

Focus On Results

Accountability Reporting for the California Community Colleges

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



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March 30, 2011

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This report is dedicated to the memory of Catharine M. Liddicoat, who passed away on March 19, 2011 from an extended illness. As a researcher in the Research, Analysis, and Accountability unit of the Technology, Research & Information Systems Division, Ms. Liddicoat contributed extensively to *Focus on Results* from its first volume in 2007 through to the current volume.

Table of Contents

Executive Summary _____	xi
Introduction _____	1

Systemwide Performance Indicators

An Introduction to the Systemwide Indicators _____	5
---	----------

Student Progress and Achievement: Degree/Certificate/Transfer _____	8
--	----------

Annual Number and Percentage of Baccalaureate Students Graduating from CSU and UC Who Attended a Community College _____	8
--	---

Annual Number of California Community College Transfers to Baccalaureate Granting Institutions _____	9
--	---

Annual Number of California Community College Transfers to CSU _____	10
--	----

Annual Number of California Community College Transfers to UC _____	11
---	----

Annual Number of California Community College Transfers to ISP and OOS Institutions _____	12
---	----

Transfer Rate to Baccalaureate Granting Institutions _____	13
--	----

Student Progress and Achievement: Vocational/Occupational/Workforce Development _____	14
--	-----------

Annual Number of Vocational Awards by Program _____	14
---	----

“Top 25” Programs in 2009-2010, by Volume of Total Awards _____	19
---	----

Income Trend for Students Attaining Degree or Certificate in 2002-2003 _____	20
--	----

Income Trend for Students Attaining Degree or Certificate in 2003-2004 _____	20
--	----

Income Trend for Students Attaining Degree or Certificate in 2004-2005 _____	20
--	----

Pre-Collegiate Improvement: Basic Skills and ESL _____	22
---	-----------

Annual Number of Credit Basic Skills Improvements _____	22
---	----

Participation Rates	23
Systemwide Participation Rate	23
Participation Rates by Age Group	23
Participation Rates by Gender	23
Participation Rates by Ethnicity	23
Participation Rates by Age, Gender, and Ethnicity	24
College Performance Indicators and Profile Summary (Alphabetical by College)	
An Introduction to the College Level Indicators	28
Allan Hancock College	32
American River College	38
Antelope Valley College	44
Bakersfield College	50
Barstow Community College	56
Berkeley City College	62
Butte College	68
Cabrillo College	74
Canada College	80
Cerritos College	86
Cerro Coso Community College	92
Chabot College	98
Chaffey College	104
Citrus College	110
City College of San Francisco	116
Coastline Community College	122
College of Alameda	128
College of Marin	134
College of San Mateo	140
College of the Canyons	146
College of the Desert	152
College of the Redwoods	158
College of the Sequoias	164
College of the Siskiyous	170
Columbia College	176
Compton Community Educational Center	182
Contra Costa College	188
Copper Mountain Community College	194
Cosumnes River College	200

Crafton Hills College	206
Cuesta College	212
Cuyamaca College	218
Cypress College	224
De Anza College	230
Diablo Valley College	236
East Los Angeles College	242
El Camino College	248
Evergreen Valley College	254
Feather River College	260
Folsom Lake College	266
Foothill College	272
Fresno City College	278
Fullerton College	284
Gavilan College	290
Glendale Community College	296
Golden West College	302
Grossmont College	308
Hartnell College	314
Imperial Valley College	320
Irvine Valley College	326
Lake Tahoe Community College	332
Laney College	338
Las Positas College	344
Lassen College	350
Long Beach City College	356
Los Angeles City College	362
Los Angeles Harbor College	368
Los Angeles Mission College	374
Los Angeles Pierce College	380
Los Angeles Southwest College	386
Los Angeles Trade Technical College	392
Los Angeles Valley College	398
Los Medanos College	404
Marin Community Education	410
Mendocino College	416
Merced College	422
Merritt College	428
MiraCosta College	434
Mission College	440
Modesto Junior College	446
Monterey Peninsula College	452
Moorpark College	458
Mt. San Antonio College	464
Mt. San Jacinto College	470
Napa Valley College	476
North Orange School of Continuing Education	482

Ohlone College _____	488
Orange Coast College _____	494
Oxnard College _____	500
Palo Verde College _____	506
Palomar College _____	512
Pasadena City College _____	518
Porterville College _____	524
Rancho Santiago Continuing Education Division _____	530
Reedley College _____	536
Rio Hondo College _____	542
Riverside Community College _____	548
Sacramento City College _____	554
Saddleback College _____	560
San Bernardino Valley College _____	566
San Diego City College _____	572
San Diego Continuing Education _____	578
San Diego Mesa College _____	584
San Diego Miramar College _____	590
San Francisco Continuing Education _____	596
San Joaquin Delta College _____	602
San Jose City College _____	608
Santa Ana College _____	614
Santa Barbara City College _____	620
Santa Barbara Continuing Education _____	626
Santa Monica College _____	632
Santa Rosa Junior College _____	638
Santiago Canyon College _____	644
Shasta College _____	650
Sierra College _____	656
Skyline College _____	662
Solano Community College _____	668
Southwestern College _____	674
Taft College _____	680
Ventura College _____	686
Victor Valley College _____	692
West Hills College Coalinga _____	698
West Hills College Lemoore _____	704
West Los Angeles College _____	710
West Valley College _____	716
Woodland Community College _____	722
Yuba College _____	728

Appendices

Appendix A: Peer Groups_____	737
Appendix B: Methodology for Deriving Counts and Rates for Systemwide and College Level Performance Indicators_____	749
Appendix C: Uncontrollable Factors: Selection and Regression Methods _____	779
Appendix D: Peer Grouping Methodology_____	804
Appendix E: Terms and Abbreviations _____	810
Appendix F: Legislation Summary_____	819
Appendix G: Record of Interactions by Boards of Trustees_____	832
Appendix H: Acknowledgements_____	836

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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 Chancellor's Office (CCCCO) 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 2011 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

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 in 2004-2005 saw their wages jump from \$28,238 (for the last year before receipt of the award) to \$56,397 three years after earning their degree (2008), an increase of almost 100 percent.
- A large number of Californians access and use the CCC system; participation rates are high, with about 84 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2009-2010.
- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 237 per 1,000 for 2009-2010.
- In 2009-2010, the system transferred nearly 93,000 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of nearly 38,000 students from the community colleges. Nearly 15,000 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 during 2009-2010 to in-state-private institutions and all out-of-state institutions account for more than 23,000 and more than 17,000 transfers, respectively.

Executive Summary

- In 2009-2010, the system contributed to the state’s critical health care labor force, as about 8,400 students earned degrees or certificates in nursing.
- The system’s contribution in 2009-2010 to the state’s workforce included nearly 64,000 associate degrees and certificates in vocational/occupational areas.

College Level Performance

The bulk of the ARCC report covers each college’s performance on eight critical indicators.

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 CCCCCO 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 (2004-05 to 2009-10)	53.6%
2. Completed 30 or More Units (2004-05 to 2009-10)	72.8%
3. Fall to Fall Persistence (Fall 2008 to Fall 2009)	67.6%
4. Vocational Course Completion (2009–10)	77.0%
5. Basic Skills Course Completion (2009-10)	61.4%
6. ESL Course Improvement (2007-08 to 2009-10)	54.6%
7. Basic Skills Course Improvement (2007-08 to 2009-10)	58.6%

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 CCCCCO by March 14, 2011, documentation of interaction by each local board of trustees with the 2010 ARCC report.

Conclusion

This fifth 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 (except for Lassen College) have already shared the 2010 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. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances. Lastly, the ARCC report for 2012 will probably capture college performances a little more precisely than the 2011 report because all of the colleges will have completed extensive data quality improvement efforts (budgets permitting).

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Introduction to the 2011 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 Chancellor's Office (CCCCO) will produce this report each year and disseminate it so that each college will share the report with its local board of trustees. The Chancellor's 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. Readers will observe that the 2011 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

Focus On Results 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 Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2011 ARCC Report.

How to Use This Report

We acknowledge that a variety of people will see this report, and we recognize that 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 (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.

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 that have adequate data for peer grouping. For each of these seven performance indicators, 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 peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2011 peer groups will remain the same as they were in the 2009 and 2010 ARCC reports. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses because the data for CDCP are still under development.

The sixth page for a college shows that college's own self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff members in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stays within a 500-word limit. Because the

word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

The best use of the ARCC 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 will 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.

The 2011 report will contain numerous changes to past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2011 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

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 2011 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 ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting 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 wages following completion of a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates per 1,000 population (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.

For the 2011 report, systemwide participation rates per 1,000 population reflect community college participation by individuals ages 18 to 65 only, based on data from the Chancellor's Office Management Information System (COMIS) and the California Department of Finance (DOF). For a few demographic categories the participation rate per 1,000 exceeds 1,000. Possible reasons for these higher rates are as follows. Self-reporting of demographics (e.g., student ethnicity) leads to higher community college counts for a particular group relative to DOF's Census-based projections. This is

especially true for population groups with relatively small DOF counts. In addition, absence of a unique identifier (e.g., Social Security Number) for some students at the systemwide level might produce duplicate student counts thus increasing the systemwide numbers for certain demographics relative to DOF counts.

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 period of enrollment and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Beginning with the 2010 ARCC report, additional analysis revealed that a data-reporting artifact may occur for the year that an institution joins the National Student Clearinghouse (NSC). All of the matches that occur for that institution from previous years (a cumulative count that spans pre-NSC membership years) would be reported by the NSC as transfers for that first year. To eliminate this artifact from the ARCC report, we zero out the transfer count for the first year that an institution joins the NSC. Therefore, the volume of transfer counts for Tables 4, 5 and 8 (ISP and OOS) is lower for the same years from ARCC reports prior to 2010.

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ARCC 2011 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 2004-2005 to 2009-2010 Who Attended a California Community College (CCC)

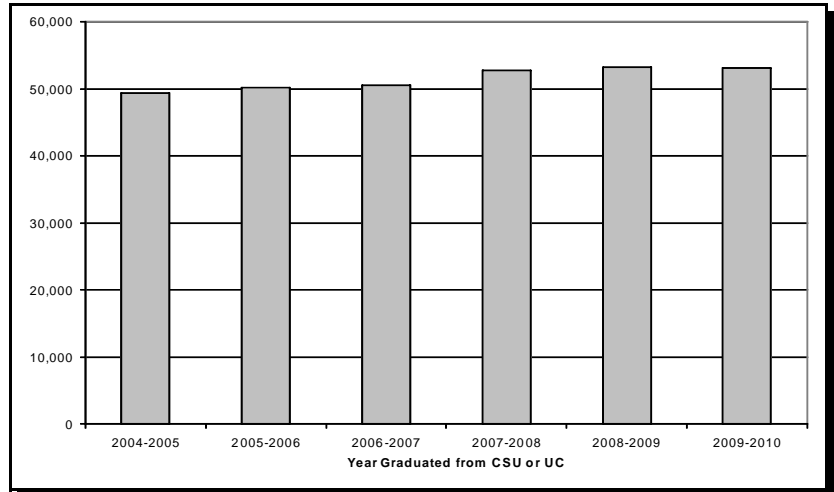


Table 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2004-2005 to 2009-2010 Who Attended a California Community College (CCC)

	Year Graduated From CSU or UC					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total BA/BS (CSU & UC)	107,630	110,990	112,474	115,548	117,309	120,274
Total Who Attended CCC	49,439	50,248	50,611	52,825	53,238	53,124
CSU and UC Percent	45.9%	45.3%	45.0%	45.7%	45.4%	44.2%

Table 2:

Annual Number and Percentage of CSU Baccalaureate Students from 2004-2005 to 2009-2010 Who Attended a CCC

	Year Graduated From CSU					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total BA/BS from CSU	66,768	69,350	70,887	73,132	74,643	75,418
Total Who Attended CCC	37,316	38,365	38,827	40,337	40,968	40,606
CSU Percent	55.9%	55.3%	54.8%	55.2%	54.9%	53.8%

Table 3:

Annual Number and Percentage of UC Baccalaureate Students from 2004-2005 to 2009-2010 Who Attended a CCC

	Year Graduated From UC					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total BA/BS from UC	40,862	41,640	41,587	42,416	42,666	44,856
Total Who Attended CCC	12,123	11,883	11,784	12,488	12,270	12,518
UC Percent	29.7%	28.5%	28.3%	29.4%	28.8%	27.9%

Results:

Figure 1 presents a slight decrease in 2009-2010 of the annual number of California State University (CSU) and University of California (UC) baccalaureate degree recipients who attended a California Community College (CCC). Table 1 shows an increasing six-year trend in the number of CSU and UC baccalaureate students but a small decrease in the total who attended a CCC. The table therefore reflects a decrease in the percentage of graduates who originally attended a CCC for 2009-2010. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College
Transfers to Baccalaureate Granting Institutions
from 2004-2005 to 2009-2010

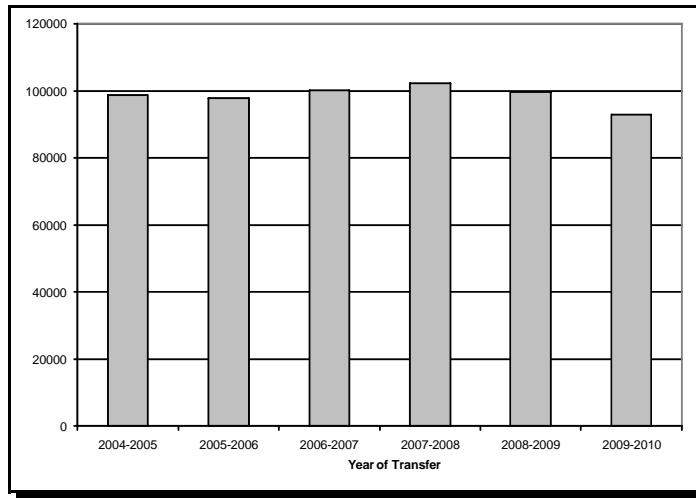


Table 4:
Annual Number of California Community College
Transfers to Baccalaureate Granting Institutions
from 2004-2005 to 2009-2010

	Year of Transfer					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Transfers	98,721	97,888	100,314	102,335	99,837	92,985

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) Baccalaureate Granting Institutions

	Year of Transfer					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
CSU Transfers	53,695	52,641	54,391	54,971	49,770	37,674
UC Transfers	13,114	13,510	13,871	13,909	14,059	14,702
ISP Transfers	19,771	19,291	19,182	19,860	20,819	23,584
OOS Transfers	12,141	12,446	12,870	13,595	15,189	17,025

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 begins to decline in 2008-09. Table 5 displays the annual number of transfers for four segments, California State University (CSU); University of California (UC); In-State Private (ISP); and Out-of-State (OOS) four-year institutions. For methodology and data source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2004-2005 to 2009-2010

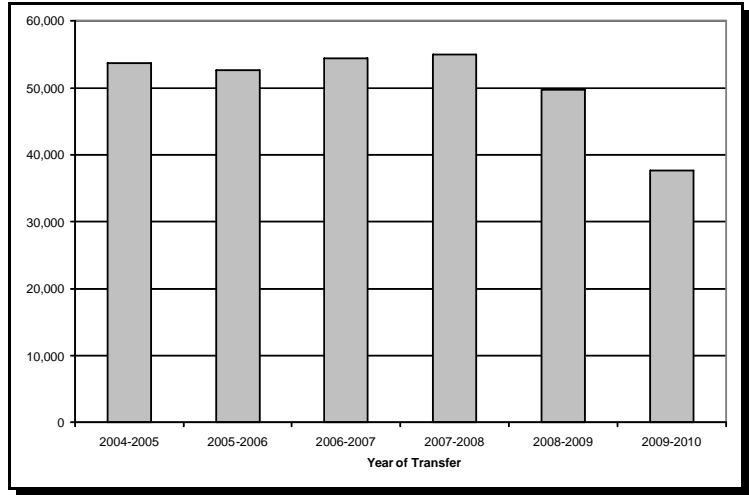


Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2004-2005 to 2009-2010

	Year of Transfer					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
CSU Transfers	53,695	52,641	54,391	54,971	49,770	37,674

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 decreases in 2005-2006 but increases the subsequent two years (2006-2007 and 2007-2008) before decreasing again in 2008-2009 and 2009-2010. For methodology and data source, see Appendix B.



ARCC 2011 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 2004-2005 to 2009-2010

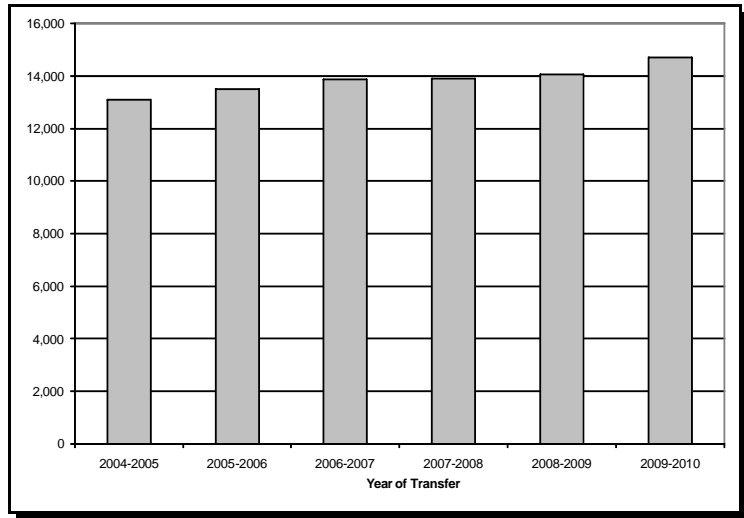


Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2004-2005 to 2009-2010

	Year of Transfer					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
UC Transfers	13,114	13,510	13,871	13,909	14,059	14,702

Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). The number of transfers increases across the six-year period. For methodology and data source, see Appendix B.



ARCC 2011 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)
Baccalaureate Granting Institutions
from 2004-2005 to 2009-2010

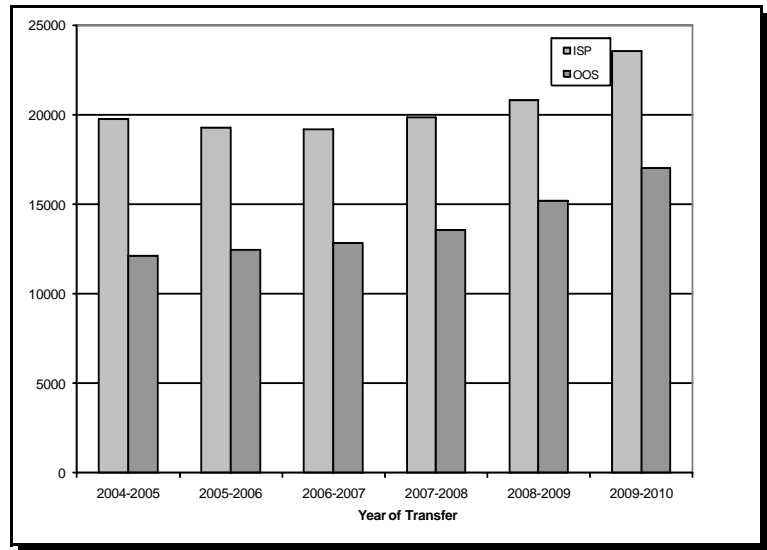


Table 8:
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Baccalaureate Granting Institutions
from 2004-2005 to 2009-2010

	Year of Transfer					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ISP Transfers	19,771	19,291	19,182	19,860	20,819	23,584
OOS Transfers	12,141	12,446	12,870	13,595	15,189	17,025

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 for ISP four-year institutions (for-profit and non-profit) and OOS four-year institutions (public and private) has been steadily increasing since 2006-07. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Baccalaureate Granting 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 Baccalaureate granting institution within six years.

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Transfer Rate	40.3%	40.8%	40.8%

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 increases from the 2002-03 to the 2003-04 cohort but remains the same to four-year institutions for the 2004-2005 cohort at 40.8%. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 10: Annual Number of Vocational Awards by Program from 2007-2008 to 2009-2010
(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)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Accounting	2,431	2,553	2,669	1,018	1,042	1,086	1,413	1,511	1,583
Administration of Justice	6,415	6,191	5,542	1,801	2,084	2,322	4,614	4,107	3,220
Aeronautical and Aviation Technology	311	332	387	68	51	48	243	281	339
Agricultural Power Equipment Technology	87	97	80	7	14	11	80	83	69
Agriculture Business, Sales and Service	62	98	73	53	63	64	9	35	9
Agriculture Technology and Sciences, General	29	50	29	17	26	22	12	24	7
Animal Science	467	495	477	288	324	286	179	171	191
Applied Design	12	21	9	7	5	7	5	16	2
Applied Photography	215	148	211	80	66	97	135	82	114
Architecture and Architectural Technology	460	444	400	198	212	196	262	232	204
Athletic Training and Sports Medicine	15	21	16	15	17	16	0	4	0
Automotive Collision Repair	114	173	139	22	27	26	92	146	113
Automotive Technology	2,187	1,889	2,044	304	328	307	1,883	1,561	1,737
Aviation and Airport Management and Services	209	173	212	144	116	119	65	57	93
Banking and Finance	53	57	67	20	34	25	33	23	42
Biotechnology and Biomedical Technology	173	101	188	35	27	46	138	74	142
Business Administration	2,653	2,703	3,180	2,285	2,360	2,746	368	343	434
Business and Commerce, General	1,433	1,459	1,646	1,195	1,296	1,462	238	163	184
Business Management	1,519	2,096	1,510	822	884	846	697	1,212	664
Cardiovascular Technician	119	142	159	47	62	54	72	80	105
Chemical Technology	15	5	10	2	3	5	13	2	5
Child Development/Early Care and Education	7,103	7,142	5,990	1,832	1,897	1,795	5,271	5,245	4,195
Civil and Construction Management Technology	410	552	515	117	120	123	293	432	392
Commercial Art	80	55	56	64	39	31	16	16	25
Commercial Music	229	312	241	54	56	66	175	256	175
Community Health Care Worker	7	8	17	1	3	3	6	5	14
Computer Information Systems	593	576	567	311	314	312	282	262	255
Computer Infrastructure and Support	663	561	677	172	201	245	491	360	432
Computer Software Development	309	357	285	115	92	121	194	265	164



ARCC 2011 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Construction Crafts Technology	1,155	1,168	948	107	130	117	1,048	1,038	831
Cosmetology and Barbering	1,595	1,538	1,552	89	91	108	1,506	1,447	1,444
Customer Service	2	5	8	0	1	0	2	4	8
Dental Occupations	802	927	1,021	368	426	417	434	501	604
Diagnostic Medical Sonography	64	74	71	35	47	25	29	27	46
Diesel Technology	279	261	248	45	49	36	234	212	212
Digital Media	529	558	614	205	241	220	324	317	394
Drafting Technology	540	528	575	178	174	194	362	354	381
Educational Aide (Teacher Assistant)	58	103	49	12	22	27	46	81	22
Educational Technology	3	2	3	2	1	1	1	1	2
Electro-Mechanical Technology	46	28	45	12	6	10	34	22	35
Electro-Neurodiagnostic Technology	15		19	15		19	0		0
Electrocardiography	19	20	20	0	0	0	19	20	20
Electronics and Electric Technology	893	956	938	239	232	216	654	724	722
Emergency Medical Services	1,347	1,934	1,534	4	6	2	1,343	1,928	1,532
Engineering Technology, General (requires Trigonometry)	16	20	25	10	12	14	6	8	11
Environmental Control Technology	423	479	533	51	56	73	372	423	460
Environmental Technology	183	120	206	35	10	22	148	110	184
Family and Consumer Sciences, General	110	116	91	107	115	89	3	1	2
Family Studies	42	43	9	39	42	8	3	1	1
Fashion	379	406	339	152	120	138	227	286	201
Fire Technology	3,102	2,786	2,921	942	883	985	2,160	1,903	1,936
Food Processing and Related Technologies			1			1			0
Forestry	54	50	29	26	21	12	28	29	17
Gerontology	38	75	98	19	16	16	19	59	82
Graphic Art and Design	353	350	447	162	160	213	191	190	234
Health Information Technology	301	175	297	92	49	99	209	126	198
Health Occupations, General	33	59	66	4	46	42	29	13	24
Health Professions, Transfer Core Curriculum	199	291	323	195	286	321	4	5	2
Horticulture	357	346	405	111	121	129	246	225	276
Hospital and Health Care Administration	2		2	1		1	1		1



ARCC 2011 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Hospital Central Service Technician	17	36	43	0	0	0	17	36	43
Hospitality	380	403	344	101	116	112	279	287	232
Human Services	1,547	1,479	1,747	452	441	557	1,095	1,038	1,190
Industrial Systems Technology and Maintenance	81	91	121	9	8	21	72	83	100
Information Technology, General	116	156	136	9	2	1	107	154	135
Instrumentation Technology	5	2	2	1	1	1	4	1	1
Insurance	1	7	3	0	2	0	1	5	3
Interior Design and Merchandising	564	415	427	188	161	144	376	254	283
International Business and Trade	164	296	143	56	47	46	108	249	97
Journalism	85	90	108	67	66	80	18	24	28
Labor and Industrial Relations	24	11	22	2	3	2	22	8	20
Laboratory Science Technology	28	15	19	10	7	6	18	8	13
Legal and Community Interpretation	20	50	67	5	9	14	15	41	53
Library Technician (Aide)	155	143	173	36	32	33	119	111	140
Logistics and Materials Transportation	51	37	57	0	3	4	51	34	53
Manufacturing and Industrial Technology	776	889	793	126	146	149	650	743	644
Marine Technology	31		23	1		7	30		16
Marketing and Distribution	268	228	309	103	103	145	165	125	164
Mass Communications	4	5	2	2	4	1	2	1	1
Massage Therapy	31	40	42	9	9	8	22	31	34
Medical Assisting	868	922	1,025	146	130	175	722	792	850
Medical Laboratory Technology	123	126	110	20	16	20	103	110	90
Mortuary Science	47	51	55	47	51	55	0	0	0
Natural Resources	62	63	63	44	38	32	18	25	31
Nursing	8,261	8,519	8,388	5,742	5,974	6,233	2,519	2,545	2,155
Nutrition, Foods, and Culinary Arts	1,341	1,228	1,447	193	157	203	1,148	1,071	1,244
Occupational Therapy Technology	43	66	68	43	65	68	0	1	0
Ocean Technology	15	6	10	2	4	3	13	2	7
Office Technology/Office Computer Applications	1,747	1,548	1,463	482	428	431	1,265	1,120	1,032
Orthopedic Assistant	9	12	8	5	5	4	4	7	4
Other Agriculture and Natural Resources	5	11	13	2	7	8	3	4	5



ARCC 2011 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Other Architecture and Environmental Design	1	2	2	1	0	0	0	2	2
Other Business and Management	330	290	298	237	258	270	93	32	28
Other Commercial Services	0	0	0	0	0	0	0	0	0
Other Education	1			0			1		
Other Engineering and Related Industrial Technolog	56	111	99	25	39	52	31	72	47
Other Family and Consumer Sciences		1			0			1	
Other Fine and Applied Arts	12	6	4	2	2	2	10	4	2
Other Health Occupations	93	89	99	0	0	0	93	89	99
Other Information Technology	86	126	65	1	0	2	85	126	63
Other Media and Communications	4	4	10	0	0	0	4	4	10
Other Public and Protective Services	53	95	58	0	2	0	53	93	58
Paralegal	911	841	928	389	357	404	522	484	524
Paramedic	450	439	395	95	73	80	355	366	315
Pharmacy Technology	163	188	234	46	53	72	117	135	162
Physical Therapist Assistant	116	103	83	116	103	83	0	0	0
Physicians Assistant	73	69	68	9	10	4	64	59	64
Plant Science	14	36	21	10	14	16	4	22	5
Polysomnography	2	8	1	2	8	1	0	0	0
Printing and Lithography	73	47	54	15	9	9	58	38	45
Psychiatric Technician	431	562	525	45	55	110	386	507	415
Public Administration	30	34	81	9	14	12	21	20	69
Public Relations	5	3	3	1	1	1	4	2	2
Radiation Therapy Technician	14	9	3	13	7	0	1	2	3
Radio and Television	242	243	281	127	106	147	115	137	134
Radio, Motion Picture and Television	8	1		6	0		2	1	
Radiologic Technology	622	577	555	427	390	378	195	187	177
Real Estate	567	444	391	224	180	152	343	264	239
Respiratory Care/Therapy	528	588	550	411	424	426	117	164	124
Special Education	42	35	33	11	20	20	31	15	13
Speech/Language Pathology and Audiology	79	126	191	59	82	123	20	44	68
Surgical Technician	40	49	43	14	10	11	26	39	32



ARCC 2011 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Technical Communication	14	14	34	2	3	5	12	11	29
Technical Theater	20	34	41	8	8	23	12	26	18
Travel Services and Tourism	240	156	160	34	45	43	206	111	117
Viticulture, Enology, and Wine Business	22	29	38	13	18	14	9	11	24
Vocational ESL		0	0		0	0		0	0
Water and Wastewater Technology	159	225	275	52	70	76	107	155	199
World Wide Web Administration	49	42	60	6	7	10	43	35	50
Total	63,731	64,800	63,747	24,664	25,529	27,151	39,067	39,271	36,596

Results:

Table 10 shows the numbers of awards issued by 129 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 39 to 43 percent of the credit awards issued, with certificates making up 57 to 61 percent. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2009-2010, by Volume of Total Awards
(Program Title based on four-digit TOP Code)**

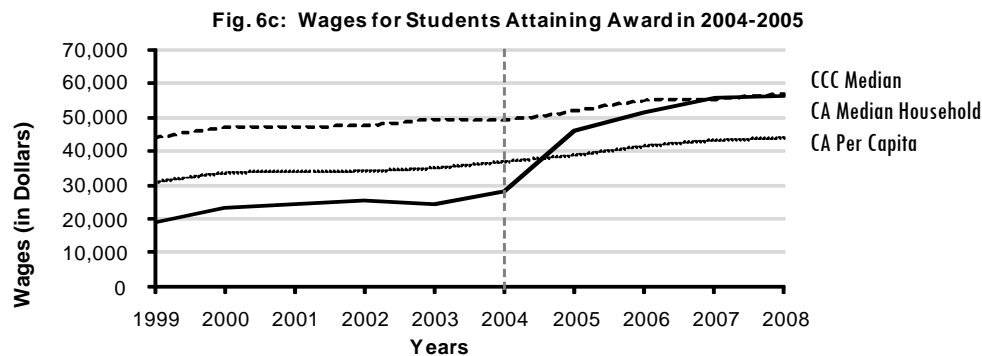
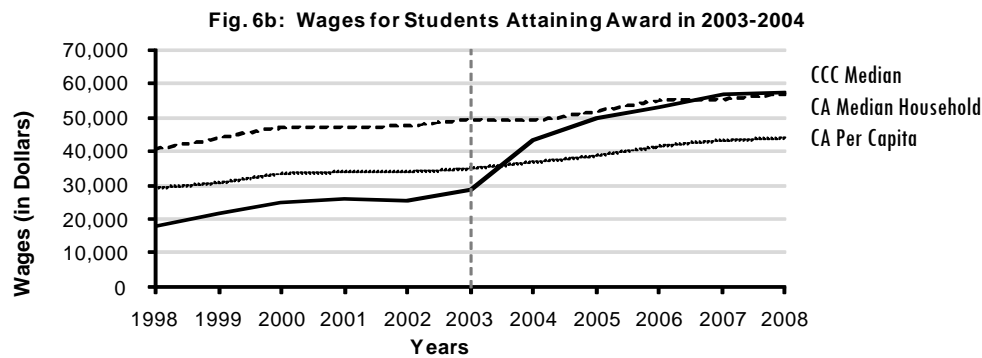
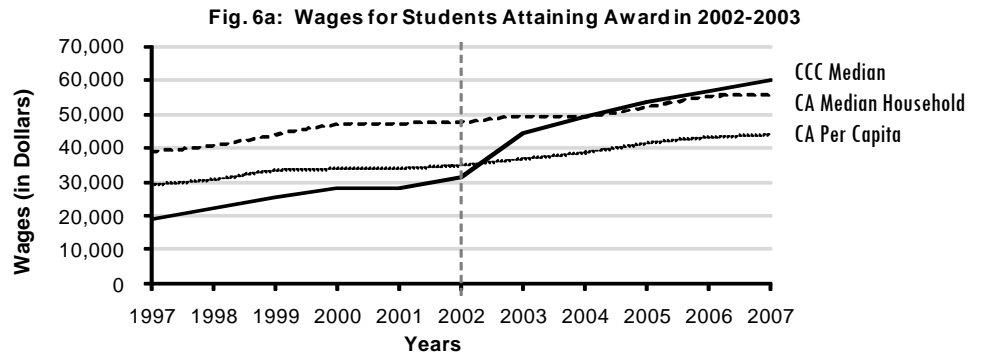
Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2009-2010	AA/AS Degrees 2009-2010	All Certificates (Credit) 2009-2010
1	Nursing	8,388	6,233	2,155
2	Child Development/Early Care and Education	5,990	1,795	4,195
3	Administration of Justice	5,542	2,322	3,220
4	Business Administration	3,180	2,746	434
5	Fire Technology	2,921	985	1,936
6	Accounting	2,669	1,086	1,583
7	Automotive Technology	2,044	307	1,737
8	Human Services	1,747	557	1,190
9	Business and Commerce, General	1,646	1,462	184
10	Cosmetology and Barbering	1,552	108	1,444
11	Emergency Medical Services	1,534	2	1,532
12	Business Management	1,510	846	664
13	Office Technology/Office Computer Applications	1,463	431	1,032
14	Nutrition, Foods, and Culinary Arts	1,447	203	1,244
15	Medical Assisting	1,025	175	850
16	Dental Occupations	1,021	417	604
17	Construction Crafts Technology	948	117	831
18	Electronics and Electric Technology	938	216	722
19	Paralegal	928	404	524
20	Manufacturing and Industrial Technology	793	149	644
21	Computer Infrastructure and Support	677	245	432
22	Digital Media	614	220	394
23	Drafting Technology	575	194	381
24	Computer Information Systems	567	312	255
25	Radiologic Technology	555	378	177

Results:

As shown in Table 11, Nursing programs issued the highest total number of awards in 2009-2010 (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.





Results:

Figures 6a, 6b, and 6c represent wage trends for students attaining a vocational degree or certificate in (a) 2002-2003, (b) 2003-2004, and (c) 2004-2005. The dashed vertical line in each figure signifies the award year for each cohort. The trend lines for CCC Median Wages in Figure 6 (solid line) suggest that students receiving vocational awards from community college programs generally experience wage gains in the years following 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 Wage trends shown in these figures, the lines indicate a noticeable “jump” in median wages that occurs following receipt of an award. This jump takes place for all three wage cohorts (2002-2003, 2003-2004, and 2004-2005). 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.



