institution with a consistent performance record and commendable achievement in Overall Student Progress and Achievement rate. Nearly two-thirds of course enrollments result in a successful outcome, and more than half the students obtain a semester GPA of 3.0 or above. An especially notable indicator rating is the Improvement Rate for Credit Basic Skills Courses. The college maintains outcomes within range of peer institutions with regard to Persistence Rate and Percent of Students who Earned at least 30 Units, and is slightly below average with regard to Annual Successful Course Completion Rates for Credit Vocational Courses.

As noted in the 2007 Report Summary, the percentage of students assessing below college-level English has risen dramatically over the years, creating greater demand for basic skills classes and resources. The college plans to improve on its Annual Successful Course Completion Rate for Credit Basic Skills Courses by addressing student needs through a Basic Skills Initiative plan, including an ESL focus, to meet language and related learning needs of new immigrant populations from around the world.

Grossmont College is committed to constructing an updated and expanded learning environment for its students, opening four new buildings since 2004, and providing enhanced access to high-demand 'gateway' classes in anatomy and physiology, as well as state-of-the-art technology, digital arts and sculpture. New and remodeled buildings to house Student Services and the Health Professions are next.

Grossmont College has been continuously accredited by WASC throughout its history and takes pride in its reputation for academic rigor, transfer, and engagement with the local economic community. In 2007, Grossmont College was voted "Best Local College" by readers of The San Diego Union-Tribune newspaper.



Hartnell College

Hartnell 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	48.2%	44.8%	42.7%

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	67.1%	65.8%	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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	69.7%	67.3%	68.4%



ARCC 2008 Report: College Level Indicators

Hartnell College

Hartnell Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	81.0%	78.3%	78.6%

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	54.2%	57.6%	49.0%

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	62.3%	60.5%	80.8%
Basic Skills Improvement Rate	56.5%	61.1%	55.1%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	16,410	15,831	16,212
Full-Time Equivalent Students (FTES)*	6,498	5,988	6,501

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 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	8.0%	8.9%	9.3%
18 - 24	36.3%	38.0%	37.4%
25 - 49	46.6%	44.2%	43.4%
Over 49	8.9%	8.7%	9.6%
Unknown	0.2%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	48.3%	50.0%	49.1%
Male	51.2%	49.4%	50.4%
Unknown	0.5%	0.6%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.5%	3.1%	3.3%
Black/African American	3.1%	3.4%	3.2%
Filipino	3.7%	3.5%	3.5%
Hispanic	49.6%	52.5%	52.9%
Native American	0.8%	0.8%	0.8%
Other Non-White	0.9%	0.8%	0.8%
Pacific Islander	0.7%	0.6%	0.7%
White	27.5%	24.9%	24.1%
Unknown/Decline to State	10.3%	10.5%	10.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Hartnell College

Hartnell Community College District

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	42.7	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	54.5	74.3	B1
C	Persistence Rate	68.4	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.0	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	55.1	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	80.8	46.1	9.4	80.8	G1

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 2008 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Self-Assessment

Between 2004-05 and 2005-06, Hartnell College experienced a decrease in annual head count enrollment (-4%) and full-time equivalent students (FTES) (-8%). However, this trend was reversed in 2006-07 as the probable result of decreased enrollment fees and increased enrollments in some programs, such as nursing, and South Bay Regional Public Safety Training Consortium (JPA) courses.

The proportion of students age 24 and younger and over age 49 increased slightly while the proportion of 25-49 year olds decreased by 3% between 2004-05 and 2006-07. In addition, the proportion of Latino students increased by 3% while the proportion of White students decreased by 3%, which reflect changes in community demographics.

The performance of Hartnell students varied on the seven college specific measures of performance across time and compared to peer group colleges. The basic skills improvement rate increased to 61% for the cohort of students entering Hartnell in 2003-04 but the 2004-05 cohort rate of 55% reversed this gain. However, Hartnell's rate is approximately 9% higher than its peer group average, which may have been partially due to support provided for basic skills students through a Title V grant and MESA program.

Eighty-one percent of ESL students in the 2004-05 cohort completed higher level ESL courses within three years. This rate is significantly higher than both previous cohorts and the peer group average.

Hartnell's persistence rate varied slightly over time, but the 2005 to 2006 rate (68%) was much higher than the peer group average (57%).

The successful course completion rate for basic skills courses increased to 58% in 2005-06 before falling to 49% in 2006-07, which is 9% below Hartnell's peer group average. Reasons for these differences may relate to the reduction in courses coded as basic skills and the increase in the percentage of students who withdrew from basic skills courses.

Hartnell's successful vocational course completion rate decreased slightly in 2005-06, as a result of more students earning "F" grades, before stabilizing at 79% in 2006-07. Although Hartnell's rate is comparable to its peer group, it is boosted by the high success rate among JPA students.

The percent of students who earned 30 or more units within six years of entry was relatively stable over time and was comparable to the peer group average (67%) in the most recent comparison.

The percentage of students earning a degree or certificate, transferring to a four-year institution, completing transfer-level math and English courses, or earning 60 transferable units within six years decreased steadily from the 1999-2000 cohort (48%) to those entering in 2001-02 (43%). This latter rate is 6% lower than the peer group average. Reasons for this decline may include the increased number of JPA students who may not be counted as Hartnell successes, and the decreased number of students transferring.

Hartnell College will continue to monitor the progress of its students and make adjustments to its programs and services that maximize student access and success.



Imperial Valley College

Imperial 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	33.6%	35.1%	37.0%

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	71.1%	70.1%	73.8%

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	69.9%	65.2%	75.1%



Imperial Valley College

Imperial Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.9%	73.0%	73.5%

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	66.3%	58.8%	62.5%

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	30.4%	27.2%	23.7%
Basic Skills Improvement Rate	50.3%	51.4%	29.3%

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	.%	6.9%	1.3%



Imperial Valley College

Imperial Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,500	10,581	12,063
Full-Time Equivalent Students (FTES)*	5,996	6,484	6,672

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 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	1.8%	1.6%	1.4%
18 - 24	56.4%	56.6%	52.6%
25 - 49	36.8%	36.8%	38.1%
Over 49	5.0%	5.0%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.7%	59.9%	60.7%
Male	39.1%	39.1%	37.7%
Unknown	0.3%	1.0%	1.7%

Source: Chancellor's Office, Management Information System



Imperial Valley College

Imperial Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.2%	1.2%	1.3%
Black/African American	1.3%	1.4%	1.3%
Filipino	0.5%	0.6%	0.5%
Hispanic	85.6%	84.8%	85.8%
Native American	0.5%	0.3%	0.4%
Other Non-White	0.2%	0.3%	1.0%
Pacific Islander	0.1%	0.2%	0.1%
White	9.1%	8.2%	7.2%
Unknown/Decline to State	1.6%	3.1%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Imperial Valley College

Imperial Community College District

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	37.0	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	73.8	67.1	53.5	76.5	B3
C	Persistence Rate	75.1	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	74.4	65.1	81.1	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	29.3	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	23.7	46.1	9.4	80.8	G1

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 2008 Report: College Level Indicators

Imperial Valley College

Imperial Community College District

College Self-Assessment

Imperial Valley College (IVC) serves approximately 160,000 residents over a large rural area comprised of more than 4,600 square miles. The college's main campus is located on a 160-acre site in the center of Imperial County which is located in the southeast corner of California bordering Arizona and Mexico. During the past six years, the county has experienced a population increase of approximately 20,000 people along with a housing boom that has significantly slowed in the past year. The college serves seven feeder high school districts, which yield approximately 2,000 graduates a year. The percentage of high school students who enroll at IVC immediately after graduation increased from 38% to 52% over the last 4 years (2004-2007). This dramatic rise can be attributed to an expanded high school outreach program that includes peer counselor visits, orientation, basic skills assessment, advising, and financial aid application assistance, all made available on high school campus.

IVC awarded 522 certificates and degrees in 2000-2001 which increased to 664 in 2006-2007. Students completing 30 units increased from 71.1% in 2004-2005 to 73.8% in 2006-2007; however, the transfer rate remains fairly steady at 37% over the same time period. The persistence rate of IVC students who enrolled for the first time and returned for the spring semester increased to 75.1%, a 10% increase over 2004/2005. IVC students have healthy persistence rates, completing at least 30 units, but have fairly low transfer rates.

Puzzling is the continual decrease in student success rates in basic skills and ESL (which may be attributed to a data submission problem) despite the availability of tutoring services and other student services to assist students. The campus community is currently in the process of developing a comprehensive plan to address Basic Skills needs. Implementation of the Basic Skills plan should improve the success rate in these programs. The math department implemented a common final at the Math 80 level, which resulted in a decrease in the student success rate. Analysis of the test results will be completed in spring 2008 and recommendations for student improvement will be implemented in fall 2008. The rates may also be attributed to the implementation of prerequisites for English courses in fall 2006. This decrease in the success rate in fall 2006 should see a rebound in coming years.

IVC's accountability indicators closely and consistently follow the peer group's averages at either the average, above average or slightly below average rate. Although the college ranked at highest level in persistence rates, this could be attributed to the large number (highest average in the state) of PELL Grants which allow students to stay in class.

During the coming year, the college must assess student outcomes and develop strategies to address areas of concern and continue those strategies that lead to student success. Student success must be the overriding goal for the college as the college community endeavors to improve student success rates.



Irvine Valley College

South Orange County 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	66.9%	65.4%	65.6%

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	69.4%	70.0%	69.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	67.4%	70.0%	68.7%



Irvine Valley College

South Orange County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.1%	74.5%	73.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	71.0%	72.7%	72.3%

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	20.8%	23.5%	23.3%
Basic Skills Improvement Rate	57.5%	63.0%	58.7%

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	.%	.%	.%



Irvine Valley College

South Orange County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	21,061	22,094	22,674
Full-Time Equivalent Students (FTES)*	6,891	6,857	7,658

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 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	4.7%	5.9%	6.4%
18 - 24	41.6%	41.0%	40.6%
25 - 49	34.0%	32.7%	31.7%
Over 49	19.6%	20.4%	21.3%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.1%	59.6%	59.0%
Male	39.9%	40.3%	40.6%
Unknown	0.0%	0.0%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	27.8%	27.6%	27.7%
Black/African American	1.9%	2.0%	1.8%
Filipino	2.8%	2.9%	2.7%
Hispanic	9.7%	10.1%	10.2%
Native American	0.4%	0.3%	0.4%
Other Non-White	1.2%	1.4%	1.7%
Pacific Islander	0.6%	0.5%	0.6%
White	46.0%	45.8%	44.5%
Unknown/Decline to State	9.6%	9.3%	10.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

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	65.6	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	69.2	67.0	54.5	74.3	B1
C	Persistence Rate	68.7	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.3	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	58.7	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	23.3	39.3	14.4	67.3	G6

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.



Irvine Valley College

South Orange County Community College District

College Self-Assessment

Irvine Valley College serves a diverse population of students in an above average socio-economic region in South Orange County. The gender balance is stable with 3 in 5 students female; age groupings show relatively stable shares in all groups. One in four students are Asian, 2 in 5 are white, one in 10 are Hispanic; dozens of other cultures are pursuing educational opportunities at Irvine Valley College. The enrolments of African-American, Asian/pacific Islander, Hispanic, and Caucasian students at Irvine Valley College reflect the ethnic and cultural demographics of the service area. Despite recent slowdown in the residential housing market, prices for new and existing homes continue to be higher than in surrounding counties, thus limiting access to the service area for median- and below-median income students.

Irvine Valley College recently opened a state-of-the-art Performing Arts Center and a business sciences and technology classroom and conference complex will open in July. After being flat in 2004-2005 to 2005-2006, FTES in 2006-2007 grew by 11.7%. Irvine Valley College has an Early College program at Beckman High School; a second at another Tustin high school is being planned. A partnership with CSU-Fullerton has led to an agreement to offer lower division courses in the daytime at CSUF's Irvine Campus. Four courses will be offered in Summer 2008 and six courses are planned for Fall 2008 and Spring 2009.

Using the State System Office transfer rate methodology, Irvine Valley College's transfer rate to four-year institutions is 3rd highest in the California Community College System; it remains the highest for Orange County Community Colleges. Enrolments in distance education courses are growing rapidly as is the number of DE sections offered. Irvine Valley College currently offers 98 courses in 24 subject areas in the online mode of instruction. Online offerings are among the first courses to close due to high student demand. Currently, IVC has two A.S. Degrees and two occupational certificates whose major requirements can fully be earned online.

Irvine Valley College's accountability indicators demonstrate above average performance on 4 out of 7 indicators when compared to those of its peer institutions and is the peer group high in 2 indicators (student progress and achievement rate and improvement rate for credit basic skills). While the student persistence rate, the percent of students who earned at least 30 units, basic skills completion rate, and the student progress and achievement rate have each remained stable and relatively high, the vocational completion rate and course improvement rates for ESL have declined. The college has reorganized and redirected resources to vocational leadership and support to address vocational program needs. The Basic Skills Initiative process is addressing needs in ESL for staff development and curriculum redesign.

Inspired by the Accreditation Standards and the South Orange County Community District goals, the Irvine Valley College President and Administration, the Academic Senate, and all shared governance groups and committees are participating in a strategic planning process that is committed to providing an excellent learning experience for our diverse and changing communities.



Lake Tahoe Community College

Lake Tahoe 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	51.2%	51.6%	51.1%

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	74.6%	74.4%	74.0%

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	56.2%	63.4%	55.4%



Lake Tahoe Community College

Lake Tahoe Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	83.8%	82.7%	86.8%

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	70.9%	72.0%	72.2%

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	14.6%	5.6%	20.8%
Basic Skills Improvement Rate	38.5%	43.7%	37.0%

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	2.2%	1.9%	0.9%



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	7,287	7,094	7,034
Full-Time Equivalent Students (FTES)*	1,701	1,585	1,690

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 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	6.4%	6.1%	4.9%
18 - 24	24.8%	25.0%	24.0%
25 - 49	45.5%	43.2%	43.9%
Over 49	23.3%	25.7%	27.1%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.6%	56.2%	55.4%
Male	42.2%	43.7%	44.3%
Unknown	1.3%	0.1%	0.3%

Source: Chancellor's Office, Management Information System



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.4%	2.5%	2.3%
Black/African American	0.8%	0.8%	0.6%
Filipino	1.0%	1.2%	1.1%
Hispanic	14.7%	13.6%	14.0%
Native American	1.2%	1.2%	1.0%
Other Non-White	1.5%	1.3%	1.1%
Pacific Islander	0.3%	0.4%	0.5%
White	69.8%	71.3%	70.9%
Unknown/Decline to State	7.3%	7.8%	8.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Lake Tahoe Community College

Lake Tahoe Community College District

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	51.1	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	74.0	63.3	53.0	74.0	<i>B4</i>
C	Persistence Rate	55.4	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	86.8	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.2	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	37.0	46.6	26.3	56.7	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	20.8	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Lake Tahoe Community College

Lake Tahoe Community College District

College Self-Assessment

Lake Tahoe Community College is situated in South Lake Tahoe, approximately 85 miles from the nearest California community college and 100+ miles to the nearest campus of the University of California or California State University. The district is located in the Sierra Nevada Mountains making it difficult for prospective students to attend another campus of the California higher education system without relocating. Thus the college plays a critical role in providing transfer, vocational, basic skills, and continuing education to an increasingly diverse population in this small mountain community. The community has recently experienced a dramatic increase in housing prices and a history of 80% of home sales going to second home owners and investment buyers. This led to a 15 percent decline in full-time equivalent students between 2003-04 and 2005-06. In the past year and a half through greater research and marketing efforts coupled with the addition of online courses the college has restored virtually all of this lost enrollment; however these economic and social issues will continue to present significant enrollment and financial challenges to the college in the future.

Lake Tahoe Community College has fared very well in the seven areas assessed in the ARCC 2008 Report. In comparison with the colleges in our peer groups, the college scored as the top college in two of the seven accountability indicators, above the average in two others, but below the average in three of the peer groupings. From the previous year the college remained consistent with last year's ARCC report or increased in five of the seven metrics. The two that declined are in the areas of Persistence and Basic Skills Improvement. Both of these issues will be the focus of our local efforts with the new Student Success Initiative. Our efforts will include targeted support through academic coaches for basic skills English and math courses; tutors; professional development; strengthening the integration and linkage of counselor support and instruction; focused counselor intervention; development and refinement of instructional materials and institutional research. In addition, we recognize that we are low in the improvement rate for credit ESL courses. We have restructured this program to a non-credit ESL program in order to improve our success rate and encourage our ESL students to persist and to transition to bridge English courses and eventually to transfer-level courses.

The college faces many challenges and yet continues to provide outstanding educational opportunities and results which reflect an excellent faculty with extraordinary teachers and caring counselors. The Board of Trustees is stable, knowledgeable and supportive. The staff and administrators are dedicated to the success of our students and committed to providing high quality facilities; service and programs to the students and to assist the faculty with the tools, culture, and support necessary for an outstanding instructional program.



ARCC 2008 Report: College Level Indicators

Laney College

Peralta 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	54.2%	52.2%	50.1%

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	63.6%	65.0%	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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	68.3%	63.7%	65.1%



ARCC 2008 Report: College Level Indicators

Laney College

Peralta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	69.0%	67.3%	68.2%

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	63.9%	64.1%	66.1%

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	53.7%	56.4%	58.2%
Basic Skills Improvement Rate	26.7%	32.9%	31.5%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	21,484	20,753	21,403
Full-Time Equivalent Students (FTES)*	7,818	8,228	8,239

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 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	7.4%	8.9%	9.4%
18 - 24	37.6%	36.3%	36.0%
25 - 49	45.7%	45.3%	44.9%
Over 49	9.2%	9.4%	9.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.3%	56.1%	56.6%
Male	41.4%	42.4%	42.5%
Unknown	2.3%	1.5%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	30.0%	30.4%	30.6%
Black/African American	29.3%	29.7%	29.2%
Filipino	2.2%	2.1%	2.0%
Hispanic	12.2%	11.9%	11.9%
Native American	0.6%	0.6%	0.5%
Other Non-White	1.8%	1.9%	1.9%
Pacific Islander	0.6%	0.7%	0.7%
White	15.1%	15.2%	15.3%
Unknown/Decline to State	8.0%	7.5%	7.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Laney College

Peralta Community College District

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	50.1	57.4	50.1	65.6	<i>A5</i>
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	65.1	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.2	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	57.2	49.4	66.1	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	31.5	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	58.2	39.3	14.4	67.3	<i>G6</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 2008 Report: College Level Indicators

Laney College

Peralta Community College District

College Self-Assessment

Located in Oakland, California, Laney College provides transfer, vocational and basic skills education to a very diverse, urban population of 13,000 students: Asian (31%), African American (28%), Latino (13%), White (15%), and Native American (less than 1%) with over 39% aged 16-24 and 56% female.

Over the last two years, Laney's FTES has increased by 7% (additional 285 students per semester). Fifty-six percent of Laney's students are residents of the City of Oakland. The much broader population that Laney serves includes northern Alameda County—constituting 87.2% of the Laney population—with the balance coming from Contra Costa and Marin counties. New students represent 23%: 63% with high school diplomas, none with BA or higher and 14% report attendance at a foreign high school.

The college assessment test results are consistent with previous years: 60% entering students require Basic English or math skills, and high percentage testing below 8th grade level for math. This is the basis of Laney's continued commitment to building a robust basic skills program that is integrated throughout all of its educational programs and services.

A clear trend exists within the basic skills classes. In ESL, Asian enrollment is 83%. In English and Math, African American enrolment is 67% and 62%, respectively. Curiously, the "flow through" rates of ESL students to college level courses are significantly lower than their persistence and success rates would suggest. Yet the data for African American and Latino students reveal a consistent trend of challenged performance and low persistence and success rates. Success and persistence rates increase for students who obtain a student educational plan and placement. When orientation is added, the success and persistence rates increase further. These findings strongly suggest mandatory orientation, assessment, and placement.

In 2006, the County of Alameda passed Measure A, providing \$390 million to improve the physical infrastructure of the Peralta Community College District. Laney uses its share of these resources to re-structure and enhance programs and services, focusing on the high number of educationally under-prepared and economically disadvantaged students—a large number come from the Oakland high schools identified as "Dropout Factories."

In response to burgeoning basic skills demands, Laney is building a sound offering of programs—i.e. Career Advancement Academy, Gateway to College, Basic Skills Institute, SPECC Reflective Inquiry Learning Communities for Faculty, tutoring and learning labs. Overall, these efforts demand partnerships among the unified school districts, businesses, community organizations, and universities. At the core, a strong student support system is being developed among students, student services, and instruction to assure that vulnerable populations receive high quality assessment, counseling, financial aid, and contextualized instruction that assures learning and the achievement of degrees and certificates. These efforts support the increased number of professionals and re-entry students who seek the many noteworthy vocational programs including those in green technologies, bio-manufacturing, construction trades, and culinary arts to address strategic needs of the community.

Laney will increase student progress and achievement rates utilizing a culture of evidence driven by expanded leadership among faculty, classified staff, and administrators.



ARCC 2008 Report: College Level Indicators

Las Positas College

Chabot-Las Positas 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	59.1%	60.5%	57.1%

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	70.3%	71.8%	72.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	73.2%	75.4%	78.1%



ARCC 2008 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	73.7%	72.0%	72.4%

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	68.8%	67.6%	62.7%

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	38.8%	40.9%	46.2%
Basic Skills Improvement Rate	.%	.%	.%

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	.%	.%	.%



Las Positas College

Chabot-Las Positas Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	11,512	11,672	12,248
Full-Time Equivalent Students (FTES)*	5,856	6,204	7,089

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 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	2.8%	3.5%	3.2%
18 - 24	51.8%	52.2%	52.0%
25 - 49	35.3%	34.1%	34.3%
Over 49	10.1%	10.3%	10.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	55.9%	55.4%	54.7%
Male	43.6%	43.6%	43.1%
Unknown	0.4%	1.0%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	10.2%	11.0%	11.0%
Black/African American	3.9%	4.4%	4.3%
Filipino	4.0%	3.7%	3.6%
Hispanic	13.2%	13.7%	14.4%
Native American	0.8%	0.9%	1.0%
Other Non-White	2.4%	2.2%	2.4%
Pacific Islander	0.8%	1.1%	0.9%
White	58.2%	55.4%	53.8%
Unknown/Decline to State	6.4%	7.6%	8.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

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	57.1	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	72.2	67.0	54.5	74.3	B1
C	Persistence Rate	78.1	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.4	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.7	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	.	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	46.2	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Self-Assessment

Las Positas College (LPC), serving the Tri-Valley area which encompasses the cities of Dublin, Pleasanton, and Livermore, is located in one of California's fastest-growing regions for business and scientific industry. LPC currently enrolls approximately 8,400 day and evening students who can choose any of 22 Occupational Associate Degrees, 16 Transfer Associate Degrees, and over 35 Certificate Programs. LPC continues to experience growth in both the number and diversity of our students. Due to this growing and changing demographic, LPC continues to hire new faculty members, expand our programs of study, and increase the quality, number and delivery methods of student services.

While we are gratified by the continued achievement of our students as evidenced by most of indicators, we also see opportunities for improvement. LPC is pleased with rates of: Student Progress and Achievement, Earned at Least 30 Units and Persistence which are above our peer-group averages. While still somewhat below the peer group average, we are pleased to see our Vocational Course Completion and ESL Improvement Rate increasing in the most recent year. Major foci of improvement are: Basic Skills Course Completions and Basic Skill Improvement Rates.

Addressing the possible factors that contribute to our Vocation Course Completion Rate, LPC made improvements to retention efforts in Distance Education career courses. We increased counseling to students enrolled in Distance Education Career courses and developed an on-line study-skills course for all Distance Education students. Additionally, we increased counselor contact in face-to-face vocational courses. We believe these efforts contributed to our improved Vocational Course Completions. The College will continue to evaluate our progress and implement strategies for improvement in vocational education.

LPC's coding of Basic Skills courses is not consistent with the methodology used by the System Office and therefore does not accurately measure student progress. LPC is examining Basic Skills Course sequencing to ensure pedagogical consistency and efficacy. We are also examining the coding of courses, both current and in development, for accuracy and consistency with the State System. Through the Basic Skills Initiative, Math and English faculty are conducting thorough reviews of the basic skills curriculum including entrance and exit skills, assessment and placement of students into appropriate levels and determining whether or not additional basic skills course levels are needed in the curriculum. Review of sequential curriculum will appropriately parallel the data codes currently used at the state level. In close coordination with Student Services, LPC's instructional faculty are seeking additional ways to improve the curriculum, pedagogy, and support services in Basic Skills courses. In future years we expect these efforts to greatly increase the success of our students and we are committed to providing resources and conducting systematic evaluations needed to successfully implement our plans.

The College regularly uses data to evaluate itself, assess quality, set priorities, implement changes, and plan for the future. As part of our current Accreditation self-study we will use this and other data to ensure continued access, success, and equity in transfer, career and basic skills courses.



ARCC 2008 Report: College Level Indicators

Lassen College

Lassen 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	41.4%	39.2%	44.8%

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	63.9%	62.8%	66.8%

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	47.7%	45.6%	50.6%



ARCC 2008 Report: College Level Indicators

Lassen College

Lassen Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	82.6%	78.0%	79.4%

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	68.4%	51.0%	43.2%

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	.%	.%	.%
Basic Skills Improvement Rate	35.6%	40.7%	36.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	5,610	4,002	3,591
Full-Time Equivalent Students (FTES)*	1,860	1,634	1,471

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 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	18.6%	6.4%	6.4%
18 - 24	22.2%	27.3%	27.2%
25 - 49	37.6%	44.8%	45.6%
Over 49	20.8%	21.5%	20.9%
Unknown	0.7%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	46.3%	48.8%	44.1%
Male	52.8%	49.1%	53.2%
Unknown	0.9%	2.1%	2.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.2%	1.1%	1.3%
Black/African American	2.4%	4.2%	6.9%
Filipino	0.4%	0.4%	0.6%
Hispanic	8.6%	8.9%	11.1%
Native American	4.0%	3.9%	4.0%
Other Non-White	0.8%	0.9%	0.8%
Pacific Islander	1.1%	1.4%	1.4%
White	77.7%	75.5%	69.8%
Unknown/Decline to State	3.7%	3.6%	4.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Lassen College

Lassen Community College District

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	44.8	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	66.8	67.0	54.5	74.3	B1
C	Persistence Rate	50.6	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	79.9	78.9	81.4	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	43.2	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	36.9	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	.	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Lassen College

Lassen Community College District

College Self-Assessment

Lassen Community, in the high mountain lake country of northeastern California, looks out over Susanville to the Sierra Nevada Mountains. With a dedicated faculty and an average class size of 21 students, LCC offers over 60 degree and certificate programs in arts and sciences, in business, and in vocational fields. LCC is committed to helping students transfer to four-year colleges and universities. The College offer basic skills instruction, evening and weekend classes, support services that help students succeed at all levels, adult non-credit education, intercollegiate athletics, and community service courses and programs. The college-operated Coppervale Ski Hill is just 14 miles from campus; the College's Eagle Lake Marina is 20 miles away. Lassen College is truly a community college - open to everyone.

The ARCC College Level Performance Indicators for 2008 demonstrate that Lassen College, following a period of declining enrollment, is dealing with the series of issues that have threatened the institution's chances of long-term success. Comparison of the 2007 indicators to 2008 indicators shows a pattern of improvement that has returned the college to its previous levels of success—ranging from just below to well above peer group averages— with the exception of basic skills course success. Student Progress and Achievement rates have increased 5% over 2007, as has the overall Persistence Rate. Vocational Course success remains high, and the college's rate for Student's Who Earned at Least 30 units increased 3% to equal the peer group average.

Lassen Colleges serves inmate populations at two state and a federal prison facility located in the service area. Research indicates that as the education levels of inmate education rises, recidivism falls. The College, recognizing that the relative level of basic skills among inmates is significantly lower than that of the general population, partners with the prisons using the Basics Skills Education funds initiative. The college, while strengthening the on-campus Learning Resource Center, is expanding the non-credit adult basic skills offerings at the prisons.

The college has instituted a system of shared governance that leads to a comprehensive academic and fiscal planning process. The campus is engaged in a comprehensive self-study process that includes members of all of the college's constituent groups. That process will result in a master plan for the college's immediate and long-term future.

Approved by the Lassen Community College Board of Trustees February 16, 2008



Long Beach City College

Long Beach 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	44.9%	43.6%	42.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	73.2%	71.6%	70.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	72.6%	75.4%	73.7%



ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.1%	72.7%	69.8%

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	60.3%	58.0%	53.5%

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	35.8%	32.5%	37.3%
Basic Skills Improvement Rate	47.7%	48.8%	50.8%

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	8.1%	6.9%	6.8%



ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	39,116	39,116	40,094
Full-Time Equivalent Students (FTES)*	20,923	18,806	21,268

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 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	1.7%	1.9%	1.6%
18 - 24	46.7%	47.5%	47.4%
25 - 49	43.5%	42.7%	43.0%
Over 49	7.2%	7.4%	7.7%
Unknown	0.9%	0.4%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.1%	53.7%	53.7%
Male	45.6%	45.6%	46.1%
Unknown	1.2%	0.6%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	12.4%	12.3%	11.7%
Black/African American	11.6%	12.9%	13.8%
Filipino	4.6%	4.1%	4.1%
Hispanic	31.8%	33.8%	35.0%
Native American	0.9%	0.8%	0.8%
Other Non-White	3.1%	3.0%	3.1%
Pacific Islander	1.0%	1.0%	1.1%
White	26.6%	25.5%	25.5%
Unknown/Decline to State	8.0%	6.8%	4.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

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	42.3	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.2	70.9	66.8	77.6	B2
C	Persistence Rate	73.7	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.8	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	50.8	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	37.3	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Self-Assessment

In its 2007 self-assessment, Long Beach City College noted concern regarding a downward trend in its student progress and achievement rate. This trend appears again in the 2008 data, although the underperformance of Long Beach City College relative to its peers for this measure appears to be largely attributable to a significant change in the composition of the peer group for this reporting period. Nonetheless, the college acknowledges the need to respond to this trend and reports continuing aggressive interventions designed to improve student achievement.

The college has modified its transfer website to make it more accessible to students, has begun counselor-faculty collaborations in presenting transfer information, and has created a Transfer Culture Group whose purpose is to create a Transfer Academy program. This program will be designed to improve the marketing of transfer opportunities and resources to students and to increase the college's transfer agreements with four-year institutions. An on-going federally funded set of grant activities is also in place to stimulate more transfers and increase student success in gateway courses which focus on traditionally underrepresented groups of students.

Another area of particular concern is the college's successful completion rate for credit vocational courses. Long Beach City College continues to show a downward trend for this performance indicator, and the gap between its performance and the average of its peer group has significantly widened. Currently, the college operates a Career Tech Center designed to assist vocational students achieve success in their courses. Workshops and tutoring are offered in the Career Tech Center for students who are enrolled in vocational courses. As part of a major student success initiative underway at Long Beach City College, the Career Tech Center will be retooled as one of the Multidisciplinary Success Centers with special emphasis on meeting the needs of vocational/workforce development students. Curricular changes will require students enrolled in vocational courses to utilize the Success Center to complete directed learning activities designed to build content-specific math and reading skills.

The college continues to closely monitor its performance on credit basic skills course completion and basic skills improvement rates. Despite changes in peer grouping for the former indicator, Long Beach City College continues to perform below the average of its peer group and to decline in relation to itself over time. While the college is below the peer average with respect to the basic skills improvement rate, its performance in relation to itself has shown a slight increase during this reporting period. The college is responding aggressively to these negative trends and is in the process of implementing a comprehensive Student Success Plan which includes four new Success Centers to begin operation in fall 2008. The college recognizes that the impact of these instructional and support changes are not likely to be reflected in the data in the next few accountability reporting periods, however, it is confident that it is taking critical steps to improve success rates across all student groups.



ARCC 2008 Report: College Level Indicators

Los Angeles City College

Los Angeles 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	48.0%	45.3%	44.5%

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	70.3%	69.2%	70.5%

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	61.7%	60.6%	60.2%



Los Angeles City College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	81.4%	77.8%	76.8%

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	60.9%	57.2%	59.8%

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	61.2%	66.1%	70.0%
Basic Skills Improvement Rate	42.0%	44.2%	49.4%

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	14.2%	18.1%	7.3%



ARCC 2008 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	26,764	27,964	30,232
Full-Time Equivalent Students (FTES)*	15,221	13,658	15,193

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 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	6.4%	6.9%	8.6%
18 - 24	36.3%	35.7%	35.4%
25 - 49	47.4%	46.4%	44.0%
Over 49	9.9%	10.9%	12.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.6%	58.6%	59.3%
Male	42.4%	41.4%	40.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	14.7%	14.5%	15.1%
Black/African American	11.7%	11.4%	11.0%
Filipino	5.4%	5.6%	5.4%
Hispanic	38.9%	40.0%	41.0%
Native American	0.4%	0.4%	0.4%
Other Non-White	2.1%	1.9%	1.9%
Pacific Islander	0.2%	0.3%	0.2%
White	22.3%	21.3%	19.9%
Unknown/Decline to State	4.2%	4.6%	5.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

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	44.5	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	70.5	70.9	66.8	77.6	B2
C	Persistence Rate	60.2	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.8	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	49.4	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	70.0	46.1	9.4	80.8	G1

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 2008 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Self-Assessment

Los Angeles City College was established in 1929 on the former site of UCLA. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC takes great pride in the accomplishments of its students: The debate team is a consistent national winner, and the Math Club regularly brings home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs, as well as extensive basic skills programs.

Most of LACC's students are not 'traditional'. The average age of the students is 30.3 years. Many – 14% - already have degrees. Over 19% earned their secondary diplomas abroad. Academic preparation of many LACC students is lacking: 18% of students place into college-level English; 4% place into college-level mathematics. Many LACC students also face poverty. The median household income, according to the 2000 census, of the immediate service area of LACC was \$31,397, far below the medians for Los Angeles County and for the State. Sixty-one percent of LACC students receive financial aid.

Accountability indicators for LACC demonstrate that students are succeeding at rates that exceed the average for LACC's peer group for 5 out of 6 measures, and that exceed the State average on the remaining measure. While several measures reveal slight declines over the reported three-year periods—student progress and achievement in obtaining degree, certificate or transfer; persistence; and successful course completion for vocational courses—it's too early to tell whether or not these changes represent the beginning of a trend or normal annual variation.

However, building on our current successes, faculty, staff and administrators continue to explore ways to further enhance student learning and student outcomes. For example, the Basic Skills Taskforce, involving many faculty and staff campus-wide, assessed the programs and services offered at LACC, evaluated best practices and obstacles to accomplishing desired goals, and developed new and enhanced programs to meet the needs of students. Career ladder programs have been developed to facilitate students moving from basic skills courses to credit, vocational preparation and transfer courses. Partnerships with State and County agencies have been formed to address the workforce training needs of the community. Transfer-oriented programs have been re-invigorated, including the Honors Program and the Theater Academy. Responses to concerns with engaging the African-American student population remain to be further developed. In addition, LACC has an array of vital processes that involve faculty and administrators engaged in dialog focused on student success: planning is on-going and keeps the college focused on students; enrollment management focuses on keeping the class schedule aligned with needs; student services offers exciting programs that keep students engaged on campus.

Overall the accountability findings are a cause for pride and a sense that LACC students meet their goals despite the many life issues they must juggle as they attend college.



Los Angeles Harbor College

Los Angeles 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	51.1%	46.2%	43.7%

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	69.2%	65.4%	66.5%

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	68.3%	62.9%	64.8%



ARCC 2008 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.9%	78.5%	77.0%

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	58.6%	56.0%	54.2%

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	53.5%	51.7%	68.0%
Basic Skills Improvement Rate	40.1%	43.2%	47.8%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	13,908	14,441	14,861
Full-Time Equivalent Students (FTES)*	6,794	6,186	6,964

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 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	11.5%	13.8%	14.9%
18 - 24	46.3%	46.6%	46.7%
25 - 49	36.8%	34.6%	33.3%
Over 49	5.4%	4.9%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	62.6%	62.3%	61.5%
Male	37.4%	37.7%	38.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.2%	8.9%	8.8%
Black/African American	14.6%	15.3%	14.9%
Filipino	8.7%	8.9%	9.7%
Hispanic	39.8%	39.2%	40.3%
Native American	0.6%	0.7%	0.7%
Other Non-White	1.0%	1.1%	1.3%
Pacific Islander	1.5%	1.5%	1.4%
White	19.3%	17.9%	16.6%
Unknown/Decline to State	6.3%	6.5%	6.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

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	43.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.5	67.0	54.5	74.3	B1
C	Persistence Rate	64.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.2	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	47.8	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	68.0	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Self-Assessment

Since 1949 Los Angeles Harbor College has served the socio-economically and ethnically diverse communities adjacent to the Port of Los Angeles and the adjoining South Bay area of Los Angeles County. Our students represent proportions of African-American, Asian/Pacific Islander and Hispanic populations which exceed the equivalent proportions of the community. Each year the community population has continued to grow. Local feeder high schools have remained at or above their maximum capacity; however, the college experienced an enrollment decline from 9470 students in fall 2002 to 8611 students in fall 2006.

The focus of the college is on preparing students for transfer to four-year colleges and universities, and approximately 600 students transfer annually. The college also offers a limited Career and Technical Education program with 31 A.S. degrees and 22 certificate programs. Additionally, it is focusing on expanding its student success, basic skills, and community services programs.

The college has continued to experience on-going budget deficits which have resulted in a reduction of full time faculty, support staff and other student success resources. The college leadership is deeply concerned about the projected budget cuts for the next two fiscal years.

In spite of these issues, there have been positive developments. Three new buildings are scheduled to open in fall 2008. Our student services area has successfully competed for a grant to assist students who have not passed the CAHSEE (High School Exit Exam). Our new college Welcome Center is thriving and increasing services. We are implementing online versions of the college orientation, assessment, counseling appointments and College Survival classes. A well staffed Life Skills Center is assisting students with coping skills to be more successful in completing classes.

With one exception, relative to the state, district and peer group averages, Los Angeles Harbor College has demonstrated average or close to average performance on the state's accountability indicators. The trends on all but one measure are also encouraging: these are either constant over the past three years or show slight improvement.

The exception to these trends is the student progress and achievement rates. These have declined over the past three years and the college's rate is below both the state and peer group averages. This may be partly due to factors such as 1) a strong local labor market, 2) the college's budget deficit 3) limited basic skills offerings and 4) the impact of the college's construction projects. However, the college leadership has identified this trend and initiated activities to improve the college's SPAR.

These activities have focused on both the College's course offerings and student support services. In the area of course offerings, the college has expanded its basic skills, tutoring, distance education and non-traditional programs as well as adding sections of classes during peak demand times.

In terms of student support services, the transfer center and counseling services are being expanded. In addition, the college will be setting up Student Success Centers. The staff development and flex committees are developing activities to introduce and reinforce writing across the curriculum.



Los Angeles Mission College

Los Angeles 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	37.4%	40.8%	41.1%

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	65.6%	67.7%	68.3%

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	55.4%	58.7%	62.5%



ARCC 2008 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.0%	70.8%

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	61.1%	57.7%	58.7%

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	53.8%	54.7%	57.6%
Basic Skills Improvement Rate	44.6%	46.3%	44.1%

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	1.4%	2.1%	2.2%



Los Angeles Mission College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	12,054	12,516	13,306
Full-Time Equivalent Students (FTES)*	6,251	5,125	6,018

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 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	8.2%	10.0%	16.6%
18 - 24	47.3%	47.5%	43.6%
25 - 49	38.6%	36.9%	34.0%
Over 49	5.9%	5.6%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.8%	63.9%	63.9%
Male	36.2%	36.1%	36.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.1%	4.7%	4.1%
Black/African American	5.6%	5.5%	4.9%
Filipino	2.3%	2.4%	2.4%
Hispanic	65.4%	65.5%	66.7%
Native American	0.5%	0.5%	0.5%
Other Non-White	1.5%	1.5%	1.3%
Pacific Islander	0.2%	0.3%	0.2%
White	12.7%	12.6%	10.7%
Unknown/Decline to State	6.8%	6.9%	9.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

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	41.1	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	68.3	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	62.5	68.9	61.6	76.1	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.8	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	44.1	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	57.6	46.1	9.4	80.8	<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 2008 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Self-Assessment

Los Angeles Mission College is located in the Northeast San Fernando Valley and is one of nine in the Los Angeles Community College District. It was established in 1975 and for its first sixteen years offered classes in scattered storefronts and leased facilities. The permanent campus was completed in 1991 and since then enrollment has grown steadily, reaching nearly 8,500 students in fall 2007. The college serves an economically and socially diverse student population which is predominately Hispanic (70%). Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) have declared a career educational goal. Over one-third (34%) of students work full-time.

Mission College's focus is student success, through both expanding access and attainment of students' educational goals. There are a number of challenges that the college has encountered in pursuit of its educational mission: nearly three-quarters of students place below college level English or Math and are drawn from high schools characterized by low academic performance; the service area population exhibits comparatively low levels of educational attainment; and, the college is working hard to minimize disruptions to students and academic programs due to several major construction projects.

Over the period 2004-05 to 2006-07 Mission College experienced steady improvement in several accountability measures. The proportion of students who earned at least 30 units within six years and the improvement rate for students enrolled in ESL steadily increased at Mission, exceeding the peer group average in each year, and the statewide average in 2006-07. The proportion of students who obtained a degree, certificate or transfer within six years and fall-to-fall persistence also increased dramatically over the past three years, although remaining below their respective peer group averages in all years. The annual successful course completion rate and improvement rate for basic skills both displayed an uneven pattern of change between 2004-05 and 2006-07. However, despite these fluctuations, Mission's measures exceeded the averages of its peer group in all years. Finally, the annual successful completion rate for vocational courses declined, a pattern that was also evident in the peer group.

Mission College has been proactive in its effort to improve student success while expanding access. The college is in the final year of a major five-year federal grant (Title V, Hispanic Serving Institutions) which has focused on improvement of course completion in basic skills mathematics and transition to college level mathematics. Moreover, the college has also implemented programs (supported by other grants) to supplement and expand counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Educational Master Plan and recently completed Accreditation Self-Study and Basic Skills Initiative have developed structured objectives for achieving improvements in student learning and success.



ARCC 2008 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles 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	55.0%	56.8%	53.7%

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	70.4%	71.3%	72.0%

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	74.8%	71.0%	68.4%



ARCC 2008 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.0%	77.2%	76.0%

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	66.0%	66.2%	65.1%

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	55.0%	50.3%	51.6%
Basic Skills Improvement Rate	53.9%	54.5%	57.2%

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	.%	.%	.%



Los Angeles Pierce College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	27,152	29,013	31,337
Full-Time Equivalent Students (FTES)*	12,802	12,302	14,460

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 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	9.3%	10.9%	12.2%
18 - 24	51.8%	52.2%	51.3%
25 - 49	30.4%	28.3%	27.4%
Over 49	8.5%	8.5%	9.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.5%	58.0%	58.2%
Male	41.5%	42.0%	41.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	13.0%	12.7%	12.2%
Black/African American	6.5%	6.7%	6.5%
Filipino	4.6%	4.9%	4.7%
Hispanic	24.3%	25.8%	26.5%
Native American	0.6%	0.5%	0.5%
Other Non-White	4.4%	4.4%	4.4%
Pacific Islander	0.5%	0.4%	0.5%
White	38.6%	37.0%	36.3%
Unknown/Decline to State	7.6%	7.7%	8.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

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	53.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	72.0	70.9	66.8	77.6	B2
C	Persistence Rate	68.4	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.1	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	57.2	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	51.6	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Self-Assessment

In Fall 2007, Pierce College enrolled more than 19,700 credit students. Its student population is young (two-thirds under the age of 25) and increasingly ethnically diverse, with its proportion of Hispanic students more than doubling since 1992 from 13% to 30%. Transfer is the primary academic goal for the largest proportion of students, followed by career preparation. Most of the students require one or more basic skills classes. Therefore, the college is acutely aware of the importance of meeting the needs of students who enroll with a wide range of goals and preparation levels.