ARCC 2011 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 12a: Wages for Students Attaining a Degree or Certificate in 2002-2003

(N = 5,954)
(Data for Figure 6a)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
CA Median Household Income	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000	55,450
CA Per Capita Income	29,195	30,679	33,398	33,890	34,045	34,977	36,903	38,767	41,567	43,291	44,038
CCC Median Wages	18,765	22,091	25,521	28,261	28,285	31,173	44,610	49,260	53,758	56,866	60,320

Table 12b: Wages for Students Attaining a Degree or Certificate in 2003-2004

(N = 5,151)
(Data for Figure 6b)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
CA Median Household Income	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000	55,450	57,014
CA Per Capita Income	29,195	30,679	33,398	33,890	34,045	34,977	36,903	38,767	41,567	43,291	44,038
CCC Median Wages	17,788	21,655	24,900	25,890	25,574	28,454	43,494	49,658	52,803	56,711	57,186

Table 12c: Wages for Students Attaining a Degree or Certificate in 2004-2005

(N = 5,457)
(Data for Figure 6c)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
CA Median Household Income	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000	55,450	57,014
CA Per Capita Income	30,679	33,398	33,890	34,045	34,977	36,903	38,767	41,567	43,291	44,038
CCC Median Wages	18,976	23,090	24,220	25,307	24,469	28,238	45,886	51,541	55,495	56,397

Results:

The 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 Wage, contains the annual median wages for a cohort of students who received any vocational award during a particular cohort year (2002-2003, 2003-2004, 2004-2005). 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.



ARCC 2011 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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
Number of Students	99,703	103,220	110,517

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 increased moderately from the first cohort (2005-2006 to 2007-2008) to the second cohort (2006-2007 to 2008-2009), with a considerably larger increase from the second cohort to the most recent cohort (2007-2008 to 2009-2010). Note that, as of 2010, changes in coding for Basic Skills courses (Course Prior to College Level, "CB21") in the Chancellor's Office Management Information System (MIS) and changes in the Taxonomy of Programs (TOP) codes for Basic Skills might have contributed to the marked changes in the numbers of basic skills improvements. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2007-2008	2008-2009	2009-2010
Systemwide Participation Rate	87.4	89.8	84.2

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

	2007-2008	2008-2009	2009-2010
18 to 19	332.3	339.8	317.8
20 to 24	235.1	243.1	236.6
25 to 29	121.2	124.9	116.8
30 to 34	75.5	78.7	73.9
35 to 39	55.1	55.9	50.3
40 to 49	42.4	42.4	37.8
50 to 65	29.4	28.8	24.5

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

	2007-2008	2008-2009	2009-2010
Female	96.7	98.2	91.4
Male	78.4	81.6	77.2

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

	2007-2008	2008-2009	2009-2010
Asian	116.1	116.0	104.9
Black/African American	122.8	128.3	117.1
Hispanic	90.8	92.9	89.0
Native American	134.7	137.6	100.1
Pacific Islander	191.5	210.7	161.7
White	73.6	76.0	69.3
Multirace	0.0	2.3	78.7

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. In 2009-2010 participation fell regardless of age group, gender, or ethnicity. For an explanation of population rates exceeding 1,000, see the Introduction to the Systemwide Indicators. For methodology and data source, see Appendix B.



ARCC 2011 Report: Systemwide Indicators

Participation Rates

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

Age	Gender	Ethnicity	2007-2008	2008-2009	2009-2010
18 to 19	Female	Asian	508.5	506.0	461.4
18 to 19	Female	Black/African American	410.1	418.0	346.6
18 to 19	Female	Hispanic	344.2	352.6	336.4
18 to 19	Female	Native American	487.7	507.6	338.7
18 to 19	Female	Pacific Islander	934.0	1,028.5	667.2
18 to 19	Female	White	321.1	328.7	297.5
18 to 19	Female	Multirace	0.0	10.8	327.3
18 to 19	Male	Asian	495.5	499.0	459.5
18 to 19	Male	Black/African American	371.4	383.9	316.0
18 to 19	Male	Hispanic	288.6	298.2	284.4
18 to 19	Male	Native American	406.9	431.2	274.3
18 to 19	Male	Pacific Islander	983.6	1,028.0	683.7
18 to 19	Male	White	290.5	299.1	269.6
18 to 19	Male	Multirace	0.0	8.5	283.0
20 to 24	Female	Asian	388.6	393.9	369.8
20 to 24	Female	Black/African American	301.0	315.9	289.4
20 to 24	Female	Hispanic	240.5	244.5	243.0
20 to 24	Female	Native American	345.3	351.3	264.8
20 to 24	Female	Pacific Islander	591.2	652.7	515.0
20 to 24	Female	White	232.3	238.5	224.3
20 to 24	Female	Multirace	0.0	5.2	169.9
20 to 24	Male	Asian	353.8	368.4	354.6
20 to 24	Male	Black/African American	237.7	255.3	240.6
20 to 24	Male	Hispanic	192.4	200.8	198.3
20 to 24	Male	Native American	258.4	274.4	215.0
20 to 24	Male	Pacific Islander	533.0	610.8	521.3
20 to 24	Male	White	206.0	216.0	206.2
20 to 24	Male	Multirace	0.0	5.0	142.3



ARCC 2011 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2007-2008	2008-2009	2009-2010
25 to 29	Female	Asian	184.2	187.7	168.8
25 to 29	Female	Black/African American	188.9	191.1	176.3
25 to 29	Female	Hispanic	125.0	126.7	118.7
25 to 29	Female	Native American	209.0	215.7	155.1
25 to 29	Female	Pacific Islander	226.4	262.5	202.5
25 to 29	Female	White	127.7	131.4	118.1
25 to 29	Female	Multirace	0.0	2.3	93.7
25 to 29	Male	Asian	142.6	147.3	136.3
25 to 29	Male	Black/African American	129.2	138.1	129.8
25 to 29	Male	Hispanic	93.2	96.0	91.1
25 to 29	Male	Native American	164.8	174.7	122.6
25 to 29	Male	Pacific Islander	195.1	229.1	184.2
25 to 29	Male	White	111.2	117.0	108.7
25 to 29	Male	Multirace	0.0	2.0	77.7
30 to 34	Female	Asian	106.4	106.5	96.3
30 to 34	Female	Black/African American	141.4	143.6	131.1
30 to 34	Female	Hispanic	81.9	82.5	76.9
30 to 34	Female	Native American	160.0	153.5	114.8
30 to 34	Female	Pacific Islander	124.3	135.6	118.0
30 to 34	Female	White	73.7	79.4	74.2
30 to 34	Female	Multirace	0.0	1.4	63.2
30 to 34	Male	Asian	75.6	76.6	69.1
30 to 34	Male	Black/African American	96.8	105.5	102.0
30 to 34	Male	Hispanic	60.1	62.2	57.6
30 to 34	Male	Native American	132.5	139.3	103.2
30 to 34	Male	Pacific Islander	115.6	121.9	102.6
30 to 34	Male	White	65.1	72.0	68.7
30 to 34	Male	Multirace	0.0	0.8	49.4



ARCC 2011 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2007-2008	2008-2009	2009-2010
35 to 39	Female	Asian	81.2	78.3	68.2
35 to 39	Female	Black/African American	108.0	108.7	98.6
35 to 39	Female	Hispanic	61.2	60.4	54.7
35 to 39	Female	Native American	118.4	115.8	81.2
35 to 39	Female	Pacific Islander	88.0	98.9	72.3
35 to 39	Female	White	54.4	54.9	48.2
35 to 39	Female	Multirace	0.0	1.1	38.8
35 to 39	Male	Asian	52.5	52.1	45.6
35 to 39	Male	Black/African American	76.4	82.8	78.1
35 to 39	Male	Hispanic	41.5	43.0	38.8
35 to 39	Male	Native American	94.6	101.8	72.0
35 to 39	Male	Pacific Islander	89.9	93.7	79.0
35 to 39	Male	White	46.4	48.8	43.8
35 to 39	Male	Multirace	0.0	0.6	27.6
40 to 49	Female	Asian	62.4	61.0	52.2
40 to 49	Female	Black/African American	83.1	82.7	75.7
40 to 49	Female	Hispanic	48.3	47.5	42.0
40 to 49	Female	Native American	84.9	83.1	65.8
40 to 49	Female	Pacific Islander	69.2	74.4	56.7
40 to 49	Female	White	46.0	45.6	39.5
40 to 49	Female	Multirace	0.0	0.7	25.6
40 to 49	Male	Asian	36.8	36.3	32.0
40 to 49	Male	Black/African American	57.6	61.5	58.3
40 to 49	Male	Hispanic	30.6	30.2	27.4
40 to 49	Male	Native American	71.4	74.8	55.4
40 to 49	Male	Pacific Islander	61.6	66.3	55.2
40 to 49	Male	White	32.8	33.9	30.6
40 to 49	Male	Multirace	0.0	0.5	16.3



ARCC 2011 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2007-2008	2008-2009	2009-2010
50 to 65	Female	Asian	40.6	40.0	33.8
50 to 65	Female	Black/African American	47.2	46.9	42.5
50 to 65	Female	Hispanic	30.0	28.9	25.0
50 to 65	Female	Native American	58.3	53.4	38.0
50 to 65	Female	Pacific Islander	41.6	46.5	35.1
50 to 65	Female	White	36.3	35.5	29.1
50 to 65	Female	Multirace	0.0	0.6	12.8
50 to 65	Male	Asian	25.4	25.1	22.0
50 to 65	Male	Black/African American	35.0	35.7	32.4
50 to 65	Male	Hispanic	18.8	18.6	16.9
50 to 65	Male	Native American	44.0	43.2	30.9
50 to 65	Male	Pacific Islander	33.4	33.3	27.0
50 to 65	Male	White	22.6	22.2	18.6
50 to 65	Male	Multirace	0.0	0.1	8.2

Results:

Table 18: For an explanation of population rates exceeding 1,000, see the Introduction to the Systemwide Indicators. For methodology and data source, see Appendix B.



ARCC 2011 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 2011 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 Groups.

As in the previous year, we extracted demographic data for the college profiles from the Chancellor’s Office Data Mart. Therefore, the labels for Table 1.10 match the Data Mart’s labels.

College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Career Development and College Preparation).

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. Career Development and College Preparation Progress and Achievement Rate

9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCCO Data Mart.
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 most recent academic years; 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.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2004-05 to 2009-10)	53.6%
2. Completed 30 or More Units (2004-05 to 2009-10)	72.8%
3. Fall to Fall Persistence (Fall 2008 to Fall 2009)	67.6%
4. Vocational Course Completion (2009-10)	77.0%
5. Basic Skills Course Completion (2009-10)	61.4%
6. ESL Course Improvement (2007-08 to 2009-10)	54.6%
7. Basic Skills Course Improvement (2007-08 to 2009-10)	58.6%

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 likewise uses the total number of outcomes in the state. 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 explicitly enable analysts to evaluate a college in an equitable manner.

A Note About The Career Development and College Preparation Progress and Achievement Rate (CDCP)

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

As of this report, we have partial or complete CDCP data for 37 community colleges/schools of continuing education. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Given that the CDCP data collection is still in its early stages, there will be no peer grouping for this indicator in the 2011 ARCC. However, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

Adding the CDCP Progress and Achievement Rate to the ARCC report also meant adding CDCP 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 indicators, Tables 1.1 through 1.5 and Table 1.11 are marked with “NA” (Not Applicable) for schools of continuing education. We have included demographic data for these schools, where available, in Tables 1.7 through 1.10.

A Note About Peer Groups in the 2011 ARCC Report

The 2011 ARCC report uses the same peer groups identified for the 2009 and 2010 ARCC reports. That is, unlike the first three ARCC reports, the 2011 report has omitted the *cluster analysis* step that used the most recent data available to identify and cluster new peer institutions for each performance indicator. The Chancellor’s Office has decided to stabilize the peer groups by continuing to forego new peer group formation for this year’s ARCC report. Table 1.11 in the 2011 ARCC report retains the peer groups identified for the 2010 report. **However, the data in columns 3 through 6 of Table 1.11 have been updated to reflect the most recent performance data for the members of each peer group.**

The peer group comparison for basic skills improvement, as shown in the 2011 ARCC report, appears with the following special warning. The Chancellor’s Office notes that the peer groups for this performance indicator will probably change substantially the next time that the Chancellor’s Office calculates the peer groupings, and college administrators presenting to their trustees may choose to note the tentative nature of the peer group comparison for basic skills improvement in the 2011 ARCC report.

A complete explanation of this year’s strategy can be found in the Introduction to Appendix A.

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ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.7%	53.1%	56.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.1%	72.3%	74.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.0%	70.6%	69.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.6%	78.2%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	62.6%	63.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	52.2%	47.5%	45.3%
Basic Skills Improvement Rate	34.0%	35.4%	30.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.0%	1.7%	1.6%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	26,795	26,486	24,474
Full-Time Equivalent Students (FTES)*	9,885	10,126	10,001

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	18.2%	19.4%	20.6%
20 - 24	21.6%	22.5%	25.0%
25 - 49	41.3%	39.6%	38.6%
Over 49	18.8%	18.5%	15.8%
Unknown	0.0%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.6%	54.7%	51.9%
Male	46.9%	44.6%	47.3%
Unknown	0.5%	0.7%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.6%	2.6%	2.5%
American Indian/Alaskan Native	1.1%	0.9%	0.8%
Asian	2.1%	2.4%	2.0%
Filipino	1.9%	1.8%	1.5%
Hispanic	32.6%	35.9%	38.3%
Pacific Islander	0.5%	0.4%	0.2%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	19.4%	17.3%	16.2%
White Non-Hispanic	39.8%	38.8%	37.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	56.9	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	74.2	70.2	57.8	80.0	B1
C	Persistence Rate	69.5	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	30.3	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	45.3	43.0	0.0	67.2	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 2011 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, is 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.

Although the record enrollment growth that Allan Hancock has experienced in recent years peaked in 2009-10, students under the age of 25 and Hispanic students have both seen further proportionate increases from 41.9% to 45.6% and 35.9% to 38.3%, respectively. To better serve our changing student population Allan Hancock is committed to high student achievement and progress rates while significantly improving its basic skills education.

Younger students are more likely to pursue a degree or to transfer to a four-year institution, and these trends are apparent in the report. So far, the indicators for student progress and achievement rate (56.9%) and the "university transfer ready" (30 units) rate (74.2%) have been increasing over the last two years and are now above the average in the peer group and the cohort. Considering that the college is situated in a city that is 65% Latino and has a low educational attainment rate, a 57% achievement rate is fairly remarkable, particularly since only 46% of our students enter with such a goal. These rates are a testament to our quality instruction and superb student support programs such as the University Transfer Center, Counseling, EOPS, TRIO, and the MESA Center.

With a continued increase in the number of traditionally underrepresented students, there is a growing increase in the number of students needing basic skill education. Despite state cut-backs, it will be necessary to dedicate time and resources to foster basic skills course completion and improvement rates. To address this issue, a sequential curriculum has been designed in English to help students whose skills have been assessed below transfer-level, based on the CB21 coding of English courses. Based on the Chancellor's new coding system, AHC ranks average in its peer group basic skills course completion rates (63.2%) and ESL improvement rates (45.3%). Prior reports showed that AHC was above the peer group rate in basic skills improvement (53% compared to 49%). The current report with the new CB 21 codes shows a dramatic drop in this rate, suggesting coding and or programming errors.

The college is committed to fostering student success with an emphasis on CTE, basic skills, and transfer programs. New and successful CTE programs are underway with support from a revamped career and technical education center, which provides mentoring and training for aspiring entrepreneurs. Limited Basic Skills funding is being directed in innovative ways, including additional math tutoring in the summer. The college is also promoting successful transfer with activities funded through grants from the Department of Education and National Institutes of Health.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.9%	47.2%	50.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.7%	70.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.8%	68.7%	71.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.8%	78.7%	77.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	67.3%	67.1%	69.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	65.2%	62.9%	62.2%
Basic Skills Improvement Rate	55.1%	54.4%	53.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	55,275	56,400	54,229
Full-Time Equivalent Students (FTES)*	21,597	24,751	24,436

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	15.8%	17.3%	18.0%
20 - 24	27.4%	28.0%	27.9%
25 - 49	48.7%	46.9%	46.6%
Over 49	8.0%	7.8%	7.5%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	49.7%	50.8%	51.5%
Male	49.3%	48.1%	47.4%
Unknown	1.0%	1.1%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

American River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	9.1%	9.5%	8.9%
American Indian/Alaskan Native	1.3%	1.2%	0.9%
Asian	9.1%	8.5%	8.1%
Filipino	2.6%	2.5%	2.0%
Hispanic	13.9%	11.4%	16.1%
Pacific Islander	1.1%	1.3%	0.9%
Two or More Races	.%	.%	3.8%
Unknown/Non-Respondent	14.9%	14.1%	14.1%
White Non-Hispanic	48.1%	51.6%	45.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	50.2	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	71.1	75.1	69.4	83.8	B4
C	Persistence Rate	71.1	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.3	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.6	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	53.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	62.2	51.7	30.5	66.6	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 2011 Report: College Level Indicators

American River College

Los Rios Community College District

College Self-Assessment

American River College is one of the four colleges in the Los Rios District and primarily serves the residents of the five-county Greater Sacramento Region. Close to 1,100 full-time (401) and adjunct (681) faculty members, 400 classified staff members, and 49 administrators address the educational needs of an unduplicated annual student enrollment of greater than 56,851. Once considered suburban, ARC has become increasingly diverse with a student demographic mix that is more urban, underrepresented, and lower-income.

American River College continues to work on improving the success of its students. Relying on institutional research data to identify services and pedagogical approaches that have proven effective at ARC in supporting student success, the college since 2003 has invested resources in those initiatives identified as most effective. In 2004 through 2007, the college enacted the Education Initiative to improve the success rates of first-time, full-time students. With more than 70 percent of students served by this Ed Initiative assessed at pre-collegiate skills level, the work accomplished by the Ed Initiative laid the groundwork for the college's focus on its Basic Skills Initiative.

Looking at the ARC performance indicators, one should be aware of several factors. First, the 2-3% decreases in the 2007-08 year for course completion rates in vocational and basic skills are explained primarily by a change in methodology used by the System Office. Had the same methodology been used as in previous years, the ARC 2007-08 and 2008-09 course completion rates would have remained above 83% for vocational courses and 68% for basic skills. Second, vocational course completion rates have decreased because public safety and apprenticeship course offerings have decreased, although the combined average completion rates for these course offerings is nearly 90%. Also, the college has learned that its present approach used for coding curriculum for state reporting purposes has not provided a complete picture of student placement, progress and success in basic skills courses. Work is underway through the CB21 Re-coding Project to provide data more accurate and consistent with other colleges in the state.

In this time of diminished resources, American River College acknowledges the challenge of providing services and programs that support the success of its students and promote the economic health of the region. Whether teaching increasingly larger class sections to help students cope with fewer available class sections, scrutinizing the careful allocation of those few resources over which they have control, and generally making do with less, faculty and staff continue to invest their best efforts to ensure that the state's educational dollars are yielding the greatest value for students.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.2%	56.2%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.8%	73.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	67.2%	67.8%	67.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.7%	74.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.9%	56.0%	58.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	42.2%	51.1%	44.0%
Basic Skills Improvement Rate	46.7%	53.0%	56.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	6.7%	10.0%	9.3%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,348	22,883	21,012
Full-Time Equivalent Students (FTES)*	11,401	12,919	11,562

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.8%	31.4%	31.6%
20 - 24	26.8%	27.8%	29.5%
25 - 49	34.1%	34.0%	32.8%
Over 49	7.3%	6.8%	6.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.1%	59.0%	58.1%
Male	38.8%	39.8%	40.8%
Unknown	1.1%	1.2%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	20.4%	21.7%	18.9%
American Indian/Alaskan Native	1.0%	1.0%	0.8%
Asian	2.8%	2.7%	2.2%
Filipino	2.3%	2.3%	1.8%
Hispanic	30.1%	30.8%	26.6%
Pacific Islander	0.4%	0.5%	0.4%
Two or More Races	.%	.%	0.5%
Unknown/Non-Respondent	7.7%	8.4%	22.5%
White Non-Hispanic	35.2%	32.7%	26.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	54.7	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	74.0	72.4	57.8	80.3	B2
C	Persistence Rate	67.3	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	44.0	49.4	9.6	83.3	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 2011 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, lifelong learning, basic skills, 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.

The rapid growth of housing and population in Antelope Valley over the past decade has stopped because of the economic slowdown but has been replaced with an influx to the district of displaced workers seeking additional education and training. This increase in demand has been offset by a budget induced reduction in course offerings. Enrollment was projected to grow from last fall (Fall 2009) of 16,294 students, but instead fell to 14,555 students. Over the past decade the average age of the student body has declined as the proportion of under 20 students has grown to about 30%. This decline has again slowed this year with a continued influx of older students who have returned from the workforce to re-enter college. AVC has responded to both the changing needs of the younger student body with programs focused on increasing student success and retention and to the older students with additional workforce preparation courses.

Antelope Valley College scored in the mid-range in the peer group of each of the seven performance indicators in the ARCC 2011 report. Antelope Valley College showed increases in the Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate for Vocational Courses, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, and the Basic Skills Improvement Rate. The Student Progress and Achievement Rate, the Persistence Rate and the ESL Improvement Rate all fell this year. Campus efforts in the Basic Skills area have paid off with a jump from two years ago in both measures. Campus resources are now being focused on improving the areas that declined.

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 continued efforts to increase persistence and success of students enrolled at Antelope Valley College.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.2%	48.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.8%	74.9%	74.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	69.6%	67.7%	67.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	81.2%	77.0%	76.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.6%	53.3%	52.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	59.4%	53.4%	58.7%
Basic Skills Improvement Rate	48.2%	48.1%	49.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	26,314	28,761	27,391
Full-Time Equivalent Students (FTES)*	12,624	14,220	13,787

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.7%	28.8%	30.0%
20 - 24	29.2%	29.9%	30.8%
25 - 49	36.5%	36.3%	34.9%
Over 49	5.6%	5.1%	4.2%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.6%	55.3%	53.4%
Male	44.0%	44.5%	46.4%
Unknown	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.1%	7.4%	3.8%
American Indian/Alaskan Native	1.5%	1.4%	0.6%
Asian	3.0%	3.0%	1.5%
Filipino	3.0%	2.8%	1.4%
Hispanic	42.0%	44.3%	42.5%
Pacific Islander	0.4%	0.3%	0.2%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	6.8%	7.2%	34.1%
White Non-Hispanic	36.2%	33.5%	15.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.7	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	74.7	72.4	57.8	80.3	B2
C	Persistence Rate	67.0	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.4	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	49.1	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	58.7	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Self-Assessment

Bakersfield College (BC), founded in 1913, is one of California's oldest community colleges. Within a 5,000 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 is a comprehensive college offering general education degree-applicable lower division transfer courses and programs in career and technical education. In 2009-2010, BC served over 27,000 students which reflects a nearly 5% decrease from 2008-2009 due to state workload reduction.

BC's performance on the ARCC College Level Indicators for student progress, achievement, and persistence indicated improvement for two rates with a decline for one rate. The Student Progress and Achievement Rate (SPAR), remained the same as our peer group average; however, the performance gap narrowed from 3% to 2.5% less than the statewide rate, a small but important improvement. The rate for students who earned at least 30 units improved to 2-3% higher than peer and statewide averages. The persistence rate declined about 2.5% from fall 2006 to fall 2009, and became nearly 4% less than the peer group average. The District research team is planning a study of these key indicators to examine trends and contributing factors using data available from the ARCC Data on Demand web site.

BC's performance on the Annual Successful Course Completion Rate for Credit Vocational Courses (VCC rate) was higher than the peer group and statewide averages, even after implementation of "DR" grades. In the past "DR" (dropping between first census date and first withdraw date), records were excluded in enrollment counts for grades. The VCC rate decreased about 4% in 2008-2009 but remained the same in 2009-2010. This was due to BC's implementation of "DR" grades summer 2008. BC attributes its performance relative to peer group and statewide VCC rates to outstanding vocational programs in nursing, child development, fire technology, culinary arts, and industrial technology with active advisory committees and strong community partnerships.

BC's performance on the Basic Skills and English as a Second Language (ESL) improvement rates changed considerably from previous ARCC reports. BC is participating in the statewide CB21 (Course-Prior-To-College-Level) coding initiative to more accurately code Basic Skills and ESL courses. Corrections in the ESL course coding during 2009-2010 resulted in a 5% increase in the last two rolling average for 2006 through 2009. BC continues to involve faculty, researchers, and administrators in reviewing coding, correcting errors, and assessing the effectiveness of Basic Skills sequences.

Other information in need of coding corrections is student ethnicity. The "Unknown / Non-Respondent" rate increased over 25% from 2008-2009 to 2009-2010. This is due to technical problems with the implementation of new ethnicity categories. We are correcting the problem and plan to resubmit our data soon. The Career Development and College Preparation Progress and Achievement Rate is not yet available.

BC is committed to using self-evaluation and performance indicators for continuous improvement. While BC is pleased with our performance relative to peers on current ARCC indicators, our goal is to exceed statewide average performance rates.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	50.6%	51.9%	48.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	59.7%	62.7%	57.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	42.8%	42.9%	49.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.4%	71.0%	69.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.9%	63.6%	60.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	16.7%	8.3%	.%
Basic Skills Improvement Rate	51.6%	50.4%	53.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	5,341	6,310	7,744
Full-Time Equivalent Students (FTES)*	2,310	2,675	2,942

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	17.5%	17.9%	21.0%
20 - 24	24.6%	24.2%	24.4%
25 - 49	49.3%	50.0%	47.8%
Over 49	8.2%	7.6%	6.6%
Unknown	0.4%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.2%	57.8%	58.1%
Male	40.3%	40.0%	40.6%
Unknown	1.5%	2.2%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	14.2%	12.9%	6.1%
American Indian/Alaskan Native	1.7%	1.6%	0.7%
Asian	2.9%	2.9%	0.5%
Filipino	1.4%	2.1%	0.6%
Hispanic	25.1%	24.3%	11.4%
Pacific Islander	1.1%	1.3%	0.3%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	9.9%	13.3%	64.5%
White Non-Hispanic	43.6%	41.6%	16.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.3	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	57.8	70.2	57.8	80.0	B1
C	Persistence Rate	49.0	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.2	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	53.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	.	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Self-Assessment

For over a half century, Barstow Community College (BCC) has served the educational needs of California's high desert region. The college's educational programs include lower-division course work, career and technical education, and general education offerings for transfer to baccalaureate degree institutions. Additionally, BCC offers enrichment classes to the community to help foster an appreciation of life-long learning. During the 2010-2011 academic year, BCC crafted a new Educational Master Plan to prepare the college for the coming decade and the emerging century ahead of us.

The college uses the ARCC indicators, as well as other locally created metrics, to assess its institutional effectiveness. Based on a review of the results, the college implements strategies, makes changes in operations and processes, and reallocates resources to close gaps and make improvements.

Raising student completion rates has been a major focus at our institution. Compared to its peer institutions, BCC is about average in the Student Progress and Achievement Rate (SPAR). Importantly, the college SPAR has remained relatively static over the past few years. To address this phenomenon, the college is reviewing the SPAR outcomes individually to improve degree and certificate completion and transfer readiness and preparedness. The college is also disaggregating the indicators to discover achievement gaps that may exist for historically disadvantaged groups. Increasing the persistence rate from fall-to-fall terms is seen as an additional way to increase the SPAR over time.

The college is the peer group low in the percentage of students achieving 30-units. Many students come to the college to take fewer than 30 units and transfer to four-year institutions, which adversely impacts the college's overall rate. Still a concerted effort to raise the number of students who reach the 30-unit threshold should positively impact student completion rates. Additionally, studying the 30-unit indicator in greater detail will inform career and technical curriculum since of the metric is associated with wage gains.

The college continues an upward trend in vocational course success, but the rate is still slightly below the peer group average. As the college's newly-expanded career and technical programs mature, the vocational success rates should improve. For the past two academic years, the credit basic skills success rate stayed above the average for peer institutions. The ESL improvement rate remains low, but does not yet capture the successes that are occurring as a result of recent curriculum development efforts and faculty hiring. It is expected that the ESL improvement rate will see the effect of these instructional interventions in subsequent cohort years.

Two factors will receive special study this academic year. First, the college is experiencing dramatic growth in student enrollment in an era of reduced apportionment from the state. Second, the downturn in the economy at the state and national level is forcing the college to improve student success with more scarce and rationed resources. The difficult decisions which result from this analysis will be made using the college mission and new master plan as the guiding beacons.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	55.3%	56.6%	56.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	65.0%	70.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	64.5%	52.2%	64.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	62.3%	63.6%	59.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	47.1%	43.3%	52.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	10.7%	44.3%	37.5%
Basic Skills Improvement Rate	55.7%	52.8%	44.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	9,808	11,572	12,723
Full-Time Equivalent Students (FTES)*	3,289	3,850	4,194

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	17.4%	22.0%	21.7%
20 - 24	28.2%	28.6%	30.7%
25 - 49	41.9%	38.6%	37.9%
Over 49	12.4%	10.7%	9.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.8%	55.5%	54.4%
Male	39.8%	38.7%	38.6%
Unknown	0.5%	5.9%	7.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	20.9%	19.5%	16.4%
American Indian/Alaskan Native	0.7%	0.7%	0.5%
Asian	16.2%	15.8%	12.6%
Filipino	1.9%	1.8%	1.5%
Hispanic	13.4%	13.5%	11.6%
Pacific Islander	0.7%	0.6%	0.4%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	14.2%	21.5%	35.8%
White Non-Hispanic	32.0%	26.6%	20.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	56.0	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	70.6	70.2	57.8	80.0	B1
C	Persistence Rate	64.7	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	59.7	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.0	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	44.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	37.5	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Self-Assessment

Berkeley City College is continuing to experience high enrollment growth, though with workload reductions the pace has slowed. From 2006/07 to 2008/09 both the headcount and FTES increased by 47%; and from 2007/2008 to 2009/2010 headcount increased by 30%. The demographic makeup of the student body has also been gradually changing. The percentage of students aged 20-24 rose from 28.6% to 30.7% of the student body, with students in the 25 and higher age groups dropping in percentage. In terms of ethnicity, the Unknown/Non-Respondents jumped from 21.5% to 35.8% of the student body. The largest ethnic/racial groups are White (20.5%), African-American (16.4%) Asian (12.6%) and Hispanic (11.6%).

The student progress and achievement rate has remained relatively stable at 56%, while the percentage of students earning at least 30 units within five years increased from 65% in the 2002-2003 class to 70.6% in the 2004-2005 class. Persistence levels, 2006-2007 and 2008-2009 were virtually unchanged at 64.7%. In the career technical programs, course completion rates dipped to 59.7% in 2009-2010 from 63.6% in 2008-2009. For students in basic skills courses, the completion rate rose significantly from 47.1% in 2007-2008 to 52% in 2009-2010. In the same period, improvement rates showed tremendous variability and were generally lower, even factoring for coding errors.

A six-year trend analysis of ARCC data performed by the Peralta Community College District Institutional Research office reveals the following.

- The percentages of student cohorts earning 30 or more credits have increased from 59% for the 1998-99 cohort to 71% for the 2004-05 cohort, the most recent tracked. This is a huge improvement in this measure of student success.
- The percentages of students taking a minimum of six units who persist from Fall to Fall dropped from 64.5% in 2006-2007 to 52% for 2007-2008 but rebounded to 64.7% from 2008- 2009. Since the drop in 2007-08 was so large and sudden and occurred during the district's transition to new administrative software, it appears to be due to poor data rather than an actual drop.
- The completion rates of students in vocational programs have been slightly declining since 2007/08. Again, unemployment could be a factor.
- Basic Skills course success rate jumped from 43% in 2008-2009 to 52% in 2009-2010, a substantial increase.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.6%	48.6%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.1%	71.2%	71.6%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.0%	65.6%	70.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	69.1%	77.0%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	47.2%	59.1%	59.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.5%	0.0%	81.8%
Basic Skills Improvement Rate	59.6%	59.2%	62.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	3.0%	7.7%	8.9%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,364	21,348	21,017
Full-Time Equivalent Students (FTES)*	10,773	11,681	11,556

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.7%	25.1%	26.3%
20 - 24	29.9%	30.8%	32.0%
25 - 49	32.5%	32.6%	33.2%
Over 49	11.9%	11.4%	8.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.3%	53.6%	52.4%
Male	43.6%	45.3%	46.5%
Unknown	1.1%	1.1%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.8%	2.7%	2.9%
American Indian/Alaskan Native	2.5%	2.5%	2.4%
Asian	5.2%	5.4%	5.4%
Filipino	0.5%	0.6%	0.6%
Hispanic	14.5%	13.8%	14.6%
Pacific Islander	0.5%	0.5%	0.6%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	9.6%	9.2%	8.9%
White Non-Hispanic	64.5%	65.3%	64.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.3	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	71.6	69.2	56.3	76.4	B3
C	Persistence Rate	70.7	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	62.8	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	81.8	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Self-Assessment

Butte College is located in Oroville, 90 miles north of Sacramento, and serves Butte and Glenn Counties. It has centers in Chico, the largest city in Butte County, and Orland in Glenn County. The rural main campus operates its own water and sewage systems, operates the largest community college transportation system in California, and is on track to be the first college in the country to meet all of its electricity using on-site solar by May 2011.

With an unduplicated headcount of over 20,000 students per year, the college's demographics closely mirror its service area, with 64.4% White, 14.6% Hispanic, 5.4% Asian and 2.9% African American. Butte College continues its commitment to student learning through quality instruction, counseling, and responsive student support services. Instructional programs include 50 career and transfer programs; student support services include supplemental instruction, tutoring, student activities, civic engagement and service learning opportunities, and an honors program.

According to the ARCC 2011 Report Butte College has improved its performance in every indicator and exceeds its peer group average for five of the seven indicators with peer group comparisons. Additionally, the college is the leader in its peer group for Improvement Rate in Credit Basic Skills Courses. This data indicates that the strategies Butte College is implementing to improve student success are working.

Strategies that have been implemented over the past three years include the implementation of Supplemental Instruction, Learning Communities, "On-Course" student-centered teaching model, student mentorship programs, and a student information portal. Other programs are at various stages of planning and pilot program implementation. These include an expanded First Year Experience (FYE) program, Applied Academics for career and technical education programs, Degree Audit, E-Advising, and the establishment of programs to get Hispanic students on career pathways. Additionally the college recently established a Transfer Task Force and the recommendations from this group will be used as the basis for further improvements. The college's Student Success Committee oversees the integrated implementation of these initiatives.

The college has been successful in obtaining external funding to support these efforts. In 2008 the college acquired a \$2 million Federal Title III grant and in 2010 obtained a \$697,852 Funding for the Improvement of Post-Secondary Education (FIPSE) grant. The college continues to seek outside funds to enable it to continue innovating and is in the process of institutionalizing many of the programs funded by the Title III grant.

As stated before the college improved on each indicator and only lagged its peers in two - the Student Progress and Achievement Rate (by .1%) and the Annual Successful Course Completion Rate for Credit Basic Skills (by .3%). Interestingly, the college had the highest rating in its peer group on Improvement Rate for Credit Basic Skills. This may indicate that the combination of rigor and support services may be resulting in better overall outcomes. The college's initiatives will enable it to continue improving in all indicators.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	51.8%	50.9%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.8%	71.3%	69.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	73.3%	74.3%	70.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	74.0%	74.2%	75.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	66.1%	67.6%	66.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	40.0%	43.4%	38.5%
Basic Skills Improvement Rate	60.7%	57.8%	59.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	23,491	24,170	21,811
Full-Time Equivalent Students (FTES)*	11,610	13,472	12,799

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.1%	25.2%	25.4%
20 - 24	24.3%	25.2%	27.6%
25 - 49	35.7%	35.0%	34.7%
Over 49	14.9%	14.6%	12.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.0%	53.1%
Male	44.3%	45.1%	46.1%
Unknown	0.8%	0.9%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.4%	1.5%	1.5%
American Indian/Alaskan Native	0.9%	1.0%	0.8%
Asian	3.1%	3.0%	3.1%
Filipino	1.3%	1.3%	1.2%
Hispanic	24.4%	24.6%	27.4%
Pacific Islander	0.5%	0.5%	0.5%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	7.2%	8.4%	5.8%
White Non-Hispanic	61.2%	59.8%	58.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.8	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	69.1	72.4	57.8	80.3	B2
C	Persistence Rate	70.1	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	59.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	38.5	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Self-Assessment

ARCC metrics are a valuable source of annual feedback on student progress and success. Cabrillo College uses ARCC indicators as key performance indicators in the college master plan, informing many of the college's strategies and objectives.

Insights from the ARCC Indicators

Table 1.1 Student Progress and Achievement Rate & 1.1a Percent of Students Who Earned at Least 30 Units. Cabrillo's student progress and achievement rate (SPAR) is at its highest level since the ARCC tracking began. We expect the upcoming development of SB 1440 transfer Associate degrees (or AATs) to increase degree attainment and transfer despite impacted admissions at UCs and CSUs. The percentage of students achieving 30+ units has been fairly stable though it declined from 71% to 69% in the current year from its peak last year. This somewhat smaller percentage of students achieving 30+ units may be related to the larger decline in fall to fall persistence discussed below.

Table 1.2 Persistence Rate. Although Cabrillo's first time students' persistence rate continues to be very high (at 70% it is higher than the statewide average and our peer group average), it has declined by four percentage points from last year's rate. The most likely cause of the reduction in persistence is the reduction in the number of sections offered. Due to budget cuts, the college underwent an approximate 6% drop in the number of sections offered in Fall 2009 relative to Fall 2008, providing fewer openings and opportunities for students to persist. Even so, it is clear that Cabrillo remains exceptionally committed to assisting our first time students in staying enrolled and pursuing their educational goals.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. About 75% of students continue to pass credit vocational coursework at Cabrillo; the rate has shown a slight upward trend over the past four years. Increased focus on CTE pathways (Goal C of the College Master Plan) should result in further improvements in this metric.

Table 1.4 Annual Successful Course Completion Rate for Credit Basic Skills Courses. This metric is well above the state average and our peer group average. It remains steady with about two thirds of basic skills students showing progression in a given year. Our basic skills initiative (ACES) continues to promote a collaborative focus on basic skills courses and specialized learning communities.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. Currently, our reported ESL progress rate does not compare favorably with the statewide or peer group average. A recent reorganization of Cabrillo's ESL course offerings may lead to improvement in this metric next year. Our basic skills course improvement rate is higher than it was last year ago but lower than it was two years ago. It continues to be higher than the statewide average and the average for our peer group.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.5%	48.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	74.0%	73.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.1%	68.9%	63.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.1%	77.3%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.3%	56.1%	56.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	49.6%	50.6%	46.8%
Basic Skills Improvement Rate	58.6%	57.9%	60.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	10,355	10,865	11,566
Full-Time Equivalent Students (FTES)*	4,018	4,703	5,063

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.3%	22.2%	22.6%
20 - 24	22.8%	22.8%	23.4%
25 - 49	43.8%	42.9%	42.0%
Over 49	13.1%	12.0%	12.0%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.5%	63.1%	63.3%
Male	34.7%	34.7%	34.7%
Unknown	2.7%	2.2%	2.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.4%	3.4%	3.8%
American Indian/Alaskan Native	0.3%	0.4%	0.4%
Asian	7.8%	7.2%	8.6%
Filipino	3.9%	3.7%	3.6%
Hispanic	40.4%	41.4%	39.2%
Pacific Islander	1.6%	1.7%	1.7%
Two or More Races	.%	.%	1.2%
Unknown/Non-Respondent	9.4%	10.6%	8.3%
White Non-Hispanic	33.1%	31.7%	33.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	45.8	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	73.1	74.8	70.4	80.5	B6
C	Persistence Rate	63.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	60.0	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	46.8	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Self-Assessment

Students Served

Cañada College is a steadily growing community college located in the San Francisco Bay Area, and now serving approximately 11,700 students per year. Despite its location in one of the most affluent communities in the state, Cañada serves a diverse and largely underserved student population. Given our service area demographics, Cañada enrolls disproportionately high levels of both Hispanic and Filipino students as well as first generation college students and those from low income households. Cañada supports the needs of these students through high quality, adaptive instruction and robust service support.

Mission and Programs

Cañada's mission remains tightly focused on student learning. The college has established a planning system designed to integrate and align institutional planning process toward the goal of achieving sustained improvements in student learning. Program innovation is a big part of this strategy. Cañada has developed several creative learning community programs designed to leverage unique capabilities in both instruction and student services. In recent years the college has developed a fast growing Honors Program and enjoyed steady growth in transfers to CSUs and UCs. In response to students with developmental needs, Cañada has made innovations to its Basic Skills and ESL curriculum, creating formal linkages to vocational programs as a model to increase student persistence and success. It also recently embarked on an innovative placement test preparation program called Math Jam that has yielded impressive results in just its first year of implementation.

ARCC Metrics

Cañada's performance in the 2011 ARCC Report highlights continued gains in the improvement rate for students taking credit bearing basic skills courses and a noteworthy jump in fall to fall persistence over last year. Cañada scores above the peer group average in both metrics. Increasing the persistence rate for first-time students has been a point of emphasis for the college. The college continues to investigate the forces impacting student persistence to help identify warning signs that can alert college professionals that students may be facing challenges and to help them respond to those challenges in an effective and timely manner.

One area of concern in the ARCC report is the one year decline in the student progress and achievement rate. Over the last year the college has worked to strengthen its general education program offerings and improve sequence completion rates for students in basic skills courses. Last year the college created the Center for Innovation and Excellence in Teaching and Learning (CIETL) with the primary purpose of creating a time and space for faculty and staff to regularly convene and share best practices. CIETL focuses on practitioner level research and best practice sharing and has begun to stimulate a campus wide dialogue on the forces impacting student success.

The report identifies a drop in improvement rates for ESL students. As a Hispanic Serving Institution, the college pays close attention to ESL measures. Shaped by local research findings, Canada has introduced program innovations to link ESL courses with courses in other programs.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.3%	45.0%	46.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	76.5%	76.3%	75.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	73.7%	75.6%	72.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	70.2%	71.2%	72.0%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.2%	58.2%	60.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	46.7%	50.2%	49.3%
Basic Skills Improvement Rate	62.1%	61.6%	62.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	7.5%	9.9%	5.9%



ARCC 2011 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	35,043	38,028	35,260
Full-Time Equivalent Students (FTES)*	17,173	17,359	18,076

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.6%	27.6%	28.4%
20 - 24	30.5%	30.4%	31.6%
25 - 49	33.1%	32.7%	31.1%
Over 49	9.5%	9.2%	8.6%
Unknown	0.3%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.1%	53.0%	53.7%
Male	44.3%	44.0%	43.8%
Unknown	1.6%	3.0%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.5%	7.9%	5.6%
American Indian/Alaskan Native	0.5%	0.5%	0.3%
Asian	10.4%	9.8%	7.1%
Filipino	3.1%	3.3%	2.4%
Hispanic	51.2%	53.2%	43.2%
Pacific Islander	0.7%	0.7%	0.4%
Two or More Races	.%	.%	0.2%
Unknown/Non-Respondent	13.1%	11.5%	30.8%
White Non-Hispanic	13.5%	13.2%	10.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	46.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	75.4	72.4	57.8	80.3	B2
C	Persistence Rate	72.8	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	62.2	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	49.3	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Self-Assessment

Cerritos College serves a diverse population of students, primarily from Bellflower, Cerritos, Downey, Norwalk, and surrounding cities in southeast Los Angeles County. Over the past three years, the annual headcount has ranged from 35,043 (2007/08) to 38,028 (2008/09) students. In the last academic year (2009/10) the college registered 35,260 students, a decline of 2768 students from the 2008/09 year. While headcount declined from 2008/09 to 2009/10, full-time equivalent students (FTES) have increased consecutively over the past three years. The number of FTES rose above 18,000 in 2009/10 to 18,076 FTES. The decrease in headcount and the increase in FTES in 2009/10 reveal students enrolling in more classes.

College-level success indicators found in the "ARCC 2011 Report" have remained relatively stable when compared to the previous three academic years' indicators. Seventy-five percent (75.4%) of Cerritos students who have shown intent to work towards a degree/certificate have earned at least 30 units in the California Community College System. Cerritos is above the peer group average of 72.4% for the most recent cohort of students. The Persistence Rate for first-time students who completed six units in the fall of 2008 at Cerritos College and returned to a California community college in the subsequent fall (2009) semester was 72.8%, which is similar to previous years. For Persistence Rate, Cerritos College was 2% higher than the peer group average (70.8%).

The Student Progress and Achievement Rate (SPAR) has ranged from 45.0% to 48.3%. The most recent cohort has a SPAR of 46.5% when given a six-year window of time to complete one of the hurdles in the SPAR indicator. When our SPAR is examined with other colleges in our peer group, Cerritos College (at 46.5%) is below the peer group average at 49.4%, but above the peer group low at 43.0%.

Improvement rates measure the percentage of students who initially complete a basic skills or ESL course and move on to subsequently complete the next course in the sequence, given a three-year window of time. The ESL Improvement Rate has been stable at close to 50% over the past three years. The Basic Skills Improvement Rate has also been stable around 62%, which is above the peer group average of 52.5% and 5% lower than the peer group high of 67.4%.

Last year in our ARCC response, we remarked on the development of a Student Success Plan and a Student Success Committee. We have since begun work on these and related initiatives and projects that reinforce academic and student service offerings, train students on proactive student behaviors, and engage students with the campus. This work along with continuing improvements in our institutional effectiveness processes fuels our optimism that student success indicators will show even more improvement in future reports.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	50.6%	50.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	63.3%	63.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	53.3%	53.9%	59.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	74.6%	65.8%	68.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.9%	55.1%	50.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	0.0%	0.0%	22.2%
Basic Skills Improvement Rate	48.4%	46.5%	42.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	8,566	8,568	9,424
Full-Time Equivalent Students (FTES)*	3,261	3,140	3,592

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	16.5%	19.9%	18.5%
20 - 24	18.2%	19.5%	20.3%
25 - 49	47.4%	43.4%	47.2%
Over 49	17.9%	17.3%	14.0%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.5%	61.1%	58.6%
Male	41.1%	38.6%	41.2%
Unknown	0.4%	0.3%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.9%	4.3%	2.9%
American Indian/Alaskan Native	2.7%	3.1%	1.6%
Asian	2.8%	3.2%	1.5%
Filipino	1.2%	1.7%	1.0%
Hispanic	13.1%	13.2%	18.4%
Pacific Islander	0.4%	0.5%	0.3%
Two or More Races	.%	.%	0.9%
Unknown/Non-Respondent	6.3%	7.7%	39.6%
White Non-Hispanic	69.5%	66.5%	33.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.8	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	67.7	70.2	57.8	80.0	B1
C	Persistence Rate	59.9	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.8	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	42.5	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	22.2	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Self-Assessment

Established in 1973, Cerro Coso Community College is one of three colleges within the Kern Community College District. Cerro Coso provides educational services to a population of approximately 85,000 distributed over a service area of over 18,000 square miles which is the largest community college service area in California. Cerro Coso offers instruction and services at the Indian Wells Valley Campus in Ridgecrest, the Eastern Sierra College Center serving Mammoth Lakes and Bishop, and the South Kern Center serving Lake Isabella, Edwards Air Force Base and California City. Cerro Coso has an established virtual campus, CC Online, to respond to the needs of our expansive service area.

The SPAR rate increased 2% and is 4% above the peer group average. This is a key indicator for Cerro Coso and our district research team is planning a study on factors that contribute to it. Cerro Coso increased 4% in the 30 Unit Indicator, catching up to the peer group average. The persistence rate also increased 6.4% over last year, exceeding the peer group average of 55.9%. This is partly a result due to numerous interventions including the number of students completing assessment before enrolling having increased by 17% over the last two years and student contacts with counseling/advising services having increased by 26% over the last three years. The number of alerts received through the Online Early Alert System to provide early feedback and connection to services to students at risk of failing increased by 35% over the last 3 years.

In spite of the introduction of "DR" grades negatively impacting completion rates, vocational completion rate increased 3.3% over last year. The completion increase is encouraging even as CTE faculty are reporting an increase in underprepared, newly unemployed adults reflecting current economic conditions. This is consistent with a 14.4% increase in FTES and the enrollment growth in the 20-49 age groups. The Basic Skills success and completion rates have both suffered, partly due to CB21 coding errors, and to the Basic Skills Program lacking focus. During fall 2010 the Basic Skills Program received a new coordinator who began fully implementing the program plan. The college is in the process of implementing a diagnostic tool allowing for targeted remediation as an alternative to semester long Basic Skills courses. In fall 2011, the college will begin enforcing an extended orientation requirement for all basic skills students including the development of a long-term education plan.

The reader may note a large increase in the percentage of students with an "unknown" ethnicity, from 7.7% in 2008-09 to 39.6% in 2009-10. This is due to technical problems with the district-wide implementation of the new ethnicity categories. We are correcting the problem and plan to resubmit our data soon.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.0%	50.4%	49.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.0%	73.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	73.9%	72.9%	72.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	70.1%	70.2%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.4%	60.3%	60.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	47.1%	51.9%	51.0%
Basic Skills Improvement Rate	63.7%	66.1%	64.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,391	23,193	22,824
Full-Time Equivalent Students (FTES)*	10,420	10,912	11,315

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.4%	25.7%	24.8%
20 - 24	30.2%	30.3%	31.3%
25 - 49	35.5%	36.0%	36.8%
Over 49	8.8%	8.0%	7.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.8%	53.9%	53.8%
Male	42.8%	43.8%	44.4%
Unknown	2.4%	2.3%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	14.4%	15.2%	15.3%
American Indian/Alaskan Native	0.8%	0.8%	0.5%
Asian	17.7%	18.2%	18.1%
Filipino	9.4%	9.0%	8.2%
Hispanic	23.6%	25.1%	26.8%
Pacific Islander	2.5%	2.5%	2.2%
Two or More Races	.%	0.2%	2.4%
Unknown/Non-Respondent	10.0%	8.5%	6.3%
White Non-Hispanic	21.6%	20.6%	20.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.9	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	72.1	72.4	57.8	80.3	B2
C	Persistence Rate	72.3	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.7	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.0	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	64.1	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	51.0	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Self-Assessment

The performance results for Chabot College are mostly positive: strong long-term success and persistence of new students and near or above average long-term improvement rates in Basic Skills and ESL courses, with some lower than average success rates in Basic Skills and Vocational courses. These outcomes 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 Bay Area 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, 18% Asian American, 8% Filipino, 27% Latino, 20% White) has financial pressures that work against remaining in college. Fifty-nine percent (59%) work 20 hours or more per week, 62 percent live with their parents, 70 percent are first-generation college students, and 62 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 95 percent of entering students who took the assessment test(s) have required remediation in basic math and/or English. The low-income level coupled with the high proportion of students 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 near or above average performance on student progress and achievement, earning at least 30 units, persistence from Fall to Fall, and improvements in Basic Skills and ESL courses. 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 college-wide long-term achievement.

However, reflecting the challenges students face, success rates in Basic Skills and Vocational courses were below average compared to our peer groups. Increasing success rates in Basic Skills courses has been a goal at Chabot for many years, as reflected by the growth of learning communities, the increased number of federal, state, and private grants targeting Basic Skills, and the increasing number of Basic Skills classes containing a lab component. Many of these initiatives began in recent years, and we hope they will soon have a positive influence on overall Basic Skills success rates.

An analysis of the Vocational data indicates that below average success rates are due to lower success rates in first level Vocational courses rather than higher-level Vocational courses. Success rates in higher-level Vocational courses are above the peer group average for all Vocational courses. The lower success rates in the first level Vocational courses are likely the result of numerous factors, including students leaving the college for jobs, "experimenting" with career options, expecting less rigorous coursework, and lacking proficient college-level skills.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	45.8%	46.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.5%	70.4%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	66.4%	69.4%	71.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.7%	73.8%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.0%	63.2%	66.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	42.2%	43.5%	51.6%
Basic Skills Improvement Rate	54.5%	59.3%	58.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	28,222	29,323	29,377
Full-Time Equivalent Students (FTES)*	14,320	14,841	14,848

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.7%	30.8%	32.2%
20 - 24	32.4%	32.2%	32.9%
25 - 49	33.5%	32.7%	31.2%
Over 49	4.4%	4.2%	3.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.7%	58.8%	57.8%
Male	38.8%	39.5%	40.7%
Unknown	1.4%	1.6%	1.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	12.0%	11.5%	9.5%
American Indian/Alaskan Native	0.6%	0.7%	0.4%
Asian	5.8%	5.7%	5.6%
Filipino	2.9%	3.0%	3.8%
Hispanic	42.4%	42.9%	43.1%
Pacific Islander	0.6%	0.6%	0.8%
Two or More Races	.%	.%	1.7%
Unknown/Non-Respondent	9.4%	10.4%	11.1%
White Non-Hispanic	26.2%	25.3%	23.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	68.9	72.4	57.8	80.3	B2
C	Persistence Rate	71.6	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.4	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	58.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	51.6	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Self-Assessment

Founded in 1883, Chaffey College serves the residents of the San Bernardino County Inland Empire and was one of the first community colleges to be established in California. In Fall 2010, 19,773 students generated over 63,000 enrollments. To meet the transfer, occupational, general education, and foundation skills needs of students, Chaffey offered 1,813 sections in 88 subject areas, providing 647 unique course offerings. Because of the proportion of low-income Hispanic Students served, the college has been designated a Hispanic Serving Institution; over 76% of Chaffey students are from historically underrepresented populations.

As part of the district's strategic planning process, Chaffey incorporates findings from the Accountability Report for Community Colleges (ARCC) into a number of district functions. In addition to sharing ARCC outcomes directly with the Governing Board, all or parts of the ARCC report are inculcated within Instructional, Student Services, Career Technical Education, Learning Outcomes, and Equity Council Governing Board monitoring reports. Numerous committees (e.g., Education Master Plan, Enrollment and Success Management, Equity Council, etc.) utilize ARCC findings in their planning and evaluation processes.

As identified in the 2011 ARCC Report, Chaffey College observed improvements on six of the seven accountability indicators. With the Basic Skills Transformation Project serving as the catalyst for an institutionally embraced pedagogical shift, Chaffey continues to witness systematic improvements in credit basic skills course completion rates (59.7% in 2005-06; 66.4% in 2009-10); ESL improvement rates (32.7% from 2003-04 to 2005-06; 51.6% from 2007-08 to 2009-10); and basic skill improvement rates (47.4% from 2003-04 to 2005-06; 58.6% from 2007-08 to 2009-10). Through various processes such as the Educational Master Plan, Program & Services Review, and Student Learning Outcomes, the district exhibits a strong commitment to linking instruction and student services and providing a high level of instructional support to students. This support is typified by the district's Success Centers (including the Faculty Success Center), alternative learning strategies (e.g., supplemental instruction; accelerated learning), and innovative student support services (e.g., Early Assessment, Opening Doors to Excellence, and the Smart Start Program). The district's new "Completion Counts/Exceeding Expectations (C2:E2)" agenda also identifies numerous initiatives and establishes strategic goals related to completion milestones. As a result, for the third consecutive year the district has observed improvements in Student Progress and Achievement Rate (SPAR) and persistence rate and experienced an all-time high in successful course completion rate in vocational courses.

The only metric where Chaffey College did not demonstrate improvement was among students who earned at least 30 units. After peaking at 70.4% last year, the percentage of students who earned at least 30 units declined to 68.9% this year. Completion of 30 or more units is a clearly defined outcome in the Completion Counts/Exceeding Expectations (C2:E2) agenda, with various strategies that involve a holistic incorporation of instruction, student services, and student support services targeted toward improving performance on this measure.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.5%	53.4%	54.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.4%	73.8%	75.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	64.1%	68.4%	63.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.4%	77.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	64.6%	70.4%	72.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.4%	54.3%	62.6%
Basic Skills Improvement Rate	54.4%	53.1%	57.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.9%	2.8%	5.8%



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	23,410	21,564	20,864
Full-Time Equivalent Students (FTES)*	11,981	13,023	11,444

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	36.9%	32.3%	37.7%
20 - 24	29.7%	34.3%	32.3%
25 - 49	22.5%	24.4%	21.6%
Over 49	10.7%	9.0%	8.4%
Unknown	0.2%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.1%	54.2%	54.4%
Male	43.6%	43.1%	43.7%
Unknown	1.4%	2.7%	1.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.0%	5.2%	4.3%
American Indian/Alaskan Native	0.7%	0.7%	0.5%
Asian	7.6%	6.8%	3.3%
Filipino	2.9%	2.8%	2.2%
Hispanic	39.2%	38.5%	34.4%
Pacific Islander	0.6%	0.7%	0.4%
Two or More Races	.%	.%	0.5%
Unknown/Non-Respondent	12.8%	18.0%	32.6%
White Non-Hispanic	30.2%	27.4%	21.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	54.3	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	75.5	72.4	57.8	80.3	B2
C	Persistence Rate	63.7	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.8	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	57.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	62.6	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Self-Assessment

Citrus College serves the Southern California communities of Azusa, Claremont, Duarte, Glendora and Monrovia. The college's demographic profile reflects the cultural and ethnic diversity of the communities it serves. Citrus College offers associate degrees in 29 fields of study and certificates of achievement/skill awards in 58 career technical programs. These academic programs enable students to earn an associate degree, transfer to a four-year college or university, prepare for a career, or achieve a combination of these opportunities.

The 2011 ARCC Report's trend data cites improvement, compared to the previous year, in six of the seven accountability indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; 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; and Career Development and College Preparation (CDCP) Progress and Achievement Rate. The most dramatic progress occurred in the Improvement Rates for ESL and Credit Basic Skills Courses category: the ESL Improvement Rate subcategory increased by 8.3 percentage points, while the Basic Skills Improvement Rate subcategory increased by 3.9 percentage points. The college earned the Peer Group High in Annual Successful Course Completion Rate for Credit Basis Skills Courses, 72.8 percent. The institution's College Success Program is a critical factor in basic skills students' progress and improvement. The program provides a multifaceted approach to instruction that includes tutoring, Fast Track courses, Learning Communities, and professional development for faculty.

Persistence Rate was the only category in which a decline (-4.7 percent) was noted. The institution is identifying probable factors contributing to this decline, specifically, through analysis of instructional course offerings and policies affecting students' priority registration. The raw data associated with the Persistence Rate indicates that full-time students had a higher persistence rate (72 percent) than part-time students (54 percent). This dovetails with the 2010 CCSSE survey results, which show full-time students demonstrating a higher level of engagement on campus than part-time students. The college has begun researching the effect of enrollment status and engagement on persistence for all students, given that there are more part-time students than full-time students enrolled at Citrus College.

The college received a STEM grant in 2008, which expanded support to students through a program offering Supplemental Instruction, Peer Mentoring, transfer counseling, and research opportunities at four-year colleges and universities. From 2008 to 2010, the STEM Program garnered a 90 percent increase in STEM majors and a 69 percent increase in the number of associate degrees conferred in STEM disciplines.

Citrus College, through its institutional and divisional planning processes, is working to advance the achievement of its mission, vision and values to ensure student success. The institution continues to be intentional in providing academic programs and support services that align with the core mission of the California Community College system.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.4%	50.2%	52.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	74.8%	72.1%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	75.2%	76.7%	75.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.3%	76.9%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	64.2%	64.8%	61.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	57.4%	60.8%	66.6%
Basic Skills Improvement Rate	58.5%	65.0%	66.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



City College of San Francisco

San Francisco Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	49,035	51,530	48,865
Full-Time Equivalent Students (FTES)*	37,319	38,019	34,741

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	15.0%	15.2%	16.0%
20 - 24	26.6%	27.3%	29.1%
25 - 49	47.8%	47.3%	45.5%
Over 49	10.6%	10.1%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.1%	54.4%	53.4%
Male	44.6%	44.6%	44.8%
Unknown	0.3%	0.9%	1.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	8.1%	8.2%	8.3%
American Indian/Alaskan Native	0.6%	0.5%	0.4%
Asian	29.5%	29.7%	29.5%
Filipino	7.0%	6.8%	6.6%
Hispanic	15.2%	15.4%	17.6%
Pacific Islander	0.9%	1.0%	0.8%
Two or More Races	.%	.%	1.9%
Unknown/Non-Respondent	11.1%	12.0%	7.5%
White Non-Hispanic	27.5%	26.5%	27.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.9	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	73.6	75.1	69.4	83.8	B4
C	Persistence Rate	75.1	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	66.1	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	66.6	51.7	30.5	66.6	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 2011 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Self-Assessment

San Francisco's noncredit programs, referred to as Continuing Education in the ARCC Report, have a long history. The first adult school was established by the San Francisco Board of Education in 1856; this evening school, the first publicly funded education for adults in the State of California, served as the foundation for the emerging noncredit programs. In 1970, the San Francisco Community College District was formed, comprised of two divisions: credit and noncredit. The two divisions merged in 1990 into a single college: City College of San Francisco (CCSF).

As a whole, CCSF enrolls roughly 100,000 students each year. It 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.

In recent years, noncredit enrollment has been declining and as a consequence now has fewer students than credit. In 2009-10, noncredit served the needs of 46,030 students down from 48,601 the prior year. Its largest two ethnic populations were Latino (25.7%) and Asian (38.8%). Noncredit students also tend to be older and female.

The Career Development and College Preparation (CDCP) Progress and Achievement rate is the only measure of student success in the ARCC report for noncredit students. These students must be enrolled in CDCP programs in the noncredit division. The CDCP rate calculates the percent of students in CDPC courses who transitioned to credit, transferred to a 4-year institution or received a noncredit certificate of completion or competency. Noncredit certificates have not yet been issued. Without certificate recipients, our CDCP rate is 5.3% for the 2005-06 cohort, rising to 7.5% in 2007-08. That represents a 42% increase.

Our college is concerned that current CDCP measures do not accurately measure our CDCP programs' contribution to student success. First, students who attempt a credit course before taking a CDCP course are not included in the cohort of students tracked, despite the fact that students may try a credit course either before or during their CDCP course before realizing a CDCP program is the best educational path for them. These students have been removed from ever being counted as a CDCP success. Second, CDCP students are only tracked for three years. We know that CDCP students are the least academically prepared yet they are given less time than most credit students to get their AA/AS degree or transfer to a 4-year institution. To expect them to transition to credit or transfer to a four-year college in three years is unrealistic. Third, we know most CDCP students are working and enrolled part-time yet all of their achievement must occur on a timeline geared for the fully prepared, full-time student. The relevance of the CDCP Progress and Achievement rate is constrained by these definitional limitations. We are planning a study to determine how these factors limit the reporting of CDCP success.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	58.2%	64.0%	52.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	66.5%	71.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	53.1%	47.7%	44.4%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	70.7%	71.5%	70.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	68.3%	68.5%	69.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	18.6%	19.8%	23.2%
Basic Skills Improvement Rate	49.0%	51.9%	46.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Coastline Community College

Coast Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,128	22,768	18,930
Full-Time Equivalent Students (FTES)*	6,493	6,972	6,251

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	10.9%	10.4%	10.6%
20 - 24	18.0%	19.0%	19.0%
25 - 49	46.7%	47.9%	46.2%
Over 49	24.3%	22.6%	24.1%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.8%	53.4%	57.9%
Male	44.1%	45.1%	40.7%
Unknown	1.2%	1.6%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.3%	7.5%	5.4%
American Indian/Alaskan Native	1.2%	1.2%	0.8%
Asian	21.4%	21.1%	26.4%
Filipino	1.5%	1.6%	1.7%
Hispanic	14.7%	13.9%	14.6%
Pacific Islander	0.4%	0.5%	0.4%
Two or More Races	.%	.%	1.4%
Unknown/Non-Respondent	16.3%	18.2%	12.8%
White Non-Hispanic	37.2%	36.0%	36.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.2	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	67.5	68.3	63.9	72.4	B5
C	Persistence Rate	44.4	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.7	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	46.3	53.9	46.3	60.4	F6
G	Improvement Rate for Credit ESL Courses	23.2	43.0	0.0	67.2	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 2011 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 exceptional distance learning and instructional system design departments. The college has produced more than 80 internationally-distributed, award-winning telecourses and online courses. Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles of working adults.

In addition to 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's recent Educational Master Plan suggests that the College will continue to experience increased diversity including continued growth from the Asian/Pacific Islander, Filipino and Hispanic populations. These populations disproportionately make up pockets of poverty in our community. These students are in need of remediation and clear information regarding pathways to CTE programs and transfer opportunities. As a result, Coastline was awarded a federal Title III grant to target the student success and retention of our American Asian and Native Pacific Islander student populations over the next five years. CCC is also promoting a culture of evidence to achieve greater student success and retention.

Overall, Coastline's ARCC 2011 data suggest a healthy campus, as evidenced by performance on the Student Progress and Achievement Rate (SPAR). Coastline's SPAR outperformed the peer group average by 3.5%. Coastline also outperformed the peer group average on the Annual Successful Course Completion Rate for Credit Basic Skills Courses measure by 6.7%. These are highly important student success indicators that demonstrate the college's ability to serve our mission and the needs of our community. On the remaining indicators - Coastline was slightly below the peer group averages with the exception of the Improvement Rate for Credit ESL Courses measure. This measure continues to be troubled by historic course coding errors that although corrected have not fully progressed through ARCC reporting.

Coastline is making a conscious effort to attract first-time students who will consider Coastline their home college. This effort has taken shape through the development of new programs including Biotechnology (the only biological laboratory technician training program in Orange County) and partnerships with local school districts for programs such as our Early College High School recognized as a California Distinguished School, community-based learning centers in Garden Grove, Westminster and Costa Mesa/Newport Beach, and development of innovative technologies to support the design and delivery of high-quality distance learning courses.

Coastline is eagerly engaged in the process of further improving our student outcomes. The college's innovative programs and intentional student success and retention focus efforts will continue to help our students meet their goals and improve our ARCC 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.7%	54.4%	53.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.1%	70.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	72.5%	67.0%	67.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	65.9%	64.5%	63.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	60.6%	61.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	60.2%	57.2%	51.6%
Basic Skills Improvement Rate	46.6%	48.9%	53.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	10,570	11,525	12,976
Full-Time Equivalent Students (FTES)*	3,558	3,791	4,204

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.2%	23.4%	22.8%
20 - 24	29.0%	30.5%	32.1%
25 - 49	38.7%	39.3%	38.9%
Over 49	8.1%	6.8%	6.3%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.5%	54.0%	52.7%
Male	42.0%	41.2%	41.3%
Unknown	0.5%	4.7%	6.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	23.8%	21.8%	20.8%
American Indian/Alaskan Native	0.5%	0.7%	0.5%
Asian	33.3%	29.5%	24.8%
Filipino	3.8%	3.8%	2.8%
Hispanic	13.1%	12.5%	10.6%
Pacific Islander	0.9%	0.9%	0.7%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	8.9%	16.8%	28.1%
White Non-Hispanic	15.6%	13.9%	11.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	53.8	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	72.1	70.2	57.8	80.0	B1
C	Persistence Rate	67.7	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	63.8	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	53.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	51.6	49.4	9.6	83.3	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 2011 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Self-Assessment

The College of Alameda (COA), with about 13,000 students, is experiencing a marked increase of enrollment growth over the past two Academic years totaling approximately 18%. From 2007/08 to 2008/09 the headcount increased by 9% while FTES increased by 7%, and from 2008/09 to 2009/10 the headcount increased by 13% while FTES increased by 11%. During this same period, the proportion of students younger than 25 has increased very slightly. The dominant ethnic/racial groups are Asian/Pacific Islander/Filipino and African American posting a slightly lower percentage than last Academic Year, representing 28% and 21% of the student body respectively. With the exception of English and Mathematics, the highest enrolled subjects in fall 2010 (duplicated headcounts at 500 or more students) were: Psychology, ESL, Business, Physical Education, History, Biology, and Communications. There is a balance of enrollment between vocational and non-vocational classes. Over the past few years, mainly through external funding grants and projects, COA has developed a number of new programs to support students in obtaining transfer credits as well as degrees and certificates. Five of these programs are: The Alameda Science and Technology Institute (ASTI); the Alameda Transportation and Logistics Academic Support (ATLAS); the Oakland Aviation High School; the Youth Empowerment Strategies for Successful-Independent Living Program (YESS-IL) supporting pre-collegiate youth and special populations; and the Toyota T-Ten Auto Mechanics Certification Program. A number of grant initiatives are currently assisting COA's programs in Auto, Diesel, Dental and Aviation as well as coupling them to business programs. The transfer function is supported by a transfer and career center as well as several college and university recruitment days. A six-year trend analysis of ARCC data performed by the Peralta Community College District institutional research office up through the ARCC 2011 report reveals the following:

- For the past six years the student progress and achievement rate has been hovering around 53%.
- The percent of student cohorts earning 30 or more credits for the past six years shows a slow and steady improvement to 72.1%.
- An interesting phenomenon is that proportion of the students taking at least six units and persisting from Fall to Fall has been on the rise until the Fall 2007 to Fall 2008 period. This decline coincided with an implementation of a new student administration.
- The percentages of students successfully completing vocational courses has dropped from 68% in 2004/05 to 64% in 2009/10. This area needs to be investigated by program review.
- A similar pattern is found with the successful completion of basic skills courses; whereas in 2004/05 the rate was 68%, in 2009/10 the rate was 62%. These programs may also benefit from comprehensive program review aimed at improving student success as well as the Basic Skills Initiative research.
- On the other hand, the basic skills improvement rate increased from 37% to 54% from 2003-04 to 2009-10. This represents a substantial improvement.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	59.1%	60.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.7%	69.3%	70.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	63.8%	55.1%	59.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.8%	82.9%	80.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	71.2%	68.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	51.4%	55.5%	45.2%
Basic Skills Improvement Rate	63.6%	65.3%	59.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	10,144	11,729	12,385
Full-Time Equivalent Students (FTES)*	4,456	4,662	5,461

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.0%	17.7%	17.8%
20 - 24	21.2%	20.6%	21.8%
25 - 49	38.6%	38.7%	40.3%
Over 49	20.2%	22.7%	19.9%
Unknown	0.0%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.6%	58.4%	57.3%
Male	40.4%	40.6%	41.2%
Unknown	0.0%	1.0%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of Marin

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.7%	4.4%	4.4%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	7.6%	6.7%	5.5%
Filipino	1.3%	1.1%	1.0%
Hispanic	12.4%	14.5%	15.1%
Pacific Islander	0.5%	0.5%	0.5%
Two or More Races	.%	.%	1.4%
Unknown/Non-Respondent	8.6%	18.5%	21.8%
White Non-Hispanic	64.4%	53.9%	49.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	55.6	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	70.4	74.8	70.4	80.5	B6
C	Persistence Rate	59.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.2	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.1	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	59.8	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	45.2	43.0	0.0	67.2	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 2011 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, aging, and predominately Caucasian. Because College of Marin is committed to serving underrepresented students, its student body is significantly more diverse than the population of Marin County as a whole.