On six of the seven college-level indicators, Pierce exceeds its peer group average. On one measure, first-time students' persistence, Pierce's rate is .5% below the average rate for the peer group. However, its persistence rate exceeds the state average by almost 3%. Despite these strong results, the faculty and leadership of the college recognize the opportunity for continued growth on each of these measures, especially in the important area of student persistence.

The first three measures reflect the college's ability to retain students and help them achieve their goals. This requires colleges to offer the classes that students need, at convenient times and locations, and to provide appropriate support services. The college's Student Success Committee's responsibilities include issues related to student persistence, and it has created a "Starting New Students Right" workgroup to explore ways to retain new students. Plans include developing a new student handbook and offering information sessions about support services in classes with large numbers of first-time freshmen. The student progress and achievement rate dipped slightly in 2006-07, partially due to a decrease in the number of degrees and certificates awarded. District and college efforts to increase award numbers include instituting a new degree audit system that will give the students the ability to create educational plans to move them toward their goals. It will also allow the college to notify students who are close to meeting the requirements for a degree or certificate and provide guidance on courses needed to earn these awards.

Success rates in vocational and basic skills courses have remained stable over the last three years. The college is especially pleased that its improvement rate for basic skills classes has increased steadily over the past three years and that its rate for the most recent year is 8% above the state average. To continue to improve basic skills outcomes, the college has been pushing ahead with new initiatives through the work of its Student Success Committee. Projects under development include professional development activities for faculty on teaching students to read discipline-specific texts, linked classes that pair college success courses with entry-level math and English courses, and student success workshops on topics such as overcoming math anxiety and procrastination.

The campus-wide commitment to student success is reflected in the collegewide indicators presented in this report. The faculty and staff of the college continue to work toward improving students' outcomes on these and other achievement measures.



Los Angeles Southwest College

Los Angeles 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	37.2%	38.3%	39.1%

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	60.4%	60.9%	63.6%

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	54.6%	50.0%	50.2%



ARCC 2008 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.9%	73.8%	75.7%

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	45.7%	48.4%	51.3%

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	66.7%	80.0%	60.7%
Basic Skills Improvement Rate	38.5%	45.5%	44.1%

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	6.3%	6.5%	3.4%



ARCC 2008 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	11,937	12,571	13,495
Full-Time Equivalent Students (FTES)*	5,687	4,636	5,408

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 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	6.9%	8.6%	12.3%
18 - 24	34.1%	33.5%	32.7%
25 - 49	51.5%	49.9%	46.4%
Over 49	7.5%	8.0%	8.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	72.2%	71.0%	70.4%
Male	27.8%	29.0%	29.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	0.7%	0.9%	0.9%
Black/African American	68.6%	65.3%	60.9%
Filipino	0.4%	0.5%	0.6%
Hispanic	26.5%	28.8%	32.7%
Native American	0.3%	0.2%	0.2%
Other Non-White	0.6%	0.6%	0.7%
Pacific Islander	0.2%	0.2%	0.3%
White	0.7%	0.7%	0.7%
Unknown/Decline to State	1.9%	2.7%	2.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

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	39.1	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	63.6	67.1	53.5	76.5	B3
C	Persistence Rate	50.2	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.7	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.3	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	44.1	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	60.7	46.1	9.4	80.8	G1

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 2008 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Self-Assessment

Los Angeles Southwest College is a comprehensive community college located in south-central Los Angeles. LASC is committed to providing an environment for quality learning which fosters successful academic pathways to enrich the lives of its diverse population. Out of 6,981 students, 64% are Black/African-American, 30% Hispanic, and 6% other.

LASC acknowledges challenges in retention, persistence, and successful course completion (SSC) rates. Many students are working parents confronting looming financial and job responsibilities. In addition, 92% of English placements and 99% of math placements are below transfer level. The data show LASC is below its peers in five out of seven categories. Utilizing various grant opportunities, LASC works diligently to meet these challenges in retention, persistence, and SSC rates.

As the percentage of younger students has increased, the college has plans to implement a summer bridge program to strengthen English, math, and other student support services. LASC's newly created Learning Assistance Department is providing diagnostic assessment for students placing three or more levels below college English and math. Subsequently, students are equipped with customized educational plans along with curriculum in modular format utilizing one-on-one interaction, small groups, and multimedia technology. This should result in reassessment for placement into higher level English and math courses. Table 1.1 shows LASC is steadily improving in student progress and achievement rates. In addition, the number of students earning 30 units or more with intent to complete a certificate or degree has increased by 3.2% over the past three years. SSC rates for credit basic skills courses have improved from 45.7% to 51.3% over the last three years. This seems to be reflective of the basic skills improvement strategies implemented in the past 18 months. As a result, the college continues to strengthen the basic skills program which is designed to better prepare students for success in college level courses. To that end, LASC's current participation in the California Benchmarking Project with USC and two other community colleges will be instrumental in assessing how LASC teaches basic skills. Through this joint effort basic skills gatekeeper courses have been identified and strategies are being developed to ensure that students taking these classes are successful. As more students are successful in these lower level courses, they will be prepared to matriculate into transfer level courses.

Two of the categories in Table 1.11 show LASC to have higher than peer grouped averages in SSC rates for credit vocational courses and in the improvement rate for credit ESL courses. To further improve these numbers, LASC's Nursing Program is being strengthened through grant funds and the addition of new faculty to be utilized for capacity building and improved retention of students.

In sum, LASC is committed to greater accountability and action in the areas of basic skills, retention, success, and persistence. As a result, the college will continue to provide an environment for quality learning that enriches the lives of its diverse population.



Los Angeles Trade Technical College

Los Angeles 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	38.2%	35.9%	36.9%

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	65.9%	66.0%	65.0%

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	61.2%	60.1%	54.3%



Los Angeles Trade Technical College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.1%	75.3%	74.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	48.4%	47.9%	50.9%

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	36.2%	38.2%	40.0%
Basic Skills Improvement Rate	38.6%	42.6%	44.7%

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	3.6%	0.8%	32.0%



Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,842	23,922	25,519
Full-Time Equivalent Students (FTES)*	12,094	10,658	12,002

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 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	9.5%	14.2%	13.3%
18 - 24	35.5%	35.4%	33.8%
25 - 49	47.2%	43.6%	44.7%
Over 49	7.8%	6.7%	8.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	52.8%	51.7%	50.9%
Male	47.2%	48.3%	49.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.2%	5.0%	5.2%
Black/African American	29.7%	29.2%	29.1%
Filipino	2.2%	2.2%	1.9%
Hispanic	51.1%	52.0%	50.9%
Native American	0.5%	0.4%	0.4%
Other Non-White	0.8%	0.8%	1.0%
Pacific Islander	0.3%	0.3%	0.3%
White	6.6%	5.9%	6.3%
Unknown/Decline to State	3.6%	4.2%	4.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Trade Technical College

Los Angeles Community College District

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	36.9	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	65.0	67.1	53.5	76.5	B3
C	Persistence Rate	54.3	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.9	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	44.7	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	40.0	46.1	9.4	80.8	G1

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.



Los Angeles Trade Technical College

Los Angeles Community College District

College Self-Assessment

Los Angeles Trade Technical College (LATTC) has offered general education and career-technical courses to its predominantly minority (94.5%) population for over 80 years. LATTC offers courses in 65 different occupational areas in addition to traditional academic curricula. In 2005-06, LATTC programs ranked at the top in the state for conferring degrees and certificates. Overall, LATTC is the #1 community college in California for awarding AA/AS degrees in the Family and Consumer Sciences discipline. Additionally, 21 LATTC sub-disciplines and fields rank #1, and 53 rank in the top 10 (44 in the top 5) in the number of degrees and certificates conferred.

A significant driving force for LATTC's mission is its service area population demographics—55.2% of the adult population does not possess a high school diploma or equivalency; 20.2% have between a 9th and 12th grade education; and 35% have less than a 9th grade education. Further, nearly one-third (32.4%) of the service area population lives at or below the Federal Poverty Level, highest among all nine colleges in the LA Community College District and nearly 20% higher than LA County and California rates.

Despite these challenging demographics, LATTC has shown slight increases in Student Progress and Achievement rates as well as Improvement and Successful Course Completion Rates for both Credit Basic Skills and ESL Courses. While it is difficult to determine the specific causes of these increases, LATTC has devoted more resources toward its Basic Skills areas. Reading, writing, and tutoring labs have expanded and are more coordinated; A Basic Skills Task force has been planning and implementing strategies aimed at improving student success rates. We believe as these strategic initiatives continue, Basic Skills success rates will further increase.

The data show that Persistence rates for LATTC students decreased in Fall 2006. This trend could be due to the transient nature of our students. While 40% of LATTC students take less than 6 units and approximately half of all students' (49.1%) educational goals are career-related, over one-third (35.9%) of students have educational goals that are unknown, transitional, or basic skills related. Further, between 1999 and 2003, the percentage of students who indicated their educational goals are to either improve basic skills or complete a high school diploma, increased 10.5%. Therefore, many students come to LATTC with short-term goals, not intending to persist. Notwithstanding this fact, LATTC has taken steps to increase persistence rates for students who need multiple semesters to achieve their academic goals. A new Program Review process provides more accurate and timely feedback regarding student success and persistence and the Enrollment Management Team and Basic Skills Task Force are implementing multiple student retention and success initiatives including a comprehensive first year "freshman experience". In addition, LATTC has developed and implemented a comprehensive K14 college and career concurrent enrollment program with local middle and high schools to ensure the preparation, retention, and success of incoming students.

Despite the current economic conditions, LATTC will continue to find creative and effective methods of meeting the diverse needs of our community.



Los Angeles Valley College

Los Angeles 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	51.1%	48.5%	49.2%

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	69.5%	67.8%	69.3%

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	70.1%	64.9%	66.9%



ARCC 2008 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.4%	76.6%	76.6%

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	68.4%	67.5%	68.8%

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	26.1%	27.6%	38.3%
Basic Skills Improvement Rate	50.9%	50.2%	55.3%

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	11.3%	16.6%	12.4%



ARCC 2008 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	27,292	27,566	28,593
Full-Time Equivalent Students (FTES)*	12,915	11,674	13,135

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 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	7.7%	9.0%	10.4%
18 - 24	48.2%	47.8%	46.5%
25 - 49	38.3%	37.2%	36.5%
Over 49	5.8%	6.1%	6.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.2%	60.3%	59.9%
Male	39.8%	39.7%	40.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	7.3%	7.4%	7.0%
Black/African American	7.0%	6.8%	6.5%
Filipino	4.7%	4.8%	4.3%
Hispanic	37.8%	37.9%	39.2%
Native American	0.5%	0.3%	0.3%
Other Non-White	4.5%	4.5%	4.6%
Pacific Islander	0.4%	0.4%	0.4%
White	31.7%	32.0%	31.1%
Unknown/Decline to State	6.1%	5.9%	6.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

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	49.2	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	69.3	70.9	66.8	77.6	B2
C	Persistence Rate	66.9	62.4	37.6	75.1	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.8	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	55.3	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	38.3	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Self-Assessment

Los Angeles Valley College (LAVC) students commute from local and distant communities of the San Fernando Valley, Los Angeles, and other areas. Many LAVC students are financially challenged, and income levels in the service area (North Hollywood and Van Nuys) are lower than the overall area of the San Fernando Valley. Of the 80% of our students who are employed, about 30% work full-time and therefore most students (75%) attend LAVC part-time.

LAVC has a very diverse student population. The median age is 23. The proportion of Hispanic students has grown over the years but is less than the service area population, whereas the proportion of White, Asian, African-American, and female students at LAVC exceeds the proportion in the service area population. Approximately forty-five percent of our students are the first person in their family to attend college.

The majority of students indicate that their educational goal is to gain job related skills/certificate or to transfer/obtain an associate's degree; however, many students attend LAVC for personal development reasons. Our top areas of study which lead to a certificate or associate's degree are Liberal Arts, Child Development, Nursing, and Economics.

LAVC is proud of our achievements in the ARCC College Level Indicators Report.

LAVC, along with the District and the State, has experienced enrollment declines during California's period of low unemployment rates. We are emerging from this period of decline and taking advantage of the economic downturn which has already begun to result in an increase in enrollment.

Like most colleges in the State, our performance rates on all the indicators have fluctuated over the three year period. We are proud that on over half of the indicator areas, our rates are above the peer group average. And our successful basic skills course completion rate is the highest of our peer group.

We attribute our successes to our collaborative efforts with faculty, administrators, and staff to make the campus a more welcoming environment for students. We also have continued to support our tutoring and student support services which help students with transfer, degrees and certificates, persistence and successful course completion. In addition, our new Title V grant for an online AA degree will be helping to increase our enrollments, our successes, and our degree and certificate rates.

Our challenges remain as API scores in local high schools are often low, our service area population is very diverse, and the median income levels are rather low. Most of our students work and have major obligations outside of their college work. About 70% of LAVC students place into English courses below transfer level and even more place into level math courses below transfer level.

Our hopes for the future are that the District's Student Success Initiative and the fact that the college has been heavily participating in the pilot of the State's Basic Skills improvement project will help us continue with our successes. Both these initiatives are underway to improve transfers, degrees and certificates, basic skills completions, persistence, and vocational education course completions.



Los Medanos 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	44.6%	43.2%	43.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	66.8%	62.6%	62.4%

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	59.4%	58.1%	65.1%



ARCC 2008 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.5%	76.8%	77.0%

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	58.0%	58.1%	56.1%

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	16.1%	10.9%	8.5%
Basic Skills Improvement Rate	41.4%	44.1%	47.7%

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	.%	.%	.%



Los Medanos College

Contra Costa Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,086	13,976	13,920
Full-Time Equivalent Students (FTES)*	6,355	7,189	6,264

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 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	8.4%	8.7%	8.8%
18 - 24	43.2%	44.1%	46.1%
25 - 49	40.2%	39.4%	38.3%
Over 49	8.1%	7.5%	6.7%
Unknown	0.1%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	55.4%	55.5%
Male	41.2%	41.0%	40.7%
Unknown	2.8%	3.6%	3.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.8%	5.4%	5.3%
Black/African American	14.0%	14.6%	15.1%
Filipino	6.1%	6.0%	6.1%
Hispanic	22.6%	22.8%	24.6%
Native American	0.8%	0.9%	0.8%
Other Non-White	2.5%	2.9%	3.0%
Pacific Islander	0.8%	0.9%	0.9%
White	42.7%	41.2%	39.4%
Unknown/Decline to State	4.8%	5.3%	4.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

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	43.3	53.4	42.3	64.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	62.4	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	65.1	68.9	61.6	76.1	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.1	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	47.7	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	8.5	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Self-Assessment

Los Medanos College, the newest college in the Contra Costa Community College District, recently completed a comprehensive Educational Master Plan that reconfirms the need to address a large number of part-time and older students; some transfer-bound students who choose nearby community colleges; a low percentage of parents who are college graduates resulting in many first-generation college students; a high percentage of developmental students who are not ready for college-level work; socio-economic factors in the feeder area that cause many students to need financial aid and/or to work full-time; and the physical distance to four-year college options.

Student unduplicated headcount has remained relatively constant with a slight decrease per academic year, ranging from 14,086 in 2004-2005 to 13,920 in 2006-2007. The slight decrease over the past three years is attributed to the temporary effects of a lengthy major construction period that significantly limited vehicle access and parking. The completion of a new library and math building in 2007 is currently contributing to significant growth in 2007-2008. A new science building will be completed by summer 2008.

The college has experienced an increase of both African American and Latino students during the past three years. This growth demonstrates progress toward our goal of having the ethnicity of our student body reflect that of the community, as stated in the college's Title V - Hispanic Serving Institutions Grant. Additionally, the college is initiating an Umoja Scholars Program to serve its growing African American student population.

In response to current trends in student achievement, the College is analyzing the relevancy of its certificates and degree offerings in relation to student interest and labor market trends. In addition, the College is pursuing dedicated staffing to develop and maintain an automated degree audit system. Transfer rates to four year colleges continue to rise.

Within the last five years, the developmental education program has implemented innovative outcome-based curriculum, integrated student support services into the pre-collegiate classroom, sponsored intensive faculty professional development, and developed a systematic program evaluation process. This work has improved the persistence of under prepared students and led to statewide recognition for its faculty leaders. Currently, the college is also involved in the statewide Basic Skills Initiative focused on improving the achievement of students of color.

During the past year, LMC utilized its Title V grant to support the development of a comprehensive ESL program, counseling for ESL students, and the design of an ESL language lab. The grant efforts are helping to address the program needs and student improvement rates.

While the College continues to maintain a high level of course completion in occupational courses, the college is actively pursuing new and expanded vocational programs in response to regional industry needs. These new programs include Process Technology which began in fall 2006 and Electrical and Electronic Technology which has been redesigned and updated in collaboration with the industry advisory board. The college is also working to improve occupational program completion rates in the coming year.



Marin Community Education

Marin 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



ARCC 2008 Report: College Level Indicators

Marin Community Education

Marin Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	.%	.%	.%



Marin Community Education

Marin Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	2,736	2,499	3,918
Full-Time Equivalent Students (FTES)*	.	.	.

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 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	2.7%	2.6%	1.4%
18 - 24	31.0%	32.2%	22.5%
25 - 49	49.7%	47.7%	38.4%
Over 49	14.6%	15.9%	34.8%
Unknown	2.0%	1.6%	2.9%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.5%	54.1%	56.5%
Male	46.3%	45.8%	43.5%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System



Marin Community Education

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.6%	5.2%	6.7%
Black/African American	3.3%	2.8%	2.1%
Filipino	0.8%	0.4%	0.4%
Hispanic	54.6%	52.4%	46.6%
Native American	0.3%	0.3%	0.3%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.5%	0.6%	0.3%
White	25.2%	28.0%	35.6%
Unknown/Decline to State	9.7%	10.2%	8.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Marin Community Education

Marin Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

Marin Community Education

Marin Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



ARCC 2008 Report: College Level Indicators

Mendocino College

Mendocino-Lake 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	45.7%	52.4%	48.6%

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	60.8%	71.0%	68.9%

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	54.4%	61.0%	59.1%



ARCC 2008 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.9%	75.9%	79.2%

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	61.5%	64.6%	68.1%

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	14.7%	9.2%	7.8%
Basic Skills Improvement Rate	52.4%	44.5%	43.8%

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	3.1%	3.3%	.%



Mendocino College

Mendocino-Lake Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	7,915	7,844	7,919
Full-Time Equivalent Students (FTES)*	2,953	2,654	3,021

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 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	11.8%	13.6%	13.1%
18 - 24	29.1%	29.4%	28.4%
25 - 49	37.1%	34.9%	35.1%
Over 49	22.0%	22.1%	23.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.2%	62.9%	62.7%
Male	36.8%	37.0%	37.3%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.5%	1.7%	1.7%
Black/African American	1.3%	1.5%	1.5%
Filipino	0.4%	0.4%	0.5%
Hispanic	16.3%	15.5%	16.5%
Native American	3.9%	4.3%	5.0%
Other Non-White	0.6%	0.3%	0.6%
Pacific Islander	0.3%	0.3%	0.3%
White	71.2%	70.6%	66.9%
Unknown/Decline to State	4.5%	5.4%	7.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

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	48.6	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	68.9	67.0	54.5	74.3	B1
C	Persistence Rate	59.1	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.1	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	43.8	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	7.8	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Self-Assessment

Mendocino College serves a population of about 105,000 residents in a 3,200 square mile area, spanning Lake County and Mendocino County. The main campus is located in Ukiah. Leased facilities in Willits and Lakeport and increasing use of distance education allow Mendocino College to provide significant learning opportunities across the district. In 2006-07, the annual headcount increased only slightly (.9%). While much of the increase in reported FTES is due to a shift in Summer reporting, a real increase was experienced, nonetheless. Demographically, Mendocino College serves a broad range of students, the majority of whom are not traditional-aged college students. The growing proportion of Hispanic and Native American students reflects the outreach and support services the College has dedicated to serving these growing segments of the District's population.

As the only institution of higher education within driving distance of most of our students, Mendocino College embraces its mission to provide educational choices for traditional students, lifelong learners and working students seeking to upgrade their skills. The College offers a full range of career-technical and transfer programs including Nursing, Culinary Arts, Business, and Psychology. Many students attend Mendocino College with the intent of transferring to universities in the UC and CSU system. A newly renovated and expanded Career and Transfer Center is designed to facilitate the transfer process.

Mendocino College continues to perform at or above its peer group average in almost all categories. On three key indicators of current academic performance: "Percent of Students Who Earned at Least 30 Units," "Persistence Rate," and "Annual Successful Completion Rate for Credit Basic Skills," Mendocino College surpasses the peer group average by a margin ranging from two percentage points to nearly ten percentage points. These indicators suggest that the Student Progress and Achievement Rate will likely increase in future cohorts, meeting or exceeding the peer group average. The College's rate on "Annual Success Course Completion Rate for Credit Vocational Courses" is up significantly and the College now exceeds the peer group average on that indicator.

The College continues its efforts to improve performance on "Basic Skills Improvement Rate." The increase in the annual completion rate for Credit Basic Skills courses for two successive years indicates that the College is making progress toward bringing the Improvement Rate to acceptable levels. The College is also cognizant of the two-year decline in the ESL improvement rate, which is considerably below the peer group average. The College is dedicated to augmenting the ESL program with the addition of a full-time faculty and improving the score on this indicator.

Mendocino College continues with the implementation of its first-ever bond program. Planning is proceeding for a new library/learning center and permanent facilities for the two off-campus centers. Student services have been brought together in a central location, providing a "one-stop shop" for students at the Ukiah campus. The College has also moved forward with the purchase and implementation of an integrated data management system which will facilitate academic planning and budgeting.



Merced College

Merced 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	42.0%	41.5%	40.7%

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	66.8%	70.3%	67.9%

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	64.2%	66.9%	70.0%



ARCC 2008 Report: College Level Indicators

Merced College

Merced Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	76.9%	73.8%	76.8%

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	51.3%	52.6%	55.7%

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	50.7%	51.5%	48.9%
Basic Skills Improvement Rate	47.3%	48.5%	49.4%

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	10.2%	6.3%	11.6%



ARCC 2008 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	19,834	19,893	20,455
Full-Time Equivalent Students (FTES)*	9,234	9,162	9,225

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 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	4.4%	5.1%	5.1%
18 - 24	41.6%	41.3%	40.5%
25 - 49	35.8%	35.0%	35.5%
Over 49	17.0%	17.4%	17.7%
Unknown	1.3%	1.2%	1.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.3%	59.9%	59.5%
Male	36.5%	36.9%	36.3%
Unknown	3.3%	3.2%	4.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	7.7%	8.1%	8.6%
Black/African American	5.5%	5.4%	5.2%
Filipino	1.0%	1.1%	1.4%
Hispanic	36.2%	37.2%	36.3%
Native American	1.2%	1.2%	1.1%
Other Non-White	0.0%	0.0%	0.3%
Pacific Islander	0.6%	0.7%	0.6%
White	39.5%	38.0%	36.2%
Unknown/Decline to State	8.3%	8.3%	10.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Merced College

Merced Community College District

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	40.7	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	67.9	67.1	53.5	76.5	B3
C	Persistence Rate	70.0	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	49.4	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	48.9	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Merced College

Merced Community College District

College Self-Assessment

Merced College, operational since 1962, serves an increasingly diverse population of students from the Central Valley. Since the 2005/2006 academic year, the Merced College Caucasian population has declined by two percent, the Hispanic population grew by two percent and Asian grew by one percent. The College's Hispanic population is underrepresented (36.6% in 2006/2007) compared to the county (53.7% in 2007).

Historically, Merced County's unemployment rates have been approximately twice the state average (Federal, State, Merced Co – Ca LMI). Additionally, household income for Merced County is 76% of the state average (U.S. Census Bureau). Students who obtain employment in occupations offered through representative Merced College programs earned approximately 11% more than the Merced County median household income (C/O UI Wage Data, Ca LMI).

Basic Skills courses represent a large percentage of student enrollments. For 2006/2007, Basic Skills enrollments represented approximately 31% of credit student enrollments at Merced College (C/O Basic Skills data).

In 2006/2007, in state transfers to California four-year institutions amounted to 420 students, including 22 students who transferred to UC Merced in fall 2007 (CPEC). Merced College increased the number of transfers to California four-year institutions by 34 from 2004/2005 to 2006/2007. Merced College transferred 581 students to 112 institutions (public, private, in state and out of state) in fiscal year 2004/2005 (CPEC). Additionally, in 2006/2007, 73 students received certificates of completion in 22 programs and 473 students received associate of Arts Degrees in 49 different programs (IPEDS). Merced College has over 100 transfer, career, and technical programs that students may choose in order to meet their educational goals.

County voters approved a \$65M construction bond in fall 2002. These funds have been leveraged with state construction funds to provide new classroom buildings, a new library, Los Banos off-campus education center, nursing facility, a downtown business resource building, an Ag/IT facility, and a number of secondary remodels, including the science building.

Merced College has performed comparably well to its peer institutions on the seven accountability measures. Although student progress and achievement dropped by one percent from last year, the percentage of students who persist has increased by almost six percent over the past three years. Additionally, the persistence rate increased relative to the peer grouping. The successful course completion rate for vocational courses increased by two percent. Successful course completion rates in credit basic skill courses increased by over four percent overall during the past three years, although Merced College remains below the peer group value. Improvement rates for credit basic skill courses increased three percent over last year and is now just above the peer group. The improvement rate for credit ESL courses is slightly above the peer group on this first measure in this new category.

Merced College's mission statement demonstrates its continuing commitment to student success. "Students are our focus and we are known by their success." It is a mission the institution fully embraces and one by which we can measure our own success.



ARCC 2008 Report: College Level Indicators

Merritt College

Peralta 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	50.4%	47.6%	48.4%

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	61.5%	60.0%	62.3%

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	62.7%	62.9%	64.3%



ARCC 2008 Report: College Level Indicators

Merritt College

Peralta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.1%	74.2%	72.6%

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	58.2%	59.3%	52.9%

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	12.3%	19.2%	27.8%
Basic Skills Improvement Rate	46.9%	50.4%	40.1%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	12,432	12,174	12,534
Full-Time Equivalent Students (FTES)*	4,307	4,410	4,586

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 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	1.7%	1.9%	3.7%
18 - 24	32.4%	33.2%	31.7%
25 - 49	52.5%	51.6%	50.6%
Over 49	13.4%	13.3%	14.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	66.0%	67.6%	67.0%
Male	31.6%	30.8%	32.1%
Unknown	2.4%	1.6%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	16.7%	16.3%	16.1%
Black/African American	35.2%	35.9%	35.3%
Filipino	3.1%	3.2%	3.1%
Hispanic	14.1%	14.4%	14.9%
Native American	0.7%	0.6%	0.7%
Other Non-White	1.7%	1.6%	1.7%
Pacific Islander	0.8%	0.7%	0.9%
White	19.3%	19.9%	19.9%
Unknown/Decline to State	8.4%	7.4%	7.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Merritt College

Peralta Community College District

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	48.4	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	62.3	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	64.3	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.6	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.9	57.2	49.4	66.1	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	40.1	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	27.8	39.3	14.4	67.3	<i>G6</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 2008 Report: College Level Indicators

Merritt College

Peralta Community College District

College Self-Assessment

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings and within acclaimed programs. Merritt College's programs of distinction include Community Social Services, Registered Nursing, Child Development, Nutrition and Dietetics, Environmental Studies, Bio Technology, Genomics, and Landscape Horticulture. These signature programs are impacted and competitive. Merritt College's 67 programs further the college's mission to provide high quality educational programs to degree and non degree seeking students.

With approximately 7,000 students, Merritt College has the second largest enrollment of the four colleges in the Peralta Community College District. Enrollment is projected to increase incrementally over the next ten years due to the large population growth projected for the six cities that comprise the Peralta Community College District. The student population is highly diverse much like Merritt College's service area. No one ethnic group is in the majority. Merritt College is a majority minority college. Most students are low-income and more than half receive financial aid. A majority (60%) of students are seeking to obtain a degree or certificate.

An examination of Merritt College's performance indicators across three time periods shows mixed results in student outcomes. Merritt College has realized a percentage increase in student performance outcomes in three areas. Those areas include the percentage of students progressing towards a degree/certificate/transfer, the percentage of students earning at least 30 units, and the percentage of students persisting. When compared to its peer group, however, Merritt College is slightly below average in those areas.

There is room for improvement in basic skills outcomes. There has been a decline in the percentage of students successful in precollegiate basic skills, and Merritt College students are performing below their peers. The significant decline in student performance in basic skills may be attributable to the 30 % decline in students enrolling in basic skills supplemental instruction and the increase in students who are young and underprepared.

Most recently, community colleges have been provided funding to improve basic skills programs. Merritt College has established a basic skills taskforce and implementation team to develop a system wide program that will be used across the curriculum to assist students in becoming proficient in English and math. The implementation of the basic skills and retention initiatives demonstrates Merritt College's commitment to student performance. The college continues to maintain its accreditation status.



ARCC 2008 Report: College Level Indicators

MiraCosta College

MiraCosta 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	61.1%	55.4%	52.8%

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	71.8%	71.8%	71.0%

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	60.7%	66.0%	67.5%



ARCC 2008 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	71.1%	69.1%

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	58.2%	56.2%	58.9%

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	39.7%	45.9%	67.3%
Basic Skills Improvement Rate	49.9%	52.6%	53.3%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	21,802	22,716	22,618
Full-Time Equivalent Students (FTES)*	7,319	7,730	8,026

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 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	9.1%	8.8%	6.4%
18 - 24	44.0%	43.8%	45.2%
25 - 49	32.9%	33.0%	33.5%
Over 49	13.6%	13.9%	14.5%
Unknown	0.5%	0.5%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.0%	57.4%	57.6%
Male	40.8%	41.3%	41.1%
Unknown	1.2%	1.4%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.5%	5.7%	5.6%
Black/African American	4.1%	3.9%	3.9%
Filipino	2.5%	2.5%	2.6%
Hispanic	26.3%	26.1%	26.3%
Native American	0.7%	0.7%	0.8%
Other Non-White	1.1%	1.2%	1.3%
Pacific Islander	0.9%	0.9%	0.8%
White	53.4%	53.1%	52.0%
Unknown/Decline to State	5.5%	6.0%	6.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

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	52.8	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.0	70.9	66.8	77.6	B2
C	Persistence Rate	67.5	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.1	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.9	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	53.3	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	67.3	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Self-Assessment

MiraCosta College serves the coastal communities of North San Diego County, home to approximately 400,000 residents. Founded in 1934, the college has grown from 122 students to approximately 16,000 in credit and noncredit programs. In fall 2007, 72% of credit students reported an educational goal that included earning a degree, certificate or transfer to a four-year institution. Helping students achieve their goals is a primary focus of MiraCosta College.

While the metrics in the report are well crafted, it is believed that significant strides in data quality will be required in order to have stable and reliable outcomes. After a thorough review of the report, several areas are still in need of explanation. Table 1.1, the Student Progress and Achievement Rate appears to have declined dramatically over the three time periods. This variation is explained by an unusually high number of certificates awarded in 2000-2001. A concerted effort was made that year to encourage vocational education students to apply to receive the certificate they had earned. The number of certificates in the cosmetology program, for example, jumped from nine in 1999-2000, to 108 in 2000-2001. The following year the certificates were not as greatly emphasized, and the figures for cosmetology dropped to seven. The last cohort, 2001-2002 to 2006-2007 is a more accurate representation of MiraCosta College's progress and achievement rate, and it is expected to increase from that point forward.

The significant increases in the Persistence and ESL Improvement Rates require additional investigation as we have not been able to replicate those outcomes locally.

A concerted effort has been made locally and statewide to improve MIS data quality, but it continues to be an issue. In the fall of 2006, the college assembled a MIS review team to examine each MIS data element submitted to the Chancellor's Office. This team has representation from the Instruction, Student Services and Business Services areas, with each area taking responsibility for their submitted data. The level of attention to MIS is greater than at any other time in the institution's history.

The information contained within this document is considered to be an important tool for evaluation of future initiatives. MiraCosta College applauds the efforts of the ARCC committee.



Mission College

West Valley-Mission 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	55.8%	54.0%	50.5%

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	71.7%	69.7%	68.5%

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	63.8%	63.1%	65.5%



ARCC 2008 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.1%	71.2%	70.8%

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	64.1%	65.3%	65.3%

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	48.3%	14.7%	24.6%
Basic Skills Improvement Rate	52.0%	57.9%	56.8%

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	.%	.%	.%



Mission College

West Valley-Mission Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	16,957	16,993	19,932
Full-Time Equivalent Students (FTES)*	8,120	7,557	6,935

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 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	2.8%	3.0%	2.7%
18 - 24	32.3%	31.7%	29.7%
25 - 49	50.8%	51.4%	51.2%
Over 49	13.8%	13.5%	16.0%
Unknown	0.4%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.4%	55.4%	55.3%
Male	43.9%	42.6%	41.9%
Unknown	1.6%	2.0%	2.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	34.9%	34.4%	34.7%
Black/African American	4.4%	4.4%	4.3%
Filipino	10.2%	9.9%	8.9%
Hispanic	17.1%	16.5%	15.1%
Native American	0.5%	0.5%	0.5%
Other Non-White	1.4%	1.2%	1.3%
Pacific Islander	1.0%	0.9%	0.8%
White	24.1%	24.3%	25.4%
Unknown/Decline to State	6.4%	7.8%	9.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

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	50.5	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	68.5	67.0	54.5	74.3	B1
C	Persistence Rate	65.5	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.8	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.3	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	56.8	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	24.6	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Self-Assessment

"Mission College's first priorities are student learning and success." This is the driving motivation for our faculty, staff and administrators and is quite literally the mission of Mission College. Because of its location in the heart of Silicon Valley, the College serves an extraordinarily diverse and dynamic region that is constantly evolving.

In an effort to meet community needs and increase transition into the workforce and transfer, Mission College is building two new programs: an LVN-to-RN program and an Industrial Technology program. These new curricula will build upon and consolidate existing program areas resulting in course sequences closely aligned with that of area CSU schools, thus ensuring a smooth transition for our students.

While the actual rate of Student Progress and Achievement dropped from 55.8 to 50.5 over the timeframe included in the college-level ARCC indicators, this rate still represents the peer group high and is well above the peer group average of 41.6. Other indicators suggest students are performing at consistent or improved levels; as overall transfers remained steady (decreasing by 2%) and transfers to the UC system increased by 52% between 04-05 and 06-07.

Mission College performed above average relative to the college peer group on three indicators: the percent of students earning at least 30 units, the course completion rate for credit basic skills courses, and the annual improvement rate for credit basic skills courses. Mission was below the peer group average in persistence rate, completion of credit vocational courses, and improvement rates for credit ESL courses.

While below the peer group average, the actual rate for persistence has increased from 63.8 to 65.5 over the time of study, and is expected to improve due to concerted college efforts. Recognizing the importance of basic skills as an educational foundation, Mission has created a Basic Skills Committee designed to improve the performance and persistence of students in basic skills. Additional efforts include the creation of a Student Success Committee, implementation of an Early Alert system, and the addition of late start student success classes for those identified through the early alert process.

The College highlighted vocational programs within its Educational Plan and has been actively revising curriculum as a result of increased interaction with area high schools, regional coalitions, and advisory committees. These programs continue to examine the needs of their students and of potential students within the community, and are actively adapting to meet these needs.

One final note on ESL improvement rates: Rates included in the ARCC report show dramatic fluctuation. This is a direct result of data collection irregularities, rather than a reflection of the program itself. Major changes in the curriculum occurred during this timeframe which altered the classification coding of nearly all classes. In addition, state MIS data do not currently capture the full seven levels of ESL education at Mission College, thus ignoring significant improvements that occur at the lower levels.

Everyone at Mission College is proud of the hard work of our students and we are passionate about supporting their success.



Modesto Junior College

Yosemite 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	46.0%	47.2%	44.5%

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	70.3%	73.3%	71.7%

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	71.9%	71.8%	69.1%



ARCC 2008 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	73.0%	72.8%	73.1%

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	58.9%	58.5%	54.8%

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	35.5%	37.3%	32.9%
Basic Skills Improvement Rate	56.6%	55.9%	59.9%

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	6.2%	4.8%	6.1%



Modesto Junior College

Yosemite Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	25,434	25,907	26,632
Full-Time Equivalent Students (FTES)*	14,928	14,477	14,479

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 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	4.0%	4.3%	4.1%
18 - 24	56.0%	55.4%	55.2%
25 - 49	34.6%	34.5%	34.9%
Over 49	5.4%	5.8%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.7%	59.6%	59.2%
Male	40.1%	39.9%	40.4%
Unknown	0.2%	0.5%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.1%	6.0%	5.6%
Black/African American	3.4%	3.5%	3.2%
Filipino	1.3%	1.4%	1.4%
Hispanic	29.2%	28.6%	27.3%
Native American	1.3%	1.4%	1.2%
Other Non-White	0.1%	0.2%	0.1%
Pacific Islander	1.4%	1.3%	1.2%
White	46.0%	45.2%	41.1%
Unknown/Decline to State	11.2%	12.4%	18.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

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	44.5	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	71.7	70.9	66.8	77.6	<i>B2</i>
C	Persistence Rate	69.1	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.1	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.8	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	59.9	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	32.9	49.0	14.7	74.0	<i>G4</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 2008 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Self-Assessment

Two points must be made as a preface to this year's self-assessment regarding the ARCC Draft Report. First, the composition of institutions that make up the various peer groups changed from the previous report to the current one—primarily due to changes in the algorithms used by the CCCCO to match institutions by peer groups. Second, a significant effect on this year's data involved the cleanup of the MIS data and basic skills coding. The latter required a complete recalculation of the data in the previous years' ARCC report and made a comparison of the two reports unworkable. The College, therefore, limited this self-assessment to the data contained in the 2008 ARCC Draft Report.

Comparing the ARCC MJC-specific data, the College's rates did not fluctuate more than 3 percent across the three reporting periods reflected in the 2008 draft report. A three percent rate change does not typically cause alarm given the expected fluctuations in student trend data across time. Likewise, the high and low statewide and peer group percentages were closely centered near their averages and respective peer groups for Tables 1.1 through 1.3. That is to say, there were very small changes in the rates and relatively little movement either positive or negative.

There were two exceptions for MJC however, those were the data reflected in the last three tables: course completion for basic skills, improvement rate for basic skills, and improvement rate for ESL courses. Though the changes were still quite small, nearly four percent, they were slightly larger than would be expected given normal fluctuations in student trend data. Notably, the changes were also nearly identical, but in opposite directions in Tables 1.4 and 1.5.

Upon inquiry and in terms of Tables 6 and 7, it was learned that the effect was due to the district's efforts in revising MIS data submissions in 2006-07, a revision that affected primarily basic skills and ESL course data. The MJC Research & Planning Office obtained the "Peer Group Analysis Tool" data download in early February and will be analyzing it in depth over the next few months..

The College is most appreciative of the opportunity to compare key student outcomes with other institutions, for the "Peer Group Analysis Tool" data set and download, and for the comprehensive "Meet and Confer" sessions. The open exchange of information has been very useful and saved a considerable amount of time in preparing this self-assessment. The institution looks forward to subsequent year's ARCC reports and to future enhancements to the ARCC reporting process.



Monterey Peninsula College

Monterey Peninsula 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	55.7%	58.0%	54.7%

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	67.3%	66.0%	66.6%

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	61.1%	51.0%	52.3%



ARCC 2008 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	81.4%	82.9%	82.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	68.8%	67.9%	68.0%

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	61.8%	60.2%	52.4%
Basic Skills Improvement Rate	51.9%	56.3%	61.4%

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	.%	.%	.%



Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	23,990	22,912	22,976
Full-Time Equivalent Students (FTES)*	8,599	8,291	8,380

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 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	7.6%	7.6%	7.8%
18 - 24	21.1%	21.2%	21.1%
25 - 49	44.2%	43.8%	43.0%
Over 49	27.0%	27.4%	28.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	52.9%	53.2%	52.9%
Male	47.0%	46.7%	47.0%
Unknown	0.1%	0.2%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.0%	6.1%	6.3%
Black/African American	3.7%	3.6%	3.5%
Filipino	2.6%	2.6%	2.5%
Hispanic	11.9%	11.7%	12.2%
Native American	0.8%	0.8%	0.8%
Other Non-White	1.7%	1.8%	2.0%
Pacific Islander	1.0%	1.1%	1.1%
White	57.3%	57.5%	56.8%
Unknown/Decline to State	15.0%	14.8%	14.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

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	54.7	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	66.6	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	52.3	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.3	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.0	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	61.4	54.3	44.6	62.4	<i>F4</i>
G	Improvement Rate for Credit ESL Courses	52.4	39.3	14.4	67.3	<i>G6</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.



Monterey Peninsula College

Monterey Peninsula Community College District

College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast, which is touted as a visitors' paradise; however, the reliance on tourism creates a seasonal, fluctuating economic and population base. The demographics on the peninsula illustrate a contrast between two diverse populations—a predominantly older, educated, white population in the south and a younger, more ethnically diverse, less educated populace in the north. MPC's student population reflects its diverse community. MPC just opened an Education Center and a Regional Public Safety Officer Training Facility in the north part region of the district, both of which will help us broaden our program and course offerings to better meet the community's varied educational needs and goals.

As shown in the ARCC report, MPC demonstrated good levels of performance on five of the seven indicators: (1) student progress and achievement rate, (2) percent of students who earned at least 30 units, (3) annual successful course completion rate for credit vocational courses, (4) annual successful course completion rate for basic skills courses, and (5) basic skills improvement rate. MPC's performance over time was steady on those first four indicators, and MPC's performance increased steadily on the basic skills improvement rate.

The two remaining performance indicators warrant discussion. The fall-to-fall persistence rate dropped sharply for the cohort of students that began in fall 2004. Although MPC is above the average among its peer colleges, the drop in persistence warrants investigation. There are two possible explanations for this decline. First, the enrollment fee increased from \$18 per unit to \$26 per unit in fall 2005. This may have discouraged students from returning to school that semester. A second possible explanation for the decrease in the persistence rate is that MPC was unable to continue one of its high enrollment police academy programs in fall 2005 due to a closure of the training facility. The persistence rate did rise slightly for the fall 2005 cohort. The future Public Safety Officer Training Facility and the reduced enrollment fees in spring 2007 should help MPC to further boost and retain students.

The second performance indicator of concern is the ESL improvement rate. Performance dropped sharply for the cohort of students that began in fall 2004 and were tracked through spring 2007. This drop is due, in part, to the fact that this indicator only includes credit ESL enrollments; 55% of our ESL students enroll in the noncredit course option, primarily for financial or residence reasons. The percentage of ESL students in noncredit courses is even higher for the lower level courses. For instance, in fall 2004, at three levels below college level ESL, only 2 of the 76 ESL students at that level enrolled in the credit ESL course option. One of those two students did not persist to the next level, which resulted in only a 50% improvement rate for that ESL level.



Moorpark College

Ventura County 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	61.2%	63.4%	60.7%

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	74.8%	75.3%	74.9%

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	74.4%	74.6%	75.1%



ARCC 2008 Report: College Level Indicators

Moorpark College

Ventura County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.4%	78.0%

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	59.2%	60.4%	63.5%

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	.%	.%	.%
Basic Skills Improvement Rate	48.1%	49.0%	45.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	22,037	22,315	22,651
Full-Time Equivalent Students (FTES)*	11,556	10,927	11,166

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 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	7.5%	7.6%	8.3%
18 - 24	61.6%	62.0%	61.9%
25 - 49	26.1%	25.6%	25.0%
Over 49	4.8%	4.8%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.5%	54.2%	54.2%
Male	44.0%	43.7%	43.0%
Unknown	1.5%	2.1%	2.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.4%	8.2%	8.0%
Black/African American	2.2%	2.1%	2.4%
Filipino	2.1%	2.3%	2.3%
Hispanic	14.8%	15.4%	15.5%
Native American	1.0%	1.0%	0.9%
Other Non-White	1.8%	2.0%	2.1%
Pacific Islander	0.5%	0.6%	0.6%
White	59.3%	58.5%	58.0%
Unknown/Decline to State	9.9%	9.9%	10.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Moorpark College

Ventura County Community College District

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	60.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	74.9	74.0	67.6	79.8	B6
C	Persistence Rate	75.1	73.8	66.4	78.9	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	45.2	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	.	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Self-Assessment

Moorpark College is one of three colleges in the Ventura County Community College District. Our student profile has remained constant, with 70% of our students under the age of 24, a majority declaring transfer as their goal. 25% are between the ages of 25 and 49. Minority enrollment has held steady over time, reflecting the demographics of residents in our service area.

The enrollment trend reflects slow but steady gain. We gained 300 students in 2005-2006 and 2006-2007, signaling a healthy restoration from 2004-2005. There is no significant rise in FTES in proportion to headcount (less than 1% gain) as we serve a high number of full-time students.

Moorpark College performed above average in 5 out of 7 ARCC categories (Categories A-E). Consistent with last year's performance, this affirms the college's self-assessment that the programs and services provide access to higher education and support student success.

The indicator with the greatest improvement over time continues to be the Annual Course Completion Rate for Basic Skills Courses. This category showed a 3.6% gain last year, but was below peer average by 1.8%. This year, the category gained 1.1%, and exceeds peer average by .3%.

Our Basic Skills Improvement Rate continues to show a performance gap of 11% compared to the peer group average. However last year's disproportionate 28% gap when compared to the peer group high has closed slightly to 17%. As the number of successful Basic Skills Completers increase (Category E), so should the number of students entering the pipeline and succeeding at the transfer level (Category F). This increase is the first sign of positive change.

Category F data will begin to appear next year, due to a hiatus of the ESL program in 2004-2005.

As with last year, the current ARCC data validate the Strategic Directions that emerged from the college's annual planning session in September 2006 and November 2007:

Flexible Options for Education: One of our strengths is in serving a traditional college population of young adults in the area of transfer. There is opportunity for expansion in services to adult learners. We are increasing distance education, PACE, and evening/weekend options to provide access for adults returning to college.

Basic Skills: In response to the State's Basic Skills Initiative as well as internal college recognition of the need for Basic Skills preparation, Moorpark College has established a cross-functional Basic Skills Committee. The Committee has established performance indicators matching the ARCC Categories of E and F. Strategies in curriculum and learning support to move these indicators toward success are being created and tested. The improvement in Category E this year will be further improved next year with the work of this Committee.

Market Awareness and Outreach: The Vocational Education Course Completion Rate gained 1% this year to reach 3% over peer average. Moorpark College is committed to maintaining this rate of student success. Since the last writing, the Health Information Management program has been developed and approved. Three additional vocational programs are in the curriculum development stage.



ARCC 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio 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	49.2%	50.3%	53.1%

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	73.2%	74.8%	74.5%

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	79.1%	76.1%	77.0%



ARCC 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.9%	75.1%	74.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	58.4%	56.5%	57.7%

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	75.3%	75.0%	68.4%
Basic Skills Improvement Rate	53.7%	56.8%	58.5%

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	26.3%	28.5%	22.4%



ARCC 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	58,850	59,133	65,665
Full-Time Equivalent Students (FTES)*	26,371	28,278	29,886

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 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	12.3%	15.0%	17.5%
18 - 24	44.0%	43.8%	43.4%
25 - 49	30.4%	28.4%	26.9%
Over 49	13.3%	12.8%	12.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.5%	56.3%	55.8%
Male	43.5%	43.6%	43.9%
Unknown	0.1%	0.1%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	21.4%	21.9%	21.6%
Black/African American	5.5%	5.4%	5.2%
Filipino	4.6%	4.6%	4.7%
Hispanic	39.4%	40.0%	41.0%
Native American	0.5%	0.4%	0.4%
Other Non-White	3.0%	3.8%	4.7%
Pacific Islander	0.5%	0.5%	0.6%
White	19.9%	19.1%	17.6%
Unknown/Decline to State	5.3%	4.2%	4.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

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	53.1	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	74.5	74.0	67.6	79.8	B6
C	Persistence Rate	77.0	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.7	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	58.5	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	68.4	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Self-Assessment

Founded in 1946, Mt. San Antonio College (Mt. SAC) is California's largest single-campus community college, with a total student population of about 60,000 annually and a campus of over 420 acres. Located in the city of Walnut in eastern Los Angeles County, the college serves over a million residents within a 189-square-mile district, comprising nearly 20 cities and unincorporated areas.

The majority of Mt. SAC students attend part-time and have various goals. Many students seek career/technical training, while others seek an associate degree and/or university transfer. Many are under prepared for the rigors of college and must begin by taking pre-college English and mathematics courses and using tutorial and student support services to progress. The college also has students who are 25+ years of age, single parents, homemakers, and have vocational majors. Some students come well prepared scholastically and pursue their goals through honors-level studies. Mt. SAC students are above their peer college averages in most of the performance indicators in this report.

The college has maintained a tradition of achieving statewide and national distinction. Journalism students won twelve awards at the Southern California Journalism Association of Community College conference. The college is one of 23 schools chosen by the Federal Aviation Administration for the Air Traffic Collegiate Training Initiative program. The health career students won eight gold medals and had 19 finalists compete at the Health Occupation Students of America national competition. The choral ensemble captured the "Choir of the World" title in Wales. Mt. SAC athletes achieved two state championships, numerous conference championships and ten conference coaches of the year. Athletes were also awarded numerous national and regional recognitions.

The college offers programs and services through various grants to improve student success. Mt. SAC college holds a three-year \$900,000 National Science Foundation Advanced Technology Education grant to raise computer security awareness throughout the region. In partnership with Cal Poly Pomona, Cal State Northridge, Cal State Los Angeles and Long Beach City College, Mt. SAC's Regional Information Systems Security Center (RISSC) will serve as the center of the grant's activities and focus on increasing workforce development, curriculum development, outreach and dissemination. A system-wide emergency preparedness plan is also being evaluated.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress. A comprehensive Student Learning Outcomes process and professional development activity demonstrates that faculty members are committed to instructional excellence and innovation. The college assures that its curriculum is consistent with the demands of today's job market by establishing partnerships with local businesses and community leaders. It is also expanding agreements with K-12 and universities to further facilitate student success and transfers to the baccalaureate level.

The menu of counseling and student services continues to expand to help students accelerate their academic progress. Mt. SAC is also advancing its campus master plan to provide award-winning state-of-the-art facilities and cutting-edge technology. These and other efforts support the college's longstanding commitment to promoting innovation in teaching and learning and putting students first.



ARCC 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto 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	45.8%	43.8%	42.5%

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	60.9%	61.7%	60.5%

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	65.6%	60.0%	63.5%



ARCC 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	65.7%	66.9%	66.4%

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	56.4%	57.4%	56.9%

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	7.7%	13.0%	6.3%
Basic Skills Improvement Rate	42.2%	45.0%	44.7%

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	2.0%	1.7%	2.2%



ARCC 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,830	18,954	21,150
Full-Time Equivalent Students (FTES)*	8,558	8,712	9,672

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 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	3.3%	3.5%	3.9%
18 - 24	48.7%	49.6%	50.2%
25 - 49	39.1%	38.1%	37.6%
Over 49	8.5%	8.4%	8.0%
Unknown	0.4%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	61.7%	62.2%	62.0%
Male	37.5%	36.9%	37.1%
Unknown	0.7%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.7%	3.1%	3.3%
Black/African American	6.1%	6.5%	6.6%
Filipino	3.0%	3.2%	3.5%
Hispanic	25.9%	27.1%	28.8%
Native American	1.4%	1.4%	1.3%
Other Non-White	0.9%	1.1%	1.3%
Pacific Islander	0.6%	0.6%	0.6%
White	51.2%	48.5%	46.2%
Unknown/Decline to State	8.2%	8.5%	8.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

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	42.5	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	60.5	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	63.5	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.4	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.9	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	44.7	46.6	26.3	56.7	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	6.3	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Self-Assessment

Mt. San Jacinto College serves a large geographic area composed of 1700 square miles. Comprehensive Instructional programs are currently offered at two main campuses, San Jacinto and Menifee, and at many off site locations such as Beaumont/Banning, Hemet, Lake Elsinore, Nuevo, Murrieta, Perris, Temecula and San Jacinto. Over the most recent annual periods 2005-2006 and 2006-2007, FTES growth rates for MSJC increased 11.3% exceeding the statewide average (4.1%) and placing MSJC 9th in the top ten of districts in California in terms of growth.

To increase its capacity in providing educational services, in 2007 MSJC completed construction of a Resource Center at the Menifee Campus. This facility provides over 37,100 sq ft. of study rooms, library, computer workstations, classrooms and 1-on-1 tutoring areas. In spring of 2008 a 35,500 sq ft. Business and Technology Center was also opened at the Menifee campus. This includes ten labs, two lecture rooms, 186-seat assembly room and staff offices that will be utilized to directly address student educational needs. In Temecula a 28,000 sq ft. educational complex has been leased that includes twelve classrooms and counselor offices.

The growth of the Distance Education program has increased the number of online sections from 163 in spring '06 to 352 for spring '08. This equates on average to an approximate 21% per semester increase in the number of online sections during this period. Success and retention rates from spring '06 to spring '07 have remained constant with retention at 79% and success at 60%, both are above the state average.

A review of the college performance indicators reveals that six of the seven are below the peer group averages. As a result, MSJC has put in place a variety of programs designed to improve the indicator rates while keeping up with rapid growth, and accounting for demographic variables such as an extremely low college going rate. Programs such as supplemental instruction, writing and math centers, tutorial services, and an ESL advisory task force have been expanded on both campuses to aid students in increasing success and completion rates. The introduction of a Teaching Academy in 2007 was created to keep instructors abreast of the changing student needs that are driven by technology, lifestyles and demographics. Such programs will enable MSJC to address basic skills issues and non-traditional teaching methods. In addition, faculty members have continued to be trained (approximately 120 per year) in two distance education academy programs.

A significant restraint on resource allocations that could be used for instructional and student support is the diversion of funds to repair and maintain an aging infrastructure, especially on the San Jacinto Campus. With MSJC serving approximately 23.6% of the total square miles of the fastest growing county in California, the district will undoubtedly be affected to a greater extent by uncontrollable economic factors due to its geographic location. The necessity of passing a general obligation bond is critical to MSJC especially in comparison with other colleges in the peer groups who have passed such bond issues.



ARCC 2008 Report: College Level Indicators

Napa Valley College

Napa Valley 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	58.6%	55.1%	57.4%

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	65.3%	69.3%	70.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	66.7%	63.7%	68.3%



ARCC 2008 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.6%	77.4%	79.2%

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	60.9%	62.3%	65.8%

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	47.6%	45.5%	38.8%
Basic Skills Improvement Rate	51.4%	51.2%	46.8%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	16,131	16,726	16,044
Full-Time Equivalent Students (FTES)*	5,856	5,812	5,926

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 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	5.8%	4.3%	5.8%
18 - 24	30.8%	28.5%	30.0%
25 - 49	37.6%	35.1%	36.4%
Over 49	25.6%	31.0%	27.6%
Unknown	0.2%	1.0%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.0%	53.6%	56.2%
Male	42.0%	39.5%	41.5%
Unknown	1.0%	6.9%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.7%	2.5%	3.0%
Black/African American	4.7%	4.0%	4.3%
Filipino	7.2%	6.5%	7.5%
Hispanic	18.9%	16.1%	19.5%
Native American	0.8%	0.7%	0.7%
Other Non-White	0.3%	0.5%	0.8%
Pacific Islander	0.7%	0.7%	0.7%
White	51.1%	46.5%	48.4%
Unknown/Decline to State	13.5%	22.5%	15.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

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	57.4	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	70.2	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	68.3	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	46.8	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	38.8	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

College Self-Assessment

Napa Valley College (NVC) is located in a slow growth area. The number of students enrolled at NVC (headcount) decreased by 4% between 2005-2006 and 2006-2007. However, the number of full-time equivalent students increased by almost 2%. These figures indicate that students that enrolled in 2006-2007 carried heavier unit loads, on average, than their peers in 2005-2006.

NVC has identified increasing the persistence of students (between academic terms), the retention of students (within academic terms), and successful course completion rates as goals in its Strategic Plan. The college obtained a Title III Strengthening Institutions Grant, which spans 2003-2004 through 2007-2008. Many of the projects implemented through the grant are designed to target under-prepared students in basic skills classes, offer additional supports to those students, and improve the delivery of instruction to all students by implementing Student Learning Outcomes, offering staff development opportunities, and securing new technology.

NVC improved its performance on five of the seven ARCC indicators between 2005-2006 and 2006-2007. The student progress and achievement rate, percent of students who earned at least 30 units, persistence rate, and successful course completion rates in vocational and basic skills courses all increased by 0.9% to 4.6%. NVC also exceeded the average performance among its peer groups for these indicators.

The two improvement measures – ESL and basic skills – did not increase between 2005-2006 and 2006-2007. While the ESL improvement rate decreased by 6.7%, the basic skills improvement rate decreased by 4.4%. Not only did these rates decrease in 2006-2007, but there has been a consistent trend of decrease in these measures over the past three years. NVC performed below the average level of its peer group in terms of basic skills improvement.

NVC has introduced a number of programs designed to address the needs of basic skills students. In fall 2006, NVC implemented its first learning communities linking a basic reading and writing course with a counseling course (covering college success skills) as well as a required writing lab course. Students who participated in the learning communities in fall 2006 and enrolled in the college-preparatory English course (the subsequent course in the English sequence) in spring 2007 were retained at a significantly higher rate than students who had not participated in a learning community (compare a retention rate of 91% among the former vs. 70% among the latter). Learning community students also successfully completed the college-preparatory course in spring 2007 at a significantly higher rate than other students (compare successful course completion rates of 86% and 61%). These figures suggest that NVC should anticipate an increase in the basic skills improvement rate once the learning community students are included in the ARCC cohorts. NVC has developed an ESL laboratory to support students. The Writing Center was recently redesigned to improve the learning environment, and an increasing number of ESL students are using the facility. NVC is exploring ways to expand these successful programs in connection with the Basic Skills Initiative.

NVC continues to use the accountability data to inform its planning efforts.



North Orange School of Continuing Education

North Orange 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



North Orange School of Continuing Education

North Orange Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	4.1%	4.8%	3.5%



North Orange School of Continuing Education

North Orange Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	62,697	64,113	67,054
Full-Time Equivalent Students (FTES)*	6,800	7,027	7,530

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 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	9.6%	9.3%	7.8%
18 - 24	30.4%	31.1%	33.8%
25 - 49	32.6%	32.2%	31.7%
Over 49	25.9%	26.9%	26.5%
Unknown	1.4%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.3%	59.1%	58.7%
Male	38.3%	38.8%	39.2%
Unknown	2.4%	2.2%	2.1%

Source: Chancellor's Office, Management Information System



North Orange School of Continuing Education

North Orange Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	13.6%	14.0%	14.1%
Black/African American	2.6%	2.5%	2.7%
Filipino	2.9%	2.8%	3.0%
Hispanic	31.4%	32.4%	33.3%
Native American	0.4%	0.3%	0.4%
Other Non-White	1.2%	1.3%	1.4%
Pacific Islander	0.4%	0.4%	0.5%
White	25.4%	25.9%	25.5%
Unknown/Decline to State	22.1%	20.2%	19.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

North Orange School of Continuing Education

North Orange Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

North Orange School of Continuing Education

North Orange Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



Ohlone College

Ohlone 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	61.3%	60.5%	60.5%

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	67.2%	67.9%	71.1%

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	67.0%	69.7%	73.7%



ARCC 2008 Report: College Level Indicators

Ohlone College

Ohlone Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	85.3%	85.2%	85.4%

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	59.2%	59.4%	57.3%

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	21.2%	22.6%	29.0%
Basic Skills Improvement Rate	51.0%	54.6%	55.1%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,137	17,704	19,050
Full-Time Equivalent Students (FTES)*	6,769	8,114	8,237

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 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	15.2%	17.3%	18.5%
18 - 24	35.2%	35.5%	35.6%
25 - 49	42.5%	40.2%	38.9%
Over 49	7.0%	7.1%	6.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	50.8%	51.7%	49.5%
Male	48.3%	47.3%	49.1%
Unknown	1.0%	1.0%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	34.1%	34.5%	35.0%
Black/African American	4.1%	4.3%	4.5%
Filipino	6.5%	6.8%	6.7%
Hispanic	11.8%	11.4%	11.7%
Native American	0.5%	0.5%	0.5%
Other Non-White	1.5%	1.7%	1.6%
Pacific Islander	1.0%	1.0%	1.2%
White	30.8%	30.2%	28.5%
Unknown/Decline to State	9.6%	9.6%	10.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Ohlone College

Ohlone Community College District

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	60.5	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.1	67.0	54.5	74.3	B1
C	Persistence Rate	73.7	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.4	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	55.1	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	29.0	39.3	14.4	67.3	G6

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.



Ohlone College

Ohlone Community College District

College Self-Assessment

On five of the seven accountability indicators, Ohlone College is above its peer group average, and six of the seven indicators for 2006-07 are above or at 2005-06 rates.

1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's Degree/Certificate/Transfer rate has stabilized after two previous years of decline, and it remains above the peer average. The recent innovations enabled through the Title III and NSF grants, the development of learning communities, 14 new transfer-oriented degrees, and the move to a learning college model should bolster the already strong rate, and the effects of those innovations are also evident in the following indicators.

2. Percent of Students Who Earned at Least 30 Units

The successes of innovations to strengthen degree/certificate/transfer rates are more quickly captured in this 30 unit measure. The number of students who could be half way to a degree has increased by almost 4% in just two years, and in this area Ohlone is again above the peer average.

3. Persistence Rate

An almost 7% increase in persistence for the past two years reverses a previous decline and also highlights the effects of innovations aimed at fostering retention and completion. Significant enrollment gains in the past two years are both cause and effect of increasing persistence rates, which remain above the peer average.

4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates have remained strong at Ohlone College, and the opening of the new, vocationally-oriented Newark Center for Health Sciences and Technology in Spring 2008 should further strengthen these rates and keep the college above the peer average.

5. Annual Successful Course Completion Rates for Credit Basic Skills Courses

Although the college has had consistently strong rates in vocational and general education indicators, it has not been at the peer average in Basic Skills. It is anticipated that the good effects of the Basic Skills Initiative and the Title III grant—which includes improved placement testing and tracking, as well as innovations in tutoring and supplemental learning—will soon provoke higher rates within the Basic Skills areas.

6. Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced noticeable gains over the past two years in the ESL improvement rate, but the college remains below the peer average. As the successes of more recent cohorts, who have the benefit of the curricular innovations, are captured in the data, the ESL improvement rate should show further improvement.

7. Basic Skills Improvement Rate

The college is above the peer average for Basic Skills improvement, indicating that those students who are completing the Basic Skills courses are successfully moving on to, and completing, the higher level courses. As improvements are made in the completion rates, this indicator could also increase.



Orange Coast College

Coast 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	60.9%	61.0%	63.5%

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	78.9%	77.8%	78.8%

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	80.2%	78.8%	78.9%



Orange Coast College

Coast Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.6%	78.7%	77.8%

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	62.4%	65.2%	65.7%

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	.%	.%	.%
Basic Skills Improvement Rate	51.7%	47.1%	46.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	32,076	30,710	32,568
Full-Time Equivalent Students (FTES)*	18,176	16,144	18,079

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 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	2.2%	2.2%	2.3%
18 - 24	64.0%	65.3%	63.4%
25 - 49	29.6%	28.3%	29.4%
Over 49	4.2%	4.2%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	50.6%	50.5%	50.5%
Male	49.3%	49.4%	49.3%
Unknown	0.2%	0.1%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	22.6%	22.8%	22.4%
Black/African American	1.8%	1.8%	1.8%
Filipino	2.1%	2.0%	2.1%
Hispanic	18.0%	18.4%	18.0%
Native American	0.7%	0.6%	0.6%
Other Non-White	1.3%	1.5%	1.8%
Pacific Islander	0.7%	0.8%	0.7%
White	48.0%	46.0%	44.7%
Unknown/Decline to State	4.8%	6.1%	7.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Orange Coast College

Coast Community College District

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	63.5	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	78.8	74.0	67.6	79.8	B6
C	Persistence Rate	78.9	73.8	66.4	78.9	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.7	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	46.7	43.5	24.2	56.8	F6
G	Improvement Rate for Credit ESL Courses	.	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948 with an opening day enrollment of 500 students. The college has grown significantly since founded, currently enrolling more than 22,000 students each semester and over 32,500 students annually. OCC offers more than 130 academic and career programs, including one of the nation's largest and most acclaimed public marine sailing programs. Nearly half of the students on campus are enrolled in one of the college's career and technical programs. Over the past ten years, OCC's student population has become more ethnically diverse and closely approximates its service area. During this time the college has also observed increases in students under 21.

Orange Coast College ranks second statewide in the number of students it transfers to the California State University system and fifth in transfers to the University of California. Over the past decade, nearly 18,000 OCC students have transferred to UC and CSU campuses. Many OCC students also transfer to private colleges and universities within California and across the nation.

Thanks to a voter-passed bond measure in 2001, the college currently has a number of new buildings under construction, along with major classroom remodeling and upgrades, a complete new utility-delivery system, and improvements to the grounds and parking lots.

In terms of student success, OCC has demonstrated above average levels of performance on all accountability indicators. Over the past three years, the college has increased its Student Progress and Achievement Rate from 60.9% to 63.5%, a figure near the top of its peer group. The college has remained consistently high on the percentage of students who earned at least 30 units (78.8%). The college's persistence rate remains at the top of its peer group (78.9%).

Course success rates for vocational and basic skills courses remain strong over the past three years. Almost 78% of vocational course enrollments are successful, only fluctuating slightly. Basic skills course success rates have increased to 65.7%.

The only significant decline is on the basic skills improvement rate which declined from 51.7% to 46.7% over the past three years. Although declining, it still exceeds the peer group average. The college has experienced an increasing number of students entering with skills below college level and is addressing this need through a Title III Strengthening Institutions grant.

While the college has a robust ESL program, its progress is not reported in the ESL Improvement Rate. OCC's ESL courses have transfer status to CSU and are not included in this calculation. The college does not have noncredit offerings that fall into the Enhanced Noncredit Progress and Achievement Rate calculation.

As these statistics demonstrate, the college's success rates remained fairly consistent over the past three years. Performance on most indicators have increased or slightly fluctuated downward during this period. Additionally, the college has performed above its peer group on all indicators. Orange Coast College is justly proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.



ARCC 2008 Report: College Level Indicators

Oxnard College

Ventura County 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	46.8%	50.5%	47.2%

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	71.5%	72.7%	71.7%

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	59.9%	58.8%	63.4%



ARCC 2008 Report: College Level Indicators

Oxnard College

Ventura County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.7%	78.7%	77.1%

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	64.8%	63.0%	59.5%

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	14.4%	18.3%	21.9%
Basic Skills Improvement Rate	42.3%	44.1%	50.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,608	10,463	10,658
Full-Time Equivalent Students (FTES)*	4,777	4,351	4,534

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 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	8.7%	8.8%	11.0%
18 - 24	48.3%	48.5%	48.9%
25 - 49	37.8%	37.2%	34.8%
Over 49	5.2%	5.6%	5.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.6%	58.4%	57.9%
Male	40.9%	40.2%	40.9%
Unknown	1.4%	1.5%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.8%	3.9%	3.4%
Black/African American	4.3%	4.2%	4.1%
Filipino	5.9%	5.5%	5.3%
Hispanic	58.8%	59.1%	60.5%
Native American	0.9%	0.9%	0.9%
Other Non-White	0.4%	0.6%	0.8%
Pacific Islander	0.6%	0.7%	0.8%
White	21.1%	21.2%	19.4%
Unknown/Decline to State	4.1%	3.9%	4.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Oxnard College

Ventura County Community College District

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	47.2	46.1	39.4	58.0	A6
B	Percent of Students Who Earned at Least 30 Units	71.7	67.1	53.5	76.5	B3
C	Persistence Rate	63.4	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	50.6	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	21.9	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Self-Assessment

Oxnard College is one of three colleges in the Ventura County Community College District. The college serves a diverse population of students that come primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 75% of the students are from ethnic minority groups with Hispanic students making up the largest group of students. This diversity is reflective of the population of the surrounding community.

Although Oxnard College's student progress and achievement rate is similar to its peer group average, it is of concern that just under 50% of first-time students show progress in obtaining an associate's degree or certificate, completing transfer-level courses, or transferring to a four-year institution. We have seen an increase in the persistence rate of first-time students. However, approximately one-third of students are not returning and enrolling in the subsequent year. The college is encouraged to see that the successful course completion rate for Vocational courses is relatively high (approximately 80%). The college has acknowledged the achievement and persistence issues facing many of our students and is formulating strategies to address them. The newly-formed Student Success Committee brings together key campus stakeholders to address these issues.

Pre-collegiate improvement in Basic Skills and ESL are specific areas that Oxnard College has identified to better serve students. Although the percentage of students who successfully complete basic skills courses (reading, writing, and math) and then go on to take higher level courses has increased in the last few years, there is still a great deal of work that needs to be done. The college made basic skills a priority by opening the Success Academy in the Fall of 2007 that emphasizes a "high tech/high touch" approach in serving the needs of basic skills students. The modular design of the curriculum combines computerized instruction and a hands-on approach including one-on-one and small group instruction. An expanded ESL program is also being developed to better serve the needs of students in the community. The college's low improvement rates for ESL, well below its peer group average, may be misleading due to the definition of the indicator and the college's sequencing of ESL courses.

Oxnard College was awarded a Title V cooperative grant from the U.S. Department of Education in 2006. The grant focuses on developing and enhancing academic and student services to help Hispanic students come to the college and then transfer to one of our partner universities (CSU Channel Islands and UC Santa Barbara). Cooperative efforts are also underway with our local high school district. The college anticipates that student progress and achievement rates, as well as persistence rates, will increase over the next few years through the efforts of this grant.

Positive changes are occurring at Oxnard College. There has been an increase in student enrollments, a number of facility and classroom technology improvements are underway, and a new leadership team is in place at the college. Oxnard College is committed to improving its instructional and student services to fully serve its diverse student population.



Palo Verde College

Palo Verde 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	22.7%	30.5%	41.4%

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	47.5%	57.3%	53.0%

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	45.1%	40.8%	31.1%



ARCC 2008 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	93.9%	93.4%	91.8%

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	51.8%	48.3%	50.9%

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	10.6%	0.0%	5.9%
Basic Skills Improvement Rate	53.8%	53.4%	47.1%

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	.%	.%	.%



Palo Verde College

Palo Verde Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	7,585	7,914	7,180
Full-Time Equivalent Students (FTES)*	1,624	1,779	1,810

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 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	7.8%	5.5%	4.9%
18 - 24	13.1%	12.5%	13.4%
25 - 49	63.5%	65.7%	64.8%
Over 49	15.2%	15.4%	16.0%
Unknown	0.4%	0.8%	0.8%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	29.9%	28.7%	31.4%
Male	70.1%	71.2%	68.6%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.3%	2.5%	2.9%
Black/African American	7.3%	8.5%	8.0%
Filipino	1.1%	1.3%	1.4%
Hispanic	25.8%	24.8%	26.3%
Native American	1.6%	1.7%	1.7%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.7%	0.6%	0.6%
White	52.0%	51.3%	50.4%
Unknown/Decline to State	9.1%	9.3%	8.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

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	41.4	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	53.0	63.3	53.0	74.0	B4
C	Persistence Rate	31.1	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	91.8	94.5	91.8	97.1	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.9	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	47.1	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	5.9	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Self-Assessment

Palo Verde College, established in 1947, is a small college with a diverse and complex student constituency. In addition to delivering instructional programs to students attending the Blythe main campus, the College provides instruction to students residing in Needles (100 miles north of Blythe), inmates incarcerated at two nearby state prison facilities, inmates located at nine other correctional facilities in California, students enrolled in noncredit programs in Blythe, and firefighters and police officers (through instructional service agreements) in Riverside and other locations in California.

Of nearly 8,000 students (unduplicated count), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 500; all prison facilities, 800; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 70%-30%, principally because of the preponderance of male police officers and firefighters enrolled through instructional services agreements, and the nearly-100% male population represented among incarcerated students. As for the Blythe main campus, Needles Center, and noncredit programs, the ratio of male to female students is approximately 45%-55%.

Here follows our analysis of the ARCC-2008 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. The percentages are low, but there is steady improvement in achievement in each of the cohort groups. We attribute the increase to better transfer staffing and advisement, revamping of certain certificates, and the growth in inmate student populations where there is strong commitment to program completion.

Table 1.1a Percent of Students Who Earned at Least 30 Units. As in Table 1.1, the percentages are low, but the upward trend in the most recent two cohorts is encouraging. We are seeking ways to improve further our students' rates of retention and persistence through the College's Enrollment Management Plan.

Table 1.2 Persistence Rate. The decline in persistence rate is of particular concern to us. We are seeking ways to improve this indicator through the College's Enrollment Management Plan.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. We attribute this consistently high performance to the substantial motivation among students—police officers and firefighters seeking career advancement and skills upgrade—enrolled in the College's programs through instructional services agreements.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. The completion rate, while low, has remained fairly consistent in each of the cohorts. We are seeking ways to improve this performance indicator as part of the Basic Skills Initiative program and related efforts.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. We are taking steps to improve these performance measures through the Basic Skills Initiative program and Enrollment Management Plan.



Palomar College

Palomar 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	53.8%	54.9%	50.7%

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	71.0%	74.3%	70.5%

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	68.7%	67.9%	69.8%



ARCC 2008 Report: College Level Indicators

Palomar College

Palomar Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	81.8%	81.5%	81.5%

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	58.9%	61.7%	59.4%

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	50.5%	47.2%	36.9%
Basic Skills Improvement Rate	52.4%	51.4%	53.0%

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	0.7%	.%	3.9%



ARCC 2008 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	46,117	46,771	49,174
Full-Time Equivalent Students (FTES)*	19,349	19,326	19,406

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 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	5.8%	6.6%	6.5%
18 - 24	46.7%	46.7%	46.3%
25 - 49	32.3%	31.8%	31.7%
Over 49	15.2%	14.8%	15.4%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	52.6%	51.8%	52.2%
Male	46.5%	47.1%	46.9%
Unknown	0.9%	1.1%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	4.8%	4.7%	5.1%
Black/African American	3.2%	3.2%	3.3%
Filipino	2.7%	2.8%	2.8%
Hispanic	25.5%	26.7%	27.1%
Native American	1.3%	1.2%	1.3%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.8%	0.7%	0.8%
White	52.9%	51.8%	50.1%
Unknown/Decline to State	8.8%	8.8%	9.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Palomar College

Palomar Community College District

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	50.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.5	74.0	67.6	79.8	B6
C	Persistence Rate	69.8	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.5	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	53.0	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	36.9	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Palomar College

Palomar Community College District

College Self-Assessment

Palomar College serves a district of 2,500 square miles with a population of over 730,000. Each year more than 46,000 students attend the college and take classes at the San Marcos campus, one education center, or seven outreach sites. Over the past seven years, as the region's population has grown by 12%, Palomar's enrollment has increased. The college's San Marcos campus is at capacity and access to college and courses is a concern.

Palomar is recognized for the breadth and quality of its educational program offerings. Palomar provides over 250 AA degree and certificate programs and awards over 2,000 degrees and certificates annually. Each year, more than 1,000 students transfer to a CSU or UC, approximately 800 continue their studies at an in-state private or out-of-state university, and 2,000 become transfer prepared.

The SPAR and 30+ Units Rate for the college's first two cohorts are good and match our peers' average. However, the SPAR and 30+ Units rate for the most recent cohort dropped significantly. The college has identified inconsistencies in data reporting as a result of the college's course cleanup project and is researching if the inconsistencies affected the rates.

Overall system transfers to out-of-state colleges decreased. In the past, Palomar's transfer counts to out-of-state colleges have been high. We are unclear as to whether this is a technical issue related to the data match performed by the Chancellor or a real drop in out-of-state transfers.

The college recognizes the importance of the SPAR measure and has completed further internal analyses that evidence the persistence of our students. For the most recent cohort, the completion rate for students who begin and complete their studies at Palomar did not decrease as significantly as the SPAR measure in the ARCC report. A match with NSC reveals that 115 students transferred within six months after the end of the report's tracking period. Further, about 14% are still working toward their educational goals and attending Palomar within one year after the tracking period. Student enrollment past the tracking period may be related to the working status of our students, timely course access due to capacity limitations, or the number of Palomar students who serve in the military that have been deployed during their college careers. The college will discuss ways to help students complete their goals in a timely manner.

Report metrics that use recent data are relatively stable. Palomar is implementing strategies to improve its performance. The persistence rate for the college has increased and is at our peer's average. The college is developing a plan to provide enhanced instruction and support services for students enrolling in basic skills level and ESL courses. Targeted outcomes are persistence, course success rates, and basic skills and ESL improvement rates. Implementing this plan should improve these students' completion and transfer rates over time. The college is increasing instructional capacity through the implementation of its master plan. Expanded facilities and a commitment to increasing full-time faculty will help Palomar meet demand and advance student success.



ARCC 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area 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	56.8%	59.0%	58.7%

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	78.6%	80.8%	78.4%

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	77.8%	76.9%	75.9%



ARCC 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.5%	70.7%	71.4%

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	64.9%	63.0%	61.0%

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	61.8%	66.0%	66.4%
Basic Skills Improvement Rate	53.6%	55.9%	54.7%

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	9.4%	7.1%	8.5%



ARCC 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	42,486	42,840	44,028
Full-Time Equivalent Students (FTES)*	22,107	22,106	22,290

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 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	3.1%	3.6%	4.2%
18 - 24	55.7%	56.2%	56.2%
25 - 49	34.9%	34.3%	33.5%
Over 49	6.3%	6.0%	6.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.4%	55.9%	55.4%
Male	43.6%	43.9%	44.2%
Unknown	0.1%	0.2%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	25.4%	26.2%	27.6%
Black/African American	6.6%	6.3%	5.8%
Filipino	4.2%	4.2%	4.0%
Hispanic	33.0%	33.5%	32.9%
Native American	0.7%	0.6%	0.5%
Other Non-White	4.7%	4.4%	4.3%
Pacific Islander	0.3%	0.4%	0.4%
White	17.9%	17.8%	17.9%
Unknown/Decline to State	7.2%	6.6%	6.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

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	58.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	78.4	74.0	67.6	79.8	B6
C	Persistence Rate	75.9	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.4	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	54.7	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	66.4	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Self-Assessment

Founded in 1924, Pasadena City College (PCC) is now in its 84th year of service to the Southern California area. The district includes the cities of: Altadena, Arcadia, La Canada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. However, in the Fall of 2007, 68% of the enrolled credit students came from communities outside the College's district, a 2% increase from Fall 2006.

The mission of Pasadena City College is successful student learning. The College provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the College's service area. PCC offers two regular semesters, plus a summer and winter intersession, distance education, and online courses to meet the needs of an evolving student body that requires flexibility in scheduling and course offerings. The college fosters an environment where students have the opportunities they need to advance and succeed. For example, through grant funding, the College has developed innovative programs targeting at-risk students who are not prepared for college level course work, such as: Math Jam, XL program, Ujima, Athletic Zone and our Teaching Learning Center.

The 2008 ARCC report reflects the College's continued mission of successful student learning. While the three year data for the College shows year-to-year fluctuations, PCC students are well above their peer group average on six of the seven ARCC indicators.

During our current academic year, PCC has taken meaningful steps to address the ARCC indicators where performance did not meet the College's expectations. Particularly, the College has made an effort to address weaknesses in basic skills improvement and vocational course completion. PCC designated a substantial portion of the ARCC funds to be used to stimulate and promote innovative programs and curriculum to target these two areas. Several vocational programs that require hands-on equipment experience have added instructional aides to their courses to increase time-on-task for students. ARCC program coordinators have also used allocated resources to keep vocational labs open longer, provide trained lab assistants to help students with projects and offer a one credit Introduction to College course that targets students interested in vocational programs. Additionally, ARCC funding has been used to pair college counselors with basic skill math courses to promote time management skills, access to tutoring, course selection counseling, and early intervention for students who are not progressing in the math courses as needed. In Fall 2007 students on probationary status, for the first time, were required to attend educational planning workshops before they could register for the Spring semester. These students and other at-risk students will receive further interventions by college counselors throughout the semester in order to fully engage the students in their educational process.

Pasadena City College will continue to strive to provide all students with the resources and programs that will facilitate their success.



Porterville College

Kern 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	42.2%	45.2%	39.4%

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	66.0%	67.1%	69.6%

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	63.8%	65.7%	57.2%



ARCC 2008 Report: College Level Indicators

Porterville College

Kern Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	79.6%	78.5%	80.7%

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	55.4%	52.3%	60.1%

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	42.1%	52.2%	50.0%
Basic Skills Improvement Rate	52.6%	54.5%	54.4%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Porterville College

Kern Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	6,143	6,108	6,032
Full-Time Equivalent Students (FTES)*	3,186	2,963	2,978

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 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	6.1%	6.7%	7.2%
18 - 24	48.6%	47.9%	47.0%
25 - 49	35.0%	34.9%	35.7%
Over 49	10.3%	10.4%	10.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	64.3%	64.7%	65.7%
Male	35.7%	35.3%	33.6%
Unknown	0.0%	0.0%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Porterville College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.9%	2.7%	2.6%
Black/African American	2.1%	2.3%	1.9%
Filipino	3.1%	3.1%	3.0%
Hispanic	48.6%	50.6%	49.9%
Native American	1.8%	2.0%	2.1%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.2%	0.2%	0.2%
White	38.6%	36.3%	34.9%
Unknown/Decline to State	2.6%	2.8%	5.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Porterville College

Kern Community College District

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	39.4	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	69.6	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	57.2	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.7	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.1	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	54.4	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	50.0	46.1	9.4	80.8	<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 2008 Report: College Level Indicators

Porterville College

Kern Community College District

College Self-Assessment

Just having completed its 80th year of continuous operation, Porterville College (PC) serves the diverse population of Porterville and southeastern Tulare County. Our service area is rapidly growing. The city of Porterville and the surrounding small communities comprise a population of greater than 100,000 people. The College serves approximately 4,000 students each term and offers an array of educational opportunities to its students, including associate degree programs, transfer preparation, vocational and basic skills education as well as community service and economic development.

The College's demographics are diverse and rapidly changing. Currently, almost half (49.9%) of our students are Hispanic and almost two-thirds (65.7%) are female. Recent trends are for increased numbers of Hispanic students. The college also serves a population that comes from an economically depressed area and its students are increasingly under-prepared for college-level work.

In 2003, the College was awarded a five-year, \$2,100,000 Title V Hispanic Serving Institutions grant by the US Department of Education to improve educational advising and basic skills programs, and to provide funding for faculty training in measurement of student learning outcomes. It also funds a new vocational program in industrial maintenance and new distance education courses.

Porterville College demonstrates average or good performance on most accountability measures. In recent years, the college has shown improvement in a number of measures including the percentage of students who complete 30 units, and the successful course completion rate for both vocational courses and basic skills courses.

One concern is a drop in the student progress and achievement rate. This may be a one-year anomaly in the data and we would note that our college is one of only seven statewide to be honored by the transfer leadership project for higher than expected transfer rates. Nonetheless, we will be monitoring this item closely.

Our persistence rate also dropped this year. While this may also be an anomaly, it could be due to local economic changes including a construction boom that has led to an enrollment decline.

Porterville College compares well to colleges in its peer groups. We are above the peer group averages for five of the seven measures. Our basic skills course completion rate and improvement rates are both increasing and are above our peer group averages. We are participating in the basic skills initiative and will be tracking a great deal of basic skills data for our campus, some for the first time. The ESL improvement rate is of limited utility for PC. We have few courses that meet the ARCC definition of ESL for inclusion here. We will review the coding of these courses in the future and are also considering curriculum changes. The effect of possible coding and curriculum changes, if any, is unknown at this time.

Despite our average to good performance on most ARCC measures, Porterville College has no plans to become complacent. We are continually reviewing our curricula and policies and looking for innovative ways to improve the achievement and learning of our students.



Rancho Santiago Continuing Education Division

Rancho Santiago 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



ARCC 2008 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	.%	.%	.%



Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	54,847	55,564	45,420
Full-Time Equivalent Students (FTES)*	.	.	.

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 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	7.3%	7.8%	11.1%
18 - 24	31.7%	27.3%	26.6%
25 - 49	47.7%	49.8%	46.5%
Over 49	13.3%	15.2%	15.6%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	46.0%	46.1%	47.7%
Male	49.3%	49.4%	48.5%
Unknown	4.6%	4.5%	3.8%

Source: Chancellor's Office, Management Information System



Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.2%	4.6%	5.2%
Black/African American	0.8%	0.7%	0.6%
Filipino	0.4%	0.3%	0.3%
Hispanic	63.8%	63.7%	59.9%
Native American	0.3%	0.3%	0.3%
Other Non-White	1.1%	1.0%	0.7%
Pacific Islander	0.2%	0.2%	0.1%
White	8.4%	6.7%	6.6%
Unknown/Decline to State	19.8%	22.5%	26.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



Reedley College

State Center 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	63.1%	63.2%	58.0%

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	69.6%	72.3%	70.7%

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	63.5%	64.3%	64.0%



ARCC 2008 Report: College Level Indicators

Reedley College

State Center Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.2%	68.6%	68.4%

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	62.4%	62.8%	58.2%

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	32.2%	37.8%	47.6%
Basic Skills Improvement Rate	49.3%	49.8%	48.5%

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	.%	.%	.%



Reedley College

State Center Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	17,316	17,582	18,366
Full-Time Equivalent Students (FTES)*	8,624	8,729	9,132

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 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	3.5%	3.1%	2.9%
18 - 24	61.0%	62.0%	62.1%
25 - 49	30.9%	30.6%	30.8%
Over 49	4.5%	4.4%	4.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.9%	61.2%	61.4%
Male	38.6%	38.6%	38.1%
Unknown	0.5%	0.2%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Reedley College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.9%	3.6%	4.2%
Black/African American	2.9%	2.9%	3.2%
Filipino	1.1%	1.1%	1.2%
Hispanic	43.8%	44.4%	44.2%
Native American	1.1%	1.2%	1.3%
Other Non-White	1.1%	1.2%	1.3%
Pacific Islander	0.4%	0.4%	0.3%
White	35.7%	35.1%	34.5%
Unknown/Decline to State	11.0%	10.0%	9.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Reedley College

State Center Community College District

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	58.0	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	70.7	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	64.0	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.4	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.2	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	48.5	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	47.6	43.2	7.6	79.9	<i>G2</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 2008 Report: College Level Indicators

Reedley College

State Center Community College District

College Self-Assessment

Reedley College is a medium sized institution that includes a main campus; three centers and several satellite locations. Reedley College's service area has a low per capita income; a moderately low percentage of people with at least a Bachelor's; high poverty and "English Not Spoken Well" indices; and an extremely high unemployment index. Reedley's students are among the youngest in the state, twelve percent of them take credit basic skills classes, and they average 8.5 units per semester.

Reedley's student progress and achievement rate was first in its peer group. Contributing to this rate is regular communication with potential graduates, college application workshops, initiation of on-line counseling and creation of a transfer/career Blackboard site.

Reedley's percent of students who have earned at least 30 units has been stable over the 3 cohort years and is above both the peer group average and median. Contributing to this rate is implementation of the Extended Learning Centers, increased library services and counseling hours, and more flexible scheduling of courses to better meet student scheduling needs.

Reedley's persistence rate has been steady over the three cohort years and is above the peer group average. This rate will be positively impacted by the completion of the disproportionate impact study relative to student assessment in reading, writing and mathematics, increased high school concurrent enrollment, wide-spread use of an Early Alert system, increased transition to college courses, and increased number of counselors as well as hours of service.