The college offers many types of courses to respond to community needs including courses that transfer to four-year colleges and universities, workforce education courses, basic skills courses, ESL, and courses for intellectual and cultural enrichment.

When compared to its peer group as defined by the Chancellor's Office, the college is above the average on four measures and close to the peer group on one measure. The above average measures are: Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses. The Student Progress and Achievement Rate is similar to its peer group average.

The Percent of Students Who Earned at Least 30 Units and the Persistence Rate indicator were lower than its peer group averages. These results were lowered due to the implementation of a new computer management system (Banner) in the summer 2008 term. Students who had a college assigned identification number on the old system instead of a social security number acquired a different identification number on the new Banner system; therefore making it difficult to electronically track the full attendance as an unbroken time period for these students once the computer conversion was complete. This result of not being able to electronically track these students into the 2008-2009 or 2009-2010 year effectively shortened (for reporting purposes) the full attendance time period for these students to earn thirty units.

The lower Persistence Rate compared to its peer group may be explained by the demographics of Marin County which is a well-educated community with an aging population. Approximately 25% 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. In the statistical model used in the ARCC report, the percentage of students age 25 and older is negatively associated with student persistence rate. The demographics of having older students and a well-educated community may make it less likely that students persist from fall term to fall term.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	60.6%	62.9%	58.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	74.1%	75.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	71.7%	77.9%	77.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.4%	80.9%	79.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	59.9%	56.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	57.0%	54.1%	54.1%
Basic Skills Improvement Rate	56.6%	56.7%	57.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,094	18,647	18,566
Full-Time Equivalent Students (FTES)*	7,795	9,071	9,154

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.8%	27.7%	28.3%
20 - 24	24.7%	24.3%	25.3%
25 - 49	36.8%	36.5%	35.5%
Over 49	10.7%	11.5%	10.9%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.6%	50.7%	51.5%
Male	46.8%	46.7%	45.9%
Unknown	2.6%	2.5%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.6%	3.6%	3.4%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	18.3%	16.9%	17.3%
Filipino	6.4%	6.1%	6.3%
Hispanic	18.4%	18.7%	20.9%
Pacific Islander	2.1%	2.2%	2.2%
Two or More Races	.%	.%	1.7%
Unknown/Non-Respondent	13.5%	15.6%	11.2%
White Non-Hispanic	37.2%	36.5%	36.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	58.4	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	73.5	74.8	70.4	80.5	B6
C	Persistence Rate	77.8	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.6	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.8	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	57.6	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	54.1	49.4	9.6	83.3	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 2011 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 35 students. Located in a County with minimal population growth, CSM's enrollment has slowly declined over the past few decades. More recently, student enrollments have stabilized. Between 2008-2009 and 2009-2010, the number of students enrolled (annual unduplicated headcount) decreased slightly: -0.4%. During the same period of time, however, the number of Full-Time Equivalent students (FTES) at CSM increased: +0.9%. These figures indicate that CSM students who enrolled in 2009-2010 carried slightly higher unit loads, on average, than their counterparts in 2008-2009. During this time, the demographic profile of CSM students has remained stable.

In terms of student success, CSM's performance on 6 of the 7 ARCC indicators remains consistently healthy in relation to both Statewide averages and its CCC peer groups. (1) The "first-time student progress and achievement rate" is considerably greater than Statewide and peer group averages. (2) The "percent of first-time students who have earned at least 30 units" is above the Statewide average and approximately one point below our comparative peer group. (3) The "fall-to-fall persistence rate" is significantly greater than the Statewide average (10.2 points) and peer group averages (4.7 points). (4) The "annual successful course completion rate for vocational courses" exceeds the Statewide average by 2.6% and our peer groups average by nearly 4%. (5) The "annual successful course completion rate for credit basic skills courses" is significantly below both Statewide and peer group averages. (6) The "improvement rate for ESL students" is on par with the Statewide average but nearly 5 points above our peer group average. (7) The "improvement rate for basic skills students" is 1 point below the Statewide average and slightly above its peer group average.

Although CSM ranks well above the Statewide average and its peer groups in terms on Fall-to-Fall persistence, the College remains keenly concerned that more than one-fifth (22.2%) of students are not returning and enrolling the subsequent year. The College has experienced an increasing number of students with skills below college-level and this population is at most risk to drop out. This is also reflected in the slight downward trend--since last year's ARCC report--in the College's successful course completion rate for basic skills enrollments and student progress/achievement rates.

CSM continues to vigorously address student success issues through a variety of student learning and support efforts associated with its Basic Skills Initiative and Enrollment Management Plan. In addition, the College continues to use a series of external and internal indicators to introduce curricular and pedagogical innovations designed to improve student academic achievement in below college-level coursework.

Beyond the ARCC indicators, CSM is proud of its long tradition of preparing students for transfer. Each year, approximately 1,100 students transfer to the UC and CSU. Since 1995, CSM's transfer and degree/certificate completion rates are consistently equivalent to or above Statewide averages.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.4%	43.9%	44.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.4%	67.0%	57.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	67.1%	72.1%	71.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	96.7%	96.7%	96.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.1%	56.7%	58.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	35.6%	38.5%	30.5%
Basic Skills Improvement Rate	46.1%	39.7%	39.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.0%	1.4%	2.4%



ARCC 2011 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	35,405	39,660	36,399
Full-Time Equivalent Students (FTES)*	14,537	16,603	16,587

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.9%	27.8%	27.0%
20 - 24	18.5%	18.7%	20.8%
25 - 49	45.3%	44.2%	43.0%
Over 49	9.2%	9.3%	9.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	41.2%	42.3%	42.0%
Male	58.1%	57.1%	57.9%
Unknown	0.7%	0.5%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.1%	6.2%	6.7%
American Indian/Alaskan Native	0.6%	0.6%	0.6%
Asian	6.3%	6.2%	6.1%
Filipino	3.5%	3.6%	3.5%
Hispanic	26.4%	27.6%	34.7%
Pacific Islander	0.5%	0.6%	0.5%
Two or More Races	.%	.%	0.7%
Unknown/Non-Respondent	12.9%	11.8%	1.8%
White Non-Hispanic	43.8%	43.4%	45.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	44.3	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	57.8	72.4	57.8	80.3	B2
C	Persistence Rate	71.9	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	96.8	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.1	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	39.5	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	30.5	51.7	30.5	66.6	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 2011 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Self-Assessment

College of the Canyons (COC) has served the Santa Clarita Valley for over 40 years. COC currently serves nearly 22,000 students. Over 1,100 degrees and certificates were awarded in 2009/10.

Regarding the accountability measures, there appear to be data anomalies and the actual data may be more positive than the report indicates. Using posted data, COC's performance has either remained consistent or increased over the past three years, and was higher on one measure and within one percent on another. Specifically,

- Persistence Rate increased over the past three years (within 1 percent of peer group average) and
- Annual Successful Course Completion Rate for Credit Vocational Courses was consistent for the past three years (higher than peer group average).

However, COC's performance was lower than the peer group average on five measures:

- Student Progress and Achievement Rate was consistent for the past three years (lower than peer group average). In response, COC is
 - o Continuing and revising their First-Year Experience (FYE) program introduced in Fall 2010, designed to address incoming students' basic skills and academic planning needs,
 - o Developing accelerated curriculum in English and math,
 - o Developing fast-track training for high-demand jobs, and
 - o Increasing services for reentry and veterans.
- Annual Successful Course Completion Rate for Credit Basic Skills Courses increased for the past three years (lower than peer group average). In response, COC is
 - o Aligning with the local high school district to develop resources for students including a sample transfer level writing prompts and assessment rubrics for distribution to high school faculty, a brochure and presentation for high school students, parents, and educators emphasizing the importance of continued math education throughout high school,
 - o Developing a video tutorial from Matriculation to educate incoming students about the importance of the placement test and provide sample questions prior to test administration and
 - o Continuing College to Career Day, helping students identify career pathways available through community college programs and certificates.
- Decreases were observed for the Percent of Students Who Earned at Least 30 Units and the Improvement Rate for Credit ESL and Credit Basic Skills Courses (lower than peer group average). In response, COC is
 - o Exploring the need to recode ENGL-091 as basic skills where 40% of incoming students place,
 - o Launching a Skilled Teacher Certificate program for full- and part-time faculty, and
 - o Expanding the Supplemental Learning program.

The College remains dedicated to helping students with diverse interests and needs meet their educational goals and develop learning strategies required by a dynamic academic and career world.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	46.4%	50.6%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	78.1%	76.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.5%	68.0%	68.4%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.0%	74.3%	73.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.8%	60.7%	63.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	73.9%	70.5%	70.3%
Basic Skills Improvement Rate	54.6%	57.0%	56.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.9%	1.7%	2.7%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	15,046	16,084	16,220
Full-Time Equivalent Students (FTES)*	8,151	8,724	9,051

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.2%	25.5%	26.5%
20 - 24	29.2%	28.7%	28.7%
25 - 49	39.6%	39.1%	38.8%
Over 49	6.9%	6.6%	5.9%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.7%	56.4%	56.1%
Male	42.3%	43.5%	43.8%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of the Desert

Desert Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.2%	2.1%
American Indian/Alaskan Native	0.9%	0.9%	0.5%
Asian	3.2%	2.8%	2.1%
Filipino	1.8%	1.8%	1.3%
Hispanic	56.5%	54.8%	59.0%
Pacific Islander	0.4%	0.5%	0.3%
Two or More Races	.%	.%	0.0%
Unknown/Non-Respondent	5.6%	7.3%	17.4%
White Non-Hispanic	28.5%	28.6%	17.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	50.6	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	77.6	72.4	57.8	80.3	B2
C	Persistence Rate	68.4	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	70.3	52.6	20.0	77.1	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 2011 Report: College Level Indicators

College of the Desert

Desert Community College District

College Self-Assessment

College of the Desert serves the geographical area 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 the college'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 the Coachella Valley is located about 60 miles from the nearest University of California and about 70 miles from the nearest CSU, and five miles from a satellite center CSU San Bernardino. 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 55% composition of the population.

Fall 2010 Census headcount was 12,143 students: 33.7% 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 in 2009/10 transferred 256 students to CSU and 51 students to UC.

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 to enable the college to upgrade facilities. A new Nursing building, a Public safety Academy and a Student Services building have been successfully completed as part of the bond project. Also, the college has started offering classes at the Mecca Thermal site since spring 2009, approximately 30 miles from the main campus. Plans are underway to build campuses at the Indio site and in the West Valley. Appropriate infrastructure is planned to facilitate distance education.

In the ARCC 2011 report, College of the Desert shows excellent performance in six indicators. The college is below its peer group in two indicators and is taking steps to improve its Basic Skills improvement rate and persistence rate. The percentage of students earning at least 30 units, persistence rate, course completion rate for credit basic skills courses, and Career Development and College Preparation progress and achievement 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 helping students succeed by offering services such as assessment testing and orientation, access to counseling and financial aid assistance. The Academic Skills Center is especially important to student success and 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.5%	50.4%	47.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.3%	71.3%	69.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	58.2%	61.1%	56.1%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.5%	78.3%	80.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.8%	56.5%	54.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	66.7%	100.0%	83.3%
Basic Skills Improvement Rate	52.0%	47.5%	52.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	8,907	9,595	10,841
Full-Time Equivalent Students (FTES)*	4,755	5,273	5,542

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.5%	23.0%	22.6%
20 - 24	26.2%	27.4%	27.8%
25 - 49	38.5%	38.2%	38.6%
Over 49	11.7%	11.2%	10.8%
Unknown	0.2%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.8%	56.7%	55.3%
Male	44.1%	43.3%	44.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.2%	2.4%	2.2%
American Indian/Alaskan Native	6.8%	7.4%	7.2%
Asian	2.4%	2.3%	2.7%
Filipino	0.3%	0.3%	0.3%
Hispanic	7.6%	7.6%	8.8%
Pacific Islander	0.7%	0.8%	0.6%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	10.8%	13.0%	9.7%
White Non-Hispanic	69.2%	66.1%	66.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	47.4	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	69.5	69.2	56.3	76.4	B3
C	Persistence Rate	56.1	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.8	80.4	79.4	80.9	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	52.5	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	83.3	49.4	9.6	83.3	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 2011 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Self-Assessment

The 2011 ARCC report reflects College performance during the 2009–2010 Academic Year. This self-assessment, reviewed by the President and the Board of Trustees, will discuss the 7 performance indicators in the context of a changing college profile and increasing initiatives to improve performance.

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

The College maintains instructional sites in the following locations: the main Eureka campus, the 101 Corridor sites (Eureka Downtown, Arcata, and McKinleyville), the Del Norte Instructional Center (Crescent City), Klamath-Trinity (Hoopa), the Mendocino Coast Instructional Center (Fort Bragg), and the newest site, Southern Humboldt in Garberville. The College also offers a variety of courses in an Online format. College of the Redwoods offers 22 certificates and 45 associate degrees, providing educational opportunity to the diverse population of the north coast of California.

Having been removed from warning status by the ACCJC in January 2010, the College completed a follow-up report in October 2010, followed by a visit of Commission representatives. The College maintained its accreditation status with an additional recommendation relating to Planning Processes and Evaluation to be met by Comprehensive Review in Fall 2011.

For 2009–2010, enrollment increased 7.3% compared to 2008–2009 and FTES increased 7.7%. Declining job opportunities and the continued economic problems in northern California have encouraged a return to school. Marketing and additional sites based on an analysis of the needs of the 4 county District contributed to an increase in enrollment and FTES.

For the 2011 ARCC report compared to the 2010 report, CR has improved in 2 of the 7 system indicators: (Vocational Course Completion by 2.5% and Basic Skills Improvement by 5%). Each of the other indicators experience drops in varying degrees. CR's indicators exceed State indicators in 2 areas: Vocational Course Completion and ESL Course Improvement. CR's ESL population made up approximately 2% of the total student body in the 2009-2010 Academic Year.

Among the performance indicators, Persistence continues to be CR's largest concern. CR has worked with Student Services as well as Advisors and Counselors to create Intervention measures for At-Risk students, particularly to help the students in their First Year Experience to adapt to college life and to establish and pursue their educational goals.

Of the 1254 new students tested in fall 2009, 79% tested into basic skills English and 77% tested into basic skills math. Basic skills course success has declined for the last 3 years by ~3%. CR has begun to look at Basic Skills advancement data and at-risk populations to help these students achieve their academic goals.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.9%	48.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.9%	70.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	62.9%	65.9%	65.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.1%	74.4%	73.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.8%	57.7%	58.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	53.5%	57.3%	41.5%
Basic Skills Improvement Rate	47.4%	46.9%	48.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



College of the Sequoias

Sequoias Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	17,561	19,367	19,971
Full-Time Equivalent Students (FTES)*	8,210	10,160	10,615

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	35.2%	35.8%	34.0%
20 - 24	24.9%	25.0%	27.1%
25 - 49	34.2%	34.2%	33.7%
Over 49	5.8%	5.0%	4.9%
Unknown	.%	.%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.2%	55.0%	53.6%
Male	43.8%	44.0%	45.3%
Unknown	1.0%	1.0%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.7%	3.3%	2.6%
American Indian/Alaskan Native	1.4%	1.3%	0.7%
Asian	3.4%	3.4%	3.3%
Filipino	1.5%	1.5%	1.3%
Hispanic	44.3%	45.0%	42.3%
Pacific Islander	0.4%	0.4%	0.3%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	9.8%	12.4%	18.6%
White Non-Hispanic	35.5%	32.8%	29.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	70.7	69.2	56.3	76.4	B3
C	Persistence Rate	65.3	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.7	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	48.1	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	41.5	52.6	20.0	77.1	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 2011 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Self-Assessment

The Accountability Report for Community Colleges (ARCC) report for the College of the Sequoias (COS) for 2009-10 includes seven Performance Indicators of student success. The COS has improved rates in three. Three other rates are unchanged.

Three Indicators focus on overall student progress and achievement:

- 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 (“student persistence rate”)

For the first COS rates remained at 2008-09 levels, and are at the “average” for the indicator peer group. The second rate rose .5%. For the important “first time student persistence rate” indicator, COS averaged 63-64% for the four years through 2008-09. For 2009-10, our overall student persistence rate was 65.3 percent.

COS students face extreme economic and educational challenges. A Council of State Government’s study showed Tulare and Kings County ranking 42nd and 56th from the lowest of 3400 counties nationwide on its “educational needs index.” Sixty five percent of newly entering students need remediation in Math and/or English. Those under 25 years of age – probably the least prepared and most “vulnerable” of our students – are enrolling at COS in increasing numbers due to the lack of jobs in Kings and Tulare Counties.

Maintaining and improving the three “campus-wide” persistence rates is a major accomplishment and testimony to the success of our Title V and Achieve the Dream initiatives in:

- advising,
- tutoring,
- placement,
- faculty development,
- supplemental instruction,
- learning communities, and
- mandatory orientation.

The COS vocational course success rate indicator dipped slightly from the previous year, yet is at our peer-college average. Though vocational students are (and will be) aided by the strengthened programs mentioned above, a growing number of under 25 and males students are enrolling in vocational courses. The college might consider targeted support initiatives for vocational students.

The college’s rates for Basic Skills course success and Basic skills persistence have increased 1% and 1.2% respectively from last year. Efforts to strengthen our basic skills are having an important, positive effect on the success of students taking basic skills courses, but the challenge is great.

The final ARCC indicator -- ESL “improvement” – measures the rate at which students successfully complete a course in an ESL strand (writing, listening and speaking, or reading) and subsequently successfully complete a higher level course in the same strand within three years. In reviewing the raw data, COS has found that data coding changes to courses in two of the strands (writing and listening/speaking) during the three year period, have had the unfortunate effect of reducing our ARCC-computed ESL improvement success rate an estimated 12-15% for the period. Though the ARCC reported rate is 41%, the actual rate is in the 53-57% rate range reported in previous years. The College emphasizes our ESL program; the number of non-English speaking people in our student body and service area continues to rise.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	46.3%	43.1%	41.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	65.9%	62.9%	65.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	60.4%	62.4%	60.6%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	84.3%	85.5%	80.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	46.0%	50.4%	44.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	0.0%	21.4%	66.7%
Basic Skills Improvement Rate	45.4%	49.0%	50.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	5,795	6,772	5,879
Full-Time Equivalent Students (FTES)*	2,432	2,671	2,603

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	19.2%	17.2%	20.8%
20 - 24	16.2%	15.9%	18.1%
25 - 49	36.6%	37.1%	37.8%
Over 49	27.9%	29.7%	23.2%
Unknown	0.2%	0.2%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.3%	48.9%	51.7%
Male	47.3%	50.9%	48.0%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.1%	2.8%
American Indian/Alaskan Native	3.8%	4.6%	2.3%
Asian	1.8%	1.8%	1.7%
Filipino	0.5%	0.4%	0.3%
Hispanic	8.3%	7.5%	9.2%
Pacific Islander	0.8%	0.9%	0.7%
Two or More Races	.%	.%	4.0%
Unknown/Non-Respondent	8.1%	9.1%	11.6%
White Non-Hispanic	73.4%	72.6%	67.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	41.3	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	65.4	70.2	57.8	80.0	B1
C	Persistence Rate	60.6	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.9	80.4	79.4	80.9	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	44.0	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	50.9	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	66.7	43.0	0.0	67.2	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 2011 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

College Self-Assessment

College of the Siskiyous (COS) continues to provide excellent educational opportunities to our students. Through both the main campus in Weed and the satellite campus in Yreka, as well as the effort to expand the videoconferencing system via partnerships with local high schools, COS has maintained a high level of enrollment and FTES despite the fiscal challenges it faced during the 2009-2010 academic year.

The vocational programs at COS have trained nurses, firefighters, emergency medical services personnel, and other skilled workers for the county. An Environmental Resources program has been added to the offerings since fall 2009, providing trainings in Natural Resources Technology, Power Generation, and Sustainable Communities. COS leads the peer group for the performance indicator of Annual Successful Completion Rate for Credit Vocational Courses. Our Nursing students have been trained at the state-of-art facility, the Rural Health Science Institute at the Yreka Campus, since fall 2009. COS also seeks the opportunities to add other allied health programs in the future.

College of the Siskiyous' performance has been fairly stable across most of the ARCC indicators, reflecting the efforts from the College as a whole in focusing on student retention and success. Credit ESL courses have seen large improvement thanks to the outreach of faculty, administrators, and the supporting staff.

The Basic Skills Improvement Rate has shown improvement over the past two years. The College is working very hard to identify the factors that impede basic skills students' success and to implement changes from curriculum to facilities to student services. COS continues to provide basic skills professional development for faculty through the Basic Skill Initiative. The Academic Success Center strives to provide programs and services that help our Basic Skills students to succeed. COS recognizes that there is still a tremendous amount of work in this area to be done and anticipates further improvements.

In addition, College of the Siskiyous recognizes that there is room for improvement on some of the performance indicators, especially in areas of student achievement and course completion rates. In fact, the preparation, retention, and success of our students have been the focus within the new Educational Master Plan. More research will be done in these areas and additional strategies will be implemented to improve these indicators through the coming years.

College of the Siskiyous is dedicated to educational excellence. The College has developed a long-term vision, and will strive to provide the leadership in learning, partnership, and stewardship in our communities.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	44.3%	48.9%	51.6%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	64.8%	69.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	62.9%	62.3%	61.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.1%	77.8%	76.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.4%	58.8%	66.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	0.0%
Basic Skills Improvement Rate	43.4%	52.4%	43.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	5,860	7,081	7,261
Full-Time Equivalent Students (FTES)*	2,252	2,468	2,639

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.2%	20.1%	19.8%
20 - 24	20.4%	20.6%	21.6%
25 - 49	32.6%	39.0%	38.6%
Over 49	23.7%	20.3%	19.9%
Unknown	0.0%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.6%	43.9%	44.8%
Male	48.9%	55.4%	53.8%
Unknown	0.5%	0.7%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	5.7%	5.8%
American Indian/Alaskan Native	1.9%	2.2%	1.6%
Asian	1.0%	1.1%	1.5%
Filipino	0.4%	0.4%	0.6%
Hispanic	8.7%	12.4%	14.1%
Pacific Islander	0.4%	0.6%	0.8%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	28.6%	22.5%	14.2%
White Non-Hispanic	55.8%	55.1%	60.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.6	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	71.4	70.2	57.8	80.0	B1
C	Persistence Rate	61.2	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.9	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.7	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	43.1	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	0.0	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Self-Assessment

Columbia College is a small rural college located in the Central Sierra foothills. Over the period shown, headcount has increased by 23.9% and FTES by 17.2%. These increases are significant, and above what have been seen in recent history.

Ethnic diversity is slowly increasing in a population that tends to be older than the nearby Central Valley population. The Hispanic and African American student populations increased in 2009-10 relative to other minority groups. Over the period shown, both ethnicities showed relative increases of 62.1% and 75.8% respectively.

Student Progress and Achievement: Over the periods shown, SPA rates and the % Students Earning at Least 30 units both increased by 16.5% and 10.2% respectively. The persistence rate over the same period dropped slightly (-2.7%).

Successful Course Completion Rates: The 3 year trend for Vocational Courses shows an increase of 2.4%, and the rate for Credit Basic Skills showed a 16.2% increase.

Improvement Rates: Over the period shown, there appears to be significant fluctuation – beyond what might normally be expected. The dramatic swings (close to 10% each year shown) suggest internal coding issues might be responsible for the large changes. It appears that CB21 coding (showing levels below transfer) that influences this rate needs to be revisited, and that the large changes in improvement are likely generated by local coding errors.

Peer Grouping: In all areas of peer grouping, Columbia College is above the peer group average, with one exception. The Improvement Rate for Credit Basic Skills Courses is significantly below that of the peer group average. As mentioned above, review of local CB21 coding has revealed internal errors for this specific rate.

Overview: A review of the data and trends suggests Columbia College is growing both in volume, and ethnic diversity. Trends shown are generally positive with respect to student progress and success. The college's comparative rates with other similar institutions are higher than the peers selected for comparison.

Program review data shows classes are very full, and students appear to be taking courses whenever they can get them. As an example, local data suggests that more students are choosing to take challenging short-term math courses, even though they may be less likely to succeed. Increased enrollment and impacted short term math classes have shown parallel decreases in success and retention. It is possible that impacted courses cause our students to take courses out of sequence, or at non-optimal times.

Evaluation of the ARCC data has been valuable, in that it has sparked review and discussion relating to student success. Additionally, it has revealed a coding error in CB21 that would in some cases, show negative progress for students who were progressing through a sequence.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	26.6%	25.7%	30.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	61.2%	54.3%	56.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	44.6%	55.1%	49.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.1%	64.5%	63.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	46.2%	46.7%	48.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	24.1%	20.0%
Basic Skills Improvement Rate	12.0%	40.3%	56.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	7,683	10,060	12,902
Full-Time Equivalent Students (FTES)*	3,347	5,000	5,303

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.5%	29.3%	27.0%
20 - 24	26.7%	27.5%	30.9%
25 - 49	39.4%	37.7%	37.9%
Over 49	5.5%	5.3%	4.1%
Unknown	0.0%	0.1%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	65.1%	62.9%	62.8%
Male	34.6%	36.9%	37.1%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	49.2%	49.5%	46.3%
American Indian/Alaskan Native	0.2%	0.3%	0.2%
Asian	3.0%	3.0%	4.2%
Filipino	1.9%	2.0%	2.9%
Hispanic	36.8%	35.6%	33.8%
Pacific Islander	1.4%	1.7%	1.3%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	4.8%	5.0%	5.2%
White Non-Hispanic	2.7%	3.0%	4.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	30.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	56.3	69.2	56.3	76.4	B3
C	Persistence Rate	49.0	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	63.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.3	49.1	46.4	54.4	E6
F	Improvement Rate for Credit Basic Skills Courses	56.1	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	20.0	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

El Camino College (ECC) has provided a variety of educational opportunities at its Compton Community Educational Center (CEC) since August 2006. A short drive from El Camino College's main campus in Torrance, CEC sits on an 83-acre campus and serves a population of primarily African-American and Latino communities from Carson, Compton, Lynwood, Paramount, and surrounding areas. Enrollment has increased dramatically with a 68% increase in student headcount over two years.

The Student Progress and Achievement Rate and the percent of students earning at least 30 units have increased from the previous cohorts. These rates still involve cohorts of students who began college before the partnership, suggesting that students are returning to Compton or other institutions to complete their education.

Performance indicators increased or remained stable in all but one area: persistence rate. In response to lower than average persistence, a special effort was recently inaugurated to encourage continuing students to register and apply for financial aid early and to stay on track to achieve their goals.

The successful course completion rate for vocational and basic skills courses have remained fairly stable with a slight uptick for basic skills, a rate that is now near the peer group average.

Overall, CEC performance rates remain the peer group lows on four of the seven ARCC indicators. However, three of these involve cohorts that began before the accreditation revocation of Compton College and therefore less accurately reflect the performance and progress of current students.

The good news is that CEC students are improving. The Basic Skills Improvement Rate is now well above the peer group average. A much higher percentage of students in the most recent cohort of basic skills reading, writing and math showed successful progress to higher levels.

During this period, the Center expanded its faculty development opportunities, with over 50 participants in a collaborative partnership program and on-going workshops for faculty teaching basic skills courses. Many faculty are more knowledgeable about basic skills and share a passion for teaching their students. In addition, academic support services such as tutoring and learning communities have begun to help students succeed.

Many student services initiatives are also underway including proactive promotion of graduation and transfer through one-to-one counseling, university tours and weekly workshops. Already, graduation counts are up and more students are transferring.

The ESL Improvement Rate involves extremely small numbers of students due to a unique population of ESL students who are predominantly non-credit students (and are thus excluded from the rate). Therefore, the rate is not a valid measure of institutional quality at this time. Nonetheless, CEC is expanding the credit ESL program to better serve community needs with proactive steps such as encouraging non-credit students to take the placement exam for credit courses, as appropriate.

The results from the 2011 ARCC performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. Recent professional development and student support initiatives should help this trend continue and improve in the years to come.



ARCC 2011 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.4%	50.6%	52.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.4%	71.7%	71.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	69.2%	68.9%	70.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.3%	77.8%	76.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.9%	61.3%	62.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	48.4%	55.5%	53.8%
Basic Skills Improvement Rate	45.2%	44.4%	42.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Contra Costa College

Contra Costa Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	13,337	13,645	14,056
Full-Time Equivalent Students (FTES)*	6,429	5,831	6,633

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.5%	31.0%	28.8%
20 - 24	22.0%	22.5%	24.6%
25 - 49	33.2%	33.8%	34.0%
Over 49	13.0%	12.5%	12.0%
Unknown	0.3%	0.3%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.9%	58.8%	58.5%
Male	36.5%	36.6%	38.1%
Unknown	4.5%	4.6%	3.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	25.4%	24.3%	25.9%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	14.8%	14.2%	13.1%
Filipino	7.3%	7.3%	6.7%
Hispanic	25.9%	26.8%	27.1%
Pacific Islander	0.8%	0.9%	0.8%
Two or More Races	.%	.%	0.7%
Unknown/Non-Respondent	8.8%	10.9%	10.8%
White Non-Hispanic	16.5%	15.1%	14.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.9	49.4	43.0	58.0	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	71.3	70.2	57.8	80.0	<i>B1</i>
C	Persistence Rate	70.6	61.0	47.7	74.3	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.3	73.8	59.7	89.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.8	63.0	49.6	72.8	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	42.6	52.5	30.3	67.4	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	53.8	43.0	0.0	67.2	<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 2011 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Self-Assessment

Located in the western region of the county, Contra Costa College provides comprehensive educational opportunities to meet an ever increasing student demand for courses and programs. Last year this demand resulted in a 3% increase in unduplicated headcount and a dramatic increase in classroom size. This increase in FTES growth was not enough to offset rising college unfunded liability. College-wide staff reductions have further limited the college's ability to function in the same manner it used to prior to the economic down-turn from previous years.

The college is receiving more new students from area high schools in the 20 to 24 age range. There has been an increase in male students who come to the college to enroll in its Career Technical Education programs particularly in Culinary Arts and the newly launched Hybrid Automotive Training Program. This increase is most likely due to the continued high unemployment rates for this part of the county.

Hispanic and African American students continue to increase while white, Asian and Filipino rates are slowly declining. Approximately 47% of all new students report that they are the first in their family to attend college. Student achievement and success in college is highly correlated if they have one or more parents who attended some college. With nearly half of all new students attending the college without parental college experience, the college is faced with a serious educational challenge.

The college has launched a dialogue with itself regarding how well its students are performing with regard to achieving their goals. Achievement gap data reports have been produced based on ethnicity, age and gender. Results of this study are posted on the college research web site and have been made available to all constituents of the college including the students themselves. Achievement gaps among ethnicities have been identified which challenges the college as a whole to re-assess its teaching and learning mission.

The previous ARCC narrative report expressed concern that the reduction of over 2 million to the college operating budget would affect student outcomes. The 2011 ARCC report data has assuaged fears that the previous year's budget reductions would directly affect student success. The college made improvements in five of the seven indicators. The declines in ESL and Basic Skills Improvement rates are noted along with a slight decline in Career Technical (vocational) course completions. The college improved in five of the seven categories based on the Peer Grouping Report. While these improvements in student outcomes represent a healthy learning environment, the crippling after affects of ongoing budget reductions will soon take effect. Clearly, the college will need to improve its focus on basic skills student success since this is the area it is most challenged. Improvements in teaching pedagogy to promote student success among those whose achievement was less than successful is now an ongoing dialogue. It is sobering too know that these important changes must be carried out with almost no additional financial resources.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.9%	38.6%	41.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.6%	62.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	44.4%	52.6%	55.9%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	85.4%	78.7%	76.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.3%	59.5%	63.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	51.4%	50.5%	56.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	2,939	3,330	3,317
Full-Time Equivalent Students (FTES)*	1,427	1,580	1,618

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.2%	21.1%	20.0%
20 - 24	29.5%	30.5%	35.3%
25 - 49	39.7%	37.5%	37.8%
Over 49	8.2%	8.8%	6.3%
Unknown	2.3%	2.1%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.2%	52.8%	59.0%
Male	35.4%	30.5%	40.5%
Unknown	2.4%	16.7%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.9%	4.5%	6.0%
American Indian/Alaskan Native	2.3%	1.2%	1.3%
Asian	2.1%	1.2%	1.9%
Filipino	2.3%	1.6%	1.6%
Hispanic	15.4%	9.6%	14.7%
Pacific Islander	1.0%	0.6%	0.8%
Two or More Races	.%	.%	2.1%
Unknown/Non-Respondent	12.6%	41.1%	20.4%
White Non-Hispanic	57.4%	40.1%	51.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	41.9	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	65.0	69.2	56.3	76.4	B3
C	Persistence Rate	55.9	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.1	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.1	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	.	49.4	9.6	83.3	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.



Copper Mountain College

Copper Mountain Community College District

College Self-Assessment

There are eight College Performance Indicators, six of which are applicable to Copper Mountain College. The college shows increases in five of the six indicators and declines in one indicator. The college appears to be rebounding on Student Progress and Achievement measures with a 3.3% increase over last year. The college has also seen a 3% increase in the Percent of Students Who Earned at Least 30 Units. Both of these measures had dropped in the last year's measures. Student Persistence Rate is up from last year's measure to 55.9%, also a 3.3% increase. The college's Annual Successful Course Completion Rate for Credit Vocational Courses continued a downward trend, showing a 2% decline. The Annual Successful Course Completion Rate for Basic Skills Courses increased this year (3.6%). The Basic Skills Improvement Rate showed a strong increase of 5.6%. Regarding student demographics, the college maintained head count and increased FTE by 2.4%, when compared to the previous year. Student gender information is more accurate this year, where last year 16.7% of the students did not answer and remain unknown, the number of unknown dropped to 0.5%. Ethnicity figures also may still not be representative, as 20.4% of the students declined to respond, which is a substantial improvement over the previous year's figure of 41.1%. Peer Group comparisons of the six measures show the college above the average in three of the six indicators and below in three of the six indicators.