Reedley's successful course completion rate for credit vocational classes is below the peer group average, but is stable over the three cohort years. Upon further investigation of the courses included in the calculation of this rate, it was noted that many courses were inappropriately coded. Once this is corrected, Reedley's rate will increase. However, it will still be a relatively low rate. Reedley recently received a grant which is focused on providing contextualized basic skills classes. Additionally, the Basic Skills Initiative will focus on those disciplines with the lowest success rates as well as providing for faculty development opportunities.

Reedley's annual successful course completion for credit basic skills is above the peer average and below the peer median. This completion rate for basic skills classes has declined from the first 2 cohort years. The college plans to improve these basic skill rates by utilizing such strategies as using in-class counseling intervention techniques, developing a math skills center, expanding tutorial and Writing center services, and implementing contextualized basic skills courses.

Reedley's basic skills improvement rate is above both the peer group average and median. The college plans to improve the basic skill improvement rates by continuing its efforts to identify effective practices for closing the gap between success and retention rates of basic skills classes.

Reedley's ESL improvement rate is above both the peer group average and median, and has been increasing over the three cohort years. This discipline is currently conducting a review of its entire program and will incorporate the ARCC data into their analysis.



Rio Hondo College

Rio Hondo 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	41.8%	44.3%	42.2%

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	64.8%	68.4%	67.6%

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	70.0%	65.3%	66.9%



ARCC 2008 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	80.3%	81.4%	82.5%

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	54.2%	51.9%	52.8%

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	50.8%	55.9%	49.6%
Basic Skills Improvement Rate	59.5%	58.1%	55.7%

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	.%	.%	15.4%



ARCC 2008 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	29,746	34,743	38,284
Full-Time Equivalent Students (FTES)*	12,503	12,086	13,183

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 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	3.8%	3.7%	3.5%
18 - 24	45.0%	40.5%	39.1%
25 - 49	45.5%	48.5%	48.7%
Over 49	5.7%	7.3%	8.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	43.9%	41.0%	41.6%
Male	56.1%	59.0%	58.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	9.4%	8.7%	7.0%
Black/African American	3.8%	4.4%	3.1%
Filipino	1.8%	1.8%	1.5%
Hispanic	56.9%	56.8%	47.2%
Native American	0.5%	0.6%	0.5%
Other Non-White	1.1%	1.2%	0.9%
Pacific Islander	0.3%	0.4%	0.3%
White	14.5%	16.7%	12.0%
Unknown/Decline to State	11.6%	9.3%	27.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

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	42.2	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	67.6	70.9	66.8	77.6	B2
C	Persistence Rate	66.9	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.5	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.8	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	55.7	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	49.6	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Self-Assessment

Rio Hondo Community College District has grown by more than 8,500 students between 2005 and 2007 and by nearly 700 FTES during the same time period. This growth is a result of the college's efforts to provide more course sections including winter and summer offerings, and additional modes of delivery such as online and hybrid courses, and increased outreach at the local feeder high schools.

The college has achieved a consistently high rate in the Completion Rate for Credit Vocational Education Courses. As Rio Hondo College has many strong vocational programs, such as nursing, automotive technology, welding, and early childhood education, the college draws on the strengths of such programs to keep success and retention rates high. The college has also been consistent in the Student Progress and Achievement Rate and the Successful Course Completion Rate for Credit Basic Skills Courses.

The college's indicators are below average of peer institutions regarding Persistence Rate, and Annual Successful Course Completion Rate for Credit Basic Skills Courses. A Basic Skills Initiative Plan will help institutionalize a strategic plan to address and improve success and retention of basic skills students. Nearly 75% of Rio Hondo students place initially into a basic skills math or English course.

The college is aligned with the USC California Benchmark Project to set goals for increasing student success in basic skills courses and courses that lead to transfer. The college anticipates establishing interventions such as increased awareness of tutoring centers, instructional assistants, and other best practices to address the decline in the completion rates of basic skills students in math, English and ESL. These areas are the focus of the RHC Basic Skills Committee and the Basic Skills Plan.

RHC is an established community college serving a metropolitan community, with focus on the future for transfer and career education. An aggressive bond construction program is in place to enhance the learning environment for the diverse and eager student population the college serves.

The college is actively engaged in outreach and program improvement to help students meet educational and career goals.



Riverside Community College

Riverside 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	46.1%	48.9%	46.0%

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	67.5%	69.0%	69.9%

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	65.3%	66.2%	65.8%



ARCC 2008 Report: College Level Indicators

Riverside Community College

Riverside Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.8%	75.6%	78.3%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	61.3%	60.2%	62.0%

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	49.9%	49.1%	45.3%
Basic Skills Improvement Rate	55.2%	57.3%	56.0%

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	.%	.%	.%



Riverside Community College

Riverside Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	48,076	47,424	49,244
Full-Time Equivalent Students (FTES)*	24,666	26,323	23,967

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 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	3.1 %	3.2%	3.9%
18 - 24	55.1 %	55.9%	54.3%
25 - 49	35.5%	34.8%	35.2%
Over 49	6.1 %	6.0%	6.6%
Unknown	0.1 %	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	55.6%	55.6%	54.7%
Male	44.0%	43.9%	44.8%
Unknown	0.4%	0.5%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Riverside Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.8%	5.8%	5.6%
Black/African American	11.4%	11.4%	11.1%
Filipino	3.0%	3.1%	3.0%
Hispanic	32.7%	34.0%	35.3%
Native American	0.8%	0.8%	0.8%
Other Non-White	2.2%	2.3%	2.0%
Pacific Islander	0.6%	0.6%	0.6%
White	38.9%	36.9%	36.1%
Unknown/Decline to State	4.6%	5.1%	5.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Riverside Community College

Riverside Community College District

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	46.0	46.1	39.4	58.0	A6
B	Percent of Students Who Earned at Least 30 Units	69.9	74.0	67.6	79.8	B6
C	Persistence Rate	65.8	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	56.0	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	45.3	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Riverside Community College

Riverside Community College District

College Self-Assessment

Riverside Community College District has been committed to serving the educational needs of its community for more than 90 years. RCCD's students take classes at three primary locations; Riverside City College, Moreno Valley and Norco campuses. The off campus sites are located at Ben Clark Training Center, Rubidoux Annex and March Education Center. In January 2008, the Norco and Moreno Valley campuses were elevated to candidacy for accreditation by the ACCJC.

The District provides transfer programs, occupational and technical programs, and career preparation leading to the Associate of Arts and/or Sciences degrees and a variety of certificates. In the tradition of general education, students are prepared for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides tutorial and supplemental instruction, and basic skills courses for under-prepared students.

The District's service area, which spans over 440 square miles, includes socially, economically and ethnically diverse urban and rural communities. A recent environmental scan estimates that the population of the RCCD service area will grow from 1,040,099 in 2005 to 1,373,919 in 2020, an increase of 32%. However, the college-going rate for RCCD's feeder high schools continues to be a challenge, as recent high school students are increasingly under-prepared for college.

Enrollment rose from 21,003 in fall 1996 to 34,494 in fall 2007, an increase of 64%. RCCD typically grants over 2,000 AA/AS degrees and 1,500 certificates yearly. For 2006-07, RCCD transferred 345 students to the University of California and over 1,000 students to the California State University.

Regarding the ARCC measures, Percent of Students Earning at Least 30 Units increased in each of the three years examined, from 67.5% to 69.9%, indicating steady, but modest improvement on this measure. On five other measures, RCCD remained relatively stable (the differences between the highest and lowest measures were less than three percentage points): Student Achievement and Progress Rate, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Education Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rates for Credit Basic Skills Courses.

Improvement Rates for ESL Courses is the sole indicator that RCCD decreased during the previous three cohorts. The rate went from 49.9% to 45.3%, less than four percentage points lower than the peer group average of 49.0%.

This year the Successful Basic Skills Course Completion Rate and Improvement Rate remained relatively stable. Students are successful in both individual basic skills classes, and through the basic skills sequence. Special efforts are underway to enhance Basic Skills Education including a diagnostic-prescriptive modular approach which allows students to build requisite skills by completing a single module rather than an entire course.

RCCD's accountability indicators demonstrate good levels of performance when compared to the peer groups (RCCD was within five percentage points of all peer group averages). Strategic Initiatives for 2005-2010 are aimed at improving student persistence, increasing the number of awards, and building transfer readiness.



Sacramento City College

Los Rios 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	55.4%	55.8%	54.1%

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	66.1%	68.4%	67.7%

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	70.2%	70.7%	71.6%



ARCC 2008 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.4%	72.2%	70.7%

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	62.4%	64.2%	61.6%

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	56.1%	54.0%	54.0%
Basic Skills Improvement Rate	49.9%	53.9%	50.0%

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	.%	.%	.%



Sacramento City College

Los Rios Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	34,352	35,129	36,961
Full-Time Equivalent Students (FTES)*	15,008	15,573	16,480

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 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	4.1 %	4.5%	4.5%
18 - 24	53.1 %	53.4%	53.4%
25 - 49	36.2%	35.1%	35.1%
Over 49	6.6%	7.0%	7.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.5%	59.3%	58.7%
Male	39.7%	39.8%	40.3%
Unknown	0.8%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	21.5%	21.5%	21.5%
Black/African American	12.9%	13.4%	14.0%
Filipino	3.7%	3.6%	3.6%
Hispanic	16.0%	16.0%	16.6%
Native American	1.2%	1.1%	1.1%
Other Non-White	3.0%	2.7%	2.7%
Pacific Islander	1.2%	1.3%	1.3%
White	34.7%	33.6%	32.0%
Unknown/Decline to State	5.9%	6.6%	7.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

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	54.1	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	67.7	70.9	66.8	77.6	B2
C	Persistence Rate	71.6	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.7	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	50.0	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	54.0	29.7	0.0	70.8	G3

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.



Sacramento City College

Los Rios Community College District

College Self-Assessment

Sacramento City College serves a diverse population of students coming primarily from the greater Sacramento region. SCC's annual enrollment increased by 5.6% in Fall 2006 and 12% in Fall 2007 despite challenges due to fee increases, lack of parking, and construction on campus. SCC is fortunate to have a light rail station right on campus since Fall 2005 and a new parking structure in 2007 which provide students with increased access to the campus.

SCC students come to college with many barriers to success. While over 80% of SCC's students declare that they want to earn a degree or transfer, 85% test skill deficient in some combination of math or English. Seventy percent (70%) of SCC students are part-time, enrolling in fewer than 12 credit hours per semester. Twenty percent (20%) of SCC students' primary language is not English; 42% of all students are on some form of financial aid; and 38% of students are first-generation college.

In spite of these factors which present challenges for the students, SCC is committed to inspiring academic and economic success for all students. SCC has established goals with target outcomes for student access and success. SCC is engaged in several initiatives to support student success including targeting support services for first-time 18-20 year old students, increasing success in Basic Skills courses, and creating a welcoming environment through Students Obtaining Success (SOS) and the Cultural Democracy initiatives. SCC's proactive enrollment management plan includes strategies for both recruitment and retention.

SCC has demonstrated stability or improvement in three of the seven accountability indicators. SCC has demonstrated improvement each year in the persistence rate of first-time students. SCC is above the peer group average on four measures and is 3.2 to 4.2 percentage points below the peer group average on three measures. Because these measures are still new in the state, it is not yet clear how much variation year to year is normal variability rather than a reflection of the level of effort and success of that effort. Consistency in either a positive or negative direction would seem to be a fair indication, whereas year-to-year fluctuations up and down are inconclusive. Experience with these measures over time will provide a sense of how much change in the numbers reflects real improvement or decline within a context of consistent effort to improve. While all indicators demonstrate good levels of performance, SCC is committed to improving our students' success on all indicators. SCC looks forward to seeing the results of these initiatives reflected in future college-level indicators.

Data note:

- A new student records system was implemented and corrected in AY2002-03, which impacts the accuracy of the data in the 2002-03 year and the reliability of any comparative data which cross this time period.



Saddleback College

South Orange County 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	59.4%	59.9%	59.8%

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	75.8%	76.9%	76.9%

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	72.0%	73.6%	72.1%



ARCC 2008 Report: College Level Indicators

Saddleback College

South Orange County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	78.6%	78.5%	77.9%

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	62.9%	63.6%	64.0%

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	32.8%	34.0%	31.8%
Basic Skills Improvement Rate	55.3%	58.5%	56.8%

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	22.8%	10.0%	9.8%



ARCC 2008 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	34,963	35,112	36,175
Full-Time Equivalent Students (FTES)*	14,719	14,186	15,311

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 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	3.6%	3.8%	3.7%
18 - 24	42.2%	42.3%	43.8%
25 - 49	29.7%	28.7%	27.8%
Over 49	24.4%	25.1%	24.6%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	60.3%	59.8%	60.0%
Male	39.7%	40.1%	39.6%
Unknown	0.1%	0.1%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.6%	8.5%	8.8%
Black/African American	1.6%	1.7%	1.7%
Filipino	2.0%	2.0%	2.0%
Hispanic	12.3%	12.5%	12.6%
Native American	0.5%	0.6%	0.7%
Other Non-White	1.1%	1.0%	1.4%
Pacific Islander	0.6%	0.6%	0.6%
White	65.1%	64.8%	62.9%
Unknown/Decline to State	8.3%	8.2%	9.4%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Saddleback College

South Orange County Community College District

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	59.8	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	76.9	74.0	67.6	79.8	B6
C	Persistence Rate	72.1	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.0	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	56.8	43.5	24.2	56.8	F6
G	Improvement Rate for Credit ESL Courses	31.8	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Self-Assessment

Saddleback College, located in Mission Viejo, is one of two colleges in the South Orange County Community College District, which serves the southern half of Orange County. Although the service area ranks among the wealthiest in the state in per household income, approximately 12% of the households have an annual income of less than \$15,000. The college student body is approximately 62% White, 13% Hispanic and 9% Asian. Filipino and Black students account for about 2 % each.

Saddleback College has an impressive transfer program to public and private institutions across the state and nation, ranking first in transfers to USC. In 2007, it transferred students to institutions in 41 states. Saddleback College offers a comprehensive array of programs in academic and vocational areas with a combined total of 300 degrees and certificates. Saddleback College is the National Center for Rapid Prototyping Technology, participates in 19 intercollegiate sports, offers solid Emeritus and Continuing Education programs, and is the cultural and artistic center of South Orange County. It has a highly qualified faculty, with a significant number having completed doctoral degrees. The accreditation agency (WASC) reaffirmed the college's accreditation in 2004-2005; the next accreditation visit will occur in 2010-2011.

Saddleback College will be celebrating its 40th birthday in 2008-09. Many of the buildings are as old. Saddleback College has embarked on a renovation program. Saddleback College has just completed the renovation of one of its major classroom buildings and is starting the renovation of the Library building. This project will be followed by the renovation of the Advanced Technology and Applied Sciences building scheduled for summer 2011. Architectural plans are underway for a new Sciences building thereafter.

Saddleback College has demonstrated above average performance levels on all but two of the accountability indicators. In Annual Successful Course Completion Rate for Credit Basic Skills Courses, although the college is below the peer group average, the college has shown growth over the previous year's rate. The below average performance in the Improvement Rate for Credit ESL Courses is attributed to the revision of the curriculum during that period of time and the college is certain that this rate will go up next year. Saddleback College continues to have a strong persistence rate of more than 72%, with 77% of students earning in excess of 30 credits. The Annual Successful Course Completion Rate for Credit Vocational Courses is commendable at 80%.

Overall, Saddleback College's accountability indicators demonstrate a solid and healthy performance compared to the peer institutions. They also show that the college has a very strong balance of academic and career-oriented programs, performing extremely well in both areas. The college is committed to ensuring that students persist in their effort and will continue in its path to create an even stronger transfer frame of mind. The latest cohort study for transfer indicates that the college exceeded the expected rate set by the state chancellor's office. Saddleback College is proud to continue the task of fulfilling the mission of the California Community College System.



San Bernardino Valley College

San Bernardino 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	41.3%	41.1%	39.2%

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	61.1%	63.1%	63.8%

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	63.3%	61.1%	56.6%



ARCC 2008 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	67.5%	71.0%	71.9%

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	55.1%	52.3%	50.3%

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	.%	.%	.%
Basic Skills Improvement Rate	49.9%	50.6%	51.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,645	19,535	19,485
Full-Time Equivalent Students (FTES)*	10,174	9,532	9,415

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 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	3.3%	3.7%	4.1%
18 - 24	42.7%	41.6%	42.3%
25 - 49	46.9%	48.3%	46.9%
Over 49	6.2%	6.4%	6.7%
Unknown	0.9%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.5%	57.3%	56.2%
Male	40.0%	41.7%	42.8%
Unknown	0.6%	1.0%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	4.7%	4.5%	4.4%
Black/African American	23.4%	21.5%	20.2%
Filipino	2.0%	1.8%	1.8%
Hispanic	38.7%	39.3%	41.1%
Native American	1.0%	1.0%	0.9%
Other Non-White	1.2%	1.2%	1.2%
Pacific Islander	0.7%	0.8%	0.7%
White	24.5%	25.3%	24.9%
Unknown/Decline to State	3.8%	4.7%	4.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

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	39.2	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	63.8	67.1	53.5	76.5	B3
C	Persistence Rate	56.6	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.3	57.7	50.3	70.1	E4
F	Improvement Rate for Credit Basic Skills Courses	51.2	46.1	29.3	59.9	F3
G	Improvement Rate for Credit ESL Courses	.	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Self-Assessment

Established in 1926, San Bernardino Valley College primarily serves communities in western San Bernardino County. The student population is one of the most diverse in the system: 43% Hispanic/Latino, 24% White Non-Hispanic, 20% African American, 5% Asian, 2 % Pacific Islander, Native American 1%. The ethnic makeup of the campus is close to that of the surrounding community which suggests that we are approaching equal access with respect to ethnicity. The high percentage of Hispanic students qualifies SBVC as a Hispanic-Serving Institution. The community surrounding the campus has on-going challenges that influence level of preparation of students. These challenges include a low-college going rate, and an average household income that is 75% of the state average. The high school drop-out rate is significantly higher than the state average and the CASHEE pass rate is significantly lower than the state average. The average age of SBVC students is 29, indicating that many of our students are returning to school after years away from education.

The college is committed to increasing the success rates on every measure in the ARCC Report. SBVC faculty and staff has reviewed the 2007 ARCC data and engaged in formal dialogue to identify areas where changes can be made to address the educational challenges facing our campus. We are currently formulating an action plan that includes improving accuracy and accessibility of assessment/placement, implementing non-credit courses for students with weak basic skills, improving access to tutorial support services, and creating small learning communities.

Our academic senate has initiated a campus-wide dialogue on basic skills to identify specific strategies to support students in that area. SLOs have been written for all current courses, and at the direction of the SBVC President in the fall of 2007, each department assessed at least one SLO for one of its courses. SLOs in additional courses will be assessed this spring. Programs like CalWorks, STAR/TRIO, EOPs, and the CAHSEE Support Project, address the special needs of our low-income, first generation students and other educationally disadvantaged students. More flexible course scheduling on nights and weekends addresses the needs of older and working students.

Enrollment increased this year from an average of 11,500 to 12,500 after a period of enrollment decline. The college offers 57 AS/AA degree and 83 certificate programs and maintains one of the most diverse and comprehensive vocational programs in its region (11 programs). SBVC offers 83 distributed education courses (TV/hybrid/online) and an Associates degree students can obtain solely through online/hybrid coursework. The college transfers almost 500 students annually to 4-year institutions: three-quarters to CSU institutions. SBVC has cultivated partnerships with a variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco. SBVC has a partnership with San Bernardino City Schools to support the Middle College High School Program, one of the most successful programs of its type in the nation with a 100% CAHSEE pass rate and 90thile ranking on California Standards tests.



ARCC 2008 Report: College Level Indicators

San Diego City College

San Diego 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	54.6%	57.3%	55.0%

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	60.6%	62.3%	61.4%

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	60.6%	55.0%	54.2%



ARCC 2008 Report: College Level Indicators

San Diego City College

San Diego Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.8%	70.8%	71.7%

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	54.8%	52.4%	51.8%

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	27.3%	30.1%	27.4%
Basic Skills Improvement Rate	39.4%	41.8%	39.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

San Diego City College

San Diego Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	24,732	26,094	28,687
Full-Time Equivalent Students (FTES)*	15,881	15,852	16,213

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 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	1.7%	1.8%	2.3%
18 - 24	46.8%	47.9%	49.0%
25 - 49	46.2%	45.0%	43.5%
Over 49	5.4%	5.3%	5.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.8%	54.7%	55.0%
Male	45.2%	45.3%	45.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego City College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.9%	7.1%	6.9%
Black/African American	14.4%	13.9%	12.9%
Filipino	4.4%	4.6%	4.8%
Hispanic	27.9%	27.8%	28.4%
Native American	1.1%	1.0%	1.1%
Other Non-White	4.5%	4.0%	3.7%
Pacific Islander	0.9%	1.0%	1.1%
White	31.8%	32.2%	32.2%
Unknown/Decline to State	8.1%	8.4%	9.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego City College

San Diego Community College District

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	55.0	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	61.4	67.0	54.5	74.3	B1
C	Persistence Rate	54.2	56.8	31.1	71.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.7	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.8	57.8	37.3	68.8	E5
F	Improvement Rate for Credit Basic Skills Courses	39.7	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	27.4	43.2	7.6	79.9	G2

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.



San Diego City College

San Diego Community College District

College Self-Assessment

San Diego City College (City) enrolls approximately 15,000 students each semester in 80 associate degree and 90 occupation certification areas. City's student demographics reveal that more than half of its students are older than the traditional college-age student (18-22 years), with the largest cohort (16%) from 25-29 years of age and 28% over the age of 30. Approximately 69% of students are non-white, 30% care for dependents, 80% have low to moderate incomes, and 78% enroll part-time. Most students work at least part-time, and nearly half are first generation students. More than half of the student body assesses at the remedial level in Mathematics and/or English. Many are English-language learners. The most common student educational objective is the achievement of an associate degree (40%), while the majority of students are pursuing a variety of other educational goals.

In reviewing City's performance on the seven student outcome measures, the college has shown steady and consistent improvement in Successful Course Completion Rate for Vocational Courses, and a very small decline in the other outcome measures. In reviewing City's performance with the Peer Group Comparison, the college performed slightly or significantly below average on five of the six indicators, only exceeding the group average in Student Progress and Achievement Rate.

While City College has made a concerted effort each year to improve in all student outcome measures (as evidenced by the college's overall longitudinal performance), the college continues to lag behind its peer institutions in most areas. The nature of its student body, with particular attention to its older, working, part-time, low to moderate income, and remedial-level characteristics, makes the achievement of high student outcomes a significant challenge. In recognition of this important fact, City has implemented a variety of special academic and student-support initiatives to foster student success:

- **Student Learning Communities:** City College has implemented a Puente Program, New Horizons Program, TRIO/Aspire Program, M.E.S.A. Program, a Umoja Program (modeled after Puente and targeting African-American students), and Freshman Year Experience Transfer Success Program..
- **On-line Tutoring:** City has initiated on-line tutoring to supplement face-to-face tutoring on campus in the General Tutoring Center and the English Center.
- **Supplemental Instruction:** City is developing the curriculum to offer supplemental instruction in key gatekeeper courses, particularly in basic skills areas.
- **Academic Success Center:** City is undertaking the construction of a one-stop academic support center for students.
- **Basic Skills Plan:** City has developed a basic skills plan that focuses on improvement of student retention and performance in basic skills classes.
- **Full-time Faculty Hiring:** City is adding 14 new full-time faculty members for Fall 2007 in key instructional and student-support areas.
- **Professional Development:** City has conducted a two, two-day professional development program for faculty focusing on best-practices in student retention and best practices in basic skills instruction.
- **Student Learning Outcomes:** City has formed an Institutional Assessment Committee to guide the development and measurement of student learning outcomes throughout the institution.



San Diego Continuing Education

San Diego 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



San Diego Continuing Education

San Diego Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	3.7%	3.0%	3.2%



San Diego Continuing Education

San Diego Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	67,436	69,021	69,711
Full-Time Equivalent Students (FTES)*	.	.	.

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 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	1.3%	1.3%	1.1%
18 - 24	20.5%	19.3%	18.3%
25 - 49	49.6%	48.2%	48.8%
Over 49	28.6%	31.1%	31.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.7%	59.1%	58.8%
Male	42.2%	40.8%	39.9%
Unknown	0.1%	0.2%	1.3%

Source: Chancellor's Office, Management Information System



San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	11.5%	11.4%	11.4%
Black/African American	8.8%	9.1%	9.1%
Filipino	3.6%	3.6%	3.3%
Hispanic	36.8%	36.0%	36.3%
Native American	0.8%	0.8%	0.7%
Other Non-White	2.4%	1.8%	2.1%
Pacific Islander	0.5%	0.5%	0.6%
White	32.9%	34.0%	32.6%
Unknown/Decline to State	2.8%	2.8%	3.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego Continuing Education

San Diego Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

San Diego Continuing Education

San Diego Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



San Diego Mesa College

San Diego 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	57.5%	59.3%	57.7%

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%	63.9%	66.8%

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	69.7%	69.0%	62.3%



ARCC 2008 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	69.7%	69.3%	69.8%

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	66.7%	67.7%	57.2%

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	36.8%	35.2%	54.6%
Basic Skills Improvement Rate	45.2%	46.2%	46.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	38,074	36,193	36,437
Full-Time Equivalent Students (FTES)*	18,066	17,679	17,454

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 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	3.6%	3.4%	3.9%
18 - 24	56.7%	57.9%	57.8%
25 - 49	36.5%	35.6%	34.9%
Over 49	3.2%	3.1%	3.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.7%	54.8%	54.8%
Male	45.3%	45.2%	45.2%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	14.9%	14.7%	14.7%
Black/African American	6.4%	6.5%	6.4%
Filipino	6.2%	5.9%	5.8%
Hispanic	16.2%	17.3%	17.7%
Native American	0.9%	0.9%	0.8%
Other Non-White	3.1%	2.9%	2.8%
Pacific Islander	1.1%	1.1%	1.3%
White	40.9%	40.6%	40.2%
Unknown/Decline to State	10.4%	10.0%	10.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

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	57.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.8	70.9	66.8	77.6	B2
C	Persistence Rate	62.3	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.8	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.2	57.2	49.4	66.1	E1
F	Improvement Rate for Credit Basic Skills Courses	46.9	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	54.6	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Self-Assessment

San Diego Mesa College's Student Progress and Achievement Rate (57.7%), which decreased slightly this year (-1.6), is above our peer group average (53.4%). In the Percent of Students Who Earned at Least 30 Units (66.8%) and the Annual Successful Completion Rate for Vocational Courses (69.8%), Mesa's performance is below the peer group averages (70.9% and 74.9%, respectively) but is a slight improvement over last year's rates (+2.9 and +0.5). The Persistence Rate (62.3%) decreased (-6.7) and is below the peer group average (70.6%). This is a source of concern. Although our Annual Successful Course Completion Rate for Basic Skills Courses (57.2%) decreased due partly perhaps to the CCRC recoding efforts (-10.5), the rate equals our peer group average (57.2%). Mesa's Improvement Rates for ESL (54.6%) and Basic Skills Courses (46.9%) improved (+19.4 and +0.7, respectively) and are above our peer group averages (51.6% and 46.6%) due partly perhaps to the CCRC recoding. Our goal is to improve in all areas and meet or exceed the peer group averages.

Mesa developed six institution-wide Student Learning Outcomes (SLOs) that have emerged as our central organizing theme. Mesa's initiatives to improve on the ARCC measures are organized below according to SLO.

Critical Thinking: Supplemental Instruction has been implemented for math and English. The Tutoring Center is now centralized and hired more tutors and Educational Technicians, extended hours of operation, and offers a Bridging Lab and Algebra walk-in workshops. Disability Support Programs and Services (DSP&S) increased tutoring through Basic Skills.

Communication: Through The Silver Process focus groups, successful completers of Basic Skills math discussed barriers to success and identified the knowledge, skills, and dispositions they employed to overcome those barriers. Silver Process participants shared advice with Basic Skills math students. Evaluation of this project is underway.

Self-awareness and Interpersonal Skills: Through Student Services, including Student Success Day, a full-day orientation for new students and parents; an excellent Matriculation Program; and the Freshman Experience Program, students gain greater awareness of their roles and responsibilities as students. The expanding Learning Communities foster positive faculty-to-student and peer-to-peer interaction.

Personal Actions & Civic Responsibility: Last year, Mesa participated in the Community College Survey of Student Engagement (CCSSE) for a regular sample and a Basic Skills oversample and the Community College Faculty Survey of Student Engagement (CCFSSE). Based on survey results, Mesa will develop strategies to help students put forth greater effort and take more responsibility for their learning.

Global Awareness: Mesa offers Learning Communities from a multicultural perspective. Student Services hosts an Annual African-American and Latino Male Leadership Summit.

Technological Awareness: The Tutorial Centers are piloting online tutoring services. DSP&S's High Tech Center offers Assistive Computer Technology.

Mesa's SLO Committee plans to purchase an online system for assessment of SLOs. Program Review has integrated Instruction and Student Services and plans to incorporate Administrative Services this fall, which has fostered greater inter-Divisional collaboration. Program Review is the central organizer for college planning, resource allocation, and the reporting mechanism for SLOs, designed also to address General Education Outcomes and Assessment.



San Diego Miramar College

San Diego 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	48.8%	55.0%	53.9%

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	63.0%	67.3%	67.5%

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	61.7%	68.1%	61.6%



ARCC 2008 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	86.1%	82.8%	81.5%

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	64.8%	63.7%	66.1%

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	25.0%	27.8%	28.6%
Basic Skills Improvement Rate	50.4%	52.0%	52.0%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	19,886	20,330	21,251
Full-Time Equivalent Students (FTES)*	6,874	7,299	7,740

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 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	1.1%	1.4%	1.8%
18 - 24	43.0%	44.8%	45.8%
25 - 49	50.4%	48.8%	47.6%
Over 49	5.5%	5.0%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	43.0%	44.8%	45.8%
Male	56.9%	55.1%	54.2%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	12.3%	13.2%	13.7%
Black/African American	5.7%	5.8%	5.9%
Filipino	9.6%	9.3%	9.3%
Hispanic	14.1%	14.5%	14.8%
Native American	1.1%	1.0%	0.9%
Other Non-White	3.4%	3.5%	3.4%
Pacific Islander	1.3%	1.4%	1.4%
White	43.7%	42.2%	41.4%
Unknown/Decline to State	8.8%	9.1%	9.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

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	53.9	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	67.5	67.0	54.5	74.3	B1
C	Persistence Rate	61.6	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.5	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	52.0	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	28.6	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Self-Assessment

San Diego Miramar College serves a diverse student population drawn from a suburban area in San Diego about 20 miles north of downtown. Nearly 9,000 full- and part-time students are enrolled in the 17 associate degree and certificate programs at the college.

The career and technical programs at Miramar College – aviation technology, diesel technology, automotive technology, and public safety program in particular – are excellent and are well-known throughout San Diego. In the past 5 years, Miramar College has also made it a priority to develop a comprehensive transfer curriculum and now transfers over 300 students annually to the University of California and California State University.

A new science building opened three years ago and supports biology and chemistry transfer programs as well as biotechnology. New construction at the college in the next 4 years will give the campus needed classrooms and the infrastructure needed to support the enrollment and program growth that is planned over the next 15 years. The opening of the new Library and Learning Resources Center in 2011 and the development of facilities for student services will enable the college to provide more support services to students.

The college has made progress in improving student outcomes in several key areas. (For each measure the comparison is between the 2001-02 to 2006-07 five-year cohort of students vs. the 1998-99 to 2003-04 five-year cohort.) The extent to which students attain their stated degree or certificate goal within six years of initial enrollment is up slightly (53.9% vs. 52.3%), as is the percent of students who earn at least 30 units (67.5% vs. 64.5%). Similarly, the Fall-to-Fall persistence rate improved (61.6% vs. 57.9%), along with the successful course-completion rate in basic skills courses (66.1% vs. 64.5%), successful transition from the initial ESL course to the subsequent ESL course (28.6% vs. 18.8% in 1998-99), and successful transition from the first basic skills course (Math or English) to the next higher course in the sequence (52% vs. 49.3%). The only area in which the college's performance declined, slightly, was in the course-completion rate for vocational courses (81.5% vs. 82.6%). In most of these areas, Miramar College's performance is higher than the ARCC peer group averages for similar colleges and higher than the overall statewide averages.

In 2007-08 the college initiated or strengthened actions to help increase these success rates further, including the districtwide Freshman Year Experience program, new Learning Communities, increasing the number of Basic Skills courses with associated Supplemental Instruction, increasing the amount of tutoring available in The PLACe, an annual review of course offerings to ensure adequate scheduling and offerings, additional Counselor contacts with Basic Skills students, focusing Financial Aid outreach on first-time students enrolled in Basic Skills courses, greater use of the existing Early Alert mechanisms by faculty, and earlier Evaluator contact with students who approach the completion of degrees and certificates. All of these efforts will be further expanded in 2008-09 through the Basic Skills Initiative, Matriculation funding, and focused staff-development efforts.



San Francisco Continuing Education

San Francisco 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



San Francisco Continuing Education

San Francisco Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	1.5%	1.1%	5.4%



San Francisco Continuing Education

San Francisco Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	57,928	62,546	62,642
Full-Time Equivalent Students (FTES)*	.	.	.

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 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	1.2%	1.4%	1.2%
18 - 24	20.9%	21.7%	22.4%
25 - 49	44.7%	42.6%	42.2%
Over 49	32.5%	33.7%	33.7%
Unknown	0.6%	0.6%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	51.1%	50.1%	52.1%
Male	36.3%	36.6%	38.1%
Unknown	12.6%	13.2%	9.8%

Source: Chancellor's Office, Management Information System



San Francisco Continuing Education

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	38.2%	36.7%	36.4%
Black/African American	6.2%	6.0%	6.2%
Filipino	3.4%	3.4%	3.5%
Hispanic	23.5%	23.4%	23.1%
Native American	0.3%	0.3%	0.3%
Other Non-White	0.9%	1.0%	1.0%
Pacific Islander	0.4%	0.5%	0.5%
White	13.0%	12.6%	12.3%
Unknown/Decline to State	14.1%	16.1%	16.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Francisco Continuing Education

San Francisco Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

San Francisco Continuing Education

San Francisco Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



ARCC 2008 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta 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	50.0%	50.5%	49.4%

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	66.7%	69.9%	70.5%

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	70.9%	74.6%	73.1%



ARCC 2008 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	73.5%	72.9%	71.6%

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	63.7%	64.4%	63.1%

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	16.7%	14.9%	19.8%
Basic Skills Improvement Rate	38.7%	39.2%	40.1%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	29,757	29,088	29,456
Full-Time Equivalent Students (FTES)*	15,102	15,223	15,777

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 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	6.9%	5.8%	5.3%
18 - 24	53.6%	54.6%	54.0%
25 - 49	34.1%	33.7%	34.7%
Over 49	5.4%	6.0%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.7%	58.9%	58.6%
Male	39.5%	39.9%	40.0%
Unknown	0.9%	1.2%	1.4%

Source: Chancellor's Office, Management Information System



San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	13.0%	12.8%	12.5%
Black/African American	10.4%	10.3%	10.9%
Filipino	5.9%	5.9%	6.0%
Hispanic	26.1%	26.9%	27.5%
Native American	1.4%	1.3%	1.3%
Other Non-White	1.4%	1.6%	1.6%
Pacific Islander	1.1%	1.2%	1.1%
White	33.4%	32.3%	31.2%
Unknown/Decline to State	7.4%	7.8%	8.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

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	49.4	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	70.5	70.9	66.8	77.6	<i>B2</i>
C	Persistence Rate	73.1	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.1	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	40.1	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	19.8	49.0	14.7	74.0	<i>G4</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.



San Joaquin Delta College

San Joaquin Delta Community College District

College Self-Assessment

Serving almost 30,000 students in San Joaquin, Calaveras, and portions of Alameda, Sacramento, and Stanislaus counties, San Joaquin Delta College is a single-college district featuring a main campus in Stockton and satellite centers in Manteca and Tracy. Serving both urban and rural communities, the majority of students reside in San Joaquin County where 20% of residents are foreign born, 34% speak a language other than English, 15% live below the poverty level, and only 17% of those over 25 have a bachelor's degree or higher. Moreover, in a recent study Stockton ranked last in literacy rates among cities with populations of at least 250,000.

Coming from high-need communities, many of our students are unprepared for college; of students entering in 2006-07, less than 6% were assessed at college-level in math, reading, and composition. Reflecting the diversity of the region the student body is 32% White, 27% Hispanic, 21% Asian, and 11% African American. Our student body is also linguistically diverse speaking languages from Mexico, Latin America, Southeast Asia, Asia, Eastern Europe, and Africa.

In most peer-group comparisons San Joaquin Delta College meets or exceeds peer group averages. Moreover, we have remained consistent across time. Allocating funds to student outreach has led to an increase in the degrees and certificates awarded. While the course completion rate for our vocational education students is slightly below the average for our peer group, more than 70% of students successfully complete vocational courses. Since socioeconomic factors were not considered in this grouping the average fails to account for the economic factors that interfere with the academic progress of many of our vocational students. The College's general success with vocational training reflects the strong Tech-Prep partnerships that are maintained with local high schools and business partners.

The data indicate that the College needs to do a better job educating ESL and basic skills students. Meeting the needs of our ESL students is challenging for a host of reasons including their linguistic diversity and limited ability and time to pursue higher education. Moreover, the educational and career goals of ESL students vary greatly. Nonetheless efforts are already underway to better serve our ESL and basic skills students. First we are undergoing an extensive review of our basic skills program in order to better align the curriculum to ensure student success across courses. Assessment and placement practices are being revised to improve initial course placement patterns. Additionally we are providing numerous professional development opportunities to enhance our faculty's knowledge of and skill set in teaching basic skills students. Since securing Title V funding we have strengthened efforts to increase Latino student achievement. As a result we are piloting innovative teaching techniques which include small learning communities and supplemental instruction. Grant funds have also allowed us to increase our tutoring capacity which has more than doubled the demand for tutoring services. In continuing with these efforts, San Joaquin Delta College is committed to serving the needs of its students and community through continuing, transfer, and career education.



San Jose City College

San Jose-Evergreen 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	45.8%	50.4%	46.0%

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	67.5%	66.8%	66.0%

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	61.7%	66.9%	64.5%



ARCC 2008 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	74.0%	71.6%	69.5%

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	64.8%	63.9%	63.5%

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	41.1%	45.1%	47.5%
Basic Skills Improvement Rate	44.4%	44.3%	44.6%

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	.%	.%	.%



San Jose City College

San Jose-Evergreen Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	16,414	16,615	16,680
Full-Time Equivalent Students (FTES)*	6,475	7,285	7,292

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 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	5.2%	5.2%	5.7%
18 - 24	42.4%	43.1%	43.8%
25 - 49	44.9%	44.2%	42.7%
Over 49	7.5%	7.5%	7.8%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.8%	53.0%	53.8%
Male	44.3%	41.9%	42.3%
Unknown	1.9%	5.1%	3.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	26.7%	25.2%	24.2%
Black/African American	7.9%	8.2%	8.6%
Filipino	4.2%	4.1%	4.2%
Hispanic	29.3%	30.4%	31.2%
Native American	0.8%	0.8%	0.9%
Other Non-White	3.1%	2.9%	2.7%
Pacific Islander	0.8%	1.0%	1.1%
White	18.5%	19.5%	19.0%
Unknown/Decline to State	8.6%	8.0%	8.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

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	46.0	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.0	67.0	54.5	74.3	B1
C	Persistence Rate	64.5	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.5	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	44.6	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	47.5	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Self-Assessment

San Jose City College provides educational opportunities ranging from basic skills to transfer preparedness to San Jose and Milpitas residents as well as the South Bay area. In recent years, the college's student body has remained relatively stable in terms of age and gender, while the ethnic balance of the student population has shifted to reflect a clear increase in the number of Hispanic students (mirroring the demography of San Jose and surrounding regions). Despite the continuing impact of a variable local ("Silicon Valley") technology economy, the college has maintained its recent growth in unduplicated head count and FTES, recording increases of 5.2% and 12.6% respectively over the last three to four reporting periods.

Following almost a two-decade lapse in construction activity, San Jose City College has undertaken a rebuilding project of extensive and enthusiastic proportions. New facilities completed since the year 2000 include the Cesar Chavez Library and Learning Resource Center, a landmark Technology Center, a multi-functional Student Center, and, most recently, a Science Complex containing state of the art equipment and facilities. Two additional buildings devoted to career and technical training as well as new and renovated athletic facilities will come on line at the campus by the early stages of 2008-2009. In addition to improving the appearance of the college in a fairly remarkable fashion, these new structures have resulted in a safer environment and in a renewed sense of pride and purpose among students, faculty, and staff.

After a period of more than two years without a permanent president, the college recently (in Spring 2007) filled its top administrative position with a nationally known community college leader who promises to bring new excitement and focus to the institution and to its commitment of service to its diverse local community.

San Jose City College is especially proud to house one of the more technologically advanced English as a Second Language programs among community colleges in the Bay area. The current year's ARCC data reflects both continued improvement in the success rates of the college's ESL students and a ranking among peer institutions that exceeds the average by a significant margin.

However, with the exception of improvements in basic skills and ESL courses, San Jose City College's accountability indicators show slight declines in the current ARCC data. The college is responding to these changes with a vigorous district-wide institutional research effort which focuses on disaggregating success-related indicators to pinpoint specific strengths and weaknesses in the college's educational activities. These data, combined with an Equity-Based approach to the state's Basic Skills Initiative and a revitalized strategic plan, will form the basis for a concerted and unique approach to elevating the retention, persistence, success and completion rates of the diverse student populations characterizing the college's service region.

San Jose City College remains committed to and is working to enhance both educational access and educational opportunities for the communities it serves.



ARCC 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago 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	46.0%	47.2%	44.9%

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	73.1%	74.8%	70.9%

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	69.8%	68.9%	71.6%



ARCC 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	85.9%	88.6%	88.6%

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	61.6%	61.7%	62.5%

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	58.4%	58.2%	60.1%
Basic Skills Improvement Rate	50.8%	49.7%	52.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	45,370	52,572	53,653
Full-Time Equivalent Students (FTES)*	21,774	21,999	22,814

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 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	2.1%	2.6%	3.0%
18 - 24	34.2%	32.9%	32.4%
25 - 49	54.2%	54.7%	54.7%
Over 49	9.5%	9.8%	10.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	38.3%	37.8%	37.6%
Male	61.7%	62.1%	62.4%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	11.2%	10.3%	10.7%
Black/African American	3.4%	3.3%	3.1%
Filipino	1.7%	1.7%	1.5%
Hispanic	40.3%	39.2%	38.0%
Native American	0.9%	0.9%	0.6%
Other Non-White	2.6%	2.9%	3.3%
Pacific Islander	0.7%	0.6%	0.5%
White	33.8%	35.5%	36.8%
Unknown/Decline to State	5.5%	5.6%	5.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

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	44.9	41.6	24.4	50.5	A4
B	Percent of Students Who Earned at Least 30 Units	70.9	74.0	67.6	79.8	B6
C	Persistence Rate	71.6	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.6	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	52.2	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	60.1	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District. It is currently the second oldest community college in Orange County and the fourth oldest in California at 93 years old. The college served over 53,000 students last year resulting in 22,814 Full-Time Equivalent Students (FTES). SAC is located in a very dense urban area with one of the largest number of foreign-born residents (55%) in the country. The highest percentage is comprised of Spanish speakers (62%) with 24% considered "linguistically isolated" since no one speaks English in the home. Our SAC students face many social challenges such as low educational attainment, minimal financial resources, as well as cultural differences.

Students are served throughout Orange County as well as Los Angeles, Riverside, and San Bernardino Counties. They are presently enrolled in programs that allow them to transfer to four year institutions, attain vocational training, and gain professional and personal growth. SAC offers over 300 subjects leading to Associate Degrees or vocational certificates. The college also provides one of the largest and most comprehensive continuing education programs in the state. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control to name a few.

SAC has demonstrated above average performance within their Peer Group in the following indicators: Persistence Rates, Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, Improvement Rates for ESL and Credit Basic Skills Courses. These have all seen improvement by the college from the previous year. Areas that SAC is below the Peer Group average and are working to improve include Improvement Rate for Credit Basic Skills Courses and Percent of Students Who Earned at Least 30 Units. SAC has shown an increase in the basic skills area from previous year and continues to work with the Basic Skills Task Force to increase the success of SAC students in basic skills. Faculty members have seen the need of SAC students in the basic skills area and are working on implementing many new innovations in the classroom. Many services are offered to the students in the Basic Skills courses at no cost throughout the campus.

SAC students performed very well academically with the students in the credit vocational courses completing their courses at a very high rate (88.3%). In 2006-2007, SAC awarded 1,295 AA degrees, 905 certificates, and 1,678 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion.

SAC continues to celebrate our students' success and is proud to be part of their educational achievements. SAC is committed to being a leader in the community as an academic, cultural, work force, and economic leader.



ARCC 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara 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	63.1%	59.4%	59.4%

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	75.9%	72.9%	71.4%

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	70.3%	68.3%	71.6%



ARCC 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	80.0%	77.7%	78.6%

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	62.0%	61.7%	62.5%

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	75.0%	63.5%	56.9%
Basic Skills Improvement Rate	59.3%	54.9%	56.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	24,923	25,767	27,190
Full-Time Equivalent Students (FTES)*	14,983	15,340	15,569

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 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	10.2%	11.1%	11.4%
18 - 24	50.2%	49.7%	48.3%
25 - 49	31.6%	31.0%	31.6%
Over 49	8.0%	8.2%	8.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	52.3%	52.5%	54.3%
Male	46.9%	46.5%	45.5%
Unknown	0.9%	0.9%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.0%	6.0%	6.0%
Black/African American	2.4%	2.6%	2.6%
Filipino	1.2%	1.2%	1.4%
Hispanic	26.9%	26.9%	28.0%
Native American	0.8%	0.9%	0.9%
Other Non-White	2.4%	2.2%	2.2%
Pacific Islander	0.5%	0.6%	0.7%
White	59.0%	58.6%	55.4%
Unknown/Decline to State	0.7%	1.0%	2.8%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

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	59.4	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.4	70.9	66.8	77.6	B2
C	Persistence Rate	71.6	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	57.2	49.4	66.1	E1
F	Improvement Rate for Credit Basic Skills Courses	56.6	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	56.9	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Self-Assessment

Santa Barbara City College (SBCC) is pleased with the improvements seen in the current year's data. This year, the college's performance is above the peer group average on all seven accountability measures, whereas last year we were higher only on four of the six measures. The college is particularly proud that our greatest success comes in the areas of Basic Skills and ESL with improvement rates that far exceed the peer group averages.

When examining the college's performance over the three-year period, there is much variation across all seven measures, with no truly meaningful patterns emerging. Much of the differences seen reflect our recent efforts to submit more accurate data and changes in our curriculum, particularly in ESL, resulting in not all ESL students being captured in the first two cohorts thus distorting the rates for those years. As a result, only the last year of data in this report is a true representation of our students. It is also worth noting that the data in this report are for students who entered the college six or more years ago and the college's recent efforts to improve student success are not reflected.

The college's efforts began well before the ARCC initiative when the college noticed the declines in student success, particularly among our basic skills students. In response, SBCC launched its Partnership for Student Success (PSS) initiative in 2006, with the full support of the Board of Trustees, President, and College Planning Council to make this effort the college's number one priority. The focus of the PSS is to provide assistance that helps increase success among all students, but especially those in need of remediation.

An evaluation conducted at the end of the initiative's first year showed a significant positive impact on student success. The cornerstone of the PSS, the Gateway program, places instructional aides in the classroom to work directly with students needing assistance. Success rates among students enrolled in Gateway courses exceeded those of their peers in comparable non-Gateway courses. Even more importantly, basic skills students seem to have benefited greatly from the Gateway program as evidenced by their considerably higher success rates compared to students in comparable non-Gateway courses. In addition, through the PSS, improvements were made in the writing center and math lab and the results show that students who used these services had higher success rates than students in the same classes who did not.

After only one year of existence, the PSS has been honored twice with the 2007 State Chancellor's Award for Best Practices in Student Equity and the 2008 Diana Hacker Two Year College English Association National Award for Outstanding Program in English in the category of Enhancing Developmental Education. The college is extremely encouraged by the results shown with the PSS and will continue to implement programs and services that help students achieve their educational success. We fully expect to see the true impact of these recent efforts in future ARCC reports.



ARCC 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %



ARCC 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	1.7%	0.8%	0.3%



ARCC 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	29,966	39,202	44,294
Full-Time Equivalent Students (FTES)*	.	.	.

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 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	1.3%	2.3%	2.0%
18 - 24	7.8%	7.9%	8.5%
25 - 49	36.3%	31.6%	32.0%
Over 49	48.2%	49.7%	48.0%
Unknown	6.5%	8.5%	9.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	61.8%	59.9%	61.2%
Male	30.3%	29.6%	31.1%
Unknown	8.0%	10.5%	7.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.9%	3.3%	3.3%
Black/African American	0.9%	0.9%	1.0%
Filipino	0.5%	0.4%	0.5%
Hispanic	20.6%	18.9%	20.8%
Native American	0.9%	1.0%	1.0%
Other Non-White	2.2%	2.1%	2.2%
Pacific Islander	0.3%	0.2%	0.2%
White	55.2%	53.6%	51.3%
Unknown/Decline to State	15.5%	19.5%	19.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

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	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

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 2008 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Self-Assessment

ARCC does not require schools of continuing education to submit a self-assessment for the 2008 report.



ARCC 2008 Report: College Level Indicators

Santa Monica College

Santa Monica 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	54.8%	57.5%	56.6%

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	72.8%	74.2%	74.4%

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	74.9%	72.9%	71.7%



ARCC 2008 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	69.4%	67.6%	67.8%

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	54.3%	53.7%	53.1%

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	73.2%	74.6%	71.6%
Basic Skills Improvement Rate	48.8%	50.6%	46.1%

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	8.2%	4.5%	.%



ARCC 2008 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	47,886	49,977	50,649
Full-Time Equivalent Students (FTES)*	21,041	21,316	22,074

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 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	7.6%	8.4%	8.3%
18 - 24	51.8%	51.4%	51.5%
25 - 49	30.4%	29.8%	29.3%
Over 49	10.2%	10.4%	10.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.3%	58.9%	58.9%
Male	41.7%	41.0%	41.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	16.1%	15.8%	16.2%
Black/African American	10.0%	10.5%	10.0%
Filipino	2.4%	2.6%	2.4%
Hispanic	22.7%	23.2%	22.8%
Native American	0.5%	0.5%	0.5%
Other Non-White	2.8%	2.9%	2.9%
Pacific Islander	0.5%	0.6%	0.6%
White	35.3%	34.6%	35.1%
Unknown/Decline to State	9.7%	9.5%	9.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

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	56.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	74.4	74.0	67.6	79.8	B6
C	Persistence Rate	71.7	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.8	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.1	57.2	49.4	66.1	E1
F	Improvement Rate for Credit Basic Skills Courses	46.1	43.5	24.2	56.8	F6
G	Improvement Rate for Credit ESL Courses	71.6	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Self-Assessment

Santa Monica College was established in 1929 with only 153 students. Today, the college serves a diverse population of approximately 50,000 students annually; including California residents, out-of-state, and international students. The college offers more than 80 fields of study and has one of the strongest reputations for transfer in the California system. The college transfers the highest number of students in total to the University of California, the California State University, the University of Southern California and other four-year universities.

Santa Monica College demonstrates above average performance in relation to its peers on five of the seven college performance indicators. These indicators include: the student progress and achievement rate, the percent of students earning 30 units, the fall to fall persistence rate, and the improvement rates for basic skills and ESL courses. Additionally, the college exhibited improved performance over the baseline year in the student progress and achievement rates, the percent of students earning at least 30 units, and the ESL improvement rate.

SMC's performance on these measures is related to its tradition of integrating student support services with instruction. Counseling programs focusing on the first year, including the Welcome Center and First Year Institute, and a Student Success Seminar course, assist students through the transition to the college as well as with proper educational planning to meet future goals. Uniquely, the college offers over 19 different specialized counseling programs such as the Latino Center, the African American Collegiate Center, specialized financial aid counselors, and a Scholars program. Above average progress and achievement rates of SMC students are attributable to the resources invested in student success, high quality instructional support, and the implementation of innovative and effective student services.

Overall, college performance over the period and in relation to its peers is good; however, the areas of vocational education and basic skills warrant further institutional reflection. In response to the community and previous examinations of performance data, the college, over the course of the last year, has renewed its focus on revitalizing occupational programs and addressing the needs of vocational students. The college is actively pursuing efforts to align vocational programs with community needs and provide support services for the students enrolled in those programs.

The college has experienced increases in the number of students assessing into basic skills English and math courses. Between fall 2004 and fall 2007, the number of students assessing into these courses increased by 30%. Since fall 2004, the college has expanded access to instruction for these students - increasing the number of basic skills offerings by 35% with corresponding enrollments in basic skills courses also increased by approximately 29%. Performance on basic skills measures is being addressed through the Basic Skills Initiative. The college continues to align tutoring and other academic support services with empirically-based standards of best practice. As well, the college is creating and implementing innovative methods to improve success and performance through technology, and examining and assessing the effects of innovation so that resources can be targeted efficiently and effectively.



ARCC 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior 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	56.0%	54.8%	55.6%

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	74.8%	73.1%	75.0%

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	68.2%	69.3%	71.4%



ARCC 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.4%	76.4%	78.6%

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	69.7%	69.8%	70.0%

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	39.0%	43.7%	47.7%
Basic Skills Improvement Rate	58.8%	55.7%	60.2%

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	1.7%	1.6%	1.6%



ARCC 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	48,487	49,892	50,428
Full-Time Equivalent Students (FTES)*	20,427	20,338	20,439

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 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	5.5%	6.1%	6.7%
18 - 24	35.9%	35.5%	35.4%
25 - 49	36.0%	35.7%	35.4%
Over 49	22.5%	22.6%	22.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	58.3%	57.5%	57.5%
Male	41.2%	42.0%	42.0%
Unknown	0.5%	0.4%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.5%	3.5%	3.7%
Black/African American	2.0%	2.0%	2.2%
Filipino	0.9%	0.9%	0.9%
Hispanic	16.9%	18.1%	18.5%
Native American	1.1%	1.1%	1.2%
Other Non-White	1.1%	1.2%	1.2%
Pacific Islander	0.5%	0.5%	0.5%
White	61.3%	59.8%	59.5%
Unknown/Decline to State	12.7%	12.8%	12.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

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	55.6	48.9	33.6	57.4	A3
B	Percent of Students Who Earned at Least 30 Units	75.0	74.0	67.6	79.8	B6
C	Persistence Rate	71.4	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.0	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	60.2	53.4	47.7	60.2	F5
G	Improvement Rate for Credit ESL Courses	47.7	51.6	28.9	71.6	G5

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 2008 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Self-Assessment

Serving students for nearly 90 years, Santa Rosa Junior College (SRJC) continues to grow and evolve in response to the changing academic and career training needs of its diverse students and the communities it serves. With approximately 50,000 students enrolled annually, SRJC is one of the largest single-college districts in California. Major facilities include the Santa Rosa and Petaluma campuses, a Public Safety Training Center, a 365-acre farm, and a Culinary Arts Center. The passage of a local bond measure in 2002 allowed SRJC to build new facilities and to remodel existing structures that include cutting edge technology to support student and faculty educational activities.

SRJC has a strong tradition of providing the solid foundation that prepares students to transfer to four-year colleges and universities, with over one thousand students transferring to the University of California or California State University systems annually. Over a thousand associate degrees and over three thousand vocational certificates are awarded annually. Compared to the statewide average, SRJC posts a higher Student Right to Know "Completion Rate," as measured by the US Department of Education as the percentage of students who earn a certificate or degree or become "transfer prepared" within a three-year period (by successfully completing 56 transferable units). SRJC's "Completion Rate" is 46 percent, significantly higher than the statewide rate of 36 percent.

SRJC's current student population closely mirrors the ethnicity of the College's service area, which includes all of Sonoma County and part of Mendocino and Marin counties. As with the overall population, the proportion of Latinos at SRJC continues to increase at the rate of approximately 1% per year. To ensure that SRJC is proactively responding to the changing needs of the communities it serves, the college conducted a broad Regional Community Needs Assessment in 2007. The district is already responding to some of the findings of the report by expanding ESL courses and bilingual services, and by expanding on-line courses and services.

The 2008 "Accountability Reporting for the Community Colleges" (ARCC) report presents data and statistics about student progress and achievement statewide. It indicates that SRJC has stable and relatively high rates. When compared to peer groups on seven specific accountability indicators, SRJC posts higher rates than the peer groups in six of the seven measures (and higher than the statewide average rate in all seven). The one measure in seven where SRJC's rate is below that of the peer group average is in "Improvement Rate for Credit ESL Courses" (the percentage students enrolled in credit ESL courses who subsequently enroll in a higher level credit ESL course).

Although SRJC posts relatively high outcomes, the college is on a continual quest for improvement. The District is currently undergoing an internal assessment of ESL and remedial math and English as a part of the statewide Basic Skills/Immigrant Education Initiative. To further focus attention on improving learning outcomes for basic skills and ESL students, SRJC designated this effort as one of the seven College Initiatives for 2008-09.



ARCC 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago 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	38.1%	41.2%	44.6%

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	51.3%	57.0%	57.0%

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	62.8%	57.6%	68.0%



ARCC 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	85.5%	86.3%	87.1%

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	62.2%	59.9%	56.7%

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	45.2%	40.0%	60.0%
Basic Skills Improvement Rate	58.2%	58.5%	58.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	21,161	22,101	22,017
Full-Time Equivalent Students (FTES)*	7,962	8,442	8,665

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 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	2.5%	2.6%	3.1%
18 - 24	45.0%	46.8%	46.6%
25 - 49	45.1%	43.4%	43.4%
Over 49	7.4%	7.2%	6.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	35.4%	36.6%	34.3%
Male	64.5%	63.4%	65.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.2%	8.6%	7.1%
Black/African American	2.4%	2.4%	2.4%
Filipino	1.6%	1.4%	1.5%
Hispanic	37.4%	38.7%	38.1%
Native American	1.1%	1.1%	1.1%
Other Non-White	3.1%	3.2%	3.6%
Pacific Islander	0.5%	0.5%	0.6%
White	40.7%	39.6%	40.5%
Unknown/Decline to State	4.9%	4.5%	5.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

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	44.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	57.0	67.0	54.5	74.3	B1
C	Persistence Rate	68.0	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.1	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.7	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	58.6	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	60.0	43.2	7.6	79.9	G2

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 2008 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Self-Assessment

Santiago Canyon College (SCC) located in the City of Orange is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District. The college serves over 20,000 students each year from Orange, Villa Park, Anaheim Hills and surrounding communities. The college was accredited in January 2000, and full accreditation was reaffirmed in January, 2006. To align SCC's accreditation with our sister college, Santa Ana College, the AACJC has scheduled a visit in October, 2008 requiring an abbreviated self-study.

SCC completed its first comprehensive five-year Education Master Plan in 2002 and completed a 2007-2012 educational master plan. The updated plan reinforced linking of education planning and resource allocation and increase course and degree offerings with an emphasis on distance learning.

Feeder high schools have experienced an increase in graduating seniors over the past years however they are now projecting a slight decrease in coming years. We have been able to draw students from other areas who find our location to be convenient, our faculty and staff helpful and our new library an attractive place to study. In general, the student population attending classes on campus reflect the diversity of our community. Total reported student ethnic and gender distribution is influenced by a large number of apprentices enrolled in the SCC-supported apprenticeship programs. Participants in these programs tend to be male students.

SCC has shown improvement over the previous year in the areas of Student Progress and Achievement Rate, Persistence Rate, Successful Completion Rate For Vocational Courses and Improvement Rate For ESL and Credit Basic Skills Courses. The college had no change in the Percentage of Students Earning at Least Thirty Units and experienced a drop in Successful Completion Rate For Credit Basic Skills Courses falling from 59.9% in 2005-2006 to 56.7% in 2006-2007. With additional state funding for Basic Skills, we have been able to expand offerings and services such as a writing center, math tutoring and expanded counseling services.

In 2007, the college began construction of the softball field and installation of landscaping in the undeveloped areas where no buildings are planned. Construction contracts for the new science building were awarded with construction starting in early 2008. A maintenance and operations building is also expected to begin construction in 2008. Design plans for a gymnasium have been submitted to DSA and design plans for a Humanities Building are expected to be completed by the summer, 2008.

The faculty and staff have been commended for their noteworthy high morale and are innovative and committed to developing and providing high quality educational and support programs to ensure student learning.



ARCC 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint 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	49.5%	49.0%	45.0%

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	65.5%	67.9%	65.6%

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	57.5%	59.8%	59.1%



ARCC 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.1%	71.4%	73.4%

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	62.0%	57.1%	59.7%

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	8.2%	12.8%	22.2%
Basic Skills Improvement Rate	38.2%	37.9%	41.9%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,636	14,140	14,271
Full-Time Equivalent Students (FTES)*	7,561	7,760	7,265

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 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	6.9%	7.6%	7.5%
18 - 24	43.6%	43.5%	44.0%
25 - 49	37.2%	36.5%	36.4%
Over 49	11.8%	12.1%	11.7%
Unknown	0.4%	0.4%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.0%	56.8%	58.9%
Male	32.7%	36.1%	39.0%
Unknown	13.4%	7.1%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.7%	1.8%	2.1%
Black/African American	0.8%	1.0%	1.3%
Filipino	0.3%	0.4%	0.5%
Hispanic	5.6%	5.7%	7.7%
Native American	2.8%	3.2%	3.6%
Other Non-White	0.7%	1.0%	1.3%
Pacific Islander	0.2%	0.3%	0.4%
White	62.3%	69.1%	75.7%
Unknown/Decline to State	25.5%	17.4%	7.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

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	45.0	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	65.6	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	59.1	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	41.9	46.6	26.3	56.7	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	22.2	29.7	0.0	70.8	<i>G3</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 2008 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Self-Assessment

Serving an area of over 10,000 square miles, Shasta-Tehama-Trinity Joint Community College District is comprised of a main campus in Redding -- Shasta College -- and three satellite campuses with a total annual enrollment of nearly 15,000. In addition to these physical sites, we provide state of the art distance education using ITV technology and online course offerings. The tri-county area served by the District is one of significant socio-economic disadvantage, with unemployment and poverty rates exceeding the state average, and the proportion of the population completing higher education lower than the state's. The District is committed to open access and opportunity for success to all students regardless of their background, interests, and abilities. Thus, to fulfill the District's mission -- to offer students programs to prepare for university transfer as well as programs to train for employment and career success -- the District must provide breadth in academic and career technical program offerings but also depth to prepare students for their educational and training endeavors.

The College has embarked on a number of initiatives to address student progress and achievement. Our Enrollment Services department has reorganized counseling services around a developmental model where counselors have cohorts of students to whom they provide services. Their active tracking of student progress will enable counselors to anticipate problems that may derail a student's progress. While too early to assess quantitatively, counselors report seeing students more often and a heightened opportunity to understand student's goals and developing plans to attain those goals. The College has also established an Enrollment Management Committee consisting of staff, faculty and students that will make recommendations to the College on how the District might improve enrollment and retention.

To enhance student improvement in the Basic Skills and ESL arena, the College hired a Director of Student Learning whose responsibilities span academic departments. The Director's approach, documented in the Basic Skills Initiative Plan, is to relocate various basic skills instructors and learning labs into a new campus-wide learning center to better support student learning. This center will also house classrooms that will primarily be used for specialized reading and ESL instruction. Moreover, an advisory committee is studying creative ways to reduce barriers for students taking basic skills. The District also hired a bilingual counselor to assist in outreach and student counseling.

Finally, to provide alternative formats for vocationally oriented instruction, our Economic and Workforce Development division now offers a variety of non-credit training programs, some of which result in certification. To date, 43 students are enrolled in Clinical Medical Assistant and Pharmacy Technician training programs. Other programs such as Phlebotomy for Medical Professionals and RNA, Rehabilitative Nursing Assistant Certification will be offered starting in June.

Overall, the District is continuing its solid performance as shown by our performance compared to our peers. We have a solid track record and are making strides to identify and target efforts to support our students and facilitate their success, regardless of what their educational goal may be.



ARCC 2008 Report: College Level Indicators

Sierra College

Sierra Joint 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	57.6%	59.5%	58.1%

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	70.1%	72.1%	72.4%

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	71.0%	73.9%	74.4%



ARCC 2008 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.3%	77.2%	79.7%

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	65.6%	62.9%	62.7%

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	53.9%	57.5%	50.4%
Basic Skills Improvement Rate	53.3%	54.6%	57.0%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	28,330	28,735	29,219
Full-Time Equivalent Students (FTES)*	13,668	14,007	14,444

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 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	3.9%	3.7%	4.0%
18 - 24	51.2%	52.2%	51.9%
25 - 49	33.0%	31.9%	32.0%
Over 49	11.9%	12.2%	12.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	56.5%	55.6%
Male	43.9%	42.9%	42.9%
Unknown	0.0%	0.7%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.8%	4.2%	4.2%
Black/African American	1.8%	2.0%	2.1%
Filipino	1.2%	1.3%	1.2%
Hispanic	7.9%	8.1%	8.2%
Native American	1.5%	1.5%	1.5%
Other Non-White	7.4%	6.1%	4.2%
Pacific Islander	0.5%	0.6%	0.6%
White	74.9%	72.3%	70.1%
Unknown/Decline to State	1.0%	3.9%	7.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

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	58.1	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	72.4	70.9	66.8	77.6	B2
C	Persistence Rate	74.4	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.7	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.7	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	57.0	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	50.4	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Self-Assessment

Sierra College offers classes at four sites, Rocklin, Roseville-Gateway, Nevada County, and Tahoe-Truckee. In addition, a growing online community reaches out to students as an alternative to traditional on-ground classes. The considerable geographic distances Sierra College serves include some of the fastest growing regions in the state and this growth is mirrored the college's upward trend in enrollment. This continuing growth challenges Sierra College to carefully consider the allocation of funds and focus in order to continue to support a high level of student achievement.

This second ARCC report allows the institution to consider how this continuing growth impacts a variety of performance indicators. In the context of both trends over time and comparisons with its peer group, Sierra College provides clear evidence of student learning and success. Of particular significance and continued institutional focus is completion of vocational courses. This indicator reflects both the tangible and intangible rewards for student learning as well as allowing students to gain concrete skills that translate into employment opportunities through vocational courses. The presence of an active and involved Career Technical Education Committee and a basic-skills focused Academic Foundations Advisory Committee demonstrate the institutional support that is reflected in the strength of these indicators. By bringing together faculty, classified staff, and management, all components of the Sierra College community are invested in developing programs and connections. The ultimate outcome of this investment is strengthened student learning.

Looking forward, two areas of increased institutional focus to further student success are the indicators for basic skills and ESL. Faculty and staff investment in these programs is reflected in above-average success and improvement in these areas in comparison with our cohorts. However, the Basic Skills Initiative self-study will allow increased investment based upon needs identified by the institutional.

Of potentially greater concern is a significant downturn in the ESL Improvement Rate. Although in decline, this statistical shift reflects not changes in student success but rather mandated modifications in the leveling of the ESL curriculum. Based upon decisions by the System Office, ESL degree credit was removed for two levels of the program. On the surface, it may appear that students were stepping backward in their progress. In reality, it was an alteration in how sequencing occurred relative to the definition of "improvement." Students moved forward in their courses but were not counted as improving due to the re-sequencing. As the Basic Skills Initiative and ESL programs continue to develop, these two areas also offer opportunities to develop more explicit relationships between the evidence of student success revealed in the ARCC data and the development of student learning outcomes.

Sierra College is committed to student learning at all levels of the institution, as reflected in strong indicators of success as defined within the ARCC report. Looking forward, the institution welcomes an enhanced focus on basic skills and ESL courses. We commit to challenging ourselves and our community in the thoughtful application of knowledge.



ARCC 2008 Report: College Level Indicators

Skyline College

San Mateo County 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	56.3%	56.2%	56.8%

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	68.5%	69.0%	68.1%

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	73.0%	70.0%	76.1%



ARCC 2008 Report: College Level Indicators

Skyline College

San Mateo County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.1%	73.8%	75.0%

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	61.9%	60.5%	65.9%

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	52.5%	60.2%	56.6%
Basic Skills Improvement Rate	61.2%	56.1%	54.8%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,201	14,213	14,285
Full-Time Equivalent Students (FTES)*	7,674	5,922	7,408

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 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	2.7%	3.5%	5.1%
18 - 24	51.1%	51.2%	50.1%
25 - 49	38.6%	37.5%	36.3%
Over 49	7.5%	7.9%	8.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	54.4%	53.2%	52.9%
Male	45.2%	45.6%	45.5%
Unknown	0.4%	1.3%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	26.5%	26.1%	25.4%
Black/African American	3.8%	3.6%	3.5%
Filipino	17.9%	17.6%	17.5%
Hispanic	18.3%	17.8%	18.3%
Native American	0.5%	0.5%	0.5%
Other Non-White	2.7%	2.7%	2.6%
Pacific Islander	1.9%	2.0%	1.9%
White	25.5%	24.0%	23.5%
Unknown/Decline to State	3.0%	5.7%	6.9%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Skyline College

San Mateo County Community College District

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	56.8	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.1	67.0	54.5	74.3	B1
C	Persistence Rate	76.1	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.0	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.9	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	54.8	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	56.6	39.3	14.4	67.3	G6

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.



Skyline College

San Mateo County Community College District

College Self-Assessment

Skyline College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco whose boundary is five miles north of the College. Skyline offers more than 80 associate degree and certificate programs and in the fall 2006 over 900 course sections were offered. Skyline College is engaged in essential thinking about its future and its contributions to its service area, the State of California, the nation, and an increasingly global world. In November 2001, the voters of San Mateo County passed Measure C, authorizing SMCCCD to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds; State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous funding sources, resulting in a construction program valued at \$307 million. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. These resources provide Skyline College with an opportunity to engage its future in new ways.

Reflecting the Bay Area's increasing racial and ethnic diversity, Skyline College on average enrolls a student body that is 22 percent White, 27 percent Asian, 19 percent Hispanic, 19 percent Filipino, and 4 percent African American. Projections developed for the Education Master Plan in spring 2006 showed that the College will experience even more diversity in its service area in coming years. Overall headcount enrollment at Skyline College has begun to increase along with the total number of student contact hours and FTES.

Skyline College demonstrated slightly above average or good levels of performance on the majority of the accountability indicators. The percent of first-time students with intent to complete who transferred or earned a degree or certificate remains at a steady 56.8%, while the student persistence rates and the annual successful course completion rates for both vocational and basic skills courses show slight increases from the previous year (75.0% and 65.9% respectively). The areas where the college has seen a slight decrease is in the ESL and basic skills improvement rates. Some of this fluctuation is likely due to the statewide MIS clean-up effort which effected the coding of basic skills and ESL courses. However, the college averages remain consistent with or above the peer group averages in these areas.

Skyline College focuses on student learning and student success and continues to enhance, develop and implement strategies and initiatives that are student focused (i.e., First Year Experience, Enrollment Management and Learning Communities). Moreover, Skyline is a college that is data-driven with a culture of inquiry. The college continues to use a set of internal indicators and outcome measures that are tied to the college's strategic direction through the Skyline College Balanced Scorecard. These continue to be tracked and used for improvement and for providing a holistic view of institutional performance.



ARCC 2008 Report: College Level Indicators

Solano Community College

Solano 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	51.8%	52.9%	49.7%

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	66.0%	68.3%	68.6%

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	69.2%	68.9%	68.2%



ARCC 2008 Report: College Level Indicators

Solano Community College

Solano Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.7%	75.9%	75.6%

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	65.4%	60.9%	62.9%

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	60.9%	61.3%	66.2%
Basic Skills Improvement Rate	55.8%	59.7%	58.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Solano Community College

Solano Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,920	19,253	18,639
Full-Time Equivalent Students (FTES)*	8,681	9,182	8,810

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 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	10.8%	9.5%	10.3%
18 - 24	47.1%	47.3%	47.2%
25 - 49	35.3%	35.9%	35.1%
Over 49	6.8%	7.3%	7.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.7%	59.6%	60.3%
Male	40.3%	40.4%	39.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Solano Community College

Solano Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.6%	5.8%	5.8%
Black/African American	17.2%	17.6%	17.4%
Filipino	11.7%	12.2%	12.7%
Hispanic	14.3%	14.7%	15.3%
Native American	0.8%	0.9%	0.9%
Other Non-White	1.7%	1.6%	1.7%
Pacific Islander	1.8%	1.9%	1.8%
White	42.4%	41.0%	39.8%
Unknown/Decline to State	4.5%	4.2%	4.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Solano Community College

Solano Community College District

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	49.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.6	67.0	54.5	74.3	B1
C	Persistence Rate	68.2	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.9	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	58.7	47.1	31.5	58.7	F1
G	Improvement Rate for Credit ESL Courses	66.2	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Solano Community College

Solano Community College District

College Self-Assessment

Solano Community College (SCC) is located in Fairfield, off Interstate 80, between San Francisco and Sacramento, and serves Solano County (estimated population of 416,500) and the city of Winters (Yolo County). SCC offers classes in the County's three major population centers (Vallejo, Fairfield, and Vacaville), the University Center at Travis AFB, and the Nut Tree Airport (Vacaville).

Nearly 12,000 students enroll at SCC each semester. About half (47%) are between 18 and 24 years old. The major ethnic groups are White, non-Latino (40%), Black, non-Latino (17%), Latino (15%), and Filipino (13%). Nearly two out of three students are female (60%), a proportion that has remained relatively steady over the past eight years and reflects regional, statewide, and national trends. Over one-quarter (27%) of Solano County residents over the age of 5 speak a language other than English as their primary language. Non-native English speakers make up 6% of the student body. There is 13.3% aggregate high school drop-out rate for the County. A relatively large proportion (82%) of new SCC students assess into precollegiate writing and reading courses. A slightly higher proportion (88%) is assessed into precollegiate math.

In addition to the traditional classes, the College offers classes in a variety of effective and popular teaching/learning formats, including learning communities, online, hybrid (classroom-&-online), short-term, late-start, and weekend classes. These delivery modes have been well received by students, many of whom work, commute, and/or live outside of the County. SCC has expanded online services available to all students, including registration, book purchases, general advising, and degree audit.

The College is at/near the top of its peer group on two success indicators ("Improvement Rate for Credit Basic Skills Courses" and "Improvement Rate for Credit ESL") and is at/near the peer group average on all other categories. Compared to the statewide average rates, Solano is at (\pm one point) the statewide average in two categories ("Student Progress and Achievement Rate" and "Annual Successful Course Completion Rate for Credit Vocational Courses") and above (two or more points) all other categories. This is the second year of the implementation of SCC's Basic Skills Initiative program, in which the College faculty members exercise a leadership role and are directly involved in the planning and implementation. The support for students in the Reading, Writing, ESL, and Math labs has been expanded. There has been a focused hiring effort to support additional faculty for these areas. Faculty members continue to revise and realign the curricula, particularly in the areas of writing, reading, and math.

The College is actively engaged in implementing its facility master plan and newly completed Educational Master Plan as it works towards integration of student learning outcomes (SLOs) across all areas of the institution. In addition to course-level SLOs, the faculty have developed program and degree-level SLOs to guide instructional planning and education that will prepare our students to meet the changing demands of employment and life in the 21st century.



Southwestern College

Southwestern 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	48.9%	50.7%	48.5%

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	71.6%	71.4%	73.5%

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	69.4%	70.1%	70.8%



ARCC 2008 Report: College Level Indicators

Southwestern College

Southwestern Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.4%	76.0%	77.5%

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	57.4%	56.9%	55.8%

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	16.1%	15.5%	14.7%
Basic Skills Improvement Rate	34.0%	33.8%	33.3%

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	13.3%	6.2%	5.6%



Southwestern College

Southwestern Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	31,554	32,326	33,055
Full-Time Equivalent Students (FTES)*	14,299	15,055	15,356

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 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	3.4%	5.1%	5.5%
18 - 24	51.5%	50.8%	51.0%
25 - 49	36.7%	35.1%	34.5%
Over 49	8.3%	9.1%	9.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.6%	57.4%	57.4%
Male	42.4%	42.6%	42.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.1%	2.8%	2.8%
Black/African American	5.2%	5.1%	5.3%
Filipino	13.1%	12.8%	12.1%
Hispanic	55.0%	55.8%	56.6%
Native American	0.5%	0.5%	0.5%
Other Non-White	0.3%	0.3%	0.3%
Pacific Islander	0.8%	0.9%	1.0%
White	16.6%	16.4%	16.1%
Unknown/Decline to State	5.3%	5.3%	5.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Southwestern College

Southwestern Community College District

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	48.5	47.3	37.0	56.2	A2
B	Percent of Students Who Earned at Least 30 Units	73.5	70.9	66.8	77.6	B2
C	Persistence Rate	70.8	70.6	62.3	77.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.8	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	33.3	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	14.7	49.0	14.7	74.0	G4

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 2008 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Self-Assessment

Southwestern College is located in South San Diego County, near the U.S.-Mexico border. The College is comprised of a main campus in Chula Vista and three satellite campuses in San Ysidro, National City, and Otay Mesa. Classes are also provided at extension sites throughout the region. Credit enrollment at all locations exceeds 19,000 students each semester.

The College's student population becomes more diverse each year. The proportion of Hispanic students continues to increase, with a corresponding decrease in the percent of Caucasian students. Although Hispanic students make up the majority of the student body, Southwestern College students also include higher proportions of African-American and Asian/Pacific Islander students than reside in the region, resulting in a student population more diverse than the service area.

Southwestern College shows ongoing above-average performance with respect to four of the established seven accountability indicators. These include student progress and achievement rates, attainment of 30 units, persistence rates, and successful vocational course completion. Moreover, the College showed improvement this year in the last three of these measures.

In comparison with prior year outcomes for basic skills, recent data show that the College's basic skills course success and improvement rates continue to be lower than average peer group ratings. Further analyses reveal that the slightly lower rate for basic skills success is primarily due to relatively high withdrawal rates found for basic skills math courses. The College also continues to demonstrate lower than average performance on the basic skills improvement indicator. Over the past year, the College has begun to investigate these issues more closely. Additionally, Southwestern College is currently undergoing a thorough reorganization, one goal of which is to improve processes and programs that support basic skills students and enhance their performance.

ESL improvement rates reported for the College are notably low. The College's proximity to the border with Mexico may contribute to this finding. Specifically, students may enroll in an ESL course in order to gain some ability to speak and/or understand English, with no strong aspirations to attain fluency or further education. Relatively high success rates in ESL courses (including the lowest-level ESL courses) support this theory. Clearly, most students succeed in ESL, and would likely do well had they continued on with their ESL studies. Over the past year, the College's ESL department enthusiastically initiated an in-depth evaluation of course-taking patterns. The evaluation results will inform planning and support targeted modifications to the ESL program, to best serve a growing and changing student population with respect to English language needs. The findings will also assist the department in understanding and addressing the concerns revealed in this current study.

Overall, while outcomes for three indicators reveal opportunities for continued efforts and attention, the College maintained above-average performance on four indicators, and even showed improvement on three of these measures. These findings confirm that Southwestern College is continuing to provide exemplary higher education to its students. The upcoming changes in the College's structure and processes are expected to support this trend.



Taft College

West Kern 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	39.4%	35.7%	33.6%

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	60.6%	54.0%	61.5%

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	65.6%	58.4%	60.3%



ARCC 2008 Report: College Level Indicators

Taft College

West Kern Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	96.9%	96.5%	97.1%

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	62.7%	52.7%	60.5%

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	5.9%	13.6%	28.6%
Basic Skills Improvement Rate	42.9%	48.6%	45.2%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Taft College

West Kern Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,067	19,634	23,206
Full-Time Equivalent Students (FTES)*	2,070	2,260	2,282

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 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	1.2%	1.0%	1.0%
18 - 24	28.3%	29.6%	30.7%
25 - 49	59.4%	58.9%	59.0%
Over 49	11.2%	10.5%	9.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	22.4%	20.0%	19.5%
Male	77.6%	80.0%	80.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Taft College

West Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.2%	1.5%	1.2%
Black/African American	7.4%	8.0%	8.1%
Filipino	0.9%	1.1%	1.3%
Hispanic	41.4%	43.6%	46.8%
Native American	1.8%	1.6%	1.5%
Other Non-White	0.6%	0.8%	0.6%
Pacific Islander	0.5%	0.6%	0.4%
White	44.5%	40.9%	37.9%
Unknown/Decline to State	1.7%	2.0%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Taft College

West Kern Community College District

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	33.6	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	61.5	63.3	53.0	74.0	<i>B4</i>
C	Persistence Rate	60.3	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	97.1	94.5	91.8	97.1	<i>D6</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	45.2	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	28.6	43.2	7.6	79.9	<i>G2</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.



Taft College

West Kern Community College District

College Self-Assessment

Table 1.1: Student Progress and Achievement Rate. The rate is relatively flat across the time span. Although our rate is the lowest in the peer group, faculty felt that the peer group was misleading because of dramatic differences in socioeconomic levels of the different regions with Taft College's service area having some of the highest levels of poverty in the state. Subsequently, very high percentages of students enroll at Taft College with below-college-level reading, writing and math assessment scores.

Table 1.1a: Percent of Students Who Earned at Least 30 Units. Flat and comparable to peers. The results are similar to Table 1.1 and the evaluation is the same.

Table 1.2: Persistence Rate. The persistence rate of Taft College is close to the peer average, and the slight drop over time is within normal fluctuations due to the small size of the college.

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses. Taft College has consistently topped the state with its vocational course completion rates due to the highly selective nature of some of the programs and the close personal attention given to the students by some of the faculty.

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses. As mentioned in last year's report, the high rate in 04/05 may have been due to grade inflation of one no-longer-employed adjunct instructor. The subsequent drop in 05/06 and rise again in 06/07 was due to several factors, including the hiring of new faculty and creation of new programs, new curricula in the ESL courses, and new placement procedures. At the end of 05/06, placement procedures were completely revamped with a new placement instrument and revised cut scores aligned with the new program, and extensive training for staff involved in placement. Instructors in math and English have indicated that the revised placement procedures are much more successful at accurately placing students, causing the increase in successful course completion rates seen in 06/07.

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses. The low rates shown for 02/03 to 04/05 were due to less than 20 students being enrolled in ESL. The subsequent increase in improvement rates was due both to increases in the number of students and in an increase in course offerings, changes in curricula, and the hiring of Taft College's first full time ESL instructor.

Table 1.7: Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES). The large disparity between headcount and FTES across all three time periods is due to the vast majority of students at Taft College being enrolled in one day oil field safety courses.

Table 1.8: Age of Students at Enrollment. The age distribution tends to reflect the older age of the oil field safety program students mentioned in Table 1.7. The actual age distribution of on-campus and distance learning students is similar to statewide trends across all three time periods.

Table 1.9: Gender of Students. Same as Table 1.8.

Table 1.10: Ethnicity of Students. Same as Table 1.8.



Ventura College

Ventura County 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	53.6%	54.4%	54.6%

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	69.8%	69.2%	71.7%

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	65.8%	67.8%	67.8%



ARCC 2008 Report: College Level Indicators

Ventura College

Ventura County Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	73.8%	72.5%	72.8%

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	69.6%	70.5%	74.0%

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	9.5%	2.5%	5.2%
Basic Skills Improvement Rate	.%	.%	.%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	19,741	20,230	20,671
Full-Time Equivalent Students (FTES)*	9,105	8,885	9,113

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 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	9.1%	11.3%	10.8%
18 - 24	48.2%	48.4%	48.5%
25 - 49	34.8%	32.6%	32.6%
Over 49	7.9%	7.7%	8.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.2%	56.7%	56.8%
Male	42.5%	41.8%	41.9%
Unknown	1.3%	1.5%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.8%	3.6%	3.5%
Black/African American	2.4%	2.5%	2.5%
Filipino	2.7%	2.6%	2.6%
Hispanic	36.5%	38.3%	39.0%
Native American	1.4%	1.2%	1.3%
Other Non-White	0.9%	0.9%	0.8%
Pacific Islander	0.5%	0.6%	0.5%
White	44.6%	43.2%	42.2%
Unknown/Decline to State	7.3%	7.1%	7.5%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Ventura College

Ventura County Community College District

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	54.6	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.7	67.0	54.5	74.3	B1
C	Persistence Rate	67.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.8	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	74.0	63.2	50.5	74.0	E3
F	Improvement Rate for Credit Basic Skills Courses	.	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	5.2	29.7	0.0	70.8	G3

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 2008 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Self-Assessment

Ventura College (VC) students come from diverse communities where population growth is expected to be minimal. Classes are offered at the main campus, off-campus locations, and a satellite facility in the city of Santa Paula. ARCC data shows that approximately 60% of our students are 24 years of age or younger. The college experienced a slight increase in unduplicated headcount and FTES. The number of dual enrolled high school students increased while the number of students in the age bracket 25 – 49 decreased. A factor contributing to the increased number of younger students is the VC Promise. In its third year, the VC Promise is funded by the VC Foundation and pays the first year's tuition for any Ventura County high school graduate who does not qualify for financial assistance.

Recent national reports on college enrollment trends show the gap between female and male students varying from 10% to 15%. At VC, the percentage of female students increased slightly accompanied by a corresponding decrease in the percentage of male students. Demographic changes have resulted in the college becoming a minority institution. Students of color constitute 50.2% of the total enrollment. Hispanics are now the largest minority group, accounting for 39% of the enrollment. By comparison, the number of white students decreased by 2.4%.

An analysis of the six performance indicators shows that the college has made progress in four. The largest gain at 4.4% occurred in the completion rate for credit basic skills courses. A factor contributing to this gain is the college's Supplemental Instruction (SI) initiative in Mathematics and English, which provides training to faculty, SI leaders, and tutors in group communication, learning styles, questioning technique and study skills. A recently awarded Title V Grant will allow the college to pilot a Mathematics open entry/exit environment utilizing technology with an effective student services component. Expansion of SI into the ESL Program will result in the implementation of successful strategies for Generation 1.5 and adult/re-entry students. It is anticipated that these strategies will increase the college's ESL retention rates, which experienced a decrease.

Of the seven indicators in the College Peer Grouping, the college's rate was above the peer group average in two, below in four, and with no comparison in one. The largest gain occurred in the annual successful course completion rate for credit Basic Skills courses. However, there was a significant decline in the improvement rates for credit ESL courses. To address this decline, the ESL Program is currently involved in a project to revise the assessment tool for course placement, revise the curriculum, and establish an effective transition from non-credit to the credit program.

The college continues its efforts to improve student success by: 1) expanding SI in English, Mathematics and ESL, 2) using computerized assessment to assist in course placement, 3) increasing the use of technology, 4) collaborating with high school faculty for alignment of curriculum, 5) piloting learning communities and 6) providing professional development on effective strategies that integrate instruction and student services.