Analysis

The five improved measures, including the Student Progress and Achievement Rate, Students Earning at Least 30 Units, Persistence Rate, Annual successful Course Completion Rate for Basic Skills Courses, and Improvement Rates for Basic Skill Courses may be indicative of the poor economy and reduced access to transfer options for students. Students may be staying in the Basin, due to costs of living outside the area. Also, the university systems have reduced access, leading to students both staying longer and acquiring more credits. Those students who do stay, may also realize the competitive nature of transferring to a university and may be working to be more successful in their classes. The decline in the Annual Successful Course Completion Rate for Vocational Courses has declined for a second year. This continues to be a topic for further research. One hypothesis is that there is an influx of less skilled entry level students coming in for training and are not as successful as past populations. Unduplicated Head Count and FTES is consistent with observations that about the same number of students are being served, but those students are taking more courses. With changes in gathering Gender and Ethnicity information, the college has shown improvement in the data. Also, there appears to be a societal trend for students to not identify gender or race. This remains an area for continued efforts.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	50.7%	49.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.3%	70.1%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.3%	73.1%	76.4%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	61.8%	62.5%	61.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.2%	66.5%	67.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	66.3%	70.6%	67.8%
Basic Skills Improvement Rate	58.8%	56.8%	54.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,109	21,815	23,021
Full-Time Equivalent Students (FTES)*	8,797	10,408	10,810

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.2%	27.1%	26.4%
20 - 24	31.6%	31.6%	32.4%
25 - 49	36.2%	35.2%	35.3%
Over 49	6.0%	6.1%	5.9%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.4%	57.0%	55.9%
Male	41.8%	42.1%	43.0%
Unknown	0.9%	1.0%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	14.6%	14.0%	13.0%
American Indian/Alaskan Native	0.8%	0.7%	0.5%
Asian	23.7%	22.0%	20.8%
Filipino	5.6%	5.6%	4.4%
Hispanic	15.5%	12.7%	19.1%
Pacific Islander	2.0%	2.7%	2.0%
Two or More Races	.%	.%	4.3%
Unknown/Non-Respondent	8.3%	9.6%	9.9%
White Non-Hispanic	29.6%	32.7%	25.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.9	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	71.7	72.4	57.8	80.3	B2
C	Persistence Rate	76.4	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	61.6	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.1	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	54.4	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	67.8	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Self-Assessment

The 2011 Cosumnes River College (CRC) ARCC report indicates substantive improvements in the Percent of Students who Earned at Least 30 Units, Persistence Rates, Course Completion Rates for Basic Skills and an increasing trend in its ESL Improvement Rate. Overall the college is satisfied with its performance in these areas, which is above or close to the average in the peer groups for these metrics.

The college continues to monitor its Student Progress and Achievement Rate, which decreased slightly this year. This rate is negatively impacted by the fact that the college offers a number of certificates of completion not included in this metric because they are less than 18 units. In addition, many students did not apply for certificates they had earned this year due to the implementation of recent changes in federal financial aid management. This metric is also affected by the following factors, which can impede a student's ability to obtain courses, and inhibit the timely completion of his/her educational goals:

- Significant growth at the college (almost 23% over the past three years);
- FTE reductions;
- Facility limitations; and
- A Fall 2009 student population with a 58% employment rate; 72% of whom work half-time or more.

These factors, combined with the data element recoding project (CB 21), may have also contributed to the decreasing trend in CRC's Basic Skills Improvement Rate, which is slightly below the average in our peer group. Another contributing factor may be recent curricular changes in mathematics that reduced the number of classes in the basic skills math sequence.

The college expects that with new leadership and the comprehensive curriculum review currently underway, we may see improved student success in the CTE area. Efforts to provide in-class support to specific CTE courses that enroll high numbers of basic skills students are underway. In addition, almost 30% of our CTE students last year were unemployed but seeking employment, an increase of almost 10% compared to 2008-09. Because the success of this demographic group is traditionally lower than their peers and decreased last year by more than 4%, the college will be engaging a data-driven inquiry process about how it might better support this important part of our CTE student population.

In addition to the rapid growth described previously, CRC continues to experience demographic change. The following data illustrate key aspects of CRC's Fall 2009 demographic profile:

- 41.9% first-generation students;
- 55.9% living in households that were low income or below the poverty line;
- 33.2% between the ages of 18 and 20;
- 37.2% African American, Latino or Native American students;
- 26.5% Asian/Pacific Islander students;
- 19.9% non-English first-language students (over 51 first languages spoken by CRC students);
- 25.8% placement into basic skills writing; and
- 39.7% placement into basic skills mathematics.

These demographic indicators, which will be closely monitored as the college responds to significant changes in its environment, provide an important context, imparting 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	51.3%	53.3%	48.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.4%	70.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	66.5%	65.9%	71.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.0%	78.9%	77.4%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.4%	59.4%	61.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	61.6%	67.6%	61.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	8,845	9,339	8,540
Full-Time Equivalent Students (FTES)*	4,246	4,586	4,786

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.5%	29.4%	30.5%
20 - 24	31.6%	32.4%	35.6%
25 - 49	34.7%	33.6%	30.3%
Over 49	5.0%	4.6%	3.6%
Unknown	0.1%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.1%	51.2%	51.2%
Male	48.1%	47.6%	48.4%
Unknown	1.8%	1.1%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.1%	4.7%	4.9%
American Indian/Alaskan Native	1.4%	1.1%	0.9%
Asian	3.8%	4.3%	3.7%
Filipino	1.8%	1.8%	1.7%
Hispanic	25.4%	25.9%	30.4%
Pacific Islander	0.6%	0.6%	0.4%
Two or More Races	.%	.%	2.0%
Unknown/Non-Respondent	7.1%	7.6%	3.4%
White Non-Hispanic	55.8%	54.1%	52.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.0	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	70.9	69.2	56.3	76.4	B3
C	Persistence Rate	71.1	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	61.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	.	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Self-Assessment

Crafton Hills College first opened in 1972, is the smaller of two colleges within the San Bernardino Community College District and primarily services the residents of Yucaipa and Redlands. The college offers 32 majors and 30 certificates, including several high-profile career and technical programs. For instance, the college's fire academy and emergency medical services/paramedic programs are considered to be some of the finest community college emergency services programs in the state. In Fall 2010, Crafton offered approximately 600 sections and 250 courses to a diverse student population of 6,204 students, a decrease of 4% from Fall 2009 due mostly to statewide budget cuts. The college has been designated as a Hispanic Serving Institution because of the proportion of low-income Hispanic Students served.

Crafton Hills has a long tradition of preparing students for transfer to four-year colleges and supporting their effort to earn a four-year degree. Specifically, in the 2009 – 2010 academic year, approximately 6,000 former Crafton Hills College students were actively enrolled at a four-year institution.

Crafton Hills College has demonstrated good or above average performance on the majority of the accountability indicators. Compared to its peer institutions Crafton has a higher percent of students who earn 30 or more units, a higher persistence rate, a higher vocational course success rate, a higher basic skills course success rate, and a higher basic skills improvement rate than the peer group average. Crafton is below the peer group average on the Student Progress and Achievement Rate (SPAR). The basic skills improvement rate is most likely lower in the ARCC data as a result of English courses not being correctly coded. The coding error has been fixed and the correct data will be reflected in future Chancellor's Office reports.

As stated in Crafton's mission statement, Crafton continually strives to advance the education and success of students in a quality learning environment through creativity, inclusiveness, excellence, and learning centeredness. Crafton 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 research has shown to effectively increase the performance of Crafton students. For instance, the college recently applied for and received a \$3.1 million Hispanic Serving Institution Transfer Prep Grant which will support the implementation of learning communities, supplemental instruction, a Transfer Center, and a transfer advocacy program. In addition, the Crafton Hills College Basic Skills Initiative continues to support learning communities, early alert, and professional development. Crafton Hills College is proud of its performance and its continued effort to increase student success.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	59.5%	58.7%	60.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.9%	75.0%	77.0%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	67.2%	66.9%	69.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.6%	75.6%	75.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.8%	58.3%	58.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	40.9%	37.9%	39.8%
Basic Skills Improvement Rate	51.1%	49.8%	49.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	0.9%	0.5%	1.2%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,188	20,373	18,842
Full-Time Equivalent Students (FTES)*	9,374	10,040	9,630

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	30.0%	28.8%	30.4%
20 - 24	29.8%	29.2%	31.9%
25 - 49	25.7%	24.2%	26.1%
Over 49	14.4%	17.7%	11.4%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.8%	54.2%	52.0%
Male	44.2%	44.6%	46.9%
Unknown	0.9%	1.2%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.3%	1.2%	1.0%
American Indian/Alaskan Native	1.3%	1.3%	0.8%
Asian	2.5%	2.5%	2.5%
Filipino	1.1%	1.1%	1.0%
Hispanic	20.1%	18.8%	21.7%
Pacific Islander	0.5%	0.5%	0.4%
Two or More Races	.%	0.4%	1.9%
Unknown/Non-Respondent	13.6%	16.5%	10.6%
White Non-Hispanic	59.5%	57.7%	60.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	60.9	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	77.0	72.4	57.8	80.3	B2
C	Persistence Rate	69.1	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	49.3	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	39.8	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Self-Assessment

Founded in 1963, Cuesta College continues to fulfill its mission of serving the diverse educational needs of its service area. Classified as rural, San Luis Obispo County has experienced decreasing local high school graduation numbers, stagnant overall population growth, and a significant increase in the percentage of residents 65 years of age and older. Despite these external demographic factors and the significant reductions in funded workload, demand for courses remains high. Nevertheless, to live within our funded FTES cap, a reduction in course offerings resulted in a decline in unduplicated headcount of nearly eight percent between 2008/09 and 2009/10.

With respect to the ARCC indicators, Cuesta College performs above its peer groups in the areas of Student Progress and Achievement, Annual Successful Course Completion Rate for Credit Vocational Courses, and the Percentage of Students who earned at least 30 units. Cuesta College is strongly committed to improving its performance with respect to all ARCC indicators, especially in areas where the college falls below its peer groups.

The related issues surrounding Basic Skills course completion and ESL improvement continue to be an institutional priority. The campus Retention Committee, Basic Skills Taskforce, as well as the ESL and Academic Support divisions has implemented mandatory advising for developmental students, additional tutoring opportunities, in-class teaching assistants, and modularized computer-mediated content delivery. We are confident that these interventions will result in increased completion and improvement rates for our basic skills and ESL students.

As the college prepares for the impending state budget cuts, Cuesta College remains committed to preparing students to transfer to four-year institutions, providing career and technical education, as well as basic skills instruction in English, mathematics and ESL. In order to continue to provide services that increase student success and our performance on the ARCC measures, Cuesta College will be exploring additional grant and private funding opportunities.

In sum, Cuesta College remains committed to implementing strategies that increase student success vis-à-vis all of the ARCC indicators. If you have any questions, or would like further information, please don't hesitate to contact us by email at arccinfo@cuesta.edu.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	56.3%	54.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.5%	71.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	71.6%	65.6%	69.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.4%	69.7%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	59.6%	63.6%	68.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	66.2%	63.5%	67.2%
Basic Skills Improvement Rate	61.4%	64.3%	61.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,859	22,433	20,924
Full-Time Equivalent Students (FTES)*	5,694	6,484	6,399

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	22.8%	22.3%	22.9%
20 - 24	22.1%	21.4%	25.3%
25 - 49	31.6%	28.0%	29.6%
Over 49	21.0%	17.4%	15.0%
Unknown	2.5%	11.0%	7.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.5%	50.5%	50.6%
Male	37.3%	34.6%	37.9%
Unknown	7.2%	14.8%	11.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.6%	6.1%	6.0%
American Indian/Alaskan Native	1.1%	0.8%	0.6%
Asian	3.0%	3.1%	3.8%
Filipino	3.1%	2.5%	2.5%
Hispanic	18.6%	17.7%	19.2%
Pacific Islander	1.0%	0.9%	0.8%
Two or More Races	.%	.%	2.0%
Unknown/Non-Respondent	16.8%	24.4%	18.6%
White Non-Hispanic	49.8%	44.4%	46.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	58.0	49.4	43.0	58.0	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	72.2	70.2	57.8	80.0	<i>B1</i>
C	Persistence Rate	69.6	61.0	47.7	74.3	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.1	73.8	59.7	89.8	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.6	63.0	49.6	72.8	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	61.1	52.5	30.3	67.4	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	67.2	43.0	0.0	67.2	<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 2011 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Since 1978, Cuyamaca College has provided a solid education to students, whether they're beginning their university degree, returning to school to launch a career or to acquire new skills or enrolling in an innovative occupational program. With its vision of "Learning for the Future," Cuyamaca College offers a wide scope of challenging courses, from drafting technology and child development to paralegal training, from computer and information science or ornamental horticulture to automotive technology. With 49 degree programs and 46 certificates offered at Cuyamaca College, learning opportunities abound under the tutelage of highly-qualified, dynamic instructors imbued with a love of teaching.

We take pride in our comprehensive student support services and the careful guidance of our students as they navigate the unknown avenues of academia. With a one-stop student services facility right at the college entrance, students are assured convenient, on-the-spot assistance from attentive staff for a variety of services.

With regard to the seven college-level indicators, Cuyamaca College is proud to highlight that for two of the indicators- Student Progress and Achievement & Improvement Rate for Credit ESL Courses- the college set the standard, serving as the peer group high in both areas for the past two years. Also noteworthy is that Cuyamaca College's rates in six of the seven indicators were higher than the peer group average, including: Student Progress and Achievement, Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Credit Basic Skills Courses, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses.

Factors contributing to the college's success in the college-level indicators include a variety of interventions employed, in part due to the institutional Basic Skills Initiative. Among the effective practices are: Faculty Inquiry Groups, Professional Development of staff and faculty, Embedded Tutoring within basic skills English courses, Learning Communities, the Bridges Program, the Cuyamaca Link Program, AfterMath and Gear Up for Success in Math Workshops, and the STEM Achievement Center. Also noteworthy is the specific attention given to ESL students in the areas of assessment, placement, and orientation, with a partnership between Student Services and Instruction being instrumental to the success of the ESL program.

Only in one indicator, Annual Successful Course Completion Rate for Credit Vocational Courses, was the college rate below its peer group average (69.1% as compared to 73.8%). A contributing factor may be the increased number of students who enroll in vocational courses underprepared to take on the rigor of these courses. Many students who could benefit from basic skills and ESL courses are being locked out given fewer offerings in these areas as a result of budget cuts. This may contribute to their decision to enroll in vocational courses for which there are no prerequisites. Local research within the college's vocational programs is needed to further identify barriers and student success mechanisms in this category.

Overall, Cuyamaca's accountability report is very strong and positive, reflecting an institution-wide commitment to student access, success, and equity.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.2%	55.6%	55.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	77.9%	78.1%	78.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	75.4%	75.6%	79.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.5%	72.6%	73.0%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.9%	57.4%	62.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	38.0%	35.3%	42.6%
Basic Skills Improvement Rate	70.3%	71.7%	71.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,502	21,410	22,125
Full-Time Equivalent Students (FTES)*	11,226	11,803	12,428

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.3%	27.1%	28.6%
20 - 24	36.6%	36.5%	36.0%
25 - 49	32.8%	32.1%	31.4%
Over 49	4.3%	4.3%	4.0%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.4%	55.2%	54.6%
Male	42.5%	43.4%	44.1%
Unknown	1.2%	1.4%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.8%	5.5%	5.6%
American Indian/Alaskan Native	0.6%	0.6%	0.4%
Asian	20.3%	20.0%	19.1%
Filipino	7.5%	7.6%	6.9%
Hispanic	27.4%	28.2%	31.6%
Pacific Islander	1.0%	1.0%	0.9%
Two or More Races	.%	.%	2.2%
Unknown/Non-Respondent	9.2%	9.7%	5.8%
White Non-Hispanic	28.1%	27.5%	27.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	55.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	78.2	72.4	57.8	80.3	B2
C	Persistence Rate	79.8	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.0	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	71.7	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	42.6	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Self-Assessment

Cypress College, one of the three institutions within the North Orange County Community College District, provides educational opportunities to a diverse population. Nearly 47% of Orange County's population is White, followed by 33% Hispanic, and 16% Asian. Hispanics represent the largest segment of the College's student body. The College recently received a Title V grant as a Hispanic Serving Institution, which will help provide more effective services to academically challenged Hispanic students. Approximately one-half of the College's students reside outside the eight cities that constitute its primary service region. Nearly 12% of seats taken were in distance education/hybrid mode in Fall 2010. Out of a total of 16,738 unduplicated students, about 8% were enrolled in distance education/hybrid courses only.

The Student Progress and Achievement Rate (SPAR) has remained stable after showing improvement over the past two years. One of the key components of this measure - number of students transferring to a 4-year institution - has declined significantly. Students transferring to the University of California and California State Universities have declined from 719 in 2008-09 to 533 in 2009-10 as these institutions have restricted access to transfer students. Cypress College is working to build pathways with 4-year institutions to increase transfer. The initiatives undertaken to increase completion and graduation rates helped SPAR remain constant despite a distinctly lower transfer rate. In addition, SPAR for Cypress College is close to the highest among its peers (55.4% v. 58%).

Although there has been a significant increase in the improvement rate for credit ESL courses (35.3% to 42.6%), the rate is lower than the peer group average (52.6%). Two factors negatively impacted the rate: data coding and an increase in the minority students who are academically less prepared and are placed into ESL courses. Per CB 21 data coding guidelines, several ESL courses were re-coded during the present year. The recoding has brought down the proportion of successful students from 65% to 35% (for the period 2006-07 to 2008-09, as reported in ARCC 2010 and 2011). In its ARCC information presentation, the Chancellor's Office acknowledged the possibility of a large decline in credit ESL course improvement rates because of recoding. The proportion of Hispanic students has increased at Cypress College during the past few years, keeping pace with demographic changes in its service area. The College is strengthening initiatives to improve the performance of Hispanic students utilizing the Title V grant.

Cypress College is significantly ahead of its peers in improvement rates for credit basic skills courses. The College has invested in a variety of initiative, such as supplementary instruction, a math lab, tutoring services, and the use of software to improve basic skills. The results corroborate the positive impact of the initiatives.

Cypress College continues to identify initiatives to improve student success via research. Also, the College identifies areas of improvement via careful data analysis. The resource allocation process seeks evidence before making funding decisions. The culture of evidence has helped the College improve as well as identify areas that need improvement.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	70.4%	70.8%	72.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	83.1%	83.8%	83.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.1%	70.9%	63.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	83.4%	81.9%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	78.6%	77.8%	77.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	65.9%	67.2%	68.7%
Basic Skills Improvement Rate	72.9%	75.7%	76.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	41,235	43,294	40,822
Full-Time Equivalent Students (FTES)*	19,766	20,087	18,608

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.9%	32.0%	29.8%
20 - 24	27.7%	27.7%	30.1%
25 - 49	33.5%	34.0%	33.8%
Over 49	5.8%	6.3%	6.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	51.6%	51.3%	50.5%
Male	48.4%	48.7%	49.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.4%	5.0%	3.4%
American Indian/Alaskan Native	0.6%	0.8%	0.9%
Asian	37.7%	35.7%	37.9%
Filipino	4.8%	4.6%	4.8%
Hispanic	16.4%	15.2%	15.1%
Pacific Islander	0.9%	0.9%	0.6%
Two or More Races	.%	.%	2.3%
Unknown/Non-Respondent	9.3%	13.8%	11.9%
White Non-Hispanic	24.8%	24.1%	23.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	72.8	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	83.8	75.1	69.4	83.8	B4
C	Persistence Rate	63.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.2	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	76.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	68.7	58.7	48.9	69.2	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 2011 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, enrolls approximately 25,000 students each fall from a variety of ethnic backgrounds: 38% identify as Asian, 23% White, 15% Hispanic, 5% Filipino, 3% African Ancestry, and 2% as multiple races. De Anza's strategic plan includes four major initiatives: outreach to historically underrepresented populations; individualized attention to student success and retention; cultural competence; and community collaborations. Direct results include the Office of Outreach and Relations with Schools developing ties to more than 70 area high schools. Attendees of the Outreach-sponsored annual open house for new students and parents increased from 300 attendees in 2006 to more than 4,000 in 2010 for a total of 12,000 thus far; eight conferences for more than 2,600 Latina/o, African American and Filipino and Pacific Islander high school students will have been conducted by spring 2011.

The college has established institutional metrics using ARCC data and, for 2011, has achieved the highest score within the peer group for the Student Progress and Achievement Rate: 72.8%. The college is on its way to achieving additional metrics; also for 2011, the Successful Course Completion Rates for Basic Skills (77.2%) remains above the peer group average, and the Credit Basic Skills Improvement Rate (76.0%) remains the highest. The vocational course success rate (76.8%) is also well above the average.

Compared to its peers, De Anza ranked highest in three of the seven accountability indicators (Achievement Rate, Students Earned 30 Units, and Improvement Rate for Credit Basic Skills), substantially above average in three, and just below average in one. De Anza's persistence rate decreased from last year; however, through targeted initiatives, the college aims to achieve the highest score within the peer group.

The college is engaged in a six-year planning cycle, including outcomes-based program review incorporating campuswide Student Learning Outcomes (SLOs) and assessment planning. De Anza has as its highest priority the improvement of student learning and achievement through institutional planning and assessment.

Almost 2,500 De Anza students transfer each year to in- and out-of-state public and private colleges and universities; for the 2004-2005 cohort tracked for six years, the college's transfer rate was ranked second in the state according to the Chancellor's Office Transfer Velocity Data Mart. De Anza awards approximately 1,200 associate's degrees annually and provides a broad range of workforce education opportunities; 500 career certificates are awarded each year. The college has been a pioneer in providing access through distance learning; students may complete more than half of their coursework in 111 degree and 29 certificate programs in that manner. The college also uses next-generation technology to evaluate learning needs and deliver supplemental instruction.

De Anza College accountability results demonstrate high levels of performance and its strategic planning initiatives are aimed at increasing this achievement and meeting institutional metrics. It must be noted that continued dramatic cuts in funding to community colleges threaten the education of students statewide.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	66.6%	64.3%	65.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	74.4%	74.7%	75.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.0%	75.3%	79.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.3%	80.0%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.7%	65.8%	62.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	53.3%	45.2%	52.0%
Basic Skills Improvement Rate	58.2%	57.5%	60.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	32,930	34,263	34,155
Full-Time Equivalent Students (FTES)*	16,655	14,642	16,381

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	33.3%	32.2%	31.6%
20 - 24	29.2%	30.0%	31.5%
25 - 49	29.2%	29.3%	29.2%
Over 49	8.3%	8.4%	7.6%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.7%	50.9%	51.5%
Male	45.0%	44.4%	45.7%
Unknown	2.3%	4.7%	2.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.8%	5.8%	5.4%
American Indian/Alaskan Native	0.6%	0.7%	0.6%
Asian	13.3%	13.2%	12.0%
Filipino	5.4%	5.2%	4.6%
Hispanic	13.0%	13.6%	13.9%
Pacific Islander	0.9%	0.9%	0.8%
Two or More Races	.%	.%	1.1%
Unknown/Non-Respondent	13.7%	13.5%	19.8%
White Non-Hispanic	47.3%	47.2%	41.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	65.4	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	75.7	75.1	69.4	83.8	B4
C	Persistence Rate	79.0	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	60.0	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	52.0	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Self-Assessment

Diablo Valley College, regionally recognized for academic excellence, serves in excess of 21,000 students in the fall term. The college has grown steadily in size and reputation since its establishment 61 years ago. DVC's service area in Central Contra Costa County is a thriving metropolis of approximately 600,000 persons who, on average, have one of the highest educational attainments in the nation.

More than 1,300 courses are offered in traditional formats and online. Online instruction has expanded significantly in the past ten years, and by spring 2011, almost 5,000 students (21% of the headcount) are enrolled in online courses. Online instruction is an attractive option for the large segment of the population who are juggling career and personal responsibilities.

The college's transfer program is among the top ten in the state for numbers 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. Furthermore, DVC offers a comprehensive workforce education program with approximately one-fourth of the full-time equivalent students enrolled in 160 certificate and associate degree programs. DVC awards approximately 700 career certificates and 500 associate degrees each year.

Student diversity has increased steadily; with the proportion of white students declining, while the proportions of other ethnic groups increased. The college attracts young learners; almost 63% of students are below the age of 25. DVC has an extensive outreach program aimed at attracting students from a variety of socioeconomic backgrounds. The college has a large contingent of 1,400 international students from more than 50 countries. This diversity enriches students' educational and cultural experiences and enhances learning, both in and out of the classroom.

Despite the challenge of the state budget reductions, the College is making every effort to minimize the impact of these reductions on student access and success. On the bright side, the college is proud to have received full re-affirmation of its accreditation from ACCJC and is currently moving ahead to enhance student learning and achievement. In the past three years, DVC made significant strides in improving communication and collaboration among constituent groups and created a healthy dialogue for members of the campus community.

The value-added educational services provided by DVC are apparent in the ARCC 2011 report. DVC demonstrated high levels of performance in six of the seven performance measures, including student progress and achievement, percentage of students who earned at least 30 units, persistence rate, completion rates for vocational courses, improvement rate for credit basic skills courses, and Improvement rate for credit ESL courses. The annual successful course completion rate for credit basic skills courses fell below that of peer groups and below the figures for the last two years. In fall 2009 a new design was implemented for self-paced basic skill mathematics courses. Since then, success for the self-paced courses has been rising each semester.

In summary, DVC takes great pride in maintaining high standards, embracing diversity, enhancing student learning, serving its community, and preparing students to become responsible citizens of the world.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	43.1%	44.0%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.5%	72.1%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	61.6%	67.6%	67.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	88.0%	86.8%	88.0%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	59.7%	57.5%	55.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	68.3%	61.0%	64.8%
Basic Skills Improvement Rate	57.9%	55.9%	55.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	19.2%	16.5%	14.9%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	52,936	61,787	65,990
Full-Time Equivalent Students (FTES)*	22,695	23,158	24,755

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.3%	31.2%	31.2%
20 - 24	24.0%	23.5%	22.9%
25 - 49	41.5%	39.3%	39.0%
Over 49	6.3%	6.0%	6.9%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.1%	52.4%	50.9%
Male	47.9%	47.6%	49.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.9%	3.4%	4.0%
American Indian/Alaskan Native	0.3%	0.3%	0.2%
Asian	14.5%	13.5%	12.7%
Filipino	1.5%	1.3%	1.1%
Hispanic	56.3%	55.5%	57.5%
Pacific Islander	0.3%	0.3%	0.2%
Two or More Races	.%	.%	0.1%
Unknown/Non-Respondent	14.2%	18.3%	17.2%
White Non-Hispanic	9.0%	7.4%	6.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	44.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	72.0	72.4	57.8	80.3	B2
C	Persistence Rate	67.6	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.0	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	55.1	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	64.8	48.8	25.9	64.8	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 2011 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Self-Assessment

East Los Angeles College (ELAC) is a large urban college serving more Latino students annually than any other community college in the system. In the 2009-2010 academic year, ELAC served nearly 66,000 students within its academic, career technical, noncredit, and Public Service Academy programs. ELAC's primarily Hispanic/Latino and Asian student body reflects its service area population and is indicative of the college's dedication to increasing access to and success in higher education for underrepresented populations. ELAC is nationally recognized as a leader in degrees conferred to Hispanic students and is consistently recognized for its award-winning career technical education programs. ELAC represents the promise of new opportunities to the community and a gateway to success for many students.

The college reviews ARCC and college-level indicators of success regularly to inform its decision-making processes. The college-level ARCC indicators depict ELAC as above the state average for completion of vocational courses, and improvement in credit basic skills and ESL courses. In fact, ELAC's successful vocational course completion rate has been among the highest in the state. The remainder of the ARCC measures indicate lower than or equivalent outcomes when compared to ARCC peer groups. ELAC is dedicated to the use of data in efforts to improve student outcomes, and ARCC measures are part of these efforts. The college continues to seek improvement on these measures of student achievement based on its institutional and programmatic evaluations.

Data suggest that a vast majority of students begin their educational career in basic skills levels of mathematics and English. However, most students have a goal of completing a two-year degree or transfer program. As a result, the college is developing and implementing innovative academic and student support programs to address the needs of its unique student population. ELAC continues to work to improve student outcomes in basic skills and throughout other course offerings. In addition, the college is seeking to improve service to its community through an evaluation of system barriers in an effort to enhance and revise academic programming and support services to better meet student needs. ELAC also regularly seeks and secures grants to develop new programs and services that help enhance each student's educational experience.

ELAC plans to continue efforts to improve student learning and is completing several renovations and building projects, including a Library renovation, construction of a Math and Science Complex, and development of a Student Success Center. These projects will offer students the opportunity to learn in state-of-the-art facilities using modern educational technologies. While diminishing allocations make it difficult to create large scale programs, the college has ongoing initiatives to improve student learning. These initiatives include submitting a proposal for "Achieving the Dream," a project developed to increase equitable outcomes while using data to determine successful programs that have the potential of being scalable to the college level. This project, combined with other efforts situated in disciplines across the institution, will enable the college to continue to develop scalable, successful, and cost-effective programming focused on improving student outcomes.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.7%	49.8%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.1%	67.8%	69.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.5%	78.2%	76.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.6%	73.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	53.8%	54.3%	57.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	63.5%	61.4%	64.4%
Basic Skills Improvement Rate	47.5%	51.0%	62.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	39,388	41,700	39,755
Full-Time Equivalent Students (FTES)*	19,337	20,472	20,533

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.8%	32.8%	32.5%
20 - 24	30.9%	31.5%	33.0%
25 - 49	30.8%	30.0%	29.5%
Over 49	5.5%	5.7%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.4%	53.6%	53.1%
Male	45.5%	46.4%	46.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	19.4%	19.3%	18.2%
American Indian/Alaskan Native	0.5%	0.5%	0.3%
Asian	13.9%	14.1%	13.8%
Filipino	4.0%	4.0%	3.8%
Hispanic	31.0%	31.8%	34.1%
Pacific Islander	1.0%	1.0%	0.9%
Two or More Races	.%	.%	2.1%
Unknown/Non-Respondent	10.4%	10.1%	8.3%
White Non-Hispanic	19.9%	19.2%	18.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	50.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.4	75.1	69.4	83.8	B4
C	Persistence Rate	76.5	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	62.7	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	64.4	58.7	48.9	69.2	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 2011 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

El Camino College (ECC) serves a large population of students, at both the college in Torrance and at Compton Center. The College's service area is diverse and vibrant with a growing Latino community, reflected in ECC's status as a Hispanic-serving institution.

El Camino College provides comprehensive educational opportunities, serving both career-oriented and transfer students in a broad array of programs and majors, many in career technical education. Evidence shows that El Camino College prepares students well for careers and transfers – ECC sent more students to CSUs last year than any other California community college.

In terms of ARCC performance indicators, ECC is above the peer average on five of the seven measures, with three ranking near the top of the peer group. These include Persistence Rate and the Improvement Rates in ESL and basic skills courses. And with one exception (Persistence), all of ECC's ARCC measures increased over the previous year. While Persistence is a consistently strong measure for ECC, the rate dropped slightly last year, likely due to the restricted course offerings in Fall 2009. The growth in improvement rates has been especially strong in ESL and Basic Skills courses. This growth follows the implementation of recent campus initiatives to increase success for basic skills students.

These initiatives, partially supported by the Basic Skills Initiative and external grants, are numerous. Several use professional development as a springboard for future improvements. For example, over 100 faculty campuswide have already benefited from the Faculty Inquiry Partnership Program (FIPP), a year-long training to help faculty incorporate student success skills and engagement techniques into regular classroom instruction. In addition, both the Humanities and Mathematics divisions have promoted a variety of professional development opportunities specifically focused on basic skills student success. Many faculty, especially those in the adjunct ranks, are more knowledgeable about basic skills and share a passion for teaching their students.

Other initiatives have improved services provided directly to students. These include: 1) the Basic Skills Counseling Intervention Program, which provides in-class counseling and educational planning for lower-level math students; 2) the Writing Center, which has increased its tutoring support and has been more active in identifying and assisting basic skills students; and 3) Learning Communities and Supplemental Instruction, an enhanced tutoring model, both of which were expanded in recent years. All these programs have been effective in improving student success, persistence and improvement.

Student learning outcomes (SLOs) may also show a positive effect on students through their comprehensive assessment and evaluation. Nearly all courses at ECC now have SLOs and many have completed at least one full cycle of assessment and evaluation. This process has given faculty a better understanding of what needs to be accomplished in courses to support student success.

Over the past few years, El Camino College has supported broad faculty development initiatives and implemented bold interventions that assist students in meeting their educational goals. With continuing support, the college hopes to further expand these efforts to serve more students in the future.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.3%	52.2%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.5%	73.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.2%	76.4%	74.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	82.2%	81.3%	80.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	72.3%	73.0%	70.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.9%	55.6%	61.5%
Basic Skills Improvement Rate	51.0%	61.2%	61.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,280	18,160	18,213
Full-Time Equivalent Students (FTES)*	7,116	7,385	7,569

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.8%	26.6%	25.5%
20 - 24	25.3%	26.6%	26.7%
25 - 49	40.7%	37.9%	38.6%
Over 49	8.2%	8.8%	9.2%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	47.4%	48.3%	47.8%
Male	49.9%	50.7%	52.0%
Unknown	2.8%	0.9%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.2%	4.7%	4.0%
American Indian/Alaskan Native	0.6%	0.6%	0.6%
Asian	27.0%	27.6%	27.4%
Filipino	7.5%	7.1%	6.6%
Hispanic	28.3%	28.3%	29.9%
Pacific Islander	1.0%	0.9%	0.5%
Two or More Races	.%	.%	0.5%
Unknown/Non-Respondent	15.0%	17.5%	17.8%
White Non-Hispanic	15.3%	13.2%	12.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	56.6	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	74.5	70.2	57.8	80.0	B1
C	Persistence Rate	74.5	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.7	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	61.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	61.5	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Self-Assessment

The 2011 ARCC data indicates that Evergreen Valley College (EVC) served slightly more students with increased FTES during 2009-2010 as compared to the previous year. The demographic of our students remains extremely diverse with similar ethnic breakdown in the last 3 years. EVC maintains its Hispanic Serving and Asian Serving institution status.

Per "College Level Indicators", EVC rated higher than the peer group average in each of the 7 categories. EVC increased its graduation rate by 16.2% in the past 5 years. EVC shows a consistent performance growth both in student progress and achievement and students who earned at least 30 units. Persistent rate shows a slight decline by 1.9% but exceeds the statewide average by 6.9%. The college realized that income-earning power increases by double with AA/AS degrees as compared to the GED or High School Diploma. With successful numbers of students earning at least 30 units or more and strong transfer rate, EVC plans to encourage students to earn their AA/AS degrees as they transfer to the 4-year institutions.

The Annual Successful Course Completion Rate for Credit Vocational Courses exceeds the statewide average by 3.8% but shows a slight decline by 0.5%. EVC developed a new Certified Nursing Assistance Certificate in 2009-2010 and plans to increase 2 additional CTE Certificate Programs next year. In concert with regularly scheduled Program Reviews in the CTE programs, EVC aims to increase its completion rate in credit vocational courses, Certificate, and Degree programs ensuring successful job placement for our students.