ARCC 2008 Report: College Level Indicators

Victor Valley College

Victor Valley 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	42.1%	46.6%	43.7%

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	66.6%	67.4%	66.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	60.5%	58.1%	56.3%



ARCC 2008 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	67.1%	66.6%	68.5%

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	52.3%	49.0%	43.5%

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	21.8%	11.1%	5.0%
Basic Skills Improvement Rate	44.8%	49.1%	43.3%

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	.%	.%	.%



Victor Valley College

Victor Valley Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	17,028	17,138	17,744
Full-Time Equivalent Students (FTES)*	9,308	9,049	8,803

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 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	7.3%	7.7%	8.9%
18 - 24	45.5%	46.4%	45.6%
25 - 49	38.6%	37.7%	37.4%
Over 49	8.4%	8.2%	8.1%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	57.9%	59.0%	59.2%
Male	37.2%	37.3%	38.2%
Unknown	4.9%	3.7%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	2.1%	2.3%	2.6%
Black/African American	11.2%	12.1%	11.5%
Filipino	1.2%	1.5%	1.6%
Hispanic	26.7%	28.6%	30.5%
Native American	1.0%	1.0%	1.0%
Other Non-White	0.7%	1.0%	1.0%
Pacific Islander	0.5%	0.5%	0.4%
White	53.2%	49.1%	46.7%
Unknown/Decline to State	3.4%	4.0%	4.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

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	43.7	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	66.2	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	56.3	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.5	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	43.5	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	43.3	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	5.0	29.7	0.0	70.8	<i>G3</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.



Victor Valley College

Victor Valley Community College District

College Self-Assessment

VVCCD has experienced significant economic and demographic growth and diversification since 2000, resulting in increases in local school district enrollment, expansion of the construction industry, and retail development. In response to this growth, district priorities have been to increase enrollment and focus more effective attention to community educational needs. Outreach efforts to the high schools, the changing Hispanic population, and students who are under-prepared for college level work, have been implemented through Title V and SSPIRE grants. Our increased enrollment and diversity in our students indicate these efforts have been successful: Age at enrollment has steadily declined, while the ethnic diversity of students has steadily increased. Notably, more than half (53%) of first-time freshmen are 18-25 years of age and identify themselves as non-white (53%). Also notable during the last three years is an increase in the percentage of Hispanic students from 24% to 31%.

The next phase of work through the statewide Basic Skills Initiative will focus on developing effective practices for student success in mastering such pre-collegiate basic skills as reading, writing, mathematics, and English as a second language. To date, a self-assessment is being conducted and faculty members are re-designing curriculum.

ARCC 2008 data indicate district Student Progress and Achievement Rates (Degree/Certificate/ Transfer) varied from a low of 42.1% to a high of 46.6%. Although the highest cohort rate was within one standard deviation of the peer average (46.1%), the most recent cohort rate declined 3%. The percentage of students who earned at least thirty units is nearly unchanged and close to the peer average of 66.2%. However, our recent study of first-time freshmen documents a trend toward increasingly goal-directed student behavior: In Fall 2004, 25.3 % of students enrolled in 12 or more units compared with 32.7% of students in Fall 2007.

During the last three years, the Persistence Rate for students has declined steadily from 60.5% to 56.3%, which is well below the peer average (62.4%). Moreover, the Annual Successful Course Completion Rate for Credit Vocational Courses of 67% is well below the peer average: of 74.9%.

District success rates for Credit Basic Skills Courses declined in three years from 52.3% to 43.5%, with the latter rate falling near the Peer Group low. The Improvement Rate for ESL courses declined from 21.8% to only 5%. By contrast, the Peer Group Average for this indicator is 29.7%. The Improvement Rate for Basic Skills Courses declined 5.8% for the most recent cohort, although, at 43.4%, it remains closer to the Peer Group Average of 46.1%

Analysis of placement trends since Fall 2004 at Victor Valley College indicates that there have been no significant changes in student preparedness across all categories of skills tested. Thus, it is not possible to explain declines in Basic Skills and ESL improvement rates as resulting from a decline in student preparedness. Current district current plans for responding to poor institutional performance on Pre-Collegiate Improvement include participation in the Basic Skills Initiative framework for self-assessment, dialogue, and planning for program revision and improvement.



ARCC 2008 Report: College Level Indicators

West Hills College Coalinga

West Hills 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	45.3%	49.6%	44.8%

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	64.2%	64.5%	65.2%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	68.1%	63.8%	60.3%



ARCC 2008 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	67.8%	66.2%	65.1%

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	63.2%	61.5%	70.1%

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	11.8%	10.9%	10.2%
Basic Skills Improvement Rate	51.3%	52.5%	54.5%

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	.%	.%	.%



West Hills College Coalinga

West Hills Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	7,606	7,900	4,384
Full-Time Equivalent Students (FTES)*	4,703	4,805	2,036

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 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	8.2%	8.1%	12.0%
18 - 24	51.7%	51.2%	49.2%
25 - 49	35.2%	36.4%	35.3%
Over 49	4.9%	4.2%	3.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	61.8%	59.9%	59.3%
Male	38.2%	39.7%	40.1%
Unknown	0.0%	0.4%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	3.9%	4.9%	3.6%
Black/African American	6.2%	6.2%	5.7%
Filipino	2.9%	2.8%	1.4%
Hispanic	44.1%	42.4%	53.0%
Native American	1.3%	1.1%	1.2%
Other Non-White	1.0%	1.2%	1.0%
Pacific Islander	0.5%	0.6%	0.5%
White	36.3%	36.0%	28.9%
Unknown/Decline to State	3.9%	4.7%	4.7%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

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	44.8	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	65.2	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	60.3	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.1	74.4	65.1	81.1	<i>D3</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.1	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	54.5	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	10.2	46.1	9.4	80.8	<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 2008 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Self-Assessment

West Hills College Coalinga (WHCC) has been serving the educational needs of the San Joaquin Valley's rural west side for seventy-five years. In 2002, West Hills College Coalinga was named by the MetLife Foundation as the best small community college in the nation for serving the needs of a diverse student population. In 2007, the Community College Survey of Student Engagement identified WHCC as being a high-performing institution in comparison to benchmark scores for other colleges in the survey.

West Hills College Coalinga demonstrates rates slightly below the peer group average in the areas of student progress and achievement, percent of students who earned at least 30 units, and persistence rates. It is important to note that the rate for students who earn at least 30 units has consistently improved for each of the past three cohorts. A district-wide committee was formed in the fall of 2007 to identify appropriate interventions to help improve student retention, persistence, and completion rates. The committee will provide recommendations by the end of spring 2008.

The structured, short term vocational programs such as Agriculture, Heavy Equipment, Peace Officer Academy, and Psychiatric Technician programs at WHCC have success rates well above the peer group average, yet the annual successful completion rate for vocational courses is below the peer group average. College administrators began reviewing success and retention rates for vocational courses in spring of 2007 resulting in the following modifications: New courses were developed for the Child Development program to better meet the need of students. Changes were made in the format and delivery of Administration of Justice courses. New adjunct faculty were hired that will bring a fresh perspective and approach to instruction. The college is exploring new vocational programs such as welding, horse management, and truck driving.

WHCC ESL courses have high success rates of approximately 86%; however, the college improvement rates for ESL courses are below the peer group average. The measurement utilized for this indicator does not recognize improvements within ESL courses that are more than three levels below college level English. All WHCC ESL courses are at least seven levels below college level English. Because of this, only WHCC ESL students who reach college level English within three years after completing ESL are considered as having improved. Further review of ESL courses will be conducted to determine if there is a need to modify the structure of these courses.

Both basic skills success and improvement rates for WHCC are above the peer-group averages. The WHCC basic skills success rate is the highest among its peer group. This success is attributed to strong faculty commitment and student engagement that support the college's goal to increase success rates among academically under-prepared students.

West Hills College Coalinga's administration is committed to ensuring that strategic planning is linked to the Accountability Reporting for the Community Colleges. WHCC has included ARCC measurements into its institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.



ARCC 2008 Report: College Level Indicators

West Hills College Lemoore

West Hills 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	. %	. %	. %

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	. %	. %	. %

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	. %	. %	. %



ARCC 2008 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	. %	. %	67.0%

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	. %	. %	61.6%

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	.%	.%	.%
Basic Skills Improvement Rate	.%	.%	.%

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	.%	.%	.%



West Hills College Lemoore

West Hills Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	0	0	6,425
Full-Time Equivalent Students (FTES)*	.	.	2,914

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 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	.%	.%	6.8%
18 - 24	.%	.%	50.2%
25 - 49	.%	.%	38.7%
Over 49	.%	.%	4.2%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	.%	.%	61.9%
Male	.%	.%	37.1%
Unknown	.%	.%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	.%	.%	5.7%
Black/African American	.%	.%	6.5%
Filipino	.%	.%	3.7%
Hispanic	.%	.%	38.1%
Native American	.%	.%	1.2%
Other Non-White	.%	.%	1.5%
Pacific Islander	.%	.%	0.4%
White	.%	.%	37.6%
Unknown/Decline to State	.%	.%	5.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

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	.	.	.	.
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.
C	Persistence Rate	.	.	.	.
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.0	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.
G	Improvement Rate for Credit ESL Courses	.	.	.	.

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 2008 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Self-Assessment

Opening its doors to students on January 14, 2002 West Hills College Lemoore (WHCL) has been serving the educational needs of the San Joaquin Valley's rural west side for six years. In 2002, West Hills Community College District was named by the MetLife Foundation as the best small community college in the nation for serving the needs of a diverse student population and moving people into "livable wage jobs." In 2004, the California Community Colleges Chancellor's Diversity Award was presented to the district and in 2006 WHCCD was selected as a national model for student engagement by Campus Compact. In 2007, the Community College Survey of Student Engagement identified WHCCD as being a high-performing institution in comparison to its cohort of 525 colleges. West Hills College Lemoore received full accreditation status from the Accrediting Commission of Community and Junior Colleges Western Association of Schools and Colleges in June 2006. WHCL became the second college in the WHCCD.

Due to the recent accreditation of West Hills College Lemoore the ARCC report does not contain sufficient historical data for most indicators. Data is only available for successful completion rate of vocational courses. West Hills College Lemoore's annual successful completion rate for vocational courses is below the peer group average.

College and district administrators began reviewing success and retention rates for vocational courses in spring 2007. During this review it was acknowledged that business courses offered in an open lab format generated low success rates. Also, it was determined that many of the vocational courses that were not part of a comprehensive vocational program were experiencing low success rates. Stated below are a number of actions that are being implemented as a result of these findings.

The college is considering the return of teaching some business classes to a traditional lecture as opposed to an open lab format. In addition, a review of the current business degree and certificates will occur utilizing a community based advisory committee. Working along with Fresno State and the Lemoore Chamber of Commerce, West Hills College Lemoore will review and implement a more vigorous and practical entrepreneurial program. Modifications to the program will improve and ease the transfer of WHCL students into Fresno State's Business programs. Consideration will be given to create a computer lab to assist students in CIS and business classes.

In the area of Administration of Justice, courses offered through the online format experienced low success rates. Those courses will be reviewed to identify improvements in the online format. Firearms courses experienced low success rates that were accounted to students not being able to purchase firearms. In an effort to improve success and retention rates, the college has purchased firearms for students to use in this course.

West Hills College Lemoore's administration is committed to ensure that strategic planning is linked to the Accountability Reporting for the Community Colleges. WHCL has included ARCC measurements into its institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.



ARCC 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles 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	42.8%	42.3%	41.4%

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	63.2%	62.3%	62.5%

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	61.6%	58.3%	51.7%



ARCC 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	80.5%	82.4%	80.5%

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	56.1%	52.0%	52.4%

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	52.9%	53.8%	37.2%
Basic Skills Improvement Rate	39.6%	38.2%	40.5%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,893	16,607	16,949
Full-Time Equivalent Students (FTES)*	6,489	5,887	6,672

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 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	6.4%	7.0%	8.3%
18 - 24	39.9%	37.5%	36.8%
25 - 49	45.9%	46.2%	45.7%
Over 49	7.7%	9.3%	9.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.7%	63.4%	62.3%
Male	36.3%	36.6%	37.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	6.9%	7.0%	7.2%
Black/African American	43.7%	42.3%	40.8%
Filipino	1.6%	1.7%	1.7%
Hispanic	24.1%	23.2%	24.0%
Native American	0.5%	0.4%	0.4%
Other Non-White	2.4%	2.2%	2.3%
Pacific Islander	0.5%	0.6%	0.4%
White	14.1%	15.1%	15.0%
Unknown/Decline to State	6.1%	7.4%	8.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

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	41.4	48.9	33.6	57.4	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	62.5	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	51.7	56.8	31.1	71.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.5	75.4	65.8	86.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.4	57.7	50.3	70.1	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	40.5	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	37.2	43.2	7.6	79.9	<i>G2</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 2008 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Self-Assessment

West Los Angeles College recently celebrated its 39th anniversary as one of the nine colleges of the Los Angeles Community College District. The College's location is unique in the nation: it is nearby the LAX airport and at the crossroads of a vibrant international economy. The main campus in Culver City is in the heart of the entertainment industry represented by Sony, Fox and many other media companies.

West's feeder high schools form a service region remarkable for its economic and ethnic diversity. The College's top ten feeder schools are: Culver City, Crenshaw, Hamilton, Westchester, Dorsey, Palisades, University, Venice, Los Angeles and Beverly Hills. This makes for a rich diversity that is central to a West education: 40% of students are African-American and 24% are Latino.

In 2006, the Accrediting Commission for Community and Junior Colleges reaffirmed West's accreditation for seven years. Among its four major commendations, the Commission cited the College's Accelerated College Transfer Program (ACT) "for its creative and smart use of scheduling that provides students with the optimum chance for achieving an associate degree in two years." ACT is one example of the College's commitment to its mission of university transfer. West ranks third of all California community colleges for African-American transfer students to the CSU and ranks in the top ten for African-American transfer students to UC.

West is a leader in workforce education for the 21st century. West's ARCC indicator for successful course completion rates for vocational courses is 80.5%, among the very highest in its peer group. This excellent performance is due to a skilled and nurturing faculty and a curriculum of unique workforce programs such as aviation technology, entertainment industry trades training, ABA-approved paralegal, ADA-approved dental hygiene, and certified nursing assistant/geriatrics.

West's performance on other ARCC indicators is at or near its peer group averages. In 2007, West completed an Educational Master Plan to guide it through 2011. This plan included the deliberate effort to embrace West's feeder schools and expand student access, regardless of educational achievement. This outreach resulted in a booming enrollment: FTES increased in 2006-07 by 13% over 2005-06. This boom also had the expected effect of increasing the number of entering students who assess at the precollegiate level in English and math: over 80% of the College's entering students do not assess at the freshman level. Despite this large increase in basic skills students our student progress indicators have held steady.

The College sees basic skills as an opportunity for service rather than a burden and has initiated new programs to assist its pre-collegiate students. These programs include improved counseling, tutoring and class scheduling under the umbrella of its Student Success Initiative. We expect indicators in this area to improve in the future. West is also special for its physically beautiful campus. The College now has under construction a state-of-the-art science/math building, a classroom building and a student services center. These new facilities, combined with West's innovative programs and responsive community services, will empower West's students to succeed.



ARCC 2008 Report: College Level Indicators

West Valley College

West Valley-Mission 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	62.0%	61.4%	64.4%

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	74.5%	72.9%	75.0%

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	74.5%	76.9%	74.7%



ARCC 2008 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	69.8%	70.0%	71.2%

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	62.0%	60.9%	58.1%

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	33.3%	23.1%	29.7%
Basic Skills Improvement Rate	57.6%	59.8%	57.7%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,709	17,965	20,090
Full-Time Equivalent Students (FTES)*	9,533	9,231	9,017

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 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	6.0%	5.3%	6.5%
18 - 24	45.0%	43.7%	40.0%
25 - 49	29.8%	28.7%	30.2%
Over 49	18.6%	21.6%	22.6%
Unknown	0.6%	0.7%	0.7%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	59.6%	59.5%	58.0%
Male	38.8%	38.1%	39.6%
Unknown	1.6%	2.4%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	15.6%	14.6%	14.1%
Black/African American	2.8%	3.0%	3.0%
Filipino	2.3%	2.4%	2.2%
Hispanic	12.6%	12.9%	13.6%
Native American	0.6%	0.7%	0.7%
Other Non-White	2.0%	1.8%	1.6%
Pacific Islander	0.7%	0.7%	0.6%
White	54.1%	53.6%	52.9%
Unknown/Decline to State	9.4%	10.3%	11.3%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

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	64.4	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	75.0	72.6	71.2	75.0	B5
C	Persistence Rate	74.7	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	75.4	65.8	86.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.1	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	57.7	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	29.7	39.3	14.4	67.3	G6

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 2008 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Self-Assessment

High rates on student progress and achievement, percent of students who earned at least 30 units, and persistence indicators reflect West Valley College's emphasis on educational access and quality instruction. The College will continue to meet high performance standards despite forthcoming budget cuts.

The College's indicator for successful course completion rate for credit vocational courses increased slightly for the second straight year, but remains below the peer group average. The Division Chair notes that some of the work that is assigned in this area is portfolio-based, often taking longer than one semester, which causes students to either drop out or take an Incomplete for the first semester, re-enroll, and complete the course during the second semester. This pattern contributes to an appearance of reduced Success rate.

College leadership recognizes the ongoing challenge in successful course completion rate in basic skills course, and appreciates the opportunity that the Basic Skills Initiative offers to focus resources on reversing this challenge. Since the inception of the initiative, the Academic Senate has formalized a Basic Skills Advisory Committee (BSAC), comprised of both Basic Skills and non-basic skills faculty and staff, to explore the ways that the self-assessment process can stimulate improvement in basic skills completion rates. Early actions by the BSAC include approving 3 grants to basic skills departments that will enable them to provide peer tutoring, collect use data in the reading lab, and improve information competency among basic skills students. In addition, the position of College Research Analyst was filled this winter, and the analyst will conduct a faculty survey this spring to assess both strengths and areas needing improvement in our basic skills program, as well as studying student performance data to look for "stumbling blocks" in the basic skills curriculum. The Department of Matriculation also intends to strengthen the placement testing procedure so that students enroll in classes that are appropriate for their needs. Other initiatives being formalized for systemic implementation include Campus Change Network, Retention, and Student Equity Plan goals.

Although West Valley's improvement rate for credit ESL courses is somewhat below the peer group average, it improved 6.6% in 2007, from 23.1% to 29.7%. The Academic Senate, in collaboration with Student Services, is working aggressively to identify college-wide strategies for supporting existing ESL activities.

On the reporting side, the ESL department underwent Curriculum Review two years ago, at which time several courses were recoded from College Credit to Basic Skills. A recent audit shows that 5 courses were miscoded, which could make the improvement indicator inaccurate. The College IS Department has undertaken a rigorous coding audit to correct any previous inaccuracies and to ensure that the data are correct going forward.

West Valley College takes pride in its commitment to serving the diverse needs of its community and will continue to do so, with a goal of continually improving student academic achievement and success.



ARCC 2008 Report: College Level Indicators

Yuba College

Yuba 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	46.5%	46.9%	46.2%

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	66.5%	68.3%	67.9%

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	65.5%	62.2%	63.4%



ARCC 2008 Report: College Level Indicators

Yuba College

Yuba Community College District

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	70.4%	71.4%	73.5%

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	55.3%	54.9%	56.9%

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	28.4%	27.1%	29.1%
Basic Skills Improvement Rate	44.4%	52.2%	53.6%

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	.%	.%	.%



ARCC 2008 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,710	14,293	14,984
Full-Time Equivalent Students (FTES)*	7,769	7,012	7,878

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 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	5.2%	5.3%	6.5%
18 - 24	45.9%	47.0%	46.1%
25 - 49	41.6%	40.8%	40.1%
Over 49	7.0%	6.9%	7.2%
Unknown	0.3%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	62.2%	62.1%	62.9%
Male	37.6%	37.8%	37.1%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	9.2%	9.3%	9.7%
Black/African American	4.0%	3.9%	4.0%
Filipino	1.2%	1.3%	1.5%
Hispanic	26.4%	26.7%	27.2%
Native American	2.1%	2.1%	1.9%
Other Non-White	1.8%	1.7%	1.8%
Pacific Islander	0.9%	0.8%	0.8%
White	52.5%	51.9%	50.4%
Unknown/Decline to State	2.0%	2.3%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Yuba College

Yuba Community College District

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	46.2	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	67.9	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	63.4	62.4	37.6	75.1	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.9	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	53.6	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	29.1	43.2	7.6	79.9	<i>G2</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 2008 Report: College Level Indicators

Yuba College

Yuba Community College District

College Self-Assessment

Yuba College, located in Marysville in Yuba County, opened in 1927 and by 1928 had become the first countywide community college in the state. By 1975, the Yuba Community College District (YCCD) service area had expanded to cover 4,192 square miles, and includes all or parts of eight counties in north central California. The college's goal of meeting educational needs of district residents in such a large geographic area led to the development of educational centers in Woodland and Clearlake, as well as outreach services in Colusa County and on Beale Air Force Base. A robust Distributive Education Program is also in place.

The demographic information provided reflects little change over time, which, consistent with our Student Equity Plan data, shows that student demographics continue to mirror community demographics. Yuba College offers comprehensive assistance to financial aid students, which comprise approximately fifty percent of the student population. Due to decreasing enrollments of the male population, the college has started a recruitment program targeting those individuals at an early age to start building a foundation. Expansion of the Distributive Education Program is allowing the college to provide diverse modes of instruction to students with geographic, time, and financial barriers.

Yuba College displays a steady level of performance in most of the accountability measures. Student persistence, completion rates for both vocational and basic skills, as well as improvement rates for basic skills all show a continuous slow climb. With the exception of improvement rates for ESL, Yuba College exceeds the peer group averages in most areas. The majority of Yuba College students attend in order to expand existing skills, or to meet individual achievement goals. Vocational education was a focus prior to the ARCC study and the subsequent strength of these programs is reflected in our data. Our current focus is in basic skills and our ESL program where we expect to see the same level of success.

While there is no doubt that the fee increase in 2005 had an effect on some of the performance measures, this was offset by the commitment of the college to provide the best education possible to the students. This is reflected in the solid outcomes displayed in the report for subsequent years. The passage of a local Proposition 39 bond is providing the college with the funds needed to improve facilities and provide the technology needed to continue to offer the best possible education to students. These funds are also enhancing Distributive Education and providing outreach facilities in both Sutter and Colusa Counties.

Yuba College's accountability indicators show a commendable level of performance. We are carefully tracking, examining and exploring the ESL data since it still leaves a lot to interpretation. The Yuba Community College District Board of Trustees had strong dialogue following last year's ARCC report. As a result, Basic Skills was adopted as one of the Board's seven Strategic Directions for 2007-2011. Yuba Community College District's commitment to student success and continuous improvement is exhibited in the results of this ARCC report.



Appendices

Appendix A: Peer Groups

Appendix B: Methodology for Deriving Counts and Rates for Systemwide and College Level Performance Indicators

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Appendix D: Peer Grouping Methodology

Appendix E: Terms and Abbreviations

Appendix F: Legislation Summary

Appendix G: Record of Interactions by Boards of Trustees

Appendix H: Acknowledgements

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Appendix A: Peer Groups

Introduction

This appendix contains additional information about the composition of the peer groups that the main report cites in the college level analysis (Table 1.11: Peer Grouping). There is one table for each of the seven performance indicators (outcomes). For information about the peer grouping methodology, we refer readers to Appendix D, which gives the essential statistical specifications for the ARCC peer grouping. For information about the analysis that preceded and supported the peer grouping process, we refer readers to Appendix C, which documents the regression analyses that the System Office research staff used.

Appendix A should help readers by presenting them with four types of information. The first type of information is the average value for each of the uncontrollable factors (labeled as “Means of Predictors”) that theoretically influence a given performance indicator in the ARCC. We show these averages for each peer group in the second, third, and fourth columns (reading from the left) of each of the six tables in this appendix. Note that the regression analysis for one ARCC outcome, Basic Skills Course Completion Rate, yielded only two uncontrollable factors based on data available for the 2008 report. Values for these factors appear in the second and third columns of Table A5.

The second type of information is the basic statistical summary of the outcome (the lowest rate, the highest rate, and the average rate) within each peer group. These figures appear in the three columns to the right of the shaded border in each table. The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group.

Finally, the fourth type of data is the state level figures for each of the uncontrollable factors and performance indicators. These state level figures appear in the last row of each of the tables in this appendix. Each statewide average in the last row is calculated as the sum of individual college values for that predictor or for that outcome (as specified by the column heading) divided by the number of colleges for which data were available for that predictor or outcome. For example, looking at Table A4, the statewide average for the predictor “Pct Male Fall 2006” is the sum of the percentage of males at each college in Fall 2006 divided by 110, where 110 represents the number of colleges for which those data were available. Similarly, the statewide average for Vocational Course Completion Rate in Table A4 is the sum of the Vocational Course Completion Rate for each college divided by the 110 colleges for which this rate was available. This form of statewide average therefore states the *average institution rate* in the system. This average is not the rate of success in the entire state for that indicator. Please refer to the introduction for the college level indicators (in the main body of this report) if you want to see a specific rate of success in the entire state.

Appendix A: Peer Groups

Users of this report may use these four types of information to help them establish a context for interpreting the peer group results in the main body of the report. The information about the uncontrollable factors, the performance indicators, and the peer group composition allows the user to weigh these different aspects of the peer grouping as they try to evaluate college performances.

Finally, we note some specific details for clarity's sake. The leftmost column of each table displays codes such as "A1" or "E5." These codes signify only a different peer group for each performance indicator. The letter in the code (A through G) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group "A1" are not higher or better than the colleges in group "A2" (and vice versa). We used this coding convention to facilitate the cross-referencing of results in the main report's college pages to this appendix and nothing more.

Users should also remember that the composition of each peer group resulted only from our statistical analysis of the available uncontrollable factors related to each outcome. Therefore, the peer groupings may list some colleges as peers when we customarily would consider them as quite dissimilar. For example, we often consider geographic location and level of population density as factors that distinguish colleges as different (or similar). So, in Table A1 users may note that our peer grouping for Student Progress and Achievement classifies Lassen as a peer for L.A. City, and this tends to clash with our knowledge of the high density southern California setting of L.A. City and the rural northern California setting of Lassen. However, population density and geographic location within the state are not predictors of this outcome in our statistical analyses (see Appendix C). Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.11. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of this report's release. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups

Table A1: Student Progress & Achievement: Degree/Certificate/Transfer

Student Progress and Achievement Rate Peer Group

Peer Group Number	Means of Predictors			Student Progress and Achievement Rate			Peer Group Colleges	
	Pct Students Age 25+ Fall 2005	Pct Basic Skills Fall 2005	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	40%	12%	0.27	42.3	64.3	53.4	39	Butte; Canyons; Citrus; Contra Costa; Cosumnes River; Crafton Hills; Cuesta; Cuyamaca; Cypress; De Anza; Diablo Valley; El Camino; Evergreen Valley; Fullerton; Glendale; Golden West; Grossmont; L.A Harbor; L.A Pierce; L.A Valley; Las Positas; Long Beach City; Los Medanos; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Sacramento City; San Diego City; San Diego Mesa; San Jose City; Santa Barbara City; Santa Monica City; Santiago Canyon; Sierra; Skyline; Solano; Ventura.
A2	44%	30%	0.18	37.0	56.2	47.3	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern.
A3	62%	9%	0.21	33.6	57.4	48.9	18	Allan Hancock; American River; Barstow; Cerro Coso; Coastline; Columbia; Feather River; Hartnell; Lake Tahoe; Mendocino; Merritt; Monterey; Napa Valley; Palo Verde; Santa Rosa; Siskiyous; Taft; West L.A.
A4	56%	22%	0.19	24.4	50.5	41.6	11	Canada; Compton; L.A City; L.A Trade-Tech; Lassen; Merced; Mission; Rio Hondo; San Bernardino; Santa Ana; Southwest L.A
A5	52%	11%	0.39	50.1	65.6	57.4	14	Alameda; Berkeley City College; Cabrillo; Foothill; Irvine Valley; Laney; Marin; MiraCosta; Ohlone; Saddleback; San Diego Mramar; San Francisco City; San Mateo; West Valley.
A6	40%	14%	0.15	39.4	58.0	46.1	19	Antelope Valley; Bakersfield; Cerritos; Chaffey; East L.A.; Fresno City; L.A. Mission; Modesto; Mt. San Jacinto; Oxnard; Porterville; Reedley; Riverside; San Joaquin Delta; Sequoias; Shasta; Victor Valley; West Hills Coalinga; Yuba.
Statewide Average	47%	14%	0.24			50.3	N = 108	

Appendix A: Peer Groups

Table A2: Student Progress & Achievement: Degree/Certificate/Transfer

Students Who Earned at Least 30 Units Rate Peer Group

Peer Group Number	Means of Predictors			Students Who Earned at Least 30 Units Rate			Peer Group Colleges	
	Student Count Fall 2004	Average Unit Load, Fall 2004	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	9,032.0	7.3	\$22,511	54.5	74.3	67.0	35	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cosumnes River; Cuyamaca; Desert; Evergreen Valley; Gavilan; Golden West; Hartnell; Irvine Valley; L.A. Harbor; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyou; Skyline; Solano; Ventura; West L.A.
B2	18284.4	8.4	\$20,520	66.8	77.6	70.9	29	Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cuesta; Cypress; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. City; L.A. Pierce; L.A. Valley; Long Beach City; MiraCosta; Modesto; Rio Hondo; Sacramento City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern.
B3	8,484.7	8.6	\$15,686	53.5	76.5	67.1	21	Antelope Valley; Compton; Copper Mountain; Crafton Hills; Feather River; Imperial Valley; L.A. Mission; L.A. Trade-Tech; Merced; Mt. San Jacinto; Oxnard; Porterville; Redwoods; Reedley; San Bernardino; Sequoias; Shasta; Southwest L.A.; Victor Valley; West Hills Coalinga; Yuba.
B4	6,228.5	4.7	\$20,031	53.0	74.0	63.3	4	Coastline; Lake Tahoe; Palo Verde; Taft.
B5	10,894.8	7.2	\$37,321	71.2	75.0	72.6	5	Canada; Foothill; Marin; San Mateo; West Valley.
B6	27,055.9	8.1	\$25,745	67.6	79.8	74.0	14	American River; De Anza; Diablo Valley; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa.
Statewide Average	13,659.9	7.9	\$21,662			69.1	N = 108	

Appendix A: Peer Groups

Table A3: Student Progress & Achievement: Degree/Certificate/Transfer Persistence Rate Peer Group

Peer Group Number	Means of Predictors			Persistence Rate			Peer Group Colleges	
	Pct Students Age 25+ Fall 2005	Student Count Fall 2005	ESAI Household Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	59%	8,158.8	\$39,684	31.1	71.4	56.8	27	Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Coastline; Columbia; Compton; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Mendocino; Merced; Merritt; Monterey; Napa Valley; Palo Verde; San Bernardino; San Diego City; Siskiyou; Southwest L.A.; Taft; West L.A.
C2	42%	12,143.4	\$52,680	61.6	76.1	68.9	25	Alameda; Cabrillo; Canyons; Chabot; Chaffey; Citrus; Contra Costa; Cosumnes River; Cypress; Gavilan; Golden West; Grossmont; L.A. Harbor; L.A. Mission; L.A. Pierce; Los Medanos; MiraCosta; Oxnard; San Diego Miramar; Santa Barbara City; Santiago Canyon; Sierra; Skyline; Solano; Ventura.
C3	41%	9,795.5	\$36,124	37.6	75.1	62.4	18	Antelope Valley; Bakersfield; Butte; Copper Mountain; Crafton Hills; Cuesta; Desert; Imperial Valley; L.A. Valley; Mt. San Jacinto; Porterville; Redwoods; Reedley; Sequoias; Shasta; Victor Valley; West Hills Coalinga; Yuba.
C4	44%	25,535.8	\$45,228	62.3	77.0	70.6	21	American River; Cerritos; East L.A.; El Camino; Fresno City; Glendale; Long Beach City; Modesto; Mt. San Antonio; Palomar; Pasadena City; Rio Hondo; Riverside; Sacramento City; San Diego Mesa; San Francisco City; San Joaquin Delta; Santa Ana; Santa Monica City; Santa Rosa; Southwestern.
C5	32%	20,046.8	\$65,579	66.4	78.9	73.8	5	De Anza; Diablo Valley; Fullerton; Moorpark; Orange Coast.
C6	52%	11,420.4	\$70,373	63.5	78.1	70.7	12	Canada; Evergreen Valley; Foothill; Irvine Valley; Las Positas; Marin; Mission; Ohlone; Saddleback; San Jose City; San Mateo; West Valley
Statewide Average	47%	13,580.1	\$ 47,786			65.6	N = 108	

Appendix A: Peer Groups

Table A4: Student Progress & Achievement: Vocational/Occupational/Workforce Development
Vocational Course Completion Rate Peer Group

Peer Group Number	Means of Predictors			Vocational Course Completion Rate			Peer Group Colleges	
	Pct Male Fall 2006	Pct Students Age 30+ Fall 2006	Miles to Nearest UC	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	39%	46%	41.9	65.8	86.8	75.4	29	Allan Hancock; Barstow; Berkeley City College; Canada; Cerro Coso; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Feather River; Folsom Lake; Glendale; Irvine Valley; L.A. City; Lake Tahoe; Laney; Marin; Mendocino; Merced; Merritt; Mission; Monterey; Napa Valley; Saddleback; Santa Rosa; Southwest L.A.; West L.A.; West Valley
D2	42%	27%	33.1	66.4	85.5	74.9	46	Antelope Valley; Butte; Cerritos; Chaffey; Citrus; Copper Mountain; Cosumnes River; Crafton Hills; Cypress; De Anza; Desert; Diablo Valley; El Camino; Evergreen Valley; Fresno City; Fullerton; Golden West; Grossmont; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Las Positas; Lemoore; Los Medanos; Modesto; Moorpark Mt. San Antonio; Mt. San Jacinto; Orange Coast; Oxnard; Pasadena City; Riverside; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Santa Monica City; Sierra; Skyline; Solano; Southwestern; Ventura; Victor Valley; Yuba
D3	40%	27%	130.7	65.1	81.1	74.4	8	Bakersfield; Coalinga; Cuesta; Imperial Valley; Porterville; Reedley; Sequoias; Shasta
D4	48%	38%	24.0	66.4	97.1	79.8	22	Alameda; American River; Cabrillo; Canyons; Chabot; East L.A.; Foothill; Gavilan; Hartnell; L.A. Trade-Tech; Long Beach City; MiraCosta; Ohlone; Palomar; Rio Hondo; San Bernardino; San Diego Miramar; San Francisco City; San Jose City; San Mateo; Santa Ana; Santiago Canyon
D5	43%	45%	240.3	78.9	81.4	79.9	3	Lassen; Redwoods; Siskiyou
D6	76%	60%	140.9	91.8	97.1	94.4	2	Palo Verde; Taft
Statewide Average	43%	35%	48.3			76.5	N = 110	

Appendix A: Peer Groups

**Table A5: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Course Completion Rate Peer Group**

Peer Group Number	Means of Predictors		Basic Skills Course Completion Rate			Peer Group Colleges	
	Bachelor Plus Index	Poverty Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	0.36	0.15	49.4	66.1	57.2	7	Alameda; Berkeley City College; Laney; Merritt; San Diego Mesa; Santa Barbara City; Santa Monica City
E2	0.17	0.14	43.2	76.4	58.3	28	Allan Hancock; Antelope Valley; Barstow; Cerritos; Cerro Coso; Chaffey; Citrus; Columbia; Copper Mountain; Crafton Hills; Desert; Feather River; Hartnell; L.A. Mission; Lassen; Mendocino; Modesto; Mt. San Antonio; Mt. San Jacinto; Oxnard; Palo Verde; Rio Hondo; Riverside; Santa Ana; Shasta; Southwestern; Victor Valley; Yuba
E3	0.27	0.09	50.5	74.0	63.2	34	American River; Cabrillo; Canyons; Chabot; Coastline; Contra Costa; Cosumnes River; Cuyamaca; Cypress; Evergreen Valley; Fullerton; Gavilan; Golden West; Grossmont; L.A. Pierce; Lake Tahoe; Las Positas; Los Medanos; MiraCosta; Mission; Monterey; Moorpark; Napa Valley; Orange Coast; Palomar; San Diego Miramar; San Francisco City; San Jose City; Santa Rosa; Santiago Canyon; Sierra; Skyline; Solano; Ventura
E4	0.14	0.22	50.3	70.1	57.7	17	Bakersfield; Compton; East L.A.; Fresno City; Imperial Valley; L.A. City; L.A. Trade-Tech; Merced; Porterville; Reedley; San Bernardino; San Joaquin Delta; Sequoias; Southwest L.A.; Taft; West Hills Coalinga; West L.A.
E5	0.24	0.17	37.3	68.8	57.8	12	Butte; Cuesta; El Camino; Glendale; L.A. Harbor; L.A. Valley; Long Beach City; Pasadena City; Redwoods; Sacramento City; San Diego City; Siskiyou
E6	0.41	0.06	57.3	81.9	66.8	10	Canada; De Anza; Diablo Valley; Foothill; Irvine Valley; Marin; Ohlone; Saddleback; San Mateo; West Valley
Statewide Average	0.24	0.13			60.5	N =108	

Appendix A: Peer Groups

**Table A6: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Improvement Rate Peer Group**

Peer Group Number	Means of Predictors			Basic Skills Improvement Rate			Peer Group Colleges	
	Student Count Fall 2005	Nearest 4 Yr SAT Verbal 25 Pctl. 2005	Unemployment Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	10,317.8	541.3	0.06	31.5	58.7	47.1	16	Alameda; Allan Hancock; Berkeley City College; Cabrillo; Coastline; Contra Costa; Cuesta; Cuyamaca; Irvine Valley; Laney; Los Medanos; Merritt; Napa Valley; San Diego Miramar; Santa Barbara City; Solano
F2	8,928.2	454.3	0.07	26.3	56.7	46.6	23	Butte; Citrus; Columbia; Copper Mountain; Crafton Hills; Cypress; Desert; Feather River; Gavilan; Grossmont; Hartnell; Lake Tahoe; Lassen; Mendocino; Mt. San Jacinto; Oxnard; Palo Verde; Redwoods; San Diego City; San Diego Mesa; Shasta; Siskiyou; Southwestern
F3	10,723.0	397.9	0.11	29.3	59.9	46.1	24	Antelope Valley; Bakersfield; Barstow; Cerro Coso; Compton; Fresno City; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Trade-Tech; Merced; Modesto; Porterville; Reedley; San Bernardino; San Joaquin Delta; Sequoias; Southwest L.A.; Taft; Victor Valley; West Hills Coalinga; West L.A.; Yuba
F4	12,650.8	425.7	0.04	44.6	62.4	54.3	23	Canada; Canyons; Chabot; Cosumnes River; De Anza; Evergreen Valley; Foothill; Fullerton; Golden West; Las Positas; Marin; MiraCosta; Mission; Monterey; Moorpark; Ohlone; San Jose City; San Mateo; Santiago Canyon; Sierra; Skyline; Ventura; West Valley
F5	25,375.8	408.3	0.07	47.7	60.2	53.4	18	American River; Cerritos; Chaffey; East L.A.; El Camino; Glendale; L.A. Pierce; L.A. Valley; Long Beach City; Mt. San Antonio; Palomar; Pasadena City; Rio Hondo; Riverside; Sacramento City; San Francisco City; Santa Ana; Santa Rosa
F6	24,551.0	552.5	0.05	24.2	56.8	43.5	4	Diablo Valley; Orange Coast; Saddleback; Santa Monica City
Statewide Average	13,580.1	444.2	0.07			49.1	N = 108	

Appendix A: Peer Groups

**Table A7: Pre-Collegiate Improvement: Basic Skills and ESL
ESL Improvement Rate Peer Group**

Peer Group Number	Means of Predictors			ESL Improvement Rate			Peer Group Colleges	
	Student Count Fall 2005	English Not Spoken Well Index	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
G1	10,303.9	0.23	0.13	9.4	80.8	46.1	10	Compton; East L.A.; Hartnell; Imperial Valley; L.A. City; L.A. Mission; L.A. Trade-Tech; Porterville; Southwest L.A.; West Hills Coalinga
G2	11,615.8	0.13	0.20	7.6	79.9	43.2	21	Allan Hancock; Bakersfield; Chabot; Citrus; Cypress; Desert; Evergreen Valley; Gavilan; Golden West; L.A. Harbor; L.A. Valley; Merced; Oxnard; Reedley; San Bernardino; San Diego City; Santiago Canyon; Sequoias; Taft; West L.A.; Yuba
G3	8,929.2	0.05	0.20	0.0	70.8	29.7	28	Antelope Valley; Barstow; Butte; Canyons; Cerro Coso; Columbia; Contra Costa; Copper Mountain; Cosumnes River; Crafton Hills; Cuyamaca; Feather River; Grossmont; Lake Tahoe; Lassen; Los Medanos; Mendocino; Mt. San Jacinto; Napa Valley; Palo Verde; Redwoods; Sacramento City; Shasta; Sierra; Siskiyou; Solano; Ventura; Victor Valley
G4	23,046.1	0.14	0.22	14.7	74.0	49.0	17	Cerritos; Chaffey; El Camino; Fresno City; Fullerton; Glendale; L.A. Pierce; Long Beach City; Modesto; Mt. San Antonio; Orange Coast; Pasadena City; Rio Hondo; Riverside; San Joaquin Delta; Santa Ana; Southwestern
G5	26,198.8	0.08	0.35	28.9	71.6	51.6	10	American River; De Anza; Diablo Valley; Foothill; Palomar; Saddleback; San Diego Mesa; San Francisco City; Santa Monica City; Santa Rosa
G6	10,134.6	0.08	0.35	14.4	67.3	39.3	22	Alameda; Berkeley City College; Cabrillo; Canada; Coastline; Cuesta; Irvine Valley; Laney; Las Positas; Marin; Merritt; MiraCosta; Mission; Monterey; Moorpark; Ohlone; San Diego Miramar; San Jose City; San Mateo; Santa Barbara City; Skyline; West Valley
Statewide Average	13,580.1	0.10	0.24			41.5	N = 108	

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**APPENDIX B:
METHODOLOGY FOR DERIVING COUNTS AND RATES FOR SYSTEMWIDE AND
COLLEGE LEVEL PERFORMANCE INDICATORS**

METHODOLOGY FOR SYSTEMWIDE INDICATORS

**TABLES 1-3: ANNUAL NUMBER AND PERCENTAGE OF BACCALAUREATE
STUDENTS WHO ATTENDED A CCC**

Definition: The annual number and percentage of Baccalaureate students graduating from CSU and UC from 2001-2002 to 2006-2007 who originally attended a California Community College (CCC).

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total BA/BS:

Number of undergraduate degrees from 2001-2002 to 2006-2007 from the table titled: *Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2006-2007.*

Total from CCC:

Number of Baccalaureate students who attended a CCC from 2001-2002 to 2006-2007 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus, 2006-2007.*

Note: The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

Calculation: $CSU\ Percent = Total\ from\ CCC / Total\ BA/BS$

B. University of California (UC)

Data Source: California Postsecondary Education Commission (CPEC)

Total BA/BS:

Number of Bachelor degrees received at UC from 2001-2002 to 2006-2007 from the On-Line Data System reports: *Degrees/Completion-Total Degrees.*

Total from CCC:

Number of Bachelor degrees received at UC from 2001-2002 to 2006-2007 from the On-Line Data System reports: *Degrees/Completion-Total Degrees-Community Colleges.*

Calculation: $UC\ Percent = Total\ from\ CCC / Total\ BA/BS$

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4-7: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (CSU/UC)

Definition: The annual number of community college transfers to CSU and UC from 2001-2002 to 2006-2007.

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total Transfers:

Number of transfers from 2001-2002 to 2006-2007 is from the tables titled: *California Community College Transfers to CSU*.

Note: The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

B. University of California (UC)

Data Source: University of California (UC), Office of the President

Total Transfers:

Number of transfers from 2001-2002 to 2006-2007 is from the tables titled: *Full Year Transfer Data*.

Note: The full-year data refer to all students who attended a California community college and applied to a UC campus. This includes California residents as well as non-residents. It also includes lower- and upper-division transfer students from California community colleges.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4, 5 AND 8: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (ISP/OOS)

Definition: The annual number of community college transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions from 2001-2002 to 2006-2007 were determined by aggregating a series of cohorts (1993-1994 to 2005-2006) consisting of first-time freshman within an academic year. The twelve aggregated cohorts represent students that completed at least 12 units in the community college system. The data was disaggregated by the academic year the students transferred (transfer year) to an independent or out-of-state four-year institution.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohorts

First-Time Students Who Showed Intent to Complete:

1. 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 CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system.