Overall, EVC remained above statewide average in annual successful course completion rate for Credit Basic Skills courses (by 9.3%), improvement rates for ESL (by 6.9%) and Credit Basic Skills (by 3%) but showed a 2.3% decline in annual successful course completion rate for Credit Basic Skills courses. EVC's Student Success Initiative team (Matriculation and Student Success Committee and Core and Data Team of the EVC National Achieving the Dream) leads a continued effort to examine and analyze equity-minded ways to improve persistence, completion, and success rates of all courses, but in Basic Skills and gate keeping courses in particular. The college predicts that the recently implemented Early Alert System will yield increased success in these areas.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	67.6%	57.8%	69.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	76.5%	72.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.4%	59.9%	63.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	82.3%	82.0%	76.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.6%	46.9%	50.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	31.6%	45.5%	57.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	3,747	4,027	3,846
Full-Time Equivalent Students (FTES)*	1,539	1,792	1,603

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.3%	28.7%	28.7%
20 - 24	22.4%	21.6%	23.6%
25 - 49	29.2%	34.5%	31.8%
Over 49	15.5%	14.5%	15.2%
Unknown	1.6%	0.8%	0.7%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.6%	53.5%	56.0%
Male	43.3%	46.0%	43.1%
Unknown	0.1%	0.5%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Feather River College

Feather River Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.2%	8.1%	7.4%
American Indian/Alaskan Native	2.6%	2.8%	2.2%
Asian	2.3%	2.0%	1.8%
Filipino	0.7%	0.4%	0.9%
Hispanic	18.8%	19.4%	19.1%
Pacific Islander	0.5%	0.5%	0.6%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	9.5%	10.5%	10.5%
White Non-Hispanic	59.5%	56.2%	57.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	69.0	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	71.0	69.2	56.3	76.4	B3
C	Persistence Rate	63.9	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.9	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.4	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	57.1	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	.	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Feather River College

Feather River Community College District

College Self-Assessment

For the time period reported in the ARCC Report, 2006-7 through 2009-10, Feather River College (FRC) had significant changes in headcount and full time equivalent students (FTES) and slight changes in demographics. During the 2009-2010 academic year, FTES counted in apportionment decreased by 10.5 percent from the peak in 2008-2009. During the same period, unduplicated headcount declined by 4.5 percent. The drop in headcount and FTES is commensurate with the decline in state funded FTES from 1,642 to 1,556, a decline of 5.2 percent. Demographically, FRC's student population is becoming slightly younger. In 2007-2008, 53.7 percent of students were age 24 or less. In 2009-2010, 55.3 percent of students were 24 or less. Males are becoming a larger percentage of FRC's student body, increasing from 43.3 percent of known students in 2006-2007 to 43.5 percent in 2009-2010. Ethnically, the student body has also changed slightly. The percentage of African American students increased from 6.8 percent to 8.3 percent of reporting students from 2007-2008 to 2009-2010. Over the same period, the proportion of Asian and White, Non-Hispanic reporting students decreased.

In regard to the performance measures of student progress and achievement for degree/certificate/transfer students, FRC performed better than the average of its peer group. Worthy of praise, is FRC's performance in Student Progress and Achievement Rate; FRC had the second highest percentage in the California Community College (CCC) system. Percent of students who earned at least 30 units and persistence of FRC students (which excludes those who earned an award) within the CCC system were slightly higher than the peer group average. Student progress and achievement at FRC in the vocational/occupational/workforce development category was above the state and peer group averages. Pre-collegiate improvement indicators are mixed.

As found in previous ARCC reports, FRC had a high improvement rate for its basic skills courses. However, in the same study period, the "annual successful course completion rate for basic skills courses" showed a relatively low performance rating for the college. This apparent contradiction can be cleared by a closer inspection of the definitions of each performance indicator. It is believed that FRC scored high on improvement rate for basic skills due to its small student population that is given much individual attention. For the second indicator, as FRC has few basic skills courses in any particular discipline, students have a higher rate of remaining in a particular basic skills course (thus not being passed to a next level course) until they master the material. Due to the relatively few basic skills courses offered at FRC, it is believed that the variation in skill ability of FRC students in basic skills courses is greater than that of larger colleges. The positive side of this situation is that students will generally have the same instructor for longer periods of time. This is believed to benefit the student by giving her/him greater time to receive more individualized instructional help providing for the ultimate success of moving from basic skills to the next level.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	. %	. %	53.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	. %	. %	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.2%	73.0%	71.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	64.9%	66.6%	66.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	67.9%	65.3%	62.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	60.9%	56.5%	54.6%
Basic Skills Improvement Rate	64.8%	65.0%	60.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	12,642	13,381	13,500
Full-Time Equivalent Students (FTES)*	5,183	5,898	6,043

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.2%	27.6%	27.6%
20 - 24	26.4%	26.9%	28.5%
25 - 49	35.9%	34.6%	35.1%
Over 49	10.6%	10.9%	8.7%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.0%	60.7%	58.8%
Male	37.0%	38.4%	40.1%
Unknown	1.0%	0.9%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.3%	2.2%	2.0%
American Indian/Alaskan Native	1.5%	1.5%	0.9%
Asian	8.3%	6.8%	6.3%
Filipino	1.7%	1.7%	1.3%
Hispanic	9.3%	7.7%	12.3%
Pacific Islander	0.7%	1.0%	0.5%
Two or More Races	.%	.%	3.5%
Unknown/Non-Respondent	11.0%	10.9%	12.6%
White Non-Hispanic	65.3%	68.2%	60.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	66.3	73.8	63.7	80.8	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.
F	Improvement Rate for Credit Basic Skills Courses	60.5	52.5	30.3	67.4	<i>F1</i>
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 2011 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 for FLC only since 2004-05. Accountability indicators that require tracking student cohorts prior to 2004-05 such as Degree/Certificate and Transfer (Tables 1.1, 1.1a) are therefore available in 2009-10 for the first time without comparison data to prior years.

Table 1.2 shows FLC's fall-to-fall student persistence rate declined from 2007-08 but remains higher than 2006-07. Future persistence rates are expected to remain relatively flat or decrease as students have fewer class section enrollment opportunities due to state budget reductions.

Starting with its 2009 ARCC Report, the Chancellor's Office altered the methodology used to derive 2007-08 annual successful course completions without updating 2006-07 reported statistics to also reflect this change. The result is that the 2007-08 and 2008-09 successful course completion rates shown in Tables 1.3 and 1.4 are significantly lower and not comparable with the 2006-07 rates. Had the 2006-07 methodology been used for subsequent years, 2007-2008 and 2008-2009 rates for all four Los Rios District colleges would have increased by 4 to 5 percentage points. Since 2007-08, FLC's vocational course completion rate (Table 1.3) has increased by 1.4% and its basic skills completion rate (Table 1.4) has decreased by 5.3%.

The ongoing decline seen in the ESL improvement rates shown in Table 1.5 is of concern. However, the program is very small and thus has statistical reliability issues associated with computing such rates for the relatively few students enrolled in the program. FLC's basic skills improvement rate has declined 4.5% since last year.

In the peer grouping section of the report, statistics are available only for vocational course completion rates and basic skills improvement rates. FLC is above average in its basic skills course completion peer group comparison and is below average of this year's vocational course completion peer group comparison.

Future challenges affecting FLC's accountability statistics:

- 1) Despite the high socioeconomic standing of communities surrounding the main campus, FLC's two centers, the El Dorado Center and the Rancho Cordova Center, serve notably different demographics.
- 2) The Folsom-Cordova Unified School District (feeds FLC main campus and Rancho Cordova Center), reports tremendous growth in limited English speakers and students from low income families, possibly translating into greater numbers of under prepared students.
- 3) Students 18 to 24 years of age account for an ever increasing proportion of student headcount, a group that historically has considerably lower course success rates and GPAs.
- 4) Current and future anticipated declines in available course sections will impact students' ability to make timely progress toward educational goal completion.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	68.7%	67.2%	64.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.3%	77.2%	80.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.4%	75.9%	75.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	89.4%	88.0%	87.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	80.4%	83.1%	80.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.1%	55.4%	57.4%
Basic Skills Improvement Rate	67.5%	62.3%	62.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Foothill College

Foothill-De Anza Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	34,832	35,638	34,527
Full-Time Equivalent Students (FTES)*	13,610	14,157	14,380

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.3%	22.7%	24.9%
20 - 24	20.5%	21.4%	22.7%
25 - 49	37.3%	37.5%	35.8%
Over 49	18.9%	18.3%	16.4%
Unknown	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.6%	53.4%	54.1%
Male	45.4%	46.5%	45.9%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.2%	3.1%
American Indian/Alaskan Native	0.4%	1.1%	0.6%
Asian	24.9%	23.5%	22.2%
Filipino	2.6%	2.6%	2.6%
Hispanic	10.9%	10.3%	12.0%
Pacific Islander	0.8%	0.9%	0.8%
Two or More Races	.%	.%	2.1%
Unknown/Non-Respondent	16.7%	19.5%	20.3%
White Non-Hispanic	40.4%	39.1%	36.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	64.1	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	80.5	74.8	70.4	80.5	B6
C	Persistence Rate	75.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.9	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	80.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	62.8	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	57.4	51.7	30.5	66.6	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 2011 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in community college higher education, serves approximately 18,000 students each fall. In the 2009-10 academic year, students represented a wide variety of backgrounds: 36.3% identified themselves as White, 25.6% Asian/Filipino/Pacific Islander, 12.0% Hispanic, 3.1% African American, and 2.1% Multi-Ethnic.

Foothill is a pioneer in providing access through online distance learning, offering eleven online degree programs with enrollments reaching 5,000. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill has one of the state's strongest transfer programs, with over 1,000 students transferring to four-year institutions in 2009-10. While UC Davis and UC San Diego are the second and third highest transfer destinations behind San Jose State University, over 500 students also transfer to private and out-of-state institutions. According to the Chancellor's Office Transfer Velocity Data Mart, 53% of the 2004-05 cohort who were tracked for six years transferred, a figure 12% higher than the statewide transfer rate. Foothill also provides strong career and workforce education. Over 600 students earn career certificates and associate degrees each year in a wide variety of disciplines.

Compared to its peers, Foothill ranks higher than the group average in all seven accountability indicators and the highest in two of the indicators—Students Earned 30 Units and Course Completion for Basic Skills Courses (80.5% and 80.7% respectively for 2009-10). Some examples of Foothill's innovative efforts to provide support and address basic skills development include Math My Way, Pass the Torch, and Adaptive Learning's Summer Academy. The decline in Student Progress and Achievement Rate (67.2% in 2008-09 to 64.1% in 2009-10) reflects a drop in the percentage of the cohort that earned a certificate and transferred to four-year institutions. The decline in certificates awarded stems in part from the change in state regulations requiring a minimum number of units for a state approved certificate. The number of certificates awarded will likely increase as new certificates are approved in the next couple years. The transfer rate is impacted by the number of seats available at the CSU and UC systems; Foothill will continue its efforts to increase the number of students completing a certificate and transferring.

To continue progress on student achievement, self assessment, and quality improvement, Foothill has adopted an innovative integrated planning system built around the college's strategic initiatives of building a community of scholars, promoting a collaborative decision-making environment, and putting access into action. The college's core missions reflect its emphasis on basic skills, transfer, workforce development, and stewardship of resources. This commitment builds upon Foothill's tradition of excellence and innovation as it continues to increase student access and achievement. In the current academic year, the planning model is being used to focus resources on the core missions and to create further focus, innovation, and new initiatives in these areas.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.5%	47.6%	47.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.3%	74.0%	72.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.7%	68.9%	66.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.3%	78.4%	76.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.4%	65.2%	70.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	66.8%	65.6%	67.4%
Basic Skills Improvement Rate	53.2%	58.8%	62.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	33,069	36,504	35,753
Full-Time Equivalent Students (FTES)*	18,111	18,992	19,678

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.9%	26.4%	27.6%
20 - 24	31.7%	31.6%	31.4%
25 - 49	36.4%	37.1%	36.5%
Over 49	5.0%	4.8%	4.5%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.2%	51.0%	51.0%
Male	46.8%	47.5%	47.8%
Unknown	1.0%	1.5%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Fresno City College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	8.3%	8.5%	8.2%
American Indian/Alaskan Native	1.2%	1.3%	1.0%
Asian	9.2%	9.5%	13.5%
Filipino	1.5%	1.4%	1.3%
Hispanic	40.0%	40.2%	38.6%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	11.2%	12.3%	9.9%
White Non-Hispanic	28.0%	26.3%	26.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	47.0	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	72.3	72.4	57.8	80.3	B2
C	Persistence Rate	66.7	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.7	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	62.5	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	67.4	58.7	48.9	69.2	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 2011 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 services to assist our students in achieving their educational goals. We work 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. In recent years, this growth has shifted to a predominance of younger adults (aged 25 and younger). Concurrently, the profile of FCC's students shifted slightly toward a younger student. In addition, a slight increase of male students reflects changes in the FCC service area.

In the current recession, unemployment remains high in the FCC service area. FCC enrollments have risen over the last three years, with the addition of nearly 3000 additional students (unduplicated headcount). Budget considerations leading to the elimination of some course sections have slowed this growth somewhat; however, many programs and classes show enrollments at or near capacity, higher than historical patterns, which limits the effect of such cost-cutting measures.

FCC shows solid performance on most of the accountability indicators relative to its peers. While lower than the peer group average for student progress and achievement rate and persistence, FCC is at or above the peer group average for the remaining measures, with particularly high scores for the improvement rate for credit ESL courses and for both basic skills measures.

FCC's rate for student progress and achievement is slightly lower than that of its peers. FCC has a strong Liberal Arts program that prepares students for transfer, which normally results in approximately 1100 annual transfers to California State University. According to the CSU System Office, however, transfers were greatly reduced in the 2009-2010 year due to state budget considerations. The effect of this reduction is evident in the drop in FCC's student progress and achievement rate; an increase in transfers to private institutions coupled with an increase in students identified as either transfer directed or transfer prepared help mitigate the effect of the CSU transfer reductions.

FCC's persistence rate is also lower than that of its peers. The most recent data shows a slight improvement in this area, with a rate 1% higher than two years ago. A higher rate achieved in Fall 2008 was due largely to an increase in persistence among part-time students; however, this increase was not maintained.

The annual successful course completion rate for credit vocational courses is the lowest measure when compared to FCC's peers, and shows a decline from previous years.

FCC shows the most improvement in credit basic skills. Both the annual successful course completion rate and the improvement rate for credit basic skills courses have increased over the past three years, by 7.3% and 9.3% respectively. FCC's rates in basic skills are quite a bit higher than either its peer group or the state.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	57.1%	60.6%	59.7%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	76.0%	79.9%	78.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.1%	78.2%	78.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.1%	68.7%	69.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.1%	56.6%	59.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	48.9%	48.3%	52.1%
Basic Skills Improvement Rate	62.2%	62.0%	62.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	31,235	32,241	32,431
Full-Time Equivalent Students (FTES)*	17,489	18,502	19,478

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.8%	34.0%	34.7%
20 - 24	39.0%	38.3%	39.3%
25 - 49	24.2%	23.8%	22.9%
Over 49	4.0%	3.9%	3.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.2%	51.5%	51.0%
Male	46.5%	46.9%	47.5%
Unknown	1.3%	1.6%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.7%	3.7%	3.6%
American Indian/Alaskan Native	0.7%	0.7%	0.5%
Asian	16.5%	15.7%	14.9%
Filipino	3.3%	3.1%	2.9%
Hispanic	32.5%	33.9%	37.2%
Pacific Islander	0.7%	0.7%	0.5%
Two or More Races	.%	.%	1.9%
Unknown/Non-Respondent	9.0%	9.3%	7.1%
White Non-Hispanic	33.7%	32.8%	31.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.7	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	78.7	72.4	57.8	80.3	B2
C	Persistence Rate	78.9	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	62.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	52.1	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Self-Assessment

Fullerton College 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, with its historically highest fall enrollments for the past three years and served 32,431 students in 2009-10. The percentage of Hispanic students continues to increase while the percentage of Caucasian students continues to decrease. Hispanic students are now a plurality at Fullerton College. Nearly 75 percent of all new students need to complete developmental level English and/or math when they begin. 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, though this number dropped significantly in 2009-2010. 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 demonstrated above average or excellent levels of performance on the majority of the accountability indicators. The Student Progress and Achievement rate has declined slightly in the past year but is still nearly 60%, the percent of students earning at least 30 units is still nearly 80% and the persistence rate is also nearly 80%. The vocational education successful course completion rate increased slightly to nearly 70%. The successful course completion rate in basic skills courses increased significantly to nearly 60%. The ESL improvement rate and basic skills improvement rate have each increased and remain around 60%. Fullerton College has instituted a number of projects aimed at increasing successful course completion and progression through the basic skills sequence of courses.

The significant changes in the peer groups for Fullerton College for the 2008 ARCC report, with the college grouped with higher performing colleges, have been retained for the 2010 ARCC report. For nearly all indicators, Fullerton College is at or above its peer group average and well above the peer group average for the percent of students who earned at least 30 units, the fall to fall persistence rate, and the improvement rate for basic skills courses. The successful course completion rates in both basic skills courses and vocational courses and the improvement rate for ESL courses are below the average of the peer groups. Additional analyses of these success rates have led to the creation of a variety of interventions designed to improve these success rates. Performance on these indicators will increase with the college's continuing commitment to and success in serving students in developmental education.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.0%	46.3%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.2%	77.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.0%	71.9%	72.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	84.7%	87.3%	89.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.7%	52.4%	52.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	61.0%	60.3%	58.9%
Basic Skills Improvement Rate	48.1%	52.0%	52.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	3.0%	1.5%



ARCC 2011 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	11,947	16,350	18,659
Full-Time Equivalent Students (FTES)*	5,444	5,679	5,868

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	17.7%	15.6%	13.8%
20 - 24	18.6%	16.8%	14.6%
25 - 49	46.5%	50.8%	56.1%
Over 49	17.2%	16.6%	15.3%
Unknown	.%	0.2%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.7%	46.4%	40.7%
Male	47.1%	52.4%	57.8%
Unknown	0.2%	1.2%	1.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.1%	3.1%	4.0%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	4.0%	3.9%	4.5%
Filipino	1.7%	1.9%	2.0%
Hispanic	37.2%	38.0%	34.0%
Pacific Islander	0.5%	0.6%	0.6%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	12.3%	14.5%	17.2%
White Non-Hispanic	41.4%	37.3%	37.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	50.1	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	73.6	70.2	57.8	80.0	B1
C	Persistence Rate	72.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.8	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	52.3	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	58.9	43.0	0.0	67.2	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 2011 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 its off-campus sites in Hollister and Morgan Hill serve an ethnically-diverse population in this historically rural region. As other parts of the state, our service area has been faced difficult economic circumstances combined with high unemployment. Enrollment at the district has increased each year for the past six years and this trend continued over the 09/10 academic year. Annual unduplicated headcount for the 09/10 academic year increased 14.1% from the previous year and FTES increased 3.3%.

The Gavilan District student population also saw shifts in the 09/10 academic year. Continuing a 3-year trend, the proportion of students who were 25-49 increased (+10.4%), while the proportion of females decreased (-12.3%). Increases in males and those students who are 25-49 may reflect the increases in unemployment for these service area sub-populations. In Fall 2011, the college will implement a new application so as to be able to capture data on multiple-race students.

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 19 Associate degree programs. In addition to these offerings, the College has recently established a very active Service Learning program, with over 15 classes having utilized this approach.

Most of Gavilan's District-level ARCC performance indicators were very encouraging. For the 09/10 academic year, Student Progress and Achievement rate increased (8.2%) and was above the Peer Group average. As in previous years, the successful course completion rate for credit vocational courses increased and was the highest in the peer group. Other indicators, Percent of Students who earned at least 30 units and Improvement rate for ESL courses, were also above the peer group average.

Again this year, the main area of under-performance was Basic Skills course completion rate and improvement rate. Both were below the peer group averages with course completion rate near the peer group low. In an effort to address these indicators, a cross-campus Learning Council was established. This group has begun to study and construct cross-disciplinary interventions to address the barriers associated with Basic Skills students' success. Furthermore, the College has recently received a Title V grant, which partly focuses on Basic Skills success and will fund some of these new efforts.

Additional 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	60.8%	62.0%	61.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	79.5%	81.9%	80.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	75.5%	73.7%	75.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.3%	78.2%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.8%	60.5%	64.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.7%	59.6%	61.6%
Basic Skills Improvement Rate	58.4%	59.7%	59.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	9.9%	12.0%	11.2%



Glendale Community College

Glendale Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	33,998	35,619	35,103
Full-Time Equivalent Students (FTES)*	16,569	18,612	19,261

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.3%	20.7%	20.4%
20 - 24	22.3%	21.3%	21.9%
25 - 49	23.7%	23.4%	24.3%
Over 49	3.8%	3.5%	3.5%
Unknown	30.0%	31.2%	30.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.0%	59.2%	58.0%
Male	39.4%	40.2%	41.4%
Unknown	0.6%	0.6%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.4%	2.4%	2.1%
American Indian/Alaskan Native	0.3%	0.3%	0.2%
Asian	10.5%	10.1%	8.6%
Filipino	4.9%	4.6%	4.1%
Hispanic	23.9%	22.9%	20.7%
Pacific Islander	0.4%	0.3%	0.3%
Two or More Races	.%	.%	0.3%
Unknown/Non-Respondent	3.6%	4.5%	13.1%
White Non-Hispanic	54.0%	54.8%	50.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	61.8	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	80.3	72.4	57.8	80.3	B2
C	Persistence Rate	75.5	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	59.4	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	61.6	52.6	20.0	77.1	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 2011 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, 112 certificate and degree programs, and a large noncredit program covering basic skills, high school completion, and occupational education. Additionally, it provides community services education and workforce training. The college serves approximately 40,000 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 Second Language training. Approximately 32% of Glendale's students are of Armenian origin, 25% are Hispanic, and about 12% are Asian. Nearly 30% of credit students and 60% of noncredit students are over age 30. Approximately 80% of students entering the college directly from high school place below transfer level in English or mathematics.

Despite many challenges, Glendale Community College successfully prepares 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 the ARCC indicators. According to the most recent data, Glendale's indicators are higher than its peer group averages for all seven indicators, and higher than the state averages for all seven indicators as well. Glendale ranks first in its peer group, and fourth in the state, for the percent of students earning at least 30 units. For basic skills improvement, which has been one focus of the college's attention, Glendale ranks third out of 15 in its peer group. On the other indicators with peer groups (student progress and achievement, persistence, vocational success, basic skills success, and ESL improvement), Glendale Community College's indicators exceed the peer group averages by between two and nine percentage points. On career development and college preparation progress and achievement, Glendale ranks sixth out of 37 colleges reporting data.

The ARCC indicators show areas of potential improvement. Glendale's basic skills course success and basic skills improvement rates are only three percentage points above the statewide averages, indicating the need for the college to continue its work on basic skills through its Foundational Skills Committee, Student Success Advisory Task Force, and Basic Skills Coordinator. Vocational course success is approximately two percentage points above the statewide average and has been declining slightly for the past three years. The college is addressing career and technical education through several new programs and partnerships as well as through the goals of its Educational Master Plan.

The ARCC performance indicators demonstrate Glendale Community College's success at preparing students for transfer and occupational success. The college is also working to address areas where the ARCC measures indicate improvements are warranted.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	58.4%	60.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	77.3%	79.0%	78.9%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.7%	67.7%	70.4%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.2%	76.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	59.3%	58.7%	61.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	57.1%	59.7%	54.4%
Basic Skills Improvement Rate	63.4%	64.3%	63.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Golden West College

Coast Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,309	20,883	20,361
Full-Time Equivalent Students (FTES)*	10,545	10,759	10,605

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.2%	24.2%	25.2%
20 - 24	35.5%	35.9%	37.3%
25 - 49	33.0%	34.1%	33.0%
Over 49	6.3%	5.8%	4.5%
Unknown	.%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.0%	54.4%	54.3%
Male	44.6%	44.7%	44.8%
Unknown	0.4%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Golden West College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.8%	1.9%	1.9%
American Indian/Alaskan Native	0.9%	0.9%	0.6%
Asian	29.0%	27.9%	28.5%
Filipino	3.0%	2.9%	2.6%
Hispanic	16.7%	17.3%	20.8%
Pacific Islander	0.9%	1.0%	0.7%
Two or More Races	.%	.%	2.6%
Unknown/Non-Respondent	9.9%	10.8%	3.8%
White Non-Hispanic	37.8%	37.3%	38.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.8	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	78.9	72.4	57.8	80.3	B2
C	Persistence Rate	70.4	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.0	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	63.8	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	54.4	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Golden West College

Coast Community College District

College Self-Assessment

Golden West College (GWC) is located in the county of Orange and the city of Huntington Beach. We are one of three community colleges of the Coast Community College District serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College serves just over 20,000 students per year with 63% of those students under the age of 25. The ethnic composition of our students is 32% Asian, 21% Hispanic, 2% African American, 38% white and 7% other.

Although transfer preparation and degree achievement are primary to the mission of Golden West College, our mission also includes responding to specific community needs with respect to career and technical training, employment skills preparation, as well as, remedial activities and lifelong learning. At graduation, more than one-third of our 1,200+ awards are vocational certificates. GWC offers 23 career certificate programs, featuring our P.O.S.T. certified Police Academy, California Board of Registered Nursing (BRN) and National League of Nursing (NLN) accredited Registered Nursing, National Automotive Technicians Education Foundation (NATEF) certified Automotive Technology, and California State Board of Cosmetology (CSB) certified Cosmetology programs.

Golden West College was significantly higher (over 5% greater) than state-wide on the following indicators: "Student Progress and Achievement" (59.8%), "Percent of Student Earning 30 units" (78.9%), and "Basic Skills Improvement Rate" (61.9%). Additionally, GWC performed at or above state-wide averages on all accountability indicators except "Vocational Successful Course Completion Rate" (75.0% compared to 77.0%). Our rate, however, is higher than our Peer Group average of 73.8%.

While our "ESL Course Level Improvement Rate" was at or above the state-wide rate as well as our Peer Group average, our most recent rate is lower than our own prior two years (54.4% down from 59.7% and 57.2%). We will monitor and study this to determine if it is an anomaly or a disturbing trend.

Like many California community colleges, two-thirds of first-time GWC students come to the college under-prepared academically and place into math and/or English courses below transfer level. The Basic Skills Initiative and the associated funds continue to facilitate the College's focus on improving students' basic skills, and we are seeing the fruits of those efforts. The College's Basic Skills Improvement Rate of 63.8% is significantly higher than our peer group average (nearly 10% higher) as well as the state-wide rate (over 5% higher).

Members of our Student Success Committee and Basic Skills subcommittee continue to study issues that are barriers to student success and coordinate activities to provide the tools for students to be successful in college. One idea that is being seriously considered and studied is the feasibility of realigning the institution with a dedicated Basic Skills or Student Success emphasis. Our goal is to improve our ability to identify students early on who are lacking the skills to succeed and to effectively schedule them for support and services they need. This will be a worthy challenge during times of historic budget cuts.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	59.0%	60.0%	61.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.9%	74.9%	73.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.5%	67.6%	68.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.4%	72.6%	73.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	59.6%	64.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.0%	44.9%	44.5%
Basic Skills Improvement Rate	64.0%	61.6%	65.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	27,075	28,568	31,451
Full-Time Equivalent Students (FTES)*	12,864	13,523	14,498

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.9%	28.4%	26.3%
20 - 24	37.1%	37.5%	38.0%
25 - 49	29.3%	29.3%	31.1%
Over 49	4.7%	4.8%	4.6%
Unknown	.%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.0%	57.5%	56.7%
Male	41.9%	41.3%	42.2%
Unknown	1.1%	1.2%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	8.4%	8.3%	8.2%
American Indian/Alaskan Native	1.1%	1.0%	0.8%
Asian	6.9%	7.0%	6.8%
Filipino	4.3%	4.7%	4.3%
Hispanic	18.9%	19.0%	21.9%
Pacific Islander	1.5%	1.5%	1.2%
Two or More Races	.%	.%	2.8%
Unknown/Non-Respondent	10.5%	11.2%	7.1%
White Non-Hispanic	48.4%	47.3%	47.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	61.5	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	73.4	72.4	57.8	80.3	B2
C	Persistence Rate	68.6	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	65.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	44.5	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Self-Assessment

El Cajon's Grossmont College offers more than 150 degree and certificate programs, including university transfer, workforce, and basic skills options. The College offers a full range of Student activities and clubs as well as 16 intercollegiate athletic teams.

Grossmont College will celebrate its 50th anniversary this year. The College serves a diverse community of students from suburban locations in East San Diego County, the City of San Diego and locations across the state. Grossmont is part of the Grossmont-Cuyamaca Community College District and enjoys the largest enrollment of international students among all community colleges in San Diego County.

Enrollment for the Spring 2011 Semester was 20,105 which also includes an increase in the diversity of the college's student population. The majority of students initially indicate that they intend to transfer to four-year universities, including San Diego State University and the University of California system. Grossmont College provides the largest number of transfer students to SDSU.

Grossmont College is above its peer group average in five out of seven categories. Much of the improvement is due to innovative programs introduced to increase student success. Examples of some of these programs include a First Year Experience cohort, a Math Academy that provides an accelerated course session for students learning Math as well as contextualized curriculum designed to achieve success in some Allied Health programs. The College's ESL programs have been severely impacted primarily due to recent, massive, refugee placement in Eastern San Diego County. Immigration has resulted in upwards of 10% of our student population representing non-native speaking young and middle aged adults.

Grossmont's Credit Vocational Course Completion Rate is at its peer group average, having increased 1.2% since last year. Also, the Completion Rate for Credit Basic Skills Courses is now 7.6% above its peer group average, a result of the CB21 basic skills course recoding project and increased student success initiatives and efforts to accelerate learning on campus. Grossmont has an active Umoja program to increase retention and persistence of African American students and a grant-funded Summer Bridge and First Year Experience aimed at former foster youth.

The College continues to focus on student access and success at all levels. Students, faculty, staff and administration are working together and utilizing data to inform decision-making. Initiatives such as BRIC (Bridging Research Information and Culture), CLASS (California Leadership Alliance for Student Success), CalPASS (California Partnership for Achieving Student Success), Dreamkeepers and involvement in a FIPSE granted to Kingsborough Community College are examples of the types of efforts aimed at keeping student learning and success at the heart of the college's efforts. Through all of these initiatives Grossmont College achieves its vision of "Changing Lives Through Education."



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	42.0%	42.3%	44.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	65.4%	69.9%	63.9%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	73.4%	76.4%	74.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.1%	80.5%	80.4%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.9%	61.1%	64.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.2%	54.0%	53.9%
Basic Skills Improvement Rate	55.4%	57.5%	59.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	16,549	18,229	16,457
Full-Time Equivalent Students (FTES)*	6,586	7,624	7,373

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.4%	24.3%	26.6%
20 - 24	20.3%	21.7%	24.1%
25 - 49	44.5%	43.7%	39.8%
Over 49	9.6%	9.8%	9.1%
Unknown	0.2%	0.5%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	48.2%	49.3%	48.4%
Male	49.9%	49.9%	51.2%
Unknown	1.9%	0.8%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.0%	2.8%	2.6%
American Indian/Alaskan Native	0.6%	0.7%	0.5%
Asian	3.2%	3.1%	2.6%
Filipino	3.6%	3.1%	3.1%
Hispanic	52.2%	49.5%	53.1%
Pacific Islander	0.6%	0.7%	0.6%
Two or More Races	.%	.%	0.2%
Unknown/Non-Respondent	13.0%	19.7%	19.0%
White Non-Hispanic	23.7%	20.3%	18.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	44.1	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	63.9	70.2	57.8	80.0	B1
C	Persistence Rate	74.3	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.8	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	59.7	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	53.9	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Self-Assessment

Hartnell incorporates the continuous improvement cycle in all of its processes. Consequently, we continue to monitor the progress of students, develop and implement research tools, analyze and adjust curriculum and programs and enhance student services that result in improved student access and success. The newly formed Student Success Center helps to focus faculty inquiry by providing analytical tools that provide cohort tracking of students from term to term. These tools are web based which allow both researchers and the college community to access the tools. For the first time faculty can track students who persist through a sequence of courses and their subsequent success through time. These data include students who receive degrees or certificates, when students are transfer-ready and students who repeat a particular course. The availability of these data facilitates dialog among area faculty and other disciplines.

Erratic funding for higher education may have influenced the decrease of 10% in the annual unduplicated headcount and 3.4 % decreases in FTES experienced by Hartnell from 2008-9 to 2009-10.

The proportion of students under the age of 19 increased slightly (24.3% to 26.6%) while the percentage of students in all groups over 25 decreased.

Credit Basic Skills completion rate (64.8%) was above the peer average (63%) and the state average (58.6%). This is an increase from 56.9% in 2007-08 and 61% in 2008-09.

Hartnell's improvement rate for ESL courses of 59.7% was above its peer group of 57.3% and the state average of 54.6%.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	37.0%	40.3%	36.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	78.2%	78.2%	71.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.4%	75.0%	80.7%



ARCC 2011 Report: College Level Indicators

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.1%	77.5%	81.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	64.2%	70.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	55.6%	52.5%	59.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	3.4%	4.0%



Imperial Valley College

Imperial Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	12,735	12,154	11,845
Full-Time Equivalent Students (FTES)*	7,086	7,426	7,132

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.8%	28.1%	29.7%
20 - 24	29.0%	30.8%	33.3%
25 - 49	37.7%	34.9%	31.7%
Over 49	8.5%	6.2%	5.2%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.2%	58.1%	55.8%
Male	38.0%	40.4%	42.6%
Unknown	1.8%	1.5%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Imperial Valley College

Imperial Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.2%	1.4%	1.0%
American Indian/Alaskan Native	0.3%	0.1%	0.0%
Asian	1.4%	1.2%	0.9%
Filipino	0.5%	0.4%	0.4%
Hispanic	84.6%	84.9%	76.0%
Pacific Islander	0.1%	4.8%	0.0%
Two or More Races	.%	.%	0.1%
Unknown/Non-Respondent	5.0%	4.7%	15.9%
White Non-Hispanic	6.9%	2.5%	5.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	36.2	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	71.3	69.2	56.3	76.4	B3
C	Persistence Rate	80.7	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.2	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.0	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	59.2	59.2	59.2	59.2	F3
G	Improvement Rate for Credit ESL Courses	.	52.6	20.0	77.1	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.



Imperial Valley College

Imperial Community College District

College Self-Assessment

Imperial Valley College (IVC) serves 164,414 residents over a rural area comprised of more than 4,600 square miles. The college serves over 7200 full-time equivalent students on a 160- acre main campus located on the outskirts of the city of Imperial. Imperial County is the most southeastern county in California and borders México and Arizona. The unemployment rate in Imperial County is 25% with one of the lowest per capita income in the state. The college serves seven feeder high school districts, which yield approximately 2,000 graduates a year. Although the High School to College going rate is one of the highest in the state (67%), IVC's completion rate continues to be an issue the College grapples with. The data is inconclusive as to reasons for this trend. Other accountability measures show the college ranks highest among its peer group in retention and persistence rates. The explanation for such disparity is one of economics. In a county with 25% unemployment, high levels of poverty, and a higher education system cutting access to students, a segment of the population simply lose hope under the strain of this dire economic reality and forfeit their college aspirations for entry level jobs. The employers within the Imperial Valley desire an educated workforce, but the need for a credentialed workforce is of less importance. This may explain the unique phenomena noted in IVC's data – while the college has the highest percentage of student retention and persistence rates it also has the lowest progress and achievement rates among its peer group. In the midst of the challenge to create opportunities for students IVC graduated 577 students, awarded 183 certificates, and transferred 242 students to CSU's and UC's. This has happened in light of the tightening admission criteria set by the CSU and decreasing slots for transfer.

The College has made significant strides in improvement rates in ESL and Credit Basic Skills courses as well as completion rates for credit basic skills courses. IVC serves a proportionally large population of ESL students who enter the college at very low-level English comprehension. This student population consists of students with various communication goals including certificate and degree attainment.. The College needs to develop a mechanism to better identify student goals to assist student's success at this level.

During the past two years the College has successfully introduced new training opportunities for students in green energy sector jobs, and other short-term workforce training programs to assist our population in acquiring skills for employment. As a result, data shows that our CTE course completion rate has increased by 3.7%.

The College, as well as all of California, is grappling with a looming fiscal crisis. The college is redesigning programs to help students accelerate their learning so they can enter the job market or transfer sooner. This new approach will increase student progress and achievement rates. The College is also reaching out to new partners in education, redoubling its efforts to work with employers and providing pathways to success.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	65.3%	67.8%	66.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.0%	74.4%	75.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.3%	78.0%	77.2%



ARCC 2011 Report: College Level Indicators

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.2%	73.0%	73.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	71.3%	74.0%	70.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	41.4%	38.0%	42.8%
Basic Skills Improvement Rate	60.9%	63.2%	63.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,649	24,680	26,544
Full-Time Equivalent Students (FTES)*	8,021	9,018	9,420

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.0%	24.8%	26.0%
20 - 24	26.5%	25.3%	26.2%
25 - 49	29.5%	28.8%	27.3%
Over 49	21.0%	21.1%	20.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.8%	58.1%	57.6%
Male	40.5%	40.7%	41.5%
Unknown	0.7%	1.2%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.9%	1.9%	1.9%
American Indian/Alaskan Native	0.4%	0.4%	0.2%
Asian	27.5%	26.6%	25.6%
Filipino	2.7%	2.7%	2.6%
Hispanic	9.9%	10.4%	11.8%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	0.0%	1.7%
Unknown/Non-Respondent	12.7%	6.7%	8.2%
White Non-Hispanic	44.3%	50.7%	47.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	66.1	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	75.8	70.2	57.8	80.0	B1
C	Persistence Rate	77.2	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	63.8	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	42.8	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Self-Assessment

Irvine Valley College (IVC) serves a diverse population of students in an above average socio-economic region in South Orange County. Cities in the service area of the college include Laguna Beach, Aliso Viejo, Tustin, Lake Forest, and Irvine. The gender balance is stable: 58% of students are female. Age groupings show a relatively stable distribution as well. The enrollments of African-American, Asian/Pacific Islander, Hispanic, and Caucasian students at IVC reflect the ethnic and cultural demographics of the service area: 25% are Asian, 41% are Caucasian, 10% are Hispanic, and dozens of other cultures are represented on campus. Full Time Equivalent Students experienced 17% growth over the past few years, from 8,021 in 2007-08 to 9,420 in 2009-10. IVC increased the number of basic skills sections offered between Fall 2007 and Fall 2009 by 161%, from 49 to 128, and increased transfer sections in Humanities, Math, Computer Science and Engineering. IVC's unduplicated headcount for students in developmental courses doubled between Fall 2007 and Fall 2009, from 1,383 to 2,769, with consistently high retention and success rates. The college has concomitantly reduced its offerings in physical education, and noncredit instruction is in the process of being replaced with community education. Enrollment in distance education courses continues to grow as is the number of distance education sections offered.

The number of students awarded a degree and certificate increased significantly in the last few years. The number of AA/AS degrees awarded increased from 368 in 2007-08 to 611 in 2009-10, a 66% increase. The number of certificates awarded increased from 577 in 2007-08 to 2,129 in 2009-10, a 269% increase. This improvement can be credited primarily to the creation of AA/AS degrees with emphasis and IGETC and CSU certificates by our faculty. Using the State System Office transfer rate methodology, IVC's average transfer rate to four-year institutions over the last 5 years is 3rd highest in the California Community College System, and it remains the highest for Orange County Community Colleges.

Irvine Valley College's ARCC 2011 Report accountability indicators demonstrate above average performance on six out of seven indicators compared to its peer institutions and is the peer group high on annual successful course completion rate for credit basic skills. While the student progress and achievement rate, annual successful course completion rate for vocational courses, and completion rate for basic skills courses have each remained stable and relatively high, the percentage of students completing at least 30 units, student persistence rate, ESL improvement rate, and basic skills improvement rate have all steadily improved in recent years.

The Basic Skills Initiative process is addressing needs in staff development, curriculum redesign, and development of an ESL/World Languages Student Success Center. Inspired by the Accreditation Standards and South Orange County Community District goals, the Irvine Valley College President and Administration, the Academic Senate, and all 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.9%	52.1%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.1%	72.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	56.3%	67.3%	46.5%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.9%	82.0%	80.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.9%	70.6%	71.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	62.0%	32.8%	49.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.3%	2.4%	4.3%



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	6,918	7,103	6,674
Full-Time Equivalent Students (FTES)*	1,735	1,935	2,021

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	14.5%	14.6%	13.8%
20 - 24	17.2%	17.6%	19.5%
25 - 49	42.5%	41.5%	41.6%
Over 49	25.6%	26.1%	25.0%
Unknown	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.3%	57.0%	56.7%
Male	42.6%	42.6%	42.0%
Unknown	0.1%	0.4%	1.3%

Source: Chancellor's Office, Management Information System



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	0.7%	0.8%	0.9%
American Indian/Alaskan Native	1.1%	1.0%	0.7%
Asian	1.9%	2.3%	2.3%
Filipino	1.3%	1.1%	1.1%
Hispanic	14.5%	15.6%	16.6%
Pacific Islander	0.5%	0.5%	0.3%
Two or More Races	.%	.%	1.4%
Unknown/Non-Respondent	10.9%	11.3%	11.2%
White Non-Hispanic	69.1%	67.4%	65.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	72.4	68.3	63.9	72.4	B5
C	Persistence Rate	46.5	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.8	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.4	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	49.5	53.9	46.3	60.4	F6
G	Improvement Rate for Credit ESL Courses	.	43.0	0.0	67.2	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.



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 next nearest California community college and 100+ miles from 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 lifelong learning to an increasingly diverse population. Additionally, the college serves as the intellectual and cultural center for the people who reside and work here. The recent downturn in the state, regional, and national economy contributed to an 11.3% increase in full-time equivalent students (FTES) between 2007-08 and 2008-09, as increasing numbers of individuals enrolled at LTCC seeking the opportunities afforded by higher education. However, due to state budget constraints LTCC was forced to significantly reduce its course offerings which have caused a leveling off of FTES growth, and a decline in the total number of students served in 2010-11. Despite these challenges the College is quite successful in meeting the educational needs of its students and the community, as evidenced in the ARCC report. The College has fared relatively well in the seven areas assessed and LTCC leads its peer groups in two of the four areas for the third year in a row: percent of students who earned at least 30 units and annual successful course completion rate for credit basic skills courses. Through continued efforts, including the recent award of a TRiO Student Success grant, LTCC expects to increase the improvement rate for basic skills; an area deserving of increased attention as the College is below its peer group average. Additionally, given the focus both promoted and afforded by the TRiO grant, improvement is also expected in the student progress and achievement rate and persistence rate.

An area of particular pride for the College is its vocational programs, and the consistently strong successful course completion rate shown in the ARCC report is a reflection of the high quality programs offered. A successful completion rate consistently over 80% is encouraging especially given the rigor and challenging nature of the College's most popular vocational programs in Fire Science and Allied Health.

These results reflect an excellent faculty, as well as a robust set of support and intervention services. 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, services and programs to those students, and to assisting the faculty with the tools and support necessary for outstanding instructional programs.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.3%	52.0%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.8%	69.7%	72.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.1%	58.7%	63.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.9%	64.0%	61.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.5%	60.9%	60.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.0%	58.7%	52.6%
Basic Skills Improvement Rate	40.5%	43.4%	45.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,309	23,010	24,123
Full-Time Equivalent Students (FTES)*	8,218	8,389	9,041

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	22.5%	21.8%	21.1%
20 - 24	24.0%	25.3%	27.4%
25 - 49	43.2%	42.6%	42.1%
Over 49	10.3%	10.3%	9.4%
Unknown	0.0%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.9%	52.1%	50.5%
Male	43.6%	41.3%	41.3%
Unknown	0.5%	6.6%	8.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	28.5%	25.7%	23.1%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	30.1%	27.0%	22.6%
Filipino	1.9%	2.0%	1.6%
Hispanic	12.7%	11.7%	10.1%
Pacific Islander	0.7%	0.8%	0.6%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	9.8%	18.5%	29.4%
White Non-Hispanic	15.9%	13.8%	11.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	54.0	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	72.5	70.2	57.8	80.0	B1
C	Persistence Rate	63.0	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	61.7	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	45.9	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	52.6	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Laney College

Peralta Community College District

College Self-Assessment

Laney College, in downtown Oakland, continues to experience moderate enrollment growth. From 2007/08 to 2009/10 the headcount increased by 8.1% while FTES increased by 10%. During the same time the student age distribution has had minor shifts with the greatest shift in the 20-24 year olds increasing by 14%. Although the dominant ethnic/racial groups remain Asian/Pacific Islander and African American with 23.2 and 23.1 respectively, there has been a decrease in the identification of the student body. Approximately 30% of the student body was listed as unknown/nonrespondent. The subjects with highest enrollment at Census in Fall 2010 were: English, Math, PE, ESL, and Business.

Laney has a history of working with challenged populations that come to us with a sense of expectation ripe to engage in the learning process. Laney has developed a wide variety of programs to support these students in obtaining degrees and certificates, transfer and/or entering the workforce. Examples are: The East Bay Career Advancement Academy; Project Bridge; Gateway to College; and the Exploring Pathways in Digital Media Initiative. The EDD Green Jobs Corps Program, the Bay Area Workforce Funding Collaborative, the Chancellor's Industry-Driven Regional Collaborative, the Peralta After School Initiatives, the Oakland Green Jobs Corps, the NSF-ATE and Community-based Job Training Grant programs focus on workforce development in technical areas. Transfer is supported by a transfer and career center as well as college and university recruitment events.

Student progress and achievement has remained stable at 54% while the students who earned at least 30 units within five years increased from 69.8% in the 2003/04 cohort to 72.5% in the 2004/05 cohort.

Persistence rates increased from 58.7% in Fall 2007/08 to 63.0% in Fall 2008/09. In 2009/10 Career and Technical Education course completion rates decreased to 61.7% from 64% in 2008/09.

Analysis of ARCC data also reveals the following:

- The student progress and achievement rate has fluctuated, yet returned to its highest rate of 54%.
- The percentage of students taking at least six units persisting from Fall to Fall fluctuates from year to year; however, the drop to 58% in Fall 2008 is probably due to poor data generated during the district's transition to new administrative software. The Fall 2008 to 2009 shows a return to 63%.
- From 2004/05 to 2007/08 the completion rates of students in career and technical (vocational) programs have remained steady (67% to 69%) then in 2008-09 the rate dropped to 64% and in 2009/10 the rate dropped to 61.7%.
- A similar trend is found with the successful completion of credit basic skills courses where the rate is steady but declined during the 2008/09 and then remained stable in 2009/10.
- Over the past three years, the Basic Skills improvement rate has improved from 40.5% to 45.9%.
- The ESL improvement rate is higher than that of Basic Skills and remained steady at around 58% for the last two years with a dip to 52.6% in 2007/08 to 2009/10.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	61.1%	61.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.6%	77.9%	80.0%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	79.7%	81.0%	77.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	74.1%	75.1%	75.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.8%	54.4%	62.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	47.2%	48.7%	46.5%
Basic Skills Improvement Rate	57.9%	58.4%	58.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	12,417	13,707	14,090
Full-Time Equivalent Students (FTES)*	7,186	6,591	7,501

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.2%	28.7%	29.0%
20 - 24	28.1%	28.4%	30.0%
25 - 49	32.9%	33.7%	31.6%
Over 49	9.7%	9.2%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.4%	52.9%	53.3%
Male	44.1%	44.8%	44.6%
Unknown	2.5%	2.2%	2.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.5%	4.9%	4.9%
American Indian/Alaskan Native	1.0%	1.0%	0.8%
Asian	11.6%	13.0%	13.5%
Filipino	3.5%	3.7%	3.4%
Hispanic	15.4%	15.2%	17.1%
Pacific Islander	1.1%	1.0%	0.8%
Two or More Races	.%	0.1%	2.3%
Unknown/Non-Respondent	11.4%	10.9%	7.4%
White Non-Hispanic	51.6%	50.1%	49.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	65.1	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	80.0	70.2	57.8	80.0	B1
C	Persistence Rate	77.9	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.8	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	58.7	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	46.5	49.4	9.6	83.3	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 2011 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 9,000 students and offers 22 Occupational Associate Degrees, 16 Transfer Associate Degrees, and over 35 Certificate Programs. Despite rapid change, LPC continues to provide high-quality instruction and services to our students and community. Through insightful planning, thoughtful resource allocation, and thorough evaluation, LPC continually strives to enact its mission in a collegial, accountable and participatory environment by aligning College priorities with program level planning.

While we are gratified by the continued achievement of our students as evidenced by most 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. However, even though we remain above the peer group average in Persistence we want to monitor this indicator given the most recent decline.

Our rates of Improvement in Basic Skills is above our peer group average. We are pleased to see our Vocational Course Completion increasing each year and we are now at our peer group average. Our Successful Course Completion Rate for Basic Skills has had a substantial increase from 54.4% in 2008-2009 to 62.9% in 2009-2010 and is now at our peer group average. Major foci of improvement are: Basic Skills Course Completions and the Vocation Course Completion Rate. While our past efforts are now showing evidence of effectiveness we want to continue on this path.

Addressing the possible factors that contribute to our Vocational Course Completion Rate improvement, LPC made improvements to retention efforts in Distance Education career courses. We increased counseling to students enrolled in Distance Education Career courses through embedded counseling efforts 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.

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. 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 such as embedded counseling and learning communities. 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. We use this and other data to ensure continued access, success, and equity in transfer, career and basic skills courses.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	45.1%	46.3%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.4%	63.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	45.5%	47.8%	54.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	81.1%	83.8%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	50.1%	55.3%	47.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	47.8%	42.3%	50.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	3,062	3,883	4,485
Full-Time Equivalent Students (FTES)*	1,304	1,567	1,753

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	18.8%	14.7%	13.4%
20 - 24	14.4%	14.0%	14.1%
25 - 49	45.2%	45.0%	49.1%
Over 49	21.6%	26.0%	23.2%
Unknown	0.0%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	45.0%	36.7%	31.0%
Male	54.8%	62.8%	68.4%
Unknown	0.2%	0.5%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.3%	4.0%	8.5%
American Indian/Alaskan Native	3.8%	3.4%	3.0%
Asian	1.9%	1.0%	1.3%
Filipino	0.6%	0.4%	0.4%
Hispanic	10.8%	10.1%	11.6%
Pacific Islander	1.1%	1.0%	1.0%
Two or More Races	.%	0.1%	0.7%
Unknown/Non-Respondent	5.1%	4.7%	2.2%
White Non-Hispanic	71.5%	75.4%	71.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	62.4	70.2	57.8	80.0	B1
C	Persistence Rate	54.9	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	80.4	79.4	80.9	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	47.4	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	50.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	.	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Lassen College

Lassen Community College District

College Self-Assessment

Lassen Community College, located in high mountain lake country, has a proud 86 year history as the most northeastern community college in the state. Primarily rural, the college's district serves a sparsely populated yet vast geographic region. Agriculture, small business, governmental agencies (local, state and federal), outdoor recreation, California wild fire management, forestry and water resource management create the majority of job opportunities within the district.

With dedicated faculty and staff and a low faculty to student ratio (16:1), LCC serves its community through transfer, vocational and basic skills, as well as special correspondence programs offered in the three prisons in the district. LCC offers over 60 degree and certificate programs in arts and sciences, business, and a full range of career technical fields. Following a period of declining enrollment, numbers increased significantly (32%) to a total of 4,485 students in AY09-10. This growth is coupled with changing demographics as more academically underprepared (75.3%), first-time (39.4%) and older students become a part of the student body.

Strategic planning efforts are aggressively aimed at increasing student success and the ARCC report points to positive trends in two areas: persistence rates and improvement rates for credit basic skills courses. One of the most exciting areas of growth has been in successful improvement rate for credit basic skills courses. This improvement reflects deliberate efforts from the college in staffing, expanding support services and college success workshops in the Learning Center.

The areas of concern as delineated in the report are those factors relating to the percent of students who earn 30 units and annual successful course completion rate for credit basic skills. We are addressing the decrease in completion rate for basic skills courses through a variety of efforts: establishing a Basic Skills Collaboratory, increasing access to basic skills courses and expanding instructional support specialist functions.

With regard to the student progress and achievement and completion of 30 unit indicators, the college shows a decrease over last year and lower rates than its peer group average. To help students better achieve their educational goals, we developed new academic support programs including an ambitious Transfer by Design initiative and increased access to counseling/guidance coursework. The college is confident the combination of these efforts will ultimately lead to improving outcomes for the student population.

Vocational programs are one of LCC's greatest institutional strengths. In the vocational course completion indicator, LCC continues to exceed the state average. The Instructional Program Review process coupled with integrated student services is credited with supporting this rate.

LCC is dedicated to educational excellence, student focus and student access and success. We are committed to helping students with diverse interests and needs achieve their educational goals and develop learning strategies required of productive citizens in an ever-changing world. The ARCC report substantiates that LCC provides a quality educational experience to its students and illuminates areas of focus where our process improvement efforts will yield the most positive benefits for the students that we are privileged to serve.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	42.1%	45.7%	44.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.4%	72.8%	73.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.9%	76.5%	77.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	69.7%	70.3%	70.1%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.5%	55.5%	56.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	46.1%	46.9%	51.8%
Basic Skills Improvement Rate	63.2%	64.4%	64.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	6.1%	7.1%	9.3%



Long Beach City College

Long Beach Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	41,138	42,973	41,833
Full-Time Equivalent Students (FTES)*	21,529	21,500	21,162

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.8%	21.5%	23.0%
20 - 24	28.6%	29.2%	30.2%
25 - 49	42.7%	41.2%	39.5%
Over 49	7.6%	7.8%	7.2%
Unknown	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.0%	53.2%	52.5%
Male	46.9%	46.6%	47.3%
Unknown	0.1%	0.2%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	14.4%	15.1%	15.8%
American Indian/Alaskan Native	0.8%	0.8%	0.7%
Asian	11.2%	10.8%	10.8%
Filipino	4.2%	4.3%	4.0%
Hispanic	35.1%	35.8%	36.4%
Pacific Islander	1.1%	1.1%	1.1%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	6.4%	6.4%	6.4%
White Non-Hispanic	26.7%	25.8%	24.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	44.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	73.2	75.1	69.4	83.8	B4
C	Persistence Rate	77.7	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.1	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.6	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	64.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	51.8	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Self-Assessment

Long Beach City College (LBCC) serves an ethnically diverse student population which continues to be reflected in the ARCC college profile. The relative proportions of Hispanic and African American student groups continue to increase (36.4% and 15.8% respectively) while the percentage of White Non-Hispanic students continues to decrease and now constitutes 24.1% of the student population. Student age distributions are also shifting. The proportion of students 19 years and younger is on the rise, while students between the ages of 25 and 49 is decreasing. The rise in younger students can be partly attributed to the Long Beach Promise, an enhancement of the Seamless Education partnership between LBUSD, LBCC, and CSULB developed in the 1990s to improve student achievement. Beginning in 2011, the Promise provides all incoming LBUSD graduates to LBCC a tuition-free first semester, which will likely contribute to further growth in the number of incoming high school graduates.

The 2011 data show continuing improvements with two measures of Student Progress and Achievement. The percent of students who earned at least 30 units and the rate of persistence both increased by 2.8 percentage points in the last two years. A 2.1 point improvement appears for the course completion rate for credit basic skills courses. This may be an indicator of emerging gains resulting from the college's Student Success Initiative which initially targets many of the basic skills courses. The most significant improvements are seen for the ESL improvement and the Career Development and College Preparation (CDCP) progress and achievement rates. These improvements most likely reflect recent changes in the CB21 coding for precollegiate courses; both of the measures were affected by those coding changes which now more accurately reflect actual progression through course sequences.

Comparative analyses of LBCC with its peer colleges and with statewide averages show the following. LBCC performed above both its peer groups and above statewide averages for persistence and for the improvement rate for credit basic skills courses. Consistent with past years, LBCC still lags behind its peers and the state on average for the student progress and achievement rate, the course completion rate for credit vocational courses, and for the course completion rate for credit basic skills.

Congruent with LBCC's Educational Master Plan goal to achieve equity in educational attainment among underrepresented groups, the Student Progress and Achievement data was disaggregated by ethnicity. College-wide, the data shows that within six years, 44.4% of first-time students intending to transfer or complete a degree or certificate completed any one of the outcomes specified for this measure. The data shows that a lack of equity in educational attainment as defined by this achievement measure continues to exist across ethnic groups. The rate of Progress and Achievement for Hispanic students was 34.6% and 36.1% for African American students. White and Asian/Pacific Islander/Filipino students showed rates of 55.8% and 50.8% respectively. The challenge to close this gap persists at LBCC and remains a strategic priority under the new Educational Master Plan currently under development.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	43.5%	44.0%	42.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.9%	73.4%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	53.5%	61.9%	61.1%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.5%	73.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.3%	51.3%	50.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	55.4%	52.5%	55.8%
Basic Skills Improvement Rate	48.5%	48.0%	49.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	8.5%	7.4%	10.0%



Los Angeles City College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	32,614	33,726	29,636
Full-Time Equivalent Students (FTES)*	15,368	15,184	13,621

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.7%	25.7%	21.5%
20 - 24	24.0%	24.7%	27.3%
25 - 49	41.0%	39.0%	40.9%
Over 49	11.2%	10.6%	10.3%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.4%	57.9%	57.4%
Male	40.6%	42.1%	42.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	10.4%	10.6%	10.5%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	14.0%	14.7%	14.2%
Filipino	5.4%	5.1%	4.6%
Hispanic	42.8%	40.6%	42.5%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	.%	.%	0.7%
Unknown/Non-Respondent	8.0%	12.0%	8.3%
White Non-Hispanic	18.6%	16.4%	18.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	42.0	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.1	72.4	57.8	80.3	B2
C	Persistence Rate	61.1	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.1	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	49.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	55.8	48.8	25.9	64.8	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 2011 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Self-Assessment

Los Angeles City College (LACC) was established in 1929. The college is located on 48 acres near Hollywood, in a community richly diverse in cultures, languages and neighborhood character. Over 40% of the students speak a language other than English at home. This diversity is apparent in other aspects of LACC's student body. Approximately 74% of our students are first generation college students. The average age of the students is 30.1 years, and over 17% earned their secondary diplomas abroad.

In addition to the college's rich diversity, LACC takes great pride in the accomplishments of its students. The Theater program, Debate Team, Journalism and Math Club regularly bring home top national awards. In addition to a strong transfer curriculum, LACC offers highly successful career technology and workforce education programs, as well as extensive basic skills programs. The college offers 66 associate's degrees, over 80 certificates, and over 35 non-credit certificates of competency and completion.

The academic preparation of many of the entering LACC students presents specific challenges, as 91% of the students assessed place below college-level English; and 97% place below college-level mathematics. In addition to basic skills classes, LACC offers supplemental instruction and tutoring in English and Math that crosses all disciplines.

LACC's outcomes on the College Performance Indicators have shown a slight increase in 4 of the indicators and a slight decline in 4 of the indicators. Increases were seen in Persistence, Basic Skills Improvement Rate and ESL Improvement Rate which is an indication that students are continuing their education despite these challenging economic times.

The area of greatest concern is the decline in the SPAR rate. The Curriculum and Educational Planning Committees are actively involved in the development of degrees modeled after the Transfer Model Curriculum degrees to provide a more seamless matriculation to California State Universities with particular attention to the CSUs in LACC's immediate area. The Educational Planning and Shared Governance Planning Committees have tasked the Student Success Committee to conduct comprehensive review of our degree and certificate production ad processes. Additionally the First Year Experience program is expanding with an expected increase in graduation rates of our most at-risk students, and a recently awarded Title V grant will improve service and programs that will enhance student learning.

LACC is taking an active role in improving the outcomes on all the performance indicators through its planning, program review and assessment of student learning processes all in support of the missions of developing and sustaining a community of learners with the knowledge, skills, and attitudes necessary for optimal growth and achievement in their personal and professional lives.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.4%	44.4%	49.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.3%	69.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	59.2%	65.3%	66.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.3%	74.4%	74.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	56.6%	54.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	61.8%	61.8%	69.0%
Basic Skills Improvement Rate	47.6%	44.6%	44.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Los Angeles Harbor College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	15,290	16,883	15,229
Full-Time Equivalent Students (FTES)*	6,923	7,466	7,388

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	36.3%	37.5%	30.8%
20 - 24	27.5%	27.0%	31.1%
25 - 49	31.5%	30.6%	33.5%
Over 49	4.8%	4.9%	4.6%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	61.1%	60.2%	59.6%
Male	38.9%	39.8%	40.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	15.3%	14.1%	14.1%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	8.9%	8.3%	6.7%
Filipino	9.4%	8.5%	7.8%
Hispanic	40.7%	40.6%	44.7%
Pacific Islander	1.5%	1.6%	1.7%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	7.6%	10.6%	7.3%
White Non-Hispanic	16.0%	15.9%	16.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.0	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	68.4	72.4	57.8	80.3	B2
C	Persistence Rate	66.9	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.4	49.1	46.4	54.4	E6
F	Improvement Rate for Credit Basic Skills Courses	44.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	69.0	52.6	20.0	77.1	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 2011 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. After 5 years of enrollment decline, the college experienced a 10% increase in enrollment in academic year 2008-9 and this trend continued from fall 2008 to Fall 2009. The decline in annual enrollment from 2008-9 to 2009-10 may indicate an improved fall to spring retention rate.

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 offers a limited Career and Technical Education program with 48 A.S. degrees and 28 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 challenges which have resulted in a reduction of full time faculty, support staff and other student success resources. The reduction in categorical funding last fiscal year has been particularly difficult on our students. This impact has been exacerbated by the 10% reduction in course offerings this year.

In spite of these issues, there have been positive developments. Two new buildings opened for the spring 2011 semester and 2 more are under construction.

With two exceptions, relative to the state, 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 measures are also encouraging: these are either constant over the past three years or show slight improvement.

One exception relative to state and peer averages is the percent of students who earned at least 30 units. This has been consistent, but the college's rate is slightly below both the state and peer group averages. This may be partly due to factors such as the college's budget deficit and limited support services. However, the college leadership has identified this trend and initiated activities to improve the college's rate, particularly in the areas of counseling and class scheduling.

The other exception is the Basic Skills Improvement Rate. While consistent, the college rate is below the Peer Group and State Averages. The college leadership has made improvement in Basic Skills success a priority for the college. An Essential Skills committee has been formed and is actively engaged in introducing programs to assist our under-prepared students. These activities include using diagnostic testing, tutoring, Computer Assisted Instruction, and learning coaches.

The college's ESL improvement rate has increased significantly. However, this rate was based upon 97 students and is limited in its utility for planning and decision making. To the extent that the college is able to expand its ESL offering, this data may be more meaningful in the future.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	42.6%	41.7%	43.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.3%	68.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	58.1%	61.4%	57.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.6%	68.8%	69.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.5%	52.6%	51.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	78.0%	76.0%	77.1%
Basic Skills Improvement Rate	48.3%	54.0%	57.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	1.0%	1.4%	1.9%



ARCC 2011 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	16,800	19,074	17,769
Full-Time Equivalent Students (FTES)*	6,774	7,134	7,599

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	39.4%	38.9%	33.7%
20 - 24	24.4%	25.5%	29.3%
25 - 49	31.3%	30.8%	32.1%
Over 49	4.9%	4.8%	4.9%
Unknown	.%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.6%	61.8%	61.6%
Male	37.4%	38.2%	38.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.7%	4.7%	4.4%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	3.5%	3.5%	3.8%
Filipino	2.2%	2.1%	2.4%
Hispanic	66.3%	62.4%	69.3%
Pacific Islander	0.3%	0.2%	0.3%
Two or More Races	.%	.%	0.5%
Unknown/Non-Respondent	13.1%	18.1%	9.4%
White Non-Hispanic	9.3%	8.5%	9.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	43.0	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.9	70.2	57.8	80.0	B1
C	Persistence Rate	57.2	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.1	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	57.8	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	77.1	52.6	20.0	77.1	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 2011 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 over 11,000 students in fall 2010. The college serves a diverse student population which is predominately Hispanic (70%). Minority enrollment has held steady over time, reflecting the demographics of residents in our service area. Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) declared a career educational goal.

Mission College's focus is student success through both expanding access and attainment of students' educational goals. The college has encountered a number of challenges 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, and the service area population exhibits comparatively low levels of educational attainment.

The college has been consistent in the improvement of Credit ESL Courses in the last three years. This year, the category placed at the top level of the peer group and ranked number one among of the Los Angeles Community College District.

Over the period 2008-09 to 2009-2010, Los Angeles Mission College experienced an increase in the improvement rate for students enrolled in Credit Basic Skills courses. This rate also exceeded the peer group average. Student progress and achievement rate and the percentage of students who earned at least 30 units also increased in 2009-2010 compared to 2008-2009. The annual successful course completion rates for credit vocational courses and credit basic skill courses were below but not at the bottom of their respective peer group averages. It is of concern that the persistence rate declined from 2008-2009 to 2009-2010. The college has acknowledged the persistence issue facing many of our students and is formulating strategies to address them. The newly-formed Planning and District Student Success Committee has brought together key campus stakeholders to address this issue.

Mission College is attuned to its performance on accountability measures and has been proactive in its efforts to improve student success while also expanding access in an environment of diminishing resources. Enrollment increased by 18% from fall 2009 to fall 2010, and the college has institutionalized a model which has resulted in higher completion rates in basic skills mathematics. Moreover, the college has expanded counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Strategic Master Plan, recently completed Educational Master Plan 2011-2015, Basic Skills Initiative, and newly awarded Title V Hispanic Serving Institutions Grant have structured objectives for achieving improvements in student learning and success.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.9%	53.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.3%	72.8%	72.6%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	64.9%	72.5%	72.0%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.3%	73.9%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	64.8%	63.4%	64.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	61.1%	58.8%	59.2%
Basic Skills Improvement Rate	60.3%	60.6%	66.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	33,111	37,126	33,264
Full-Time Equivalent Students (FTES)*	14,930	16,079	15,489

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	35.4%	35.5%	33.8%
20 - 24	29.2%	29.4%	31.0%
25 - 49	26.7%	26.7%	26.7%
Over 49	8.6%	8.5%	8.5%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.5%	56.4%	55.6%
Male	42.5%	43.6%	44.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.2%	5.9%	5.7%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	11.9%	9.9%	10.3%
Filipino	4.6%	4.0%	4.1%
Hispanic	27.6%	27.3%	31.8%
Pacific Islander	0.5%	0.5%	0.4%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	13.4%	19.0%	11.2%
White Non-Hispanic	35.2%	33.0%	34.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.0	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	72.6	72.4	57.8	80.3	B2
C	Persistence Rate	72.0	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	66.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	59.2	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Self-Assessment

In Fall 2010, Pierce College enrolled more than 21,000 credit students. Its student population is young (two-thirds under the age of 25) and ethnically diverse, including 33% White, 31% Latino, 15% Asian, 6% African-American, and 5% multi-ethnic students. Transfer is the primary goal for half the students. Approximately 90% of our students require one or more basic skills classes.

Pierce exceeds its peer group average for five of the seven college-level indicators, and the statewide average for four indicators. Over the last three years, Pierce's results have been consistent, with scores varying by three percentage points or less for four of the indicators. Larger changes between 2007-08 and 2009-10 were observed in our vocational completion rate (decreasing from 78% to 72%), persistence rate (rising from 65% to 72%), and basic skills improvement rate (rising from 60% to 67%).

One unexpected change was a decrease in vocational course success rate. Discussions with counselors and CTE faculty suggest that the current economic conditions have caused more students to enroll in vocational programs that are perceived as "recession proof" without determining whether these fields are a match for their skills and interests. In addition, larger class sizes have made it more difficult for the faculty to provide needed attention and feedback. These insights will be discussed and considered by the counselors, CTE faculty, and student success committee.

The SPAR dropped slightly, from 55% to 52%, and was below the mean for the state and the peer group. Transfer numbers to CSUs decreased by almost 16% from 2008-09 to 2009-10, largely the result of decreased capacity at the state's public universities, although transfers to UCs increased by 10%. The college also experienced a drop in degrees and certificates awarded. This was partially the upshot of eliminating the liberal arts and science associate degree in favor of more specialized degrees, which may need to be clarified for students. It may also be related to an increasingly transfer-focused student population that deemphasizes the value of an associate degree. Strategies for addressing these issues are being discussed on campus.

In the area of basic skills improvement, the college's results are between 8% and 9% above the average scores for the peer group and the state. These results may be partially attributed to the student success committee, which has funded a number of innovative projects, including summer bridge programs for incoming freshmen, learning communities, contextualized English and math classes, and special support programs and alternative approaches for algebra classes.

The college's increased persistence rate may be explained by two factors: the high percent of students indicating transfer, a course-intensive pathway, as their primary goal and the current state of the economy, which is encouraging students to pursue higher education to prepare for long-term employment opportunities.

The college's ARCC results reflect both the challenges experienced by today's students and the positive outcomes of the college's commitment to student success. Pierce faculty and staff continue to work toward improving students' outcomes on these and other important indicators.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	37.1%	39.4%	40.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	60.5%	66.3%	69.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	51.1%	59.0%	47.7%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.9%	68.9%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	50.7%	49.3%	47.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	44.9%	32.3%	22.7%
Basic Skills Improvement Rate	50.3%	51.4%	52.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	0.0%	5.6%	3.8%



Los Angeles Southwest College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	13,387	15,814	14,181
Full-Time Equivalent Students (FTES)*	5,049	5,723	5,610

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.3%	32.9%	27.1%
20 - 24	19.8%	21.4%	23.6%
25 - 49	42.6%	38.8%	41.5%
Over 49	8.3%	6.9%	7.8%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	70.3%	68.3%	68.7%
Male	29.7%	31.7%	31.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	58.2%	54.3%	54.2%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	1.0%	1.0%	1.3%
Filipino	0.6%	0.6%	0.8%
Hispanic	34.6%	33.7%	35.4%
Pacific Islander	0.2%	0.2%	0.3%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	4.1%	9.0%	6.1%
White Non-Hispanic	0.9%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	40.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	69.1	70.2	57.8	80.0	B1
C	Persistence Rate	47.7	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.7	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	47.4	49.1	46.4	54.4	E6
F	Improvement Rate for Credit Basic Skills Courses	52.6	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	22.7	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Self-Assessment

Los Angeles Southwest College (LASC) is a comprehensive community college located in south Los Angeles. LASC is a learner-centered institution dedicated to meeting the needs of our diverse learners and our community whether they are degree/certificate/transfer seeking, pursuing general education goals or lifelong learners. In fall 2010 LASC educated 8,425 students, comprised of 56.0% Black/African-American, 35.1% Hispanic, and 8.8% other, with 43% of the student population over 24 years of age, 12.5% of the student population non-credit and many assessed into basic skills (90% of English placements and 99% of math placements are below transfer level). LASC continues its commitment to provide education and "strategies for success" to our students of which many are returning to college (in this state's economic crisis) to retrain for new careers.

LASC continues to see positive results in the institutionalization of initiatives such as the Basic Skills Plan, the Strategic Student Success Plan, the California Benchmarking Project with USC, and the Academic Center for Excellence (ACE). Through the hiring of a Dean of Grants, LASC has secured grants which will foster student persistence and success through student support. To address access for African-American males, the federally funded PASSAGE Program provides its participants with services and resources which foster persistence, course and program success, and ultimately transferring to 4-year institutions, with the hope of encouraging more African-American males to go to college. The TRIO STEM program encourages students, especially minorities to pursue science, technical, engineering and math careers. Student success is fostered by supplemental instruction, counseling, seminars, and field trips focusing on science and engineering careers. LASC's participation in Achieving the Dream focuses on designing and implementing interventions which increases student success.