Outcome

A student must successfully achieve the following outcome by 2006-2007.

1. Transferred to Four-Year Institution

Match with National Student Clearinghouse (NSC), UC, CSU files

First-Time Freshman Cohorts													Transfer by
93-94	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	06-07
	94-95	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	06-07
		95-96	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	06-07
			96-97	-----	-----	-----	-----	-----	-----	-----	-----	-----	06-07
				97-98	-----	-----	-----	-----	-----	-----	-----	-----	06-07
					98-99	-----	-----	-----	-----	-----	-----	-----	06-07
						99-00	-----	-----	-----	-----	-----	-----	06-07
							00-01	-----	-----	-----	-----	-----	06-07
								01-02	-----	-----	-----	-----	06-07
									02-03	-----	-----	-----	06-07
										03-04	-----	-----	06-07
											04-05	-----	06-07
												05-06	06-07

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 9: TRANSFER RATE TO FOUR-YEAR INSTITUTIONS

Definition: The cohorts for the transfer rate consisted of first-time students with minimum of 12 units earned who attempted a transfer level Math or English course during enrollment and who transferred to a four-year institution within 6 years. The cohorts consisted of first-time students from 1999-2000 (Cohort 1), 2000-2001 (Cohort 2) and 2001-2002 (Cohort 3) who completed at least 12 units by 2004-2005 (Cohort 1), 2005-2006 (Cohort 2) and 2006-2007 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First-Time Students

1. 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 CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Math Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*

CB05 COURSE-TRANSFER-STATUS = A, B

2. English Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*

CB05 COURSE-TRANSFER-STATUS = A, B

Outcome

A student must successfully achieve the following outcome within six years:

1. Transferred to Four-Year Institution

Match with NSC, UC, and CSU files

Calculation: Transfer Rate = Outcome/Cohort

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 10 AND 11: ANNUAL NUMBER OF VOCATIONAL AWARDS BY PROGRAM AND “TOP 25” VOCATIONAL PROGRAMS BY VOLUME OF TOTAL AWARDS

Methodology: R&P (Research and Planning Unit) and the CCCC MIS staff extracted awards data by academic program (using the four-digit TOP* Code to identify the program) for those students earning awards in the three most recent academic years (2004-2005, 2005-2006, and 2006-2007). Only TOP Codes with vocational indicators were selected for this analysis. The analysis covered AA and AS degrees, and credit certificates ranging from those for less than 6 units to those for 60 units and above.

Total credit awards for each of the three academic years are the sum of AA/AS degrees plus credit certificates.

We present total credit awards, AA/AS degrees and credit certificates alphabetically in Table 10 and in descending order by Total Credit Awards (AA/AS degrees plus certificates) in Table 11.

Data Source: Chancellor’s Office Management Information System (COMIS)

*The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state that have similar outcomes. Using the four-digit TOP code to identify programs for this outcome indicator means that the awards numbers are aggregated at the subdiscipline level. For example, the four-digit TOP code for the nursing subdiscipline covers the fields of Registered Nursing, Licensed Vocational Nursing, Certified Nurse Assistant and Home Health Aide.

For further information on TOP codes, consult the most recent edition of *The California Community Colleges Taxonomy of Programs*, available at the CCCC Web site.

Appendix B: Methodology for Systemwide and College Performance Indicators

FIGURES 6a-6c: INCREASE IN TOTAL PERSONAL INCOME AS A RESULT OF RECEIVING DEGREE/CERTIFICATE

Methodology: R&P (Research and Planning Unit) and the CCCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 1998-1999 (Cohort 1), 1999-2000 (Cohort 2), or 2000-2001 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 1998-1999 cohort, three complete years of post-award wage data were available. Five years of post-award wage data were available for the 1999-2000 cohort, and four years of post-award wage data were available for the 2000-2001 cohort.

From the combined COMIS and EDD wage data file, we selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation, but a more comprehensive wage analysis that includes various adjustments is planned as a separate paper.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 12a-12c: INCREASE IN TOTAL PERSONAL INCOME AS A RESULT OF RECEIVING DEGREE/CERTIFICATE

Methodology: R&P (Research and Planning Unit) and the CCCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 1998-1999 (Cohort 1), 1999-2000 (Cohort 2), or 2000-2001 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards, and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 1998-1999 cohort, three complete years of post-award wage data were available. Five years of post-award wage data were available for the 1999-2000 cohort, and four years of post-award wage data were available for the 2000-2001 cohort.

From the combined COMIS and EDD wage data file, we selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation, but a more comprehensive wage analysis that includes various adjustments is planned as a separate paper.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS

Methodology: R&P and the CCCCO MIS staff extracted the annual statewide number of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007) must have enrolled in a credit basic skills English, ESL, or Mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "P" or "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is counted only once in Mathematics and/or English regardless of how many times they improve.

Data Source: Chancellor's Office Management Information System (COMIS)

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 14-18: PARTICIPATION RATES

Methodology: R&P extracted statewide population data with demographic breakdowns by ethnicity, gender, and age from the Department of Finance's (DOF) website for 2004, 2005, and 2006.

The Systemwide Participation Rate is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system for Academic Years 2004-2005, 2005-2006, and 2006-2007.

R&P calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$(\text{Community College Enrollment for Academic Year} / \text{DOF Population for Year}) \times 1,000$.

R&P used the DOF data that corresponds to the Fall term of the academic year. For example, for CCCCCO academic year 2004-2005, we used DOF annual data for 2004.

Data Sources: Chancellor's Office Management Information System (COMIS) and State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000–2050*. Sacramento, CA, July 2007.

http://www.dof.ca.gov/html/DEMOGRAP/Data/RaceEthnic/Population-00-50/RaceData_2000-2050.asp

Appendix B: Methodology for Systemwide and College Performance Indicators

METHODOLOGY FOR COLLEGE LEVEL INDICATORS

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual 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 Directed” (student successfully completed both transfer-level Math AND English courses)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

The cohorts consisted of first-time students from 1999-2000 (Cohort 1), 2000-2001 (Cohort 2) and 2002-2003 (Cohort 3) who achieved outcomes by 2004-2005 (Cohort 1), 2005-2006 (Cohort 2) and 2006-2007 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

First-Time Students Who Showed Intent to Complete:

1. 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.

AND

2. SX03 ENROLLMENT-UNITS-EARNED ≥ 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Transfer/Degree Intent

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*

CB04 COURSE-CREDIT-STATUS = D

2. Certificate Intent

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes

A student must successfully achieve one or more of the following outcomes:

1. Associate of Arts or Sciences Degree

SP02 STUDENT-PROGRAM-AWARD = A, S

2. Certificate (18 plus units)

SP02 STUDENT-PROGRAM-AWARD = L, T, F

3. Transfer Directed

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR
AND

CB03 COURSE-TOP-CODE = 17*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR

4. Transfer Prepared

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED \geq 60 at your college and/or anywhere in the
system

SX04 ENROLLMENT-GRADE = A, B, C, CR

5. Transferred to Four-Year Institution

Match with NSC, UC, CSU file

Calculation: Student Progress and Achievement Rate = Outcomes/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1a: PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 1999-2000 (Cohort 1), 2000-2001 (Cohort 2) and 2001-2002 (Cohort 3) who achieved outcomes by 2004-2005 (Cohort 1), 2005-2006 (Cohort 2) and 2006-2007 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First-Time Students Who Showed Intent to Complete:

1. 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.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Transfer/Degree Intent

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*

CB04 COURSE-CREDIT-STATUS = D

2. Certificate Intent

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

Outcome

A student must successfully 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 system

Calculation: Percent of Students Who Earned at Least 30 Units = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.2: PERSISTENCE RATE

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2003 (Cohort 1), Fall 2004 (Cohort 2) and Fall 2005 (Cohort 3). Persistence was measured by their enrollment in Fall 2004 (Cohort 1), Fall 2005 (Cohort 2) and Fall 2006 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First Time Students Who Showed Intent to Persist:

1. 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. Enrolled in Fall with prior Summer enrollment also qualifies.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 6 at your college and/or anywhere in the system

AND

Remove Students taking only PE classes:

CB03 COURSE-TOP-CODE NE 083500 or 083510

AND

Remove students who transferred to a four-year institution or received an award prior to the subsequent Fall.

Outcome

A student must successfully achieve the following outcome:

Persisted in the Subsequent Fall

Attempted any credit course the subsequent Fall

CB04 COURSE-CREDIT-STATUS = C, D

Calculation: Persistence Rate = Outcome/ Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.3: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT VOCATIONAL COURSES

Methodology: The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2004-2005, 2005-2006, 2006-2007). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR, NC, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR

Calculation: $\text{Successful Course Completion Rate} = \text{Outcome} / \text{Cohort}$

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2004-2005, 2005-2006, 2006-2007). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR, NC, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR

Calculation: Successful Course Completion Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT ESL COURSES

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

Cohorts were developed and followed for academic years 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-05 to 2006-2007.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.91, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR

Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.83, 4931.00, 1501.**, 1503.**,
1504.**, 1507.**

CB04 COURSE-CREDIT-STATUS = C, D

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course

SX04 ENROLLMENT-GRADE = A, B, C, CR

Calculation: Credit ESL Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE =
For Math: 4930.40, 4930.41, 4930.42
For English: 4930.21, 4930.70
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR

Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

- CB03 COURSE-TOP-CODE =
For Math: 17**.**, 4930.40, 4930.41, 4930.42
For English: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71
- CB04 COURSE-CREDIT-STATUS = C, D
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course.
SX04 ENROLLMENT-GRADE = A, B, C, CR

Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.6: ENHANCED NONCREDIT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of a cohort of first-time students who in their initial term at a CCC or their initial term plus the successive term (fall to spring, spring to fall, fall to winter, etc.) completed a minimum of 8 attendance hours in any single enhanced noncredit (ENC) course or series of ENC courses and who did NOT enroll in any credit course(s) in their first term, who are shown to have achieved ANY of the following outcomes within three years of entry:

- Successfully completed at least one degree-applicable credit course (excluding PE) after the date of first ENC course (AKA: Transition to credit).
- Earned an ENC certificate (data not yet available as of March 2008 ARCC report).
- Achieved “Transfer Directed” (successfully completed both transfer-level Math AND English courses).
- Achieved “Transfer Prepared” (successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).
- Earned an associate degree (AA, AS) and/or Credit Certificate.
- Transferred to a four-year institution.

The cohorts consisted of first-time students from 2002-2003 (Cohort 1), 2003-2004 (Cohort 2), and 2004-2005 (Cohort 3) who achieved outcomes by 2004-2005 (Cohort 1), 2005-2006 (Cohort 2) and 2006-2007 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor’s Office that contains NSC, UC, and CSU transfers.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

First-Time Students Who Started in ENC only or ENC plus other noncredit courses:

1. Search systemwide (defined as all California Community Colleges) to determine first-time status. First-time students are defined as students taking ENC course(s) for the first time at any CCC during the specified term. Exclude students with prior enrollments outside the CCC system.
AND
2. Completed 8 or more positive attendance hours in ENC course(s) with CB11 COURSE-CLASSIFICATION-STATUS = J (workforce preparation-enhanced funding) or K (other noncredit-enhanced funding) within two successive terms (e.g. if the student enrolled in more than one ENC course, the sum of attendance hours for all ENC courses in either term or accumulated across both terms must equal or exceed 8 hours).
AND
3. Did not enroll in any credit courses during the first term they enrolled in ENC (i.e., began in ENC only or ENC and other noncredit).

**TABLE 1.6: ENHANCED NONCREDIT PROGRESS AND ACHIEVEMENT RATE
(continued)**

Outcomes

A student in the cohort must successfully achieve one or more of the following outcomes within the cohort period:

1. Successfully completed at least one degree-applicable credit course (excluding PE) after the date of ENC attendance

CB03 COURSE-TOP- CODE NE 0835.**
CB04 COURSE-CREDIT STATUS = D
SX04 ENROLLMENT-GRADE = A, B, C, CR

2. Became Transfer Directed

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, CR
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, CR

3. Became Transfer Prepared

CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED >= 60 at a college and/or anywhere
in the system
SX04 ENROLLMENT-GRADE = A, B, C, CR

4. Earned Associate of Arts or Sciences Degree

SP02 STUDENT-PROGRAM-AWARD = A, S

5. Earned Credit Certificate

SP02 STUDENT-PROGRAM-AWARD = E, L, T, F, O

6. Transferred to Four-Year Institution

Match with NSC, UC, CSU file

Note: The March 2008 ARCC report does not include ENC Certificates in the outcome data. Program information for these certificates was not available at the time this report was published. Future analysis of ENC outcomes will include ENC Certificates of Completion and Competency.

Calculation: ENC-Only Progress and Achievement Rate = Outcome/Cohort

**TABLE 1.6: ENHANCED NONCREDIT PROGRESS AND ACHIEVEMENT RATE
(continued)**

NOTE:

As of March 2008, 38 colleges had applied for and received approval for ENC programs. Data for 29 of these colleges were available for this 2008 ARCC report. Here is a list of participating colleges. An asterisk (*) indicates that cohort and outcome data were available for one or more of the ARCC ENC cohorts from which to calculate a rate for this college.

Allan Hancock*	Modesto*
Bakersfield	Mt. San Antonio*
Butte*	Mt. San Jacinto*
Canyons	North Orange Adult*
Citrus*	Palomar*
Cuesta	Pasadena City*
Desert	Rio Hondo*
East L.A.*	Saddleback*
Gavilan	San Diego Adult*
Glendale*	San Francisco Centers*
Imperial Valley*	Santa Ana
L.A. City*	Santa Barbara CED*
L.A. Mission*	Santa Barbara City
L.A. Trade-Tech*	Santa Monica City*
L.A. Valley*	Santa Rosa*
Lake Tahoe*	Santiago Canyon
Long Beach City*	Sequoias
Mendocino*	Southwest L.A.*
Merced*	Southwestern*

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

Definition:

Annual Unduplicated Headcount: Annual unduplicated headcount for Table 1.7 is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.

Full-Time Equivalent Students (FTES): The FTES figure includes both credit and noncredit students (including enhanced noncredit funding for Career Development and College Preparation). FTES is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges. The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES. FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks---so basically, a total of 525 hours per one FTES.

Methodology:

Annual Unduplicated Headcount: The annual unduplicated headcount was obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2004-2005, 2005-2006, and 2006-2007 (Summer, Fall, Winter, and Spring terms).

FTES: Fiscal Services calculates FTES under four different attendance accounting formulas:

- Positive attendance (actual attendance of each class meeting)
- Census week (e.g., weekly census) (coterminous course that lasts the full term)
- Daily census (a course that does not last the full term--example: summer and winter intersession)
- Independent study (distance education/work experience education)

Each method of attendance accounting ultimately calculates to a number of FTES (workload in hours) based on the number of students enrolled, the length of the course, and divided by 525.

The major number of FTES reported by the colleges are generated in weekly census procedure courses that are scheduled in the primary terms (quarter or semester system).

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (continued)

Courses that are scheduled as "weekly census" must be scheduled the same number of hours each week of the primary term. The terms usually equate to 35 weeks, but in some instances there are more weeks, or fewer weeks, than 35. However, in the calculation of FTES for any primary term weekly census course, the term-length-multiplier (TLM) may not exceed 17.5 (one-half of two terms totaling 35).

As per requirements in the California Code of Regulations, for weekly census courses, a census point is determined for purposes of accounting for enrolled students. To calculate FTES, the number of actively enrolled students in each course are multiplied by the number of scheduled hours as of the census day, the number of hours are then multiplied by 17.5 and divided by 525. (This calculation is made for each primary term.)

Data Source:

Annual Unduplicated Headcount: Chancellor's Office Management Information System (COMIS)

FTES: 320 Report from CCCCO Fiscal Services (recalculation of annual data—known as "recal"). Recal data is used whenever possible. However, some annual data may be used due to data availability issues (if annual data is used, this is noted in the college profile).

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.8: AGE OF STUDENTS AT ENROLLMENT

Methodology: Counts of students by age at enrollment for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2004-2005, 2005-2006, and 2006-2007.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.9: GENDER OF STUDENTS

Methodology: Counts of students by gender for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2004-2005, 2005-2006, and 2007-2007.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.10: ETHNICITY OF STUDENTS

Methodology: Counts of students by ethnicity for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2004-2005, 2005-2006, and 2006-2007.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

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Appendix C: Uncontrollable Factors: Selection and Regression Methods

Introduction to Regression Methods

As a preliminary step to finding the peer group for each college and for each college performance indicator, the System Office developed regression models to identify a parsimonious set of uncontrollable factors that predicted each college performance indicator. The System Office then used the identified uncontrollable factors in a series of cluster analyses to find the specific peer colleges for each college performance indicator. Consequently, the regression models in the ARCC play an important role in our efforts to “level the playing field” for parties that will use the peer group comparisons.

System Office researchers employed a hierarchical regression approach to identify the best set of uncontrollable factors that predict each of the seven college level outcomes. Although we use the term “predict,” these regression models are **not** causal models; these are adjustment models that adjust outcomes for factors beyond the control of college administrators.

Our extensive literature review and consultation with community college researchers helped us to identify a large set of potential predictor variables. The variable set was further limited by the availability of data for the predictor variables. The predictor variables that we tested for the models are listed in Table C1. Statistically significant correlations (where $p < .05$) with the most current outcome variable (the most recent cohort) provided a reduced set of variables considered for model development. For those predictor variables that included several years of data, the most appropriate time frame to the outcome variable was selected. For example, the Basic Skills Improvement Rate covered the years 2004-05 to 2006-07, so we selected predictor variable data from the “middle years” of the cohort (e.g. Student Headcount as of Fall 2005).

At times, we found two or more predictor variables that were correlated with each other, as well as with the outcome (collinearity/multicollinearity). In this case, we selected the predictor variable with the highest correlation with the outcome variable. In other cases, the most logical variable was chosen for developing the final model. For example, Student Headcount based on the System Office’s data was highly correlated with the Carnegie Classification Fall Headcount based on IPEDS data and both were correlated with the outcome variable of persistence rate. We used the System Office’s data based on the immediacy to the outcome because the Carnegie Classification data included intervening steps that made it more removed from the outcome.

When exploratory data analysis indicated pronounced deviation from the normal distribution, we transformed the data as appropriate before regression analysis.

Due to the time constraints for the 2008 ARCC report, we began developing regression models with the original data submissions for 2006-07 and then updated the models based on resubmitted data (e.g., data resubmitted during the colleges’ 60-day review period for ARCC) wherever possible. The tables in Appendix C reflect regression models developed with the resubmitted data that became available within the ARCC timeframe. Use of the most recent data was particularly important in this year’s report given the System Office’s 2007 data quality efforts such as the Curriculum Reporting for the Community Colleges (CRCC) project.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling

		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
1	Age of the College							
2	Student Count Fall 2003	o	o					
3	Student Count Fall 2004	o	X					
4	Student Count Fall 2005	o	o	X			X	X
5	Student Count Fall 2006	o	o	o		o		
6	Full-Time Equivalent Students 2003-2004							
7	Full-Time Equivalent Students 2004-2005							
8	Full-Time Equivalent Students 2005-2006							
9	Average Unit Load for Fall 2003		o					
10	Average Unit Load for Fall 2004		X					
11	Average Unit Load for Fall 2005		o				o	
12	Average Unit Load for Fall 2006		o	o		o		
13	Percent Female Students Fall 2003							
14	Percent Female Students Fall 2004							
15	Percent Female Students Fall 2005							
16	Percent Female Students Fall 2006							
17	Percent Male Students Fall 2005						o	
18	Percent Male Students Fall 2006				X			
19	Percent of Students Age 25+ Fall 2003	o	o					
20	Percent of Students Age 25+ Fall 2004	o	o					
21	Percent of Students Age 25+ Fall 2005	X	o	X				o
22	Percent of Students Age 25+ Fall 2006	o	o	o	o			
23	Percent of Students Age 30+ Fall 2003		o					
24	Percent of Students Age 30+ Fall 2004		o					
25	Percent of Students Age 30+ Fall 2005		o	o				o
26	Percent of Students Age 30+ Fall 2006		o	o	X			
27	Percent of Basic Skills Students Fall 2003	o						
28	Percent of Basic Skills Students Fall 2004	o						
29	Percent of Basic Skills Students Fall 2005	X						o
30	Percent of Basic Skills Students Fall 2006	o			o			

x--variable selected for final model; o--variable considered during model development but not selected for final model

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
31	Percent of Students on Financial Aid Fall 2003	o						
32	Percent of Students on Financial Aid Fall 2004	o						
33	Percent of Students on Financial Aid Fall 2005	o		o	o	o	o	
34	Percent Bachelor (25 plus) Index (Census)	X	o	o		X	o	X
35	Percent Foreign Born Index (Census)			o				o
36	Percent Unemployed Index (Census)	o	o	o		o	X	
37	Percent Below Poverty Index (Census)	o	o	o		X	o	
38	Economic Service Area Index (Household)	o	o	X		o	o	
39	Economic Service Area Index (Family Median)	o	o	o		o	o	
40	Economic Service Area Index (NonFamily)	o	o	o		o	o	
41	Economic Service Area Index (Per Capita)	o	X	o		o	o	
42	English Speaking Index (Census)	o						o
43	English Second Language Index (Census)					o		o
44	English Not Spoken Well Index (Census)	o						X
45	Student Average Academic Preparation Index	o	o	o		o	o	
46	Miles from College to the Nearest UC	o		o	X			o
47	Miles from College to the Nearest CSU	o		o	o		o	o
48	Miles from College to the Nearest 4-Year	o		o	o		o	o
49	Selectivity of the Nearest UC (2003)							
50	Selectivity of the Nearest CSU (2003)							
51	Selectivity of the Nearest 4-Year (2003)							
52	Selectivity of the Nearest UC (2004)							
53	Selectivity of the Nearest CSU (2004)	o						
54	Selectivity of the Nearest 4-Year (2004)	o						
55	Selectivity of the Nearest UC (2005)							
56	Selectivity of the Nearest CSU (2005)						o	
57	Selectivity of Nearest 4-Year (2005)						o	
58	Selectivity of the Nearest UC (2006)							
59	Selectivity of the Nearest CSU (2006)							
60	Selectivity of Nearest 4-Year (2006)				o			

x--variable selected for final model; o--variable considered during model development but not selected for final model

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
61	SAT Verbal 25th Percentile of Nearest UC (2003)							
62	SAT Verbal 75th Percentile of Nearest UC (2003)							
63	SAT Math 25th Percentile of Nearest UC (2003)							
64	SAT Math 75th Percentile of Nearest UC (2003)							
65	SAT Verbal 25th Percentile of Nearest CSU (2003)	o	o					
66	SAT Verbal 75th Percentile of Nearest CSU (2003)	o	o					
67	SAT Math 25th Percentile of Nearest CSU (2003)	o	o					
68	SAT Math 75th Percentile of Nearest CSU (2003)	o	o					
69	SAT Verbal 25th Percentile of Nearest 4Yr (2003)	o						
70	SAT Verbal 75th Percentile of Nearest 4Yr (2003)	o						
71	SAT Math 25th Percentile of Nearest 4Yr (2003)	o						
72	SAT Math 75th Percentile of Nearest 4Yr (2003)	o						
73	SAT Verbal 25th Percentile of Nearest UC (2004)							
74	SAT Verbal 75th Percentile of Nearest UC (2004)							
75	SAT Math 25th Percentile of Nearest UC (2004)							
76	SAT Math 75th Percentile of Nearest UC (2004)							
77	SAT Verbal 25th Percentile of Nearest CSU (2004)	o	o					
78	SAT Verbal 75th Percentile of Nearest CSU (2004)	o	o					
79	SAT Math 25th Percentile of Nearest CSU (2004)	o	o					
80	SAT Math 75th Percentile of Nearest CSU (2004)	o	o					
81	SAT Verbal 25th Percentile of Nearest 4Yr (2004)	o						
82	SAT Verbal 75th Percentile of Nearest 4Yr (2004)	o						
83	SAT Math 25th Percentile of Nearest 4Yr (2004)	o						
84	SAT Math 75th Percentile of Nearest 4Yr (2004)	o						
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
85	SAT Verbal 25th Percentile of Nearest UC (2005)			o				o
86	SAT Verbal 75th Percentile of Nearest UC (2005)							o
87	SAT Math 25th Percentile of Nearest UC (2005)							o
88	SAT Math 75th Percentile of Nearest UC (2005)							
89	SAT Verbal 25th Percentile of Nearest CSU (2005)	o	o					
90	SAT Verbal 75th Percentile of Nearest CSU (2005)	o	o	o				
91	SAT Math 25th Percentile of Nearest CSU (2005)	o	o					
92	SAT Math 75th Percentile of Nearest CSU (2005)	o	o					
93	SAT Verbal 25th Percentile of Nearest 4Yr (2005)	o					X	
94	SAT Verbal 75th Percentile of Nearest 4Yr (2005)	o					o	
95	SAT Math 25th Percentile of Nearest 4Yr (2005)	o					o	
96	SAT Math 75th Percentile of Nearest 4Yr (2005)	o						
97	SAT Verbal 25th Percentile of Nearest UC (2006)							
98	SAT Verbal 75th Percentile of Nearest UC (2006)							
99	SAT Math 25th Percentile of Nearest UC (2006)							
100	SAT Math 75th Percentile of Nearest UC (2006)							
101	SAT Verbal 25th Percentile of Nearest CSU (2006)	o	o			o		
102	SAT Verbal 75th Percentile of Nearest CSU (2006)	o	o			o		
103	SAT Math 25th Percentile of Nearest CSU (2006)	o	o			o		
104	SAT Math 75th Percentile of Nearest CSU (2006)	o	o	o		o		
105	SAT Verbal 25th Percentile of Nearest 4-Yr (2006)	o						
106	SAT Verbal 75th Percentile of Nearest 4-Yr (2006)	o						
107	SAT Math 25th Percentile of Nearest 4-Yr (2006)	o						
108	SAT Math 75th Percentile of Nearest 4-Yr (2006)	o						
109	Carnegie Basic Classification (2003-04)				o	o		o

x--variable selected for final model; o--variable considered during model development but not selected for final model

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
110	Carnegie Size and Setting (2003-04)	o	o	o			o	o
111	Carnegie Fall Headcount (2003-04)	o	o	o			o	o
112	Carnegie Degree of Urbanization (2003-04)						o	o
113	Carnegie Associate Degree Total (2003-04)	o	o	o			o	o
114	Carnegie Two Digit Programs (2003-04)		o	o			o	
115	Carnegie Four Digit Programs (2003-04)		o	o			o	
116	Carnegie Percent Part-Time Students (2003-04)		o	o				
117	Carnegie FTE Enrollment (2003-04)	o	o	o			o	o
118	Educational Needs Index Score (ENI)	o		o		o		
119	Educational Factor (ENI Factor)	o		o		o		
120	Percent 18-64 with HS Diploma (ENI Indicator)	o				o		
121	Percent 25-64 with Associate Degree (ENI Indicator)	o				o		o
122	Percent 25-64 with Bachelor or Higher (ENI Indicator)	o	o	o		o		
123	Difference in College Attainment (ENI Indicator)			o				o
124	Economic Factor (ENI Factor)	o		o		o		
125	Unemployment Rate-2003 (ENI Indicator)	o				o		
126	Percent of Under 65 in Poverty-2000 (ENI Indicator)	o		o		o		
127	Median Family Income-2000 (ENI Indicator)	o		o				
128	Per Capita Income-2000 (ENI Indicator)	o	o	o		o		
129	Percent Manufacturing Employment-2000 (ENI Indicator)			o		o	o	
130	Market Demand Factor (ENI Factor)	o	o					
131	Projected Change-Under 64 from 2000-2020 (ENI Indicator)		o					
132	Percent Population Ages 0 to 19 (2000) (ENI Indicator)	o	o	o				
133	Percent Population Ages 20 to 44 (2000) (ENI Indicator)			o				
134	Population Growth Under 65 (1990-2000) (ENI Indicator)							
135	Percent in County Speaking Second Language in Home (Census)							o
135	Percent in County Speaking English Not Well/Not at All (Census)							o
136	Percent in County Speaking Spanish in Home (Census)					o		

x--variable selected for final model; o--variable considered during model development but not selected for final model

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improvement Rate
		2001-02 to 2006-07	2001-02 to 2006-07	Fall 2005 to Fall 2006	2006-07	2006-07	2004-05 to 2006-07	2004-05 to 2006-07
137	Percent Foreign Born in County (Census)							o
138	County Household Median Income					o		
139	County Family Median Income					o		
140	County Non-Family Median Income					o	o	
141	County Per Capita Median Income					o		
142	Percent Below Poverty in County (Census)					o		
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Table C2: Regression Model Summary

	N	Adjusted R-square
A: Progress & Achievement		0.667
<i>Progress Rate for 2006-07</i>	108	
Pct Students Age 25+ Fall 2005	108	
Pct Basic Skills Students Fall 2005	108	
Bachelor Plus Index	108	
Valid N (listwise)	108	
B: 30 Units Plus		0.391
<i>Plus 30 Units Rate for 2006-07</i>	108	
Student Count Fall 2004	108	
Average Unit Load for Fall 2004	108	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
C: Persistence		0.597
<i>Persistence Rate from Fall05 to Fall06</i>	109	
Pct Students Age 25+ Fall 2005	109	
Student Count Fall 2005	109	
ESAI Household Income	108	
Valid N (listwise)	108	
D: Voc Course Completion Rate		0.400
<i>Rate of Successful Vocational Course Completion 2006-2007</i>	110	
Percent Male Students Fall 2006	110	
Pct Students Age 30+ Fall 2006	110	
Miles to Nearest UC	110	
Valid N (listwise)	110	
E: Basic Skills Course Completion		0.159
<i>Rate of Successful Basic Skills Course Completion 2006-2007</i>	110	
Bachelor Plus Index	108	
Poverty Index	108	
Valid N (listwise)	108	
F: Basic Skills Improvement Rate		0.253
<i>Basic Skills Improvement Rate 2004-05 to 2006-07</i>	107	
Student Count Fall 2005	109	
Nearest 4-Year SAT Verbal 25th Percentile Fall 2005	109	
Unemployment Index	108	
Valid N (listwise)	106	
G: ESL Improvement Rate		0.470
<i>ESL Improvement Rate 2004-05 to 2006-07</i>	100	
Student Count Fall 2005	109	
English Not Spoken Well Index	108	
Bachelor Plus Index	108	
Valid N (listwise)	99	

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Student Progress and Achievement Rate

Results

The predictors for Student Progress and Achievement Rate (2001-2002 to 2006-2007) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2005 that are age 25 years or older, obtained from the CCCCO MIS.
- Pct Basic Skills: The percentage of students at a community college in the Fall of 2005 taking at least one Credit Basic Skills Course (Basic and Pre-collegiate Basic), obtained from CCCCO MIS.
- BA Index: The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C3 below shows the regression weights for each step of the hierarchical model. The table also shows the zero-order correlation of the outcome variable with each predictor. The complete model has an adjusted $R^2 = .67$, $F(3, 104) = 72.54$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based on the standardized beta coefficients, the BA Index provides the largest relative contribution to the model. Multicollinearity is negligible in the final regression and the residuals appeared to be normally distributed.

Table C3: Hierarchical Regression Analysis Summary for the Progress and Achievement Rate (2001-02 to 2006-07)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	56.70	3.23		
	Pct Age25+	-13.60	6.68	-.19	-.19
2	(Constant)	63.07	3.29		
	Pct Age25+	-14.38	6.15	-.21	-.19
	Pct Basic Skills	-42.79	9.56	-.39	-.39
3	(Constant)	47.95	2.42		
	Pct Age25+	-17.74	3.92	-.25	-.21
	Pct Basic Skills	-22.61	6.29	-.21	-.39
	BA Index	57.71	4.62	.72	.76

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percent of students age 25 years old and over is negatively associated with the student progress and achievement rate. Possibly, colleges with greater percentages of “older” students focus on education that does not include a certificate, degree or outcomes related to transfer. For example, older students might already be in the workforce but continue to take courses to enhance their job skills or other interests without degree or transfer as their goal.

The next variable entered into the model was the percent of students taking basic skills courses. The negative correlation between a college’s progress and achievement rate and its percentage of students taking basic skills courses may indicate that the college serves students that are less academically prepared. The research literature supports the proposition that the readiness of the entering student population of a college, as measured by the percent of student taking basic skills courses, is related to college performance.

A community based predictor variable, the BA Index, was entered last. This college level variable, also developed by the Chancellor’s Office, reflects the educational attainment of the population 25 years old and over for the service area of the college. Research indicates that a major predictor of college success is the level of parent education. In addition, studies indicate that the socioeconomic background of an area has a link to educational outcomes of those who grow up in a neighborhood (the so-called “neighborhood effect”). This variable was highly correlated with several other community variables such as poverty, income, and unemployment. The BA Index might be considered a proxy for these other variables or a combination of such variables in the broader context of a community’s socioeconomics.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of Students with At Least 30 Units Rate

Results

The predictors for Students with at Least 30 Units Rate (2001-2002 to 2006-2007) are:

- Student Count: The unduplicated number of students taking credit courses attending the college during the Fall of 2004.
- Average Unit Load: The average number of units carried by students at each college in Fall 2004.
- ESAI - Per Capita: The Economic Service Area Per Capita Index represents the per capita income in a college's service area. Per capita is the mean income for every person in a particular group. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C4 below shows the regression weights for each step of the model. We transformed the outcome variable by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation alters the interpretation of the unstandardized coefficients (B) that we list below in Table C4, and this explains the relatively large number displayed for the unstandardized coefficient of average student load. The table also displays the zero-order correlation of the outcome variable with each predictor. The full model has an adjusted $R^2 = .39$, $F(3, 104) = 23.95$, $p < .0001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients show that all three predictor variables provide similar contributions to the model. Multicollinearity is negligible in the final regression, and the residuals appeared to be normally distributed.

Table C4: Hierarchical Regression Analysis Summary for Students with At Least 30 Units Rate (2001-02 to 2006-07)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	4305.67	121.49		
	Student Count	0.04	0.01	.41	.41
2	(Constant)	2846.00	404.05		
	Student Count	0.03	0.01	.36	.41
	Average Unit Load	193.63	51.40	.32	.38
3	(Constant)	1597.11	444.37		
	Student Count	0.03	0.01	.29	.41
	Average Unit Load	242.13	47.51	.40	.38
	ESAI - Per Capita	0.04	0.01	.39	.36

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

A campus- or college-based predictor variable, the student count, is positively associated with the rate of students completing at least 30 units. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The average unit load at a college might serve as a proxy for full-time and part-time student status. Part-time students often must work or raise families. They are most likely older and enroll while maintaining other responsibilities. The assumption is that part-time students take longer to achieve an outcome and exhibit higher risk for non-completion.

The ESAI - Per Capita represents the per capita, or individual income, of the area served by the college. This college index provides a measure of the economic conditions of the community served by the college (not just the neighborhoods geographically within any district boundaries). According to many studies, income plays a dramatic role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Persistence Rate

Results

The predictors for the Persistence Rate (Fall 2005 to Fall 2006) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2005 that are age 25 years or older, obtained from the CCCCO MIS.
- Student Count: The unduplicated number of students taking credit courses attending the college during Fall 2005.
- ESAI - Median HH: The Economic Service Area Index (ESAI) - Median Household Income represents the median household income of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C5 illustrates the regression weights for each stage of the model. We transformed the persistence rate by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation changes the interpretation of the unstandardized coefficients (B) that we list below in Table C5, and this explains the relatively large number displayed for the unstandardized coefficient for the percentage of students age 25 or older (Pct Age25+). The full model has an adjusted $R^2 = .60$, $F(3, 104) = 53.91$, $p < .001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients demonstrate that all three predictor variables provide comparable contributions to the model. The last column in the table contains the zero-order correlation of the persistence rate with each predictor. Multicollinearity is negligible in the final regression model and the residuals appear to be normally distributed.

Table C5: Hierarchical Regression Analysis Summary
for the Persistence Rate (Fall 2005 to Fall 2006)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	6852.62	405.23		
	Pct Age25+	-5252.42	838.59	-.52	-.52
2	(Constant)	5532.78	448.42		
	Pct Age25+	-4018.99	793.57	-.40	-.52
	Student Count	0.05	0.01	.40	.52
3	(Constant)	3828.82	437.58		
	Pct Age25+	-4041.75	651.38	-.40	-.52
	Student Count	0.04	0.01	.32	.53
	ESAI - Median HH	0.04	0.01	.45	.53

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percentage of students age 25 and over is negatively associated with the student persistence rate. Possibly, colleges with greater percentages of “older” students focus on education that does not require persistent enrollment. For example, as with the student progress and achievement rate, older students might already be in the workforce and take several courses for job training or personal interests but not necessarily enroll in the subsequent year.

The student count is positively related with the rate of students persisting from a fall semester to a subsequent fall semester. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The ESAI – Median HH provides a gauge of the economic conditions of the community served by the college. In the case of persistence, the higher the ESAI—Median HH for a college, the higher the persistence rate for that college. The theory is that income plays a vital role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college. Colleges that serve areas with higher incomes may have the resources to encourage student persistence. Also, students coming from higher income service areas may experience fewer economic barriers to persistence.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Vocational Course Completion Rate

Results

The predictors for 2006-2007 Vocational Course Completion Rate are:

- Pct_Male_F06: The percentage of males in each community college population as of Fall 2006, obtained from the CCCCCO MIS.
- Pct_30_F06_Root: The percentage of students age 30 years or older as of Fall 2006, obtained from the CCCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.
- DistUC_Log : The distance in driving miles from the community college to the nearest University of California campus. Obtained from Yahoo Maps online service. Analysis of this variable indicated a skewed distribution. We used a LOG transformation for the version of this variable included in the regression model.

Table C6 shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .40$, $F(3, 106) = 25.20$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized beta coefficients, the Pct Male predictor provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C6: Hierarchical Regression Analysis Summary for Vocational Course Completion Rate 2006-07

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	53.82	3.12		
	Pct_Male_F06	52.64	7.15	.58	.58
2	(Constant)	45.57	4.32		
	Pct_Male_F06	50.40	7.00	.55	.58
	Pct 30 F06 Root	15.73	5.87	.21	.27
3	(Constant)	42.07	4.40		
	Pct_Male_F06	49.86	6.81	.55	.58
	Pct_30_F06_Root	14.26	5.73	.19	.27
	DistUC_Log	3.08	1.14	.20	.24

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

Based on this analysis, the percentage of males in a college's student population and the percentage of students age 30 and above in that population are positively associated with vocational course completion rates. Keep in mind that these predictors are not causal and that they are related to institutions rather than to individuals. Assumptions made about individuals based on aggregate/institutional data of the type used for this report are vulnerable to the error known as the ecological fallacy. The ecological fallacy surfaces when associations between two variables at the group (college) level differ from associations between analogous variables measured at the individual level, e.g., attributing greater likelihood of vocational course completion to individual male students or to older students while using *institutional* completion rates and demographic data.

With regard to the variable Pct Male, many CCCs specialize in the academic programs they offer (e.g., transfer emphasis versus nontransferable vocational education emphasis), and some of those colleges may offer more vocational courses in traditionally male occupations based on their local labor markets. Thus they attract a larger percentage of males taking and completing vocational courses. In addition, male students theoretically may experience fewer barriers to course completion (e.g., elder care and child care responsibilities that tend to affect male students to a lesser extent).

In terms of the relationship of the Pct Age 30+ predictor with vocational course completion, colleges that serve communities with older populations may tailor courses and/or delivery strategies to this demographic group, resulting in higher completion rates for older students. Colleges providing vocational courses to specific subsets of the older student population (e.g., those re-entering the job market, displaced workers seeking retraining) may customize course offerings for these students, thus affecting vocational course completion rates.

At first glance, distance to the nearest UC may not make intuitive sense as a predictor for vocational course completion. However, this metric might serve as a proxy for another predictor or set of predictors for which the data are less readily available (e.g., urban/rural distinction, proximity of certain community colleges to specific industries that encourage/support vocational programs). Also, colleges tend to tailor their programs to the needs of their communities. Community colleges closer to the UCs may emphasize transfer courses rather than vocational courses to meet local needs, while colleges further from the UCs focus on vocational programs.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Course Completion Rate

Results

The predictors for 2006-2007 Basic Skills Course Completion Rate are:

- **BAPlusIndex_Root:** The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.
- **PovertyIndex_Root:** The Poverty Index represents the poverty rate of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with the proportion of individuals under the age of 65 living in poverty for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

Table C7 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .16$, $F(2, 105) = 11.26$, $p < .001$, with the regression weights for the Poverty Index predictor significant at the .05 level, but the BA Index regression weight was not significant. Despite the lack of significance, we retained this indicator given its relative contribution to the model's adjusted predictive ability (R and R^2). Based upon the standardized beta coefficients, the Poverty Index provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C7: Hierarchical Regression Analysis Summary for
Basic Skills Course Completion Rate 2006-07

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	46.59	3.49		
	BAPlusIndex_Root	28.69	7.12	.36	.36
2	(Constant)	64.03	8.13		
	BAPlusIndex_Root	14.0	9.34	.18	.36
	PovertyIndex_Root	-28.90	12.22	-.28	-.40

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The proportion of individuals living in poverty in a college's service area had a moderately negative correlation with the college's Basic Skills Course Completion Rate. That is, the higher the poverty index (proportion), the lower the course completion rate, in general. On the other hand, the bachelor degree attainment in a college's service area showed a moderate positive correlation with the Basic Skills Course Completion Rate. We also noted a relatively high correlation between the Poverty Index and the Bachelor of Arts/Sciences Index ($r = -.63$). The collinearity diagnostics for this model indicated minor cause for concern, though not sufficient to discount the model (Field, 2005).

The low adjusted R^2 for this model suggests the need for future research to identify additional uncontrollable factors that may help explain basic skills course completion rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). Of course, it is possible that the factors that determine this specific outcome:

- (a) are not measured by our data system or
- (b) are predominately characterized as "controllable" factors or
- (c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Improvement Rate

Results

The predictors for the Basic Skills Improvement Rate (2004-2005 to 2006-2007) are:

- **St_Cnt_F05_Root:** The student headcount for Fall 2005, the “middle year” for the Basic Skills Improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.
- **FrYear_SATVerbal25_05:** The Scholastic Aptitude Test (SAT) Verbal 25th Percentile score for the nearest four-year college for 2005. Obtained from the Integrated Postsecondary Education Data System (IPEDS).
- **UnempIndex_Root:** The Unemployment Index represents the degree of unemployment in a college’s service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with unemployment rate data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

The distribution of the outcome variable also indicated non-normality. Given the negative skew of that distribution, we squared the Basic Skills Improvement Rate to transform it for use in the regression modeling.

Table C8 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .25$, $F(3,102) = 12.88$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Unemployment Index provides the largest contribution to the model relative to the other variables, followed closely by the nearest four-year college SAT Verbal 25th Percentile.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C8: Hierarchical Regression Analysis Summary for Basic Skills Improvement Rate 2004-05 to 2006-07

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	1682.73	227.72		
	St_Cnt_F05_Root	7.04	1.94	.34	.34
2	(Constant)	2815.33	560.89		
	St_Cnt_F05_Root	6.76	1.91	.32	.34
	FrYear_SATVerbal25_05	-2.47	1.12	-.20	-.22
3	(Constant)	5176.54	771.59		
	St_Cnt_F05_Root	5.26	1.81	.25	.34
	FrYear_SATVerbal25_05	-4.09	1.11	-.33	-.22
	UnempIndex_Root	-5619.22	1353.73	-.38	-.31

Discussion

The Unemployment Index had the greatest impact in this model, and was negatively correlated with Basic Skills Improvement Rate. In general, the higher the unemployment rate in the college's service area, the lower the Basic Skills Improvement Rate for that institution, and vice versa. Keep in mind that these are not causal or explanatory models and that the predictors and outcomes are institution-based rather than individual-based. Thus it would not be valid to infer that students who are unemployed show less improvement in basic skills courses than those who are employed. The negative correlation between a college's Basic Skills Improvement Rate and its Unemployment Index may indicate that the college serves an area where economic barriers and relative lack of academic preparation could affect students' basic skills course progress.

The negative correlation between nearest four-year college SAT Verbal 25th Percentile (2005), a possible proxy measure of academic preparedness, and Basic Skills Improvement proves more puzzling and may indicate that the SAT score serves as a moderator or mediator variable in a more complex model that exceeds the scope of the ARCC analysis. Intuitively, we would presume a positive relationship here, i.e., the higher the SAT score, the higher the basic skills improvement rate, but the data show otherwise. This counterintuitive correlation may stem from a combination of selection bias and a substitution effect. That is, if the nearest public four-year institution has a relatively high "floor" or admission threshold for its enrolled students, then the nearest CCC may act as the substitute postsecondary institution for those marginally prepared students who otherwise would have attended a public four-year college (and skipped CCC enrollment). Under this hypothesis, certain CCCs will enroll a sub-cohort of students, which as a group, has fairly weak academic preparation (i.e., needing extensive remediation).

Appendix C: Uncontrollable Factors: Selection and Regression Methods

The moderately positive correlation between Student Count (i.e., college size) and Basic Skills Improvement may reflect the resources available at the larger community colleges (as well as economies of scale) that affect improvement rates in English and mathematics Basic Skills courses.

The relatively low adjusted R^2 for this model suggests the need for future research to identify additional uncontrollable factors that may help explain basic skills improvement rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). However, it is possible that the factors that determine this specific outcome

- (a) are not measured by our data system or
- (b) are predominately characterized as “controllable” factors or
- (c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the ESL Improvement Rate

Results

The predictors for the English as a Second Language (ESL) Improvement Rate (2004-2005 to 2006-2007) are:

- **St_Cnt_F05:** The student headcount for Fall 2005, the “middle year” for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution.
- **SpkEngNotWell Index:** The “English Not Spoken Well or Not At All” Index represents the self-rating of ability to speak English of a Census sample in the college’s service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with English language ability self-ratings data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. The data used to create this index are based on the percentage of Census respondents who reported that they spoke a language other than English and were then asked to indicate their ability to speak English in one of the following categories: "Very well," "Well," "Not well," or "Not at all." The index includes only those who reported “Not Well” or “Not at all” in the 18 to 64-year old group.
- **BAPlusIndex:** The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college’s service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

The plot of residuals for several of the initial models showed heteroscedasticity. After trying various transformations, we employed a Weighted Least Squares (WLS) approach using distance (in miles) to the nearest four-year college as the weighting variable (see Garson, G. David (n.d.). "Weighted Least Squares (WLS) Regression," from *Statnotes: Topics in Multivariate Analysis*. Retrieved 01/23/2008 from <http://www2.chass.ncsu.edu/garson/pa765/statnote.htm>). This is because the colleges influencing the heteroscedasticity were characterized by their considerable distance from the nearest four-year institution. We also deleted two “outlier” colleges from the final regression model (Hair, et al., 2006), though they will still be included in the cluster analysis. Both of these steps improved the adjusted R^2 without a negative effect on the regression diagnostics. At this point, we chose not to use transformed outcome or predictor variables to avoid overcorrection and development of an overly complex model.

Table C9 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .47$, $F(3,93) = 29.36$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized

Appendix C: Uncontrollable Factors: Selection and Regression Methods

coefficients (beta), the SpkEngNotWell Index predictor provides the largest contribution to the model relative to the other variables.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Table C9: Hierarchical Regression Analysis Summary for
ESL Improvement Rate 2004-05 to 2006-07

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	9.28	3.36		
	St_Cnt_F05	.00	.00	.55	.55
2	(Constant)	.89	3.76		
	St_Cnt_F05	.00	.00	.45	.55
	SpkEngNotWell Index	138.90	34.57	.33	.46
3	(Constant)	-16.02	5.61		
	St_Cnt_F05	.00	.00	.33	.55
	SpkEngNotWell Index	178.06	33.81	.43	.46
	BAPlusIndex	84.31	21.82	.32	.33

*Values that appear as .00 in Table C9 are very small numbers. In the final model (Step 3), the value of .00 under B is actually .00110. The value of .00 under Std. Error is actually .00028.

Discussion

The “English Not Spoken Well or Not At All” Index had the greatest relative impact in this model, followed closely by Student Count and the BAPlus Index. All correlations of the predictors with the outcome were positive. Keep in mind that these are not causal or explanatory models and that the predictors and outcomes are institution-based rather than individual-based.

This hierarchical regression model indicates that a combination of college size, self-rated English-speaking ability of the population in the college’s service area and the educational attainment in the college’s service area achieved moderate prediction of ESL improvement rates. Larger college size, higher proportions of those stating that they speak English “Not Well” or “Not At All” and higher the bachelor degree attainment all contributed to higher ESL improvement rates.

The English Not Spoken Well or Not At All Index is new in this year’s ARCC report and may be a fertile area for exploration beyond the need to select clustering variables for the ARCC peer groups.

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Appendix D: Peer Grouping Methodology

Introduction

This appendix documents the technical details of the peer grouping method used in the ARCC. Researchers and individuals with some background in statistical analysis will probably have little trouble understanding this material. We also assume that institutional researchers at each college or district will need to understand these technical details in order to help various local constituencies in their comprehension and usage of the peer group comparisons.

The Objective of Peer Grouping

To understand the methodology of the ARCC peer grouping, we should note the following objective that this analysis aimed to achieve.

Peer grouping will complement the other ARCC sources of information about college level performance by giving decision makers a way to compare each college's performance with the performances of other "like" colleges on each selected performance indicator (each ARCC outcome measure), in a fair and valid manner.

General Strategy of ARCC Peer Grouping

The System Office (CCCSO) implemented a strategy for peer grouping that used the following four basic steps in the sequence shown below.

1. For each performance indicator/outcome use prior research and input from college officials/researchers to identify those factors that affect the outcome but that lie beyond the control of each college administration. (These uncontrollable factors are often referred to as "environmental factors.")
2. For the environmental factors of each performance indicator identify a feasible data source that the CCCSO can use in its statistical analysis.
3. For each performance indicator, develop a regression model that will allow us to identify a parsimonious set of uncontrollable factors that the CCCSO can use to "level the playing field" in any between-college comparison of performances.
4. Using the parsimonious set of uncontrollable factors identified by regression modeling, use *cluster analysis* (a standard multivariate statistical tool) to identify for a college and for each performance indicator those colleges that most closely resemble it (the college of interest) in terms of these uncontrollable factors.

These four steps entailed a large amount of staff work, and in the interest of efficiency, we limit this appendix to only the fourth step, the cluster analysis. Appendix C includes a listing of the environmental factors collected and a summary of the regression models.

Appendix D: Peer Grouping Methodology

Cluster Analysis As A General Tool

Cluster analysis is a well-developed quantitative method of identifying groups of entities from a population of entities. Major references for cluster analysis became available to researchers as early as 1963 (Sokal & Sneath, 1963). This method can apply to any kind of entity, and past applications have clustered entities as diverse as colleges, states, cities, students, sports teams and players, patients, hospitals, and businesses, to mention a few. In past years, researchers have used it for developing taxonomies, especially with respect to the biological studies (i.e., horticulture, zoology, and entomology).

Depending upon the objective of the researcher, the cluster analysis chooses one or more measurements (aka “variables”) of each entity in a population to produce a numerical indicator of “distance” between each entity in a given population. The researcher’s objective is imperative in that this will drive the choice of measurements that more or less “determine” the eventual groupings or clusters. If the researcher chooses measurements that poorly reflect the researcher’s objective, then the cluster analysis will probably produce a grouping that has marginal validity, if any.

Based upon the aforementioned inter-entity distances, cluster analysis then proceeds to identify sets of entities within a defined population by comparing sets of distances. In the vernacular of cluster analysis, these distances are also called “proximities.” If the population under study contains a very unique entity in it, then the cluster analysis may produce, among its groupings, a cluster of one (i.e., a group containing only one case) to preserve the uniqueness of this one entity with respect to the population under study and the researcher’s objective.

The development of computers greatly facilitated cluster analysis so that complex calculations for cluster analysis became very feasible for applied social research and evaluation. The major statistical software programs on the market today all offer routines to execute cluster analysis. In the ARCC analysis, CCCSO staff used one particular package known as *SPSS version 12*.

A procedure known as *hierarchical clustering* exploits computer power by moving through a large number of iterations to progressively “join” one college to another college that the computer finds is its “closest neighbor.” The program will then join this resulting pair to the next most similar college (the next closest neighbor), and so on until no other colleges of sufficient similarity can be joined to this initial set. The procedure then repeats this “joining” process for each of the remaining colleges that the program has not already joined with some other college. Hierarchical clustering has great popularity among researchers because researchers can use the computer-generated record of the entire “joining” process as a tool to evaluate the quality of the cluster groupings (Everitt, Landau, & Leese, 2001). The ARCC peer grouping used this well-established procedure.

Appendix D: Peer Grouping Methodology

Cluster Analysis in the ARCC Peer Grouping

CCCSO staff reviewed the standard options for conducting a cluster analysis method and used the following four steps for the ARCC peer grouping:

1. Define a practical number of clusters to be identified.
2. Select a proximity measure that effectively captures the difference or “distance” between colleges on the basis of their levels of analyst-specified variables (the uncontrollable factors we had identified for each ARCC outcome).
3. Select and use a cluster identification algorithm that applies a specific decision rule (i.e., a type of logic) to cluster the colleges into mutually exclusive groups.
4. Prevent bias in the clustering that may result from using variables that use different scales of measurement (i.e., driving miles vs. student headcounts or percentage of students, and so forth).

The following section reports on how CCCSO implemented the four steps listed above.

The peer grouping identifies six distinct peer groups for all the community colleges in the system. This “target” of six groups addressed administrative concerns over the identification of too many peer groups and a plethora of single-college peer groups (that is, the finding of some colleges that lacked any statistical peers for comparison).

The chosen measure of distance between each community college in the system is the so-called *squared Euclidean distance*. This is the most common measure of proximity in cluster analysis. For the quantitatively inclined reader, the formula for computing the Euclidean distance is as follows:

$$d_{ij} = \left[\sum_{k=1}^p (x_{ik} - x_{jk})^2 \right]^{1/2}$$

where x_{ik} and x_{jk} are, respectively, the k th variable value of the p -dimensional observations for individuals i and j (Everitt, Landau, & Leese, 2001).

In the peer grouping for all seven of the outcomes, CCCSO staff used *Ward’s method* for clustering because staff found this method to work well with the ARCC data.

Appendix D: Peer Grouping Methodology

According to Bailey (1994), *Ward's method* “begins with each object treated as a cluster of one. Then objects are successively combined. The criterion for *combination* is that the within-cluster variation as measured by the sum of within-cluster deviation from cluster means (error sum of squares) is minimized. Thus, average distances among all members of the cluster are minimized.” *Ward's method* has a tendency to produce clusters of approximately similar size (i.e., number of members in each cluster) (Everitt, Landau, & Leese, 2001).³

4. The CCCSO staff converted the measures of the uncontrollable factors for each outcome so that their different units of measurement would have no effect upon the clustering solutions. Staff converted these measures by *standardizing the variables to unit variance* (also known as converting measurements to *z-scores*). Major statistical programs readily perform this conversion with the following formula:

$$z = (\text{raw score for a case} - \text{mean of the sample}) / (\text{standard deviation of the sample})$$

(Snedecor & Cochran, 1980).

Concluding Thought

An excellent piece of advice that we constantly entertained during the peer group analysis covers the use of cluster analysis:

“Cluster analysis methods involve a mixture of imposing a structure on the data and revealing that structure which actually exists in the data...To a considerable extent a set of clusters reflects the degree to which the data set conforms to the structural forms embedded in the clustering algorithm...In the quest for clusters two possibilities are often overlooked...The data may contain no clusters...The data may contain only one cluster...” (Anderberg, 1973).

Appendix D: Peer Grouping Methodology

References

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Snedecor, G.W., and Cochran, W.G. (1980). *Statistical methods*. Iowa State University Press: Ames, Iowa.

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Appendix E: Terms and Abbreviations

Abbreviation	Definition
AA AS	<p>Associate of Arts Degree Associate of Science Degree</p> <p>An associate degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55800.5)</p>
AB 1417	<p>Assembly Bill (AB) 1417 legislation sponsored by Pacheco, Chapter 581, Statutes of 2004, that established ARCC.</p>
Academic Year	<p>For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term (Summer, Fall, Winter, Spring).</p>
ARCC	<p>Accountability Reporting for the Community Colleges, initially established by AB 1417 (Pacheco, Chapter 581, Statutes of 2004).</p>
BA Plus Index	<p>The Bachelor of Arts/Sciences Plus Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.</p>

Appendix E: Terms and Abbreviations

Abbreviation	Definition
BA	<p data-bbox="824 275 1143 306">Bachelor of Arts Degree</p> <p data-bbox="824 348 1386 890">For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit, shall be 124 semester units. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. (California Code of Regulations, Title 5, §40500)</p>
BS	<p data-bbox="824 1047 1187 1079">Bachelor of Science Degree</p> <p data-bbox="824 1083 1386 1625">For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required. (California Code of Regulations, Title 5, §40501)</p>

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Basic Skills	Courses designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English. (Based on a Basic Skills Study Session for the BOG.)
BOG	Board of Governors of the California Community Colleges
CAN	California Articulation Number: System of cross reference numbers designed to identify courses of comparable context.
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office (also referred to as the System Office)
Certificate	The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered. (California Code of Regulations, Title 5, §55808)
CCLC	Community College League of California The non-governmental, non-profit entity that serves community college districts, locally-elected governing boards, and college chief executive officers statewide.
Cohort	We recognize there are other definitions for cohort, but for the purpose of this report, we are using the MIS definition, which refers to the establishment of a group of records based on specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
COMIS	Chancellor's Office Management Information System
Course	A series of lectures, labs, or other matter providing instruction on a specific subject.
CPEC	California Postsecondary Education Commission
CSU	California State University
DED	Data Element Dictionary. The DED provides all specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Degree	A degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55809)
Derived Data Elements	A data element that has been modified in programming to achieve some desired end.
DOF	Department of Finance, State of California
Domain	The criteria describing the type of records included in a particular report or study.
EDD	Employment Development Department, State of California
Educational Needs Index (ENI)	The ENI is a county-level index representing the education, economic, and population pressures that influence education policy and planning. It uses fifteen unique indicators collapsed into three factor categories, as well as one measure of relative population size.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Enhanced noncredit courses (ENC)	<p>Courses that receive additional funding (per SB 361). The enhanced noncredit programs/sequences of courses are designed to achieve the following outcomes:</p> <ol style="list-style-type: none"> 1. A noncredit certificate of completion leading to improved employability or job opportunities; 2. A noncredit certificate of competency in a recognized career field articulated with degree applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.
Enrollment	As used in our report, enrollment refers to one filled seat in a classroom per section.
ESAI	The Economic Service Area Index reflects the economic “composition” of geographic areas from which that college draws its students. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.
ESL	English as a Second Language
Fiscal Year	One year, beginning July 1 and ending June 30.
FTES	Full-time equivalent student (FTES) is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges.
ISP	In-State Private Institution
LAO	Legislative Analyst’s Office, California’s Nonpartisan Fiscal and Policy Advisor

Appendix E: Terms and Abbreviations

Abbreviation	Definition
NSC	National Student Clearinghouse
OOS	Out-of-State Institution
Peer Group	In the ARCC, a peer group is the set of community colleges that have common characteristics with respect to a specific performance indicator. R&P staff derived a peer group for each college by indicator through a statistical method called cluster analysis. So each college will have a peer group for each performance indicator in ARCC. The basic objective of our peer grouping is to enable policy makers and administrators to make a relatively equitable and valid evaluation of a college's performance by comparing that performance to the performances of similar institutions.
RP Group	Research and Planning Group for California Community Colleges
R&P	Research and Planning Unit, CCCCCO
SAAP	The Student Average Academic Preparation Index, created by CCCCCO, measures the student average academic preparation for a particular college. The index was created by a match of Fall 2000 students with Stanford-9 scores from public high school students (1998-1999).
SAM Codes	Student Accountability Model: Codes reflecting the type of course
Section	An offering of a course
System Office	California Community Colleges Chancellor's Office
Systemwide	All California Community Colleges

Appendix E: Terms and Abbreviations

Abbreviation	Definition
TOP Codes	Taxonomy of Programs: Used for course content as well as program identification. For further information on TOP codes, consult the most recent edition of <i>The California Community Colleges Taxonomy of Programs</i> , available at the CCCCO Web site.
Uncontrollable Factors	These are the variables in the ARCC analyses that “level the playing field” in the inter-institutional comparisons of performance (i.e., the peer group tables). People often also refer to these uncontrollable factors as “environmental factors,” or “adjustment factors,” or “exogenous variables.” These factors are the variables that theoretically affect an outcome (i.e., a performance indicator) but fall outside of the control of college administrators. The ARCC analyses identify the most salient uncontrollable factors for each ARCC outcome, and the ARCC peer grouping uses these factors to create comparison groups of colleges that share similar environments. This process to “control” or adjust comparisons for these factors reduces the chance that a particular peer group will lead to a comparison of “apples to oranges.”

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Unduplicated Annual Headcount	<p>This is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year. (Systemwide definition).</p> <p>At the college level, (Table 1.7 of the College Profile) annual unduplicated headcount is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.</p>
UC	University of California
320 Report	Report used by districts to report FTES to CCCCCO Fiscal Services.

Appendix F: Legislation Summary

2004-05 Final Budget Summary (Chapter 208, Statutes of 2004), September 16, 2004

Summary: The Governor reduced the funding for the Partnership for Excellence program by \$31,409,000 to require the System Office to produce a new accountability system.

Item 6870-101-0001—For local assistance, Board of Governors of the California Community Colleges (Proposition 98). I reduce this item from \$2,810,212,000 to \$2,778,803,000 by reducing: (4) 10.10.040-Partnership for Excellence from \$225,000,000 to \$193,591,000; and by revising Provision 4.

I am reducing this item by reducing the funding for the Partnership for Excellence program by \$31,409,000 to maintain the May Revision Proposition 98 spending level for community colleges. Instead, funds were provided to support additional student enrollments and to maintain lower fees for Bachelor degree holders. With this reduction, \$193,591,000 will still be available for this program through the general apportionments pursuant to Provision 4(a) of this item. The Legislature reduced the rigor of the accountability structure for this program proposed in the Governor's Budget. Because this program lacks accountability at the district level, it is appropriate that this funding be reduced. However, given my strong commitment to the Community Colleges and the extraordinary work they do in educating over a million full-time equivalent students seeking transfer, technical and basic skills every year, I am willing to restore this funding in the 2005–06 budget provided that district level goals and performance evaluations are incorporated into the accountability structure as had been proposed.

I revise provision 4(a) as follows to conform to this action: “4. (a) The amount appropriated in Schedule (4) shall be made available to districts in the same manner as the general apportionment funding in Schedule (1), and shall be made available in the same amount provided to each district for the Partnership for Excellence program in the 2003–04 fiscal year, including the funding deferred for this program pursuant to Section 84321 of the Education Code, and notwithstanding the basic aid status of any district. As a condition of receiving these funds, the districts shall first agree to assure that courses related to student needs for transfer, basic skills, and vocational and workforce training are accorded the highest priority and are provided to the maximum extent possible within the budgeted funds.”

Appendix F: Legislation Summary

Assembly Bill 1417, Pacheco (Chapter 581, Statutes of 2004), September 18, 2004

Summary: Assembly Member Pacheco authored the bill that created ARCC.

BILL NUMBER: AB 1417 CHAPTERED
BILL TEXT

CHAPTER 581

FILED WITH SECRETARY OF STATE SEPTEMBER 18, 2004

APPROVED BY GOVERNOR SEPTEMBER 18, 2004

PASSED THE SENATE AUGUST 27, 2004

PASSED THE ASSEMBLY AUGUST 27, 2004

AMENDED IN SENATE AUGUST 23, 2004

AMENDED IN SENATE JANUARY 13, 2004

AMENDED IN SENATE JANUARY 5, 2004

AMENDED IN ASSEMBLY JUNE 4, 2003

INTRODUCED BY Assembly Member Pacheco

FEBRUARY 21, 2003

An act relating to community colleges, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

AB 1417, Pacheco. Community colleges: funding.

(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, \$193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding.

This bill would require the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

Appendix F: Legislation Summary

(2) An item of the Budget Act of 2004 appropriated, among other amounts, \$27,345,000 from the General Fund to the board of governors for allocation to community college districts for physical plant and instructional support.

This bill would set forth criteria in accordance with which a community college district could utilize a portion of these funds for the purpose of maintaining prior investments made for program enhancements for student success, provided that the district reports its planned expenditures to the chancellor on or before November 30, 2004, as prescribed.

(3) An item of the Budget Act of 2004 appropriated, among other amounts, \$50,828,000 from the General Fund to the board of governors for allocation to community college districts for part-time faculty compensation.

This bill would require that the amount appropriated in the Budget Act of 2004 for allocation to community college districts for part-time faculty compensation be allocated, as prescribed, solely to increase the compensation of part-time faculty from the amounts previously authorized. The bill would prohibit the use of these funds by a district to exceed the achievement of parity of compensation for part-time and full-time faculty in that district. The bill would authorize a district that has achieved parity to use these funds for any educational purpose.

(4) Because this bill would authorize the expenditure of funds previously appropriated to the board of governors for new purposes, it would make an appropriation.

(5) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Board of Governors of the California Community Colleges shall provide recommendations to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including priorities consistent with Provision (4) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004. These recommendations shall be based on information and data provided by a study to be completed by the Chancellor of the California Community Colleges, with the input of institutional representatives of community college districts.

(b) In preparing the study referenced in subdivision (a), the Chancellor of the California Community Colleges may, as he or she judges necessary, consult with individuals with demonstrated expertise in higher education accountability and evaluation. The chancellor also shall consult with the Department of Finance and the Legislative Analyst's Office on an ongoing basis during the conduct of the study. The study process shall also afford community college organizations, and interested parties and individuals, the opportunity

Appendix F: Legislation Summary

to review and comment on the proposed recommendations before their consideration and adoption by the Board of Governors of the California Community Colleges. The board of governors shall provide copies of the study and recommendations on or before March 25, 2005, to the Governor, the fiscal committees of the Legislature, and the higher education policy committees of the Legislature.

SEC. 2. (a) Notwithstanding any other provision of law, this section shall apply only to a community college district that meets either of the following criteria:

(1) The sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, equals zero.

(2) The amount of the reduction in the district's Partnership for Excellence funds during the 2004-05 fiscal year, divided by the sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, exceeds 50 percent.

(b) A district meeting the criteria in subdivision (a) may use all or a portion of the funds allocated to that district from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 for the purpose of maintaining prior investments made for program enhancements for student success that otherwise would be jeopardized by the reduction in Partnership for Excellence funding, notwithstanding any other restriction upon the use of these funds. In no event may the amount of funds used by an applicable district for maintaining program enhancements exceed the amount of the reduction in Partnership for Excellence allocations realized by the district in the 2004-05 fiscal year.

(c) As a condition of utilizing the flexibility authorized by this section, each participating community college district shall report to the chancellor on its planned expenditures from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 on or before November 30, 2004, in a format prescribed by the chancellor. The chancellor shall provide a summary report of these planned expenditures to the Governor, the Director of Finance, and the fiscal committees of the Legislature on or before December 31, 2004.

SEC. 3. (a) The funds allocated in Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 shall be allocated solely to increase the compensation of part-time faculty from the amounts previously authorized. These funds shall be distributed to community college districts based on the total of actual full-time equivalent students served in the previous fiscal year, and shall include a small district factor as determined by the chancellor. These funds shall be used to assist districts in making part-time faculty salaries more comparable to full-time salaries for similar work, as determined through each district's local collective bargaining process.

Appendix F: Legislation Summary

(b) The funds shall not supplant the amount of resources each district uses to compensate part-time faculty, and shall not be used to exceed the achievement of parity in compensation for each part-time faculty employed by each district with regular full-time faculty of that district, as certified by the chancellor. If a district has achieved parity, its allocation under Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 may be used for any other educational purpose.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to implement, in a timely fashion, a necessary revision to the community college funding priorities adopted pursuant to the Budget Act of 2004, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Budget Act of 2005 (AB 90), May 27, 2005

Summary: The Budget Act of 2005 provided four positions to the System Office to support ARCC.

6870-001-0001—For support of Board of Governors of the California Community Colleges..... ~~8,814,000~~ 9,231,000

Schedule:

- (1) 10- Apportionments..... 853,000
- (2) 20-Special Services and Operations..... 15,343,000 15,760,000
- (3) 30.01-Administration..... 4,088,000
- (4) 30.02-Administration—Distributed..... - 4,088,000
- (5) 97.20.001-Unallocated Reduction..... - 137,000
- (6) Reimbursements..... - 7,245,000

Provisions:

1. Funds appropriated in this item may be expended or encumbered to make one or more payments under a personal services contract of a visiting educator pursuant to Section 19050.8 of the Government Code, a long-term special consultant services contract, or an employment contract between an entity that is not a state agency and a person who is under the direct or daily supervision of a state agency, only if all of the following conditions are met:

- (a) The person providing service under the contract provides full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the commission.
- (b) The service provided under the contract does not result in the displacement of any represented civil service employee.
- (c) The rate of compensation for salary and health benefits for the person providing service under the contract does not exceed by more than 10 percent the current rate of compensation for salary and health benefits determined by the Department of Personnel Administration for civil service personnel in a comparable position. The payment of any other compensation or any reimbursement for travel or per diem expenses shall be in accordance with the State Administrative Manual and the rules and regulations of the Department of Personnel Administration.
- (d) *Of the amount appropriated in this item, \$417,000 is appropriated for four positions to support workload associated with a district specific accountability program. These positions are contingent upon the enactment of legislation in the 2005-06 Regular Session that establishes a program for district specific reporting and evaluation of educational outcomes in response to Chapter 581 of the Statutes of 2004. It is intended that the first report for the district-specific accountability system be provided in January 2007, reflecting outcomes from the 2005-06 fiscal year in context as specified in the enacted legislation.*

Appendix F: Legislation Summary

Senate Bill 63, Chapter 73, Committee on Budget and Fiscal Review, July 19, 2005

Summary: SB 63 added on a trailer bill that specified ARCC's requirements.

Senate Bill No. 63

CHAPTER 73

An act to amend Sections 2558.46, 8484.7, 8484.8, 41203.1, 42238.146, 44219, 44227, 44244, 52055.600, 52055.605, 52055.610, 52055.650, 52058, 56504.5, 56836.11, 56836.155, 56836.165, and 69522 of, to add Sections 44242.3 and 84754.5 to, and to add Article 5.6 (commencing with Section 69616) to Chapter 2 of Part 42 of, the Education Code, to amend Section 17581.5 of the Government Code, to amend Section 1529.2 of the Health and Safety Code, to amend Section 270 of the Public Utilities Code, and to amend Section 903.7 of the Welfare and Institutions Code, relating to education finance, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor July 19, 2005. Filed with Secretary of State July 19, 2005.]

SB 63, Committee on Budget and Fiscal Review. Education finance.

[Selection from the Legislative Counsel's Digest]

(19) Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, \$193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding. Existing law requires the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

This bill would require that, as a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts provide data, in a format and according to a schedule to be specified by the chancellor's office, for the purpose of an annual report that the bill would require the chancellor to provide to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst. This data would also be provided for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The bill would authorize the

Appendix F: Legislation Summary

chancellor to withhold, delay, or reduce specified funds provided in the annual Budget Act to encourage district-level accountability efforts.

SEC. 21. Section 84754.5 is added to the Education Code, to read: 84754.5. Pursuant to provisions of Chapter 581 of the Statutes of 2004, the board of governors provided the Governor and the Legislature recommendations regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities. The Legislature recognizes that these recommendations were based on a study process that included input from institutional representatives of community college districts, nationally regarded experts in community college accountability, the Department of Finance, the Office of the Legislative Analyst, community college organizations, and other interested parties. In enacting this section the

Legislature hereby establishes a program for the annual reporting and evaluation of district-level performance in achieving priority educational outcomes consistent with the intent of Chapter 581 of the Statutes of 2004.

The program includes the following components:

(a) As a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts shall provide data, in a format and according to a schedule to be specified by the Office of the Chancellor of the California Community Colleges, for the purpose of the annual report to the Legislature specified in subdivision (b) and for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The chancellor shall withhold, delay, or reduce funds specified in the annual Budget Act to encourage district-level accountability efforts from a district that fails to provide needed data by specified deadlines. If a district's failure to report by specified deadlines results in the omission of required data from, or inclusion of erroneous data in, the annual report required by subdivision (b), the chancellor shall reduce that district's funding as specified in regulations for the implementation of this section.

(b) With data available through its management information system and other data provided pursuant to subdivision (a), and utilizing resources provided for this purpose in the annual Budget Act, the chancellor shall prepare an annual report to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst evaluating the achievement of educational outcomes for each community college district and, as warranted, each college. This report shall be provided to the Legislature annually on or before March 31, beginning in 2007. Preliminary data reported from the districts shall be provided to the Department of Finance and the Office of the Legislative Analyst by January 31 of each year, beginning in 2007. For each district, and college as warranted, the report shall: (1) include performance data for the immediately preceding fiscal year, reflecting all measures specified in subdivision (c); (2) compare each district's and college's achievement with peer groups within the system as applicable to specific metrics; and (3) compare each district's and college's achievements with that of

Appendix F: Legislation Summary

the system as a whole. The report shall further include a profile with summary background information on each district's or college's educational programs, missions, students, and service area demographics.

(c) (1) The report shall include, but not be limited to, district or college-level performance on outcome measures in the following categories:

(A) Student progress and achievement: degrees, certificates, and transfers.

(B) Student progress and achievement: vocational, occupational, and workforce development.

(C) Pre-collegiate improvement, including basic skills and English-as-a-second language.

(2) The specific measures to be included in the report shall reflect the April 2005 board of governors recommendations as refined and amended in consultation with the Department of Finance and the Office of the Legislative Analyst, and shall be periodically reviewed, in consultation with the Department of Finance and the Office of the Legislative Analyst, and, if necessary, modified by the chancellor. It is the intent of the Legislature that specific performance metrics and annual reporting requirements may be specified in annual Budget Acts, if warranted, by changes in state needs, legislative priorities, or the availability of data.

(d) As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segmentwide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.

(e) The board of governors shall adopt regulations that it deems necessary to carry out this section no sooner than 30 days after notification in writing by the chancellor to the Director of Finance and the Chairperson of the Joint Legislative Budget Committee.

Appendix F: Legislation Summary

Senate Bill 361, Chapter 631, Statutes of 2006, September 29, 2006

Summary: SB 361 requires the System Office to develop specific outcome measures for career development and college preparation courses.

BILL NUMBER: SB 361 CHAPTERED
BILL TEXT

CHAPTER 631
FILED WITH SECRETARY OF STATE SEPTEMBER 29, 2006
APPROVED BY GOVERNOR SEPTEMBER 29, 2006
PASSED THE SENATE AUGUST 29, 2006
PASSED THE ASSEMBLY AUGUST 23, 2006
AMENDED IN ASSEMBLY AUGUST 21, 2006
AMENDED IN ASSEMBLY AUGUST 10, 2006
AMENDED IN ASSEMBLY JUNE 15, 2006
AMENDED IN ASSEMBLY JULY 13, 2005
AMENDED IN ASSEMBLY JUNE 29, 2005
AMENDED IN SENATE APRIL 5, 2005

INTRODUCED BY Senator Scott
(Principal coauthor: Senator Runner)
(Principal coauthor: Assembly Member Laird)

FEBRUARY 17, 2005

An act to amend and repeal Sections 84750 and 84760 of, and to add Sections 84750.5 and 84760.5 to, the Education Code, relating to community colleges, and declaring the urgency thereof, to take effect immediately.

[Excerpt of SB 361 follows]

SEC. 4. Section 84760.5 is added to the Education Code, to read:

84760.5. (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

- (1) Classes and courses in elementary and secondary basic skills.
- (2) Classes and courses for students, eligible for educational services in workforce preparation classes, in the basic skills of speaking, listening, reading, writing,

Appendix F: Legislation Summary

mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

(3) Short-term vocational programs with high employment potential, as determined by the chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department.

(4) Classes and courses in English as a second language and vocational English as a second language.

(b) The board of governors shall adopt criteria and standards for the identification of career development and college preparation courses and the eligibility of these courses for funding, including the definition of courses eligible for funding pursuant to subdivision (a). The criteria and standards shall be based on recommendations from the chancellor, the statewide academic senate, and the statewide association of chief instructional officers. The career and college preparation courses to be identified for this higher rate of funding should include suitable courses that meet one or more of the qualifications described in subdivision (a).

(c) A district that offers courses described in subdivision (a), but that is not eligible for funding under subdivision (b), shall be eligible for funding under Section 84757.

(d) The chancellor, in consultation with the Department of Finance and the Office of the Legislative Analyst, shall develop specific outcome measures for career development and college preparation courses for incorporation into the annual report required by subdivision (b) of Section 84754.5.

(e) The chancellor shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2007, and March 1 of each year thereafter, a report that details, at a minimum, the following:

(1) The amount of FTES claimed by each community college district for career development and college preparation courses and classes.

(2) The specific certificate programs and course titles of career development and college preparation courses and classes receiving additional funding pursuant to this section, as well as the number of those courses and classes receiving additional funding.

SEC. 5. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to allocate funds appropriated in the Budget Act of 2006 to community college districts for the 2006-07 academic year, which has already commenced, in a manner that is consistent with the community college funding reforms made by this act, and in order for the districts to incorporate these allocations, as soon as is feasible, into their operating budgets, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Assembly Bill 798, Chapter 272, Statutes of 2007, October 5, 2007

Summary: AB 798 amends the Unemployment Insurance Code to allow the Employment Development Department to perform a wage match for ARCC.

BILL NUMBER: AB 798 CHAPTERED
BILL TEXT

CHAPTER 272
FILED WITH SECRETARY OF STATE OCTOBER 5, 2007
APPROVED BY GOVERNOR OCTOBER 5, 2007
PASSED THE SENATE SEPTEMBER 5, 2007
PASSED THE ASSEMBLY SEPTEMBER 7, 2007
AMENDED IN SENATE AUGUST 21, 2007
AMENDED IN SENATE JULY 18, 2007
AMENDED IN SENATE JUNE 20, 2007

INTRODUCED BY Committee on Insurance Coto (Chair), Benoit (Vice
Chair), Berg, Carter, De Leon, Duvall, Garrick, and Parra)

FEBRUARY 22, 2007

An act to amend Sections 1095 and 1281 of the Unemployment Insurance Code, relating to unemployment insurance.

[Excerpt of AB 798 follows]

(y) To enable the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data, commencing January 1, 1993, on students who have attended one or more community colleges, to assess the impact of education on the employment and earnings of students, to conduct the annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

Appendix G: Record of Interactions by Boards of Trustees

As required by Education Code 84754.5(d) (Pursuant to provisions of Chapter 581 of the Statutes of 2004), the California Community College System Office provides below a summary of the presentation dates of the 2007 ARCC report to the colleges' boards of trustees. This documents the System's fulfillment of the above requirement for the 2007 ARCC Report.

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCO System Office
1	Allan Hancock College	6/19/2007	9/26/2007
2	American River College	3/9/2007	10/25/2007
3	Antelope Valley College	3/12/2007	10/25/2007
4	Bakersfield College	3/1/2007	4/25/2007
5	Barstow Community College	12/13/2007	12/14/2007
6	Berkeley City College	11/13/2007	1/11/2008
7	Butte College	4/25/2007	10/25/2007
8	Cabrillo College	5/7/2007	10/25/2007
9	Canada College	10/10/2007	10/25/2007
10	Cerritos College	9/19/2007	10/15/2007
11	Cerro Coso Community College	3/1/2007	4/25/2007
12	Chabot College	2/5/2008	3/3/2008
13	Chaffey College	2/22/2007	3/5/2007
14	Citrus College	2/6/2007	11/1/2007
15	City College of San Francisco	2/8/2007	5/1/2007
16	Coastline Community College	8/15/2007	10/10/2007
17	College of Alameda	11/13/2007	1/11/2008
18	College of Marin	4/17/2007	10/31/2007
19	College of San Mateo	10/10/2007	10/25/2007
20	College of the Canyons	4/11/2007	8/8/2007
21	College of the Desert	3/16/2007	10/11/2007
22	College of the Redwoods	5/1/2007	10/25/2007
23	College of the Sequoias	11/5/2007	12/13/2007
24	College of the Siskiyous	3/6/2007	10/3/2007
25	Columbia College	5/9/2007	6/14/2007
26	Compton Community Educational Center	5/21/2007	9/25/2007
27	Contra Costa College	5/30/2007	7/19/2007
28	Copper Mountain College	2/14/2008	3/20/2008
29	Cosumnes River College	3/9/2007	10/25/2007
30	Crafton Hills College	3/13/2008	3/20/2008
31	Cuesta College	2/7/2007	11/1/2007
32	Cuyamaca College	12/11/2007	1/24/2008
33	Cypress College	2/13/2007	2/14/2007
34	DeAnza College	6/4/2007	9/28/2007
35	Diablo Valley College	5/30/2007	7/19/2007

Appendix G: Record of Interactions by Boards of Trustees

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCC System Office
36	East Los Angeles College	6/27/2007	9/26/2007
37	El Camino College	5/21/2007	9/25/2007
38	Evergreen Valley College	2/12/2008	3/12/2008
39	Feather River College	5/24/2007	8/10/2007
40	Folsom Lake College	3/9/2007	10/25/2007
41	Foothill College	6/4/2007	9/28/2007
42	Fresno City College	4/3/2007	5/10/2007
43	Fullerton College	2/13/2007	2/14/2007
44	Gavilan College	4/10/2007	9/26/2007
45	Glendale Community College	1/24/2008	2/28/2008
46	Golden West College	8/15/2007	10/10/2007
47	Grossmont College	12/11/2007	1/24/2008
48	Hartnell College	9/13/2007	11/6/2007
49	Imperial Valley College	3/21/2007	10/30/2007
50	Irvine Valley College	11/13/2007	1/24/2008
51	Lake Tahoe Community College	2/13/2007	10/25/2007
52	Laney College	11/13/2007	1/11/2008
53	Las Positas College	2/5/2008	3/3/2008
54	Lassen College	2/26/2008	3/24/2008
55	Long Beach City College	7/10/2007	10/1/2007
56	Los Angeles City College	6/27/2007	9/26/2007
57	Los Angeles Harbor College	6/27/2007	9/26/2007
58	Los Angeles Mission College	6/27/2007	9/26/2007
59	Los Angeles Pierce College	6/27/2007	9/26/2007
60	Los Angeles Southwest College	6/27/2007	9/26/2007
61	Los Angeles Trade-Technical College	6/27/2007	9/26/2007
62	Los Angeles Valley College	6/27/2007	9/26/2007
63	Los Medanos College	5/30/2007	7/19/2007
64	Mendocino College	10/17/2007	11/19/2007
65	Merced College	3/6/2007	10/24/2007
66	Merritt College	11/13/2007	1/11/2008
67	MiraCosta College	2/20/2007	3/30/2007
68	Mission College	3/6/2008	3/19/2007
69	Modesto Junior College	5/9/2007	6/14/2007
70	Monterey Peninsula College	2/27/2007	5/17/2007

Appendix G: Record of Interactions by Boards of Trustees

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCC System Office
71	Moorpark College	11/13/2007	1/26/2008
72	Mt. San Antonio College	2/28/2007	6/21/2007
73	Mt. San Jacinto College	10/10/2007	11/29/2007
74	Napa Valley College	3/8/2007	7/11/2007
75	Ohlone College	12/12/2007	1/17/2008
76	Orange Coast College	8/15/2007	10/10/2007
77	Oxnard College	11/13/2007	1/26/2008
78	Palo Verde College	2/26/2008	2/27/2008
79	Palomar College	3/13/2007	6/5/2007
80	Pasadena City College	2/21/2007	3/21/2007
81	Porterville College	3/1/2007	4/25/2007
82	Reedley College	4/3/2007	5/10/2007
83	Rio Hondo College	2/21/2007	9/25/2007
84	Riverside Community College	3/13/2007	4/25/2007
85	Sacramento City College	3/9/2007	10/25/2007
86	Saddleback College	11/13/2007	1/24/2008
87	San Bernardino Valley College	3/13/2008	3/20/2008
88	San Diego City College	2/7/2008	3/3/2008
89	San Diego Mesa College	2/7/2008	3/3/2008
90	San Diego Miramar College	2/7/2008	3/3/2008
91	San Joaquin Delta College	3/8/2007	8/8/2007
92	San Jose City College	2/12/2008	3/12/2008
93	Santa Ana College	12/10/2007	1/23/2008
94	Santa Barbara City College	4/12/2007	9/12/2007
95	Santa Monica College	11/6/2007	11/30/2007
96	Santa Rosa Junior College	3/13/2007	5/2/2007
97	Santiago Canyon College	12/10/2007	1/23/2008
98	Shasta College	1/17/2007	10/25/2007
99	Sierra College	3/13/2007	10/12/2007
100	Skyline College	10/10/2007	10/25/2007
101	Solano Community College	3/3/2007	11/6/2007
102	Southwestern College	2/13/2008	3/13/2008
103	Taft College	11/8/2007	1/28/2008
104	Ventura College	11/13/2007	1/26/2008
105	Victor Valley College	3/12/2008	3/20/2008
106	West Hills College	2/27/2007	5/30/2007
107	West Los Angeles College	6/27/2007	9/26/2007
108	West Valley College	3/6/2008	3/19/2008
109	Yuba College	4/11/2007	9/27/2007

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Appendix H: Acknowledgements

We would like to acknowledge the following individuals who have contributed their knowledge and time towards creating the ARCC report.

Representatives from the Research and Planning Group for California Community Colleges (RP Group) developed the initial framework.

Research and Planning Group/Center for Student Success Panel for California Community College Performance Framework Study

Judith A. Beachler, Cosumnes River College
Robert Gabriner, City College of San Francisco
Craig Hayward, Cabrillo College
Kenneth Meehan, Fullerton College
Brad C. Phillips, Cal-PASS
Andreea M. Serban, South Orange County Community College District
Patrick Perry, System Office
Willard Hom, System Office

After the RP Group met to develop the initial accountability framework, the System Office obtained feedback from an external panel of nationwide researchers.

External Panel for California Community College Performance Framework Study

Trudy Bers, Oakton Community College, Illinois
Joseph Burke, State University of New York
Peter Ewell, National Center for Higher Education Management Systems
Andrew M. Gill, California State University, Fullerton
James Jacobs, Columbia University

Appendix H: Acknowledgements

The System Office convened the ARCC Technical Advisory Workgroup (TAG) in Fall 2005. The ARCC TAG helped to refine the metrics and format for the ARCC report. The ARCC TAG is comprised of both internal and external representatives from the community colleges, state government, and System Office staff.

ARCC Technical Advisory Workgroup

TAG Members from Community Colleges and State Government (The list below only represents the active participants in 2007)

Michelle Barton, Palomar College
Steve Boilard, Legislative Analyst's Office (California)
Gari Browning, College of the Desert
Janet Fulks, Bakersfield College
Anna Garza, North Orange Community College District
Craig Hayward, Cabrillo College
Edward Karpp, Glendale Community College
Jonathan Lee, California Department of Finance
Wim McSpadden, Butte-Glenn Community College District
Kenneth Meehan, Fullerton College
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LeBaron Woodyard

Appendix H: Acknowledgements

Other CCCCCO System Office Staff Who Contributed to the ARCC Report

We'd also like to thank the following System Office staff for their creative work on the ARCC project.

Bryan Miller (emeritus)