The college continues to explore and institutionalize initiatives which address ARCC indicators. As a result LASC is seeing an increase in various indicators such as the student progress and achievement rate (3.2%), and the percent of students who earned at least 30 units (8.6%). The new initiatives (Passage Program and TRIO grants) will address the slightly declining persistence rate (-3.4%). The college recognizes that the CB21 recoding and TOP Code changes have adversely affected the ESL improvement rates (we await the next report's numbers). The 2.3% increase in the Basic Skills Improvement Rate is evidence of the ACE's successful work in providing diagnostic assessment for students placing four levels below college level English and math, in conjunction with continued basic skills support. In addition, LASC shows above average performance in relationship to its peer group average in the area of credit basic skills, and is in line with most other peer group indicators except the persistence rate for which interventions are in place and an improvement should be seen in the next cohort data.

LASC continues to evaluate and update strategies to ensure that students will continue improving persistence, retention, and success. Consequently, the college continues to add tools to foster success and improve our support in student learning.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	36.7%	38.0%	36.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.1%	67.9%	70.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	53.9%	53.7%	53.6%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.3%	72.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	48.7%	44.7%	45.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	5.3%	16.1%	25.9%
Basic Skills Improvement Rate	46.8%	46.3%	42.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	7.9%	3.6%	6.4%



Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	28,933	32,942	26,083
Full-Time Equivalent Students (FTES)*	12,436	13,178	12,793

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	33.0%	33.4%	23.1%
20 - 24	20.5%	21.8%	25.7%
25 - 49	39.3%	38.3%	43.7%
Over 49	7.2%	6.5%	7.4%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	51.0%	48.0%	46.6%
Male	49.0%	52.0%	53.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	26.1%	24.6%	26.1%
American Indian/Alaskan Native	0.3%	0.3%	0.3%
Asian	4.8%	4.3%	4.4%
Filipino	1.8%	1.7%	1.5%
Hispanic	52.4%	52.5%	51.3%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	8.2%	10.5%	9.4%
White Non-Hispanic	6.1%	5.8%	6.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	36.4	43.9	30.3	57.3	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	70.4	72.4	57.8	80.3	<i>B2</i>
C	Persistence Rate	53.6	61.0	47.7	74.3	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	75.7	61.6	88.0	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	45.4	59.9	45.4	71.2	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	42.9	57.3	42.5	67.0	<i>F5</i>
G	Improvement Rate for Credit ESL Courses	25.9	48.8	25.9	64.8	<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.



Los Angeles Trade Technical College

Los Angeles Community College District

College Self-Assessment

Los Angeles Trade Technical College (LATTC) currently offers 56 different Associate Degrees and 164 Certificates. Forty-five percent of LATTC students have as their educational goal career technical certification and ten percent seek education to help in job transition. Fifty-five percent of the LATTC service area adult population does not possess a high school diploma or equivalency. Only 2% of incoming LATTC students pass the proficiency assessment test in English and math.

Beginning in 2010 and continuing in 2011, LATTC has launched several new strategies to address the ARCC college level indicators. These high-leverage practices are designed to create a first year pipeline or pathway to student success with a focus on three main benchmarks or momentum points:

1. **Persistence of New Students:** As indicated in the last ARCC Self-Assessment, a nine hour noncredit introduction to post-secondary education course has been created to better prepare students to successfully transition to college. Since May of 2010, over 8,000 students have enrolled. Along with this new orientation course, Student Services is planning to implement a One Stop process for matriculation. A web application capable of electronically compiling and reporting students' progress is at the pilot stage, with the ultimate goal being all first-time students will develop an online education plan and have it electronically monitored through a case management approach.
2. **Progress through Developmental Sequences:** The next element of the first year pathway to success involves ensuring that all entering students acquire necessary basic skills. For CTE students, this includes contextualized teaching and learning and is being addressed through the continued expansion of CTE Academies. In English and math, the focus is on acceleration. The English Department is creating and piloting an open entry course that will bring students up to college level in one semester and is based on highly successful and large-scale accelerated courses at Chabot College and Baltimore City College.
3. **Earning of 15 units:** Finally, the college plans to establish a third benchmark of students completing 12-15 units in the first year. This would include attempting: a) for CTE students, a core content course required for the certificate, and b) for degree or transfer students, a college English or Math course.

To support the gathering and analysis of data for this first-year pipeline, easy-to-use online benchmarking tools are being developed in partnership with USC's Center for Urban Education; this student success dashboard includes modules on common cognitive frames used in sense-making of student success as well as a module introducing the concept of working with a cross-functional campus evidence team as well as action inquiry.

It is the college's belief that these coordinated efforts to create a benchmark path to student success for all entering students will lead to the improvement of college level indicators in the coming years.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.1%	48.5%	51.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.3%	71.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	58.9%	64.3%	66.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.1%	75.1%	74.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	67.9%	64.9%	67.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	67.7%	68.1%	62.5%
Basic Skills Improvement Rate	55.4%	57.8%	56.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	13.9%	16.9%	13.6%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	30,543	33,979	30,764
Full-Time Equivalent Students (FTES)*	13,182	13,799	13,328

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.1%	30.6%	27.9%
20 - 24	28.2%	28.1%	29.9%
25 - 49	34.6%	35.2%	35.9%
Over 49	6.1%	6.2%	6.3%
Unknown	0.0%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.9%	59.2%	58.0%
Male	40.1%	40.8%	42.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.3%	5.7%	5.6%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	6.5%	5.9%	5.7%
Filipino	4.2%	3.8%	3.6%
Hispanic	41.4%	39.1%	41.3%
Pacific Islander	0.4%	0.4%	0.4%
Two or More Races	.%	.%	0.9%
Unknown/Non-Respondent	11.9%	17.8%	13.1%
White Non-Hispanic	28.9%	26.9%	29.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.0	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	71.7	72.4	57.8	80.3	B2
C	Persistence Rate	66.1	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.7	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	56.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	62.5	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Self-Assessment

In recent years, Los Angeles Valley College (LAVC) has experienced consistent enrollment growth, peaking in Fall 2010 with over 19,800 credit students. The campus draws diverse students from surrounding communities, the greater San Fernando Valley and Los Angeles area. Income levels in the immediate service area are lower than the greater San Fernando Valley and feeder high school API scores are often low. Many LAVC students are economically and financially challenged. Most LAVC students are part-time (77%), employed (60%) and many receive financial aid. The majority of LAVC students are underprepared, placing below transfer level in English and Math.

LAVC has a diverse student population. The majority of students are first-generation, female (58%), young (64% younger than 25) and from an ethnic minority group. Fifty percent of LAVC students indicate an educational goal of transfer or obtaining an associate's degree and 24% indicate vocational skills or certificate; additionally, 10% indicate personal development reasons. The top award areas are Child Development, Nursing, Economics and General Studies: Social & Behavioral Sciences. Despite a decline in CSU transfers, UC transfers remain consistent (146) while degrees and certificates awarded increased almost 11% in 2009-10. LAVC continues to promote student academic goals and a learning-centered culture.

LAVC ARCC College Level Indicators are mixed, exceeding the peer and state averages on basic skills success and ESL improvement and the peer student progress and achievement (SPAR) average. However, LAVC currently ranks below state and peer averages for basic skills improvement, 30 units earned, and persistence. With fluctuation, the three-year trend demonstrates an overall increase on SPAR, 30 units earned, persistence and basic skills improvement indicators.

LAVC offers 83 Associate degree, 70 credit certificate, and 12 noncredit certificate options in more than 125 majors. Increased noncredit certificate opportunities (e.g. Certified Nursing Assistant/Home Health Aide, Microcomputer Literacy) should positively impact the CDCP progress and achievement rate. Additional online and off-campus offerings increase enrollment and degree completion options. Federal and grant funding enhance job-related opportunities for students. However, continued assessment of ARCC indicators is necessary for program improvement, student learning and success.

LAVC's positive outcomes are attributable to faculty, staff and administrative efforts promoting a successful learning environment for all students. The new Student Success Committee and Student Services complex promote communication, collaboration and improve visibility of student success efforts and campus resources. Grants, including Title V for an online AA degree, Solving the Math Achievement Gap, TRiO, Upward Bound, the District Student Success Initiative and the State's Basic Skills Initiative, support enrollment, retention, and achievement opportunities. For example, LAVC offers special counseling services, embedded tutoring, learning communities, professional development, curriculum projects, faculty inquiry groups and Strategic Team for the Advancement and Retention of Students (STARS) workshops. As institutional effectiveness, student learning and service outcomes are assessed, improvements in student success are enhanced.

The accountability findings confirm areas of improvement and achievement. Despite adversity, LAVC students earn degrees and certificates, transfer and receive the necessary training to succeed at their short and long-term goals.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.1%	41.6%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	66.5%	67.2%	68.0%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	64.3%	65.7%	71.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.6%	77.0%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.7%	61.4%	61.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	19.9%	25.2%	33.2%
Basic Skills Improvement Rate	56.1%	59.0%	61.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	14,652	16,585	16,836
Full-Time Equivalent Students (FTES)*	7,754	8,093	9,232

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.6%	32.8%	33.6%
20 - 24	24.6%	25.1%	27.9%
25 - 49	36.3%	35.8%	32.9%
Over 49	6.3%	6.2%	5.5%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.7%	53.3%	54.5%
Male	41.5%	42.8%	42.8%
Unknown	3.8%	3.8%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	16.1%	17.4%	18.1%
American Indian/Alaskan Native	0.8%	0.8%	0.6%
Asian	5.0%	4.8%	4.9%
Filipino	5.6%	5.5%	5.3%
Hispanic	26.2%	26.6%	27.1%
Pacific Islander	1.1%	1.0%	1.0%
Two or More Races	.%	.%	1.2%
Unknown/Non-Respondent	7.6%	7.9%	10.1%
White Non-Hispanic	37.7%	36.0%	31.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	47.2	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	68.0	70.2	57.8	80.0	B1
C	Persistence Rate	71.2	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	61.4	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	33.2	49.4	9.6	83.3	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.



Los Medanos College

Contra Costa Community College District

College Self-Assessment

Los Medanos College (LMC) continues to experience significant growth in enrollment from east Contra Costa County. College FTES grew by 19% between 2007-2008 and 2009-2010. There is a continued increase in younger students and Hispanic and African American students, filling the accessibility goals of the Educational Master Plan. A high percentage of these students are not ready for college-level work; many of them are first-generation college students; and socio-economic factors in the feeder area cause many students to need financial aid or to work full-time.

There have been numerous activities offered at LMC geared toward the preparation of first year students to improve their understanding of academic responsibilities, inform them of available services and enhance their ability to successfully meet their goals. A successful new student orientation format was piloted for students entering the 2010-2011 academic year, and Welcome Week activities offered during the first weeks of the fall and spring semesters, highlighted college resources and services. Intervention strategies for probation and dismissal students have been implemented by the Counseling staff; with the first cohort groups already showing improved persistence and retention.

Students are also benefiting from an increase in transfer activities, with multiple workshops involving representatives from four-year colleges on campus, additional tours offered at transfer institutions and Transfer Awareness Days scheduled to provide information to students. LMC was recently awarded a U.S. Department of Education, Hispanic Serving Institutions (HSI) Grant, which focuses on increasing student transfers. The number of LMC students who have applied to universities has already increased by 33% this year, showing promise of greater achievement of students with "transfer prepared" status.

Overall, LMC's developmental education program has seen marked improvement in student learning outcomes and course success rates over the past year. Through the implementation of an outcome-based curriculum and the integration of student service activities in the classroom, basic skills course success and improvement rates have increased not only in absolute numbers but relative to the peer groups.

The ESL faculty reviewed and corrected inconsistencies with Course Basic Taxonomy of Program coding, which increased the ESL improvement rate from last year. While still not where the College would like the rate to be, the curricular development and the enhanced efforts of the HSI grant in the implementation of retention and success strategies for ESL students have made significant changes. Through HSI grant funding, the ESL program continues to work on curriculum alignment, by establishing prerequisites for more courses, and by the implementation of an effective assessment placement instrument.

The annual trend of for-credit vocational course completion continues to rise. The college has several model Career Technical Education programs that are designed in close collaboration with industry. Strong advisory boards and close working relationships with industry lead to excellent internship and employment opportunities for our graduates. There is strong motivation demonstrated by our students to graduate from our programs quickly in order to gain employment. Students work with counselors and program faculty to develop educational plans which improve progress and completion in these programs.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	NA %	NA %	NA %



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	2,594	.	.
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	5.5%	.%	.%
20 - 24	18.7%	.%	.%
25 - 49	43.6%	.%	.%
Over 49	30.3%	.%	.%
Unknown	1.9%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.2%	.%	.%
Male	43.7%	.%	.%
Unknown	0.1%	.%	.%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Marin Community Education

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.3%	.%	.%
American Indian/Alaskan Native	0.2%	.%	.%
Asian	6.2%	.%	.%
Filipino	0.2%	.%	.%
Hispanic	57.8%	.%	.%
Pacific Islander	0.2%	.%	.%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	8.7%	.%	.%
White Non-Hispanic	25.4%	.%	.%

Source: Chancellor's Office, Management Information System



ARCC 2011 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 2011 Report: College Level Indicators

Marin Community Education

Marin Community College District

College Self-Assessment

Marin Community Education has no CDCP courses or programs, and therefore, no data is required for the report.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	43.1%	46.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	63.7%	64.5%	70.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	62.1%	59.9%	58.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.9%	75.2%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	66.3%	62.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	31.7%	20.9%	26.6%
Basic Skills Improvement Rate	53.5%	44.2%	56.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.6%	1.9%	2.0%



Mendocino College

Mendocino-Lake Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	7,942	8,380	7,675
Full-Time Equivalent Students (FTES)*	2,721	3,133	2,931

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.5%	27.0%	27.5%
20 - 24	16.3%	16.3%	19.0%
25 - 49	33.9%	34.8%	34.7%
Over 49	23.3%	21.9%	18.9%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.0%	62.4%	61.7%
Male	38.0%	37.6%	38.0%
Unknown	0.0%	0.0%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.5%	1.7%	1.3%
American Indian/Alaskan Native	4.8%	4.8%	4.1%
Asian	1.6%	1.8%	2.0%
Filipino	0.4%	0.3%	0.4%
Hispanic	16.6%	19.0%	21.9%
Pacific Islander	0.4%	0.4%	1.4%
Two or More Races	.%	.%	1.0%
Unknown/Non-Respondent	8.0%	8.8%	17.6%
White Non-Hispanic	66.6%	63.2%	50.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	43.3	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	70.8	70.2	57.8	80.0	B1
C	Persistence Rate	58.8	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.7	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	26.6	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Self-Assessment

Mendocino College is a comprehensive community college serving about 5,000 students each semester. From the main campus in Ukiah, centers in Willits and Lakeport, and through a growing online program, Mendocino College provides learning opportunities to approximately 105,000 residents of a 3,200 square mile area spanning Lake and Mendocino Counties. In June 2008, the College's accreditation was reaffirmed by ACCJC. In May 2009, the College was recognized by the Hewlett Foundation as a Hewlett Leader in Student Success for its work in basic skills.

Mendocino College embraces its mission to provide educational choices to traditional-age college students, lifelong learners and working students needing to upgrade their skills for a 21st century economy.

On indicators of student achievement, Mendocino College continues to improve, though at an uneven pace. On the "Student Progress and Achievement Rate" the College improved a net of 0.2 percentage points over three years and is still 6 percentage points below the peer group median.

The proportion of students who earned at least 30 units, however, has increased 7.1 percentage points over three years and is less than one percentage point below the peer group median. Similarly, the persistence rate is 0.35 percentage points below the peer group median. Both of these measures reflect College efforts at building retention and persistence despite the fact that well over 50% of students at Mendocino College are adult learners who may come to the College with distinctly different goals than their younger peers.

The percentage of students successfully completing Credit Vocational courses is essentially unchanged over the period and remains at the median value for the peer group. The loss of 1.3 percentage points over the period studied matches the average change for all members of the peer group.

However, on-going efforts of the College in addressing the challenges of Basic Skills students are leading to improvement in the percentage of students successfully completing a Credit Basic Skills course. The College's percentage is well above the peer group median and the 1.4 percentage point improvement over three years is triple the average rate of change for the peer group.

Looking at improvement rates for specific areas, the improvement rate for Credit ESL remains in the lowest quartile of the peer group and is well below the peer group median. This reflects a continued challenge retaining students from a population principally engaged in the agricultural sector with seasonal work demands. With Credit Basic Skills students, however, the College has made strong progress with an increase of 3.2 percentage points over the three year period, more than three times the average change for colleges within the peer group. This still places the College about 3 percentage points below the median for the peer group.

Demographically, the proportion of Hispanic students (21.9%) attending Mendocino College continues to grow, reflecting the demographic transition taking place in Mendocino and Lake Counties. Coupled with the 8.9% of the student population who are members of other underrepresented minorities, Mendocino College is becoming an increasingly diverse learning environment.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	41.5%	41.4%	49.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	64.6%	68.7%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.3%	67.1%	67.5%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.1%	78.6%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	51.5%	51.2%	57.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	76.6%	79.6%	30.6%
Basic Skills Improvement Rate	56.3%	57.1%	56.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	8.1%	6.5%	5.2%



ARCC 2011 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,271	21,082	19,651
Full-Time Equivalent Students (FTES)*	10,094	10,290	10,196

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.8%	25.6%	27.0%
20 - 24	22.8%	23.5%	25.5%
25 - 49	34.7%	34.6%	32.0%
Over 49	17.0%	15.6%	15.0%
Unknown	0.7%	0.7%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.1%	58.0%	57.4%
Male	37.3%	38.9%	39.8%
Unknown	4.6%	3.2%	2.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.0%	4.7%	4.7%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	8.1%	8.6%	8.9%
Filipino	1.1%	1.1%	1.0%
Hispanic	36.3%	38.0%	41.3%
Pacific Islander	0.7%	0.6%	0.6%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	11.9%	11.4%	8.6%
White Non-Hispanic	35.9%	34.6%	33.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.0	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.5	72.4	57.8	80.3	B2
C	Persistence Rate	67.5	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	56.3	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	30.6	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Merced College

Merced Community College District

College Self-Assessment

Merced College's enrollment decreased slightly during 2009-2010 to 10,196 full-time equivalent students (FTES) compared to 2008-2009's record-breaking enrollment of 10,290 FTES. The annual unduplicated headcount decreased to 19,651 students during 2009-2010, down from 21,082 unduplicated headcount during 2008-2009.

Merced College's student body is becoming increasingly younger. Students age 24 or younger comprised 52.5% of total enrolled students during 2009-2010, compared with 47.6% of students age 24 and younger during 2007-2008. There was a decrease in the age 25 or older enrolled student population from 47.0% during 2009-2010, down from 54.7% during 2007-2008. Enrollment among age "unknown" decreased by 1 percent over the same period (.6% during 2009-2010 vs. .7% during 2007-2008). Enrollment among males continued its upward trend, at 39.8% during 2009-2010, compared with 38.9% during 2008-2009 and 37.3% during 2007-2008. Females comprised the larger proportion of students, at 57.4% during 2009-2010, compared with 58.0% during 2008-2009, and 58.1% during 2007-2008.

Serving a diverse population of Central Valley students, the College retained its ethnic majority of Hispanic students (41.3%), followed by White Non-Hispanic (33.4%) students during 2009-2010. Other student ethnicities included Asian (8.9%), African American (4.7%), American Indian/Alaskan Native (1.0%), Filipino (1.0%), Pacific Islander (0.6%), or were Unknown/Non-respondent (8.6%).

Hispanic Merced College student proportions are not yet reflective of Merced County's overall Hispanic population of 52.9% (U.S. Census, 2008). A Title III and Title V federally recognized minority serving institution for Hispanic, Asian American, Native American, and Pacific Islander ethnicities, Merced College seeks opportunities to increase student access and success based on the needs and rich diversity of the region.

Merced's residents are among the poorest in the state and nation. In 2007, Merced had a per capita personal income (PCPI) of \$25,012. This PCPI ranked 50th in the state and was 60% of the state average (\$41,805) and 65% of the national average (\$38,615). (U.S. Bureau of Economic Analysis, 2007).

Merced County's unemployment rate peaked at 22.1% during March 2010. The county's average annual unemployment rate was 20.1% during 2010, up from 18.0% during 2009 and 12.7% during 2008. This increase represents 5,300 additional unemployed workers from 2008 to 2010. (EDD) The county has been affected by the recession and downturns in key industries, such as agriculture, food processing, and building and construction trades.

During 2009-2010, Merced College students earned 714 awards (582 associate degrees, 132 certificates), a decrease of 71 awards compared with 785 awards (675 associate degrees, 110 certificates) earned during 2008-2009, but still higher than the 700 total awards (556 associates, 144 certificates) earned during 2007-2008.

Merced College continues to focus on improving student outcomes. Our 2009-2010 performance was within our peer group range on all key indicators of student success, and we exceeded our peer average on four indicators: Student Progress and Achievement Rate, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, and Improvement Rate for Credit Basic Skills Courses.

Merced College takes pride in student achievement. As our mission states, "Students are our focus and we are known by their success."



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.3%	48.7%	49.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	67.5%	67.9%	75.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	61.3%	51.2%	71.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.8%	67.2%	66.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.5%	49.8%	53.5%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	53.8%	42.0%	37.0%
Basic Skills Improvement Rate	46.3%	45.1%	49.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	11,939	11,801	12,839
Full-Time Equivalent Students (FTES)*	4,348	4,329	4,740

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	14.3%	15.8%	14.9%
20 - 24	22.6%	22.7%	24.7%
25 - 49	48.6%	48.1%	47.2%
Over 49	14.5%	13.4%	13.1%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	66.3%	61.5%	59.3%
Male	33.1%	31.6%	32.3%
Unknown	0.6%	6.9%	8.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	33.5%	28.5%	25.1%
American Indian/Alaskan Native	0.7%	0.7%	0.4%
Asian	16.0%	15.3%	12.9%
Filipino	2.8%	2.5%	2.1%
Hispanic	15.9%	16.0%	13.2%
Pacific Islander	0.7%	0.6%	0.5%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	9.0%	18.0%	29.5%
White Non-Hispanic	21.4%	18.4%	15.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.0	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	75.2	70.2	57.8	80.0	B1
C	Persistence Rate	71.6	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.2	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	49.4	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	37.0	43.0	0.0	67.2	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.



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. With approximately 7,000 students, each fall Merritt College has the second largest enrollment in the Peralta Community College District. The student population is highly diverse; no one ethnic group is in the majority. Most students are low-income and more than half receive financial aid. A majority (60%) of students are matriculating.

An examination of Merritt College's performance indicators across three time periods revealed improvements in student performance. Most recently, in the 2009-2010 school year there was a marked increase in student outcomes. This improvement was revealed in five of the seven indicators of student performance. The two areas where there was a nominal decline include the successful course completion rate for vocational courses and the ESL Improvement rate. A detailed description of student performance in the 2009/2010 year is outlined below.

Increase in Performance

- The fall to fall persistence rate of students increased from 51.2% to 71.6%.
- The cohort of students who were tracked to assess progress and achievement showed an increase from 48.7% to 49%.
- The percent of students who earned at least 30 units increased from 67.5% to 75.2%.
- The annual successful course completion rate for credit basic skills courses improved from 49.8% to 53.5%.
- The basic skills improvement rate has increased from 45.1% to 49.4%.

Decline in Performance

- There was a decline in the annual successful course completion rates for vocational courses from 67.2% to 66.2%.
- The ESL improvement rate declined from 42% to 37%.

Merritt College has examined student performance through several processes and designed a strategy to strengthen the institution's ability to improve student outcomes. The major components of the student success agenda are described below.

Initiative Goal

Student Success Committee Provide a forum for the institution to consider both academic and non academic factors in an integrative fashion

Essential Skills Program Support the academic and personal development of students who are transitioning from basic skills to college-level curriculum

Title III Grant Project Strengthen pathways, systems, and services through a variety of activities designed to improve student performance



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	60.2%	59.5%	62.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.8%	73.9%	75.6%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	66.4%	70.2%	71.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	70.9%	71.9%	70.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	60.1%	58.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	60.9%	64.6%	63.0%
Basic Skills Improvement Rate	54.3%	52.9%	58.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,128	23,876	26,467
Full-Time Equivalent Students (FTES)*	8,537	9,441	10,803

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.6%	24.6%	23.7%
20 - 24	27.4%	27.5%	27.7%
25 - 49	32.1%	32.6%	33.1%
Over 49	14.7%	15.3%	15.5%
Unknown	0.1%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.6%	58.6%	58.8%
Male	40.3%	39.6%	40.6%
Unknown	1.2%	1.8%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.8%	5.0%	3.9%
American Indian/Alaskan Native	0.9%	1.0%	0.6%
Asian	6.0%	5.5%	5.8%
Filipino	2.8%	3.0%	2.4%
Hispanic	26.4%	24.0%	26.7%
Pacific Islander	0.9%	1.1%	0.7%
Two or More Races	.%	.%	2.6%
Unknown/Non-Respondent	8.1%	9.8%	5.2%
White Non-Hispanic	51.1%	50.7%	52.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	62.8	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	75.6	72.4	57.8	80.3	B2
C	Persistence Rate	71.3	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	58.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	63.0	49.4	9.6	83.3	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 2011 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Self-Assessment

Founded in 1934, MiraCosta College is located in coastal north San Diego County. In 2009-2010, the district enrolled 20,894 credit students and 6,726 noncredit students. The district has recently seen unprecedented growth, growing almost 30% in the last five years. As the economic outlook for the state continues to be uncertain, MiraCosta strives to provide the educational footing that students need to be successful in their endeavors.

Overall the college maintained or had slight increases in each of the college metrics. While signs of improvement are encouraging, there is still significant room for improvement. The peer grouping data indicates that MiraCosta College falls below the peer group average in the annual successful course completion rate for credit vocational and basic skills courses, and just over the peer group average for the credit basic skills improvement rate. Knowing that other colleges are achieving greater success in these areas gives MiraCosta greater incentive to explore the reasons behind the outcomes of its students.

Basic skills success has been an ongoing focus at the college. With the success rates continuing to be at or below the group average, the data was analyzed for patterns to identify areas of focus. Like students nationwide, mathematics is a significant challenge for most degree-seeking MiraCosta College students. Placement into a basic skills math course at MiraCosta College can be as high as 80%, and these enrollments make up the majority of the basic skills program. This is critical as only a fraction of students enrolled in basic skills math courses ever enroll in a transfer level course.

The math department has been working to address this issue. Outcomes data indicated that students enrolled in self-paced math courses had significantly lower rates of success than those in the traditional courses. These courses have been removed from the schedule and the funds re-allocated to additional math tutoring other academic assistance. New support programs are being piloted, including one that involves adding teaching assistants to the classroom. This provides additional support during and after class meetings

The focus on student success is not limited to the math department or even the basic skills program. The Spring 2011 semester began with a district-wide summit on student success. The goal was to begin a dialogue on strategies used by programs and services throughout the district to improve student success. This dialogue came in the format of small focus groups comprised of faculty, staff and administrators. It was acknowledged that everyone in the campus community plays a role in the outcomes of students

The ideas discussed at that session were then incorporated into a half-day seminar scheduled for late April 2011. At this second session, outcomes data, best practices statewide would be presented along with a strategy session. The key to all of these efforts is to sustain them over time. The college will continue to use the ARCC data as well as local measures to assess the efficacy of its programs and services.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.8%	54.5%	57.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.5%	73.4%	76.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.2%	64.8%	68.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.8%	70.7%	72.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	64.6%	64.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.2%	42.6%	40.3%
Basic Skills Improvement Rate	54.2%	50.7%	54.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,965	21,167	20,268
Full-Time Equivalent Students (FTES)*	6,808	7,732	7,786

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	12.6%	12.5%	14.7%
20 - 24	20.6%	19.8%	22.7%
25 - 49	49.8%	49.7%	46.2%
Over 49	16.7%	17.7%	16.2%
Unknown	0.3%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.7%	56.0%
Male	40.9%	40.0%	41.5%
Unknown	4.2%	5.4%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.2%	4.0%	3.8%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	33.9%	33.5%	32.3%
Filipino	8.4%	8.8%	7.8%
Hispanic	15.0%	14.8%	15.1%
Pacific Islander	1.0%	0.9%	0.8%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	12.5%	14.3%	17.7%
White Non-Hispanic	24.5%	23.4%	21.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	57.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	76.7	70.2	57.8	80.0	B1
C	Persistence Rate	68.8	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.9	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	54.1	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	40.3	43.0	0.0	67.2	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 2011 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Self-Assessment

Located in the city of Santa Clara, Mission College serves the heart of Silicon Valley. Situated off the 101 corridor linking San Jose and San Francisco, Mission College not only serves the Western part of Santa Clara County, but also students from across the Valley. Mission College enjoys a diverse student body representative of its location, with over 60% of students with known ethnicity composed of under-represented groups. Mission College students also embody a broad spectrum of ages, with over 62% of students entering at the age of 25 or older, and over 16% entering at over the age of 49. Students under the age of 25, however, have been increasing relative to other ages, increasing by 5.1% in 2009-10 compared to the prior year.

Although the unduplicated count of students had been increasing in prior years, the total number of students decreased by 899 students in 2009-10. This may be due in part to a somewhat accelerated economic rebound in Silicon Valley compared to other regions within the state. Even as the unduplicated count of students decreased, however, the count of Full-Time Equivalent Students (FTES) increased by 54 FTES. Students are increasingly likely to carry a full-time load (up 8% compared to two years ago) and daytime classes now make up 62% of total enrollment compared to 33% in the evening—a significant shift for this historically evening-centered campus.

A review of Mission's college level performance indicators indicates both areas of strength and areas for improvement. On the positive side, the Student Progress and Achievement Rate has consistently increased over recent years, increasing by 5% relative to two years ago and representing the peer group high. Similarly, the percent of students earning at least 30 units shows a two-year increase of 9%, close to the peer group high.

The remaining indicators remained relatively steady or showed modest increases. Three indicators are a focus as each were below the peer group average: Persistence Rate, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses.

Addressing the possible factors which contribute to student persistence, the College recently created a new Welcome Center and Student Ambassador program designed to assist students in navigating student services. During peak times, the Welcome Center serves as a "triage point" to get students the help they need. Additionally, the College has initiated K-16 Bridge programs and a new Summer Bridge program for first-time students, which includes a college survival course, as well as math and reading fundamentals.

Through the Basic Skills Advisory Committee and the assistance of external grants, Mission is focused on improving the long-term success of Basic Skill students. Although Mission faces the challenge of a particularly large basic skills population (over 6,000 enrollments in basic skills courses in Fall 2010), faculty and staff have been working to revise curriculum, better align content across programs and improve the assessment process.

Mission is proud of the success of its students, and is committed to using data to guide improvement.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	44.0%	47.1%	46.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.6%	72.9%	74.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	72.0%	72.9%	71.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.9%	71.9%	71.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.6%	57.7%	62.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	53.9%	61.8%	67.7%
Basic Skills Improvement Rate	53.4%	51.9%	55.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	7.0%	7.9%	7.5%



Modesto Junior College

Yosemite Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	27,408	29,277	26,753
Full-Time Equivalent Students (FTES)*	15,191	15,796	15,494

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	30.1 %	30.3%	30.8%
20 - 24	29.1 %	29.7%	31.5%
25 - 49	35.1 %	34.7%	32.8%
Over 49	5.7%	5.4%	5.0%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.0%	57.6%	56.4%
Male	40.0%	39.9%	40.5%
Unknown	0.9%	2.6%	3.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.4%	3.6%	3.7%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	5.2%	4.9%	5.0%
Filipino	1.3%	1.3%	1.3%
Hispanic	27.0%	28.1%	30.2%
Pacific Islander	1.1%	1.2%	1.2%
Two or More Races	.%	.%	0.3%
Unknown/Non-Respondent	22.7%	20.6%	17.5%
White Non-Hispanic	38.1%	39.2%	39.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	46.8	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	74.8	72.4	57.8	80.3	B2
C	Persistence Rate	71.8	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.8	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	55.7	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	67.7	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Self-Assessment

Students at Modesto Junior College continue to benefit from results of integrated planning, program review, assessment, and resource allocation processes that use data to inform decisions. A focus of the College's dialogue relative to the Strategic Plan goals involves student improvement rates in basic skills courses, and a new venue for that dialogue is the Student Success Advisory Committee to convene for the first time in 2011-2012. Members of the faculty, staff, and administration have reviewed and discussed the ARCC 2011 data indicators for Modesto Junior College.

Notable areas of success in the 2011 report are Course Completion Rate for Credit Basic Skills Courses (Table 1.4) and Improvement Rates for ESL and Credit Basic Skills Courses (Table 1.5). The five percent increase in completion of basic skills courses and four percent increase in improvement rate for credit basic skills courses is a result of enhanced instructional support. The Basic Skills Counselor works closely with English, math, reading, and ESL students and faculty to support instruction and the students' whole learning experience inside and outside the classroom. Support includes workshops on academic and life skills topics, additional tutoring, and individualized counseling. Tutoring is now supported with general funds and Basic Skills Initiative funds and will be further strengthened with the creation of Integrated Learning Centers on both campuses in 2011-2012.

The six percent increase in improvement rates for ESL is a result of intensive review and redesign of the ESL curriculum and matriculation processes. Since 2009-2010, ESL faculty have been scanning California for the best practices and most innovative programs, and the benefits of redesign and implementation at Modesto Junior College are surfacing. Curriculum has been rewritten, testing and intake policies and procedures have been improved, and a new placement instrument will be used in 2011-2012. Additional support staff time has been dedicated to the ESL program as well. The improved alignment of courses in the ESL sequence with a focus on Student Learning Outcomes is a critical component to students' seamless transition from course to course as they progress through the program.

Other areas of the 2011 ARCC report show negligible decreases of less than one percent in areas such as Student Success and Achievement Rate (Table 1.1) and Persistence Rate (Table 1.2). Increased attention will be paid to these areas by the Student Success Advisory Committee, and appropriate responses will be planned with the input of these and other data elements.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	50.4%	56.3%	52.7%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	66.5%	70.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	67.7%	70.0%	73.2%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.0%	80.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	68.1%	64.7%	65.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	49.5%	55.9%	41.8%
Basic Skills Improvement Rate	55.1%	54.8%	60.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,170	23,466	20,178
Full-Time Equivalent Students (FTES)*	8,227	8,536	7,888

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	16.8%	16.0%	17.7%
20 - 24	14.2%	14.8%	16.9%
25 - 49	42.7%	44.4%	42.8%
Over 49	26.3%	24.8%	22.6%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.1%	51.3%	50.9%
Male	47.9%	48.7%	49.1%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.4%	3.7%	4.1%
American Indian/Alaskan Native	0.8%	0.8%	0.7%
Asian	6.1%	6.1%	6.0%
Filipino	2.6%	2.8%	2.9%
Hispanic	16.7%	19.0%	17.1%
Pacific Islander	1.1%	1.2%	1.0%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	15.0%	13.8%	17.1%
White Non-Hispanic	54.2%	52.7%	50.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	52.7	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	67.6	70.2	57.8	80.0	B1
C	Persistence Rate	73.2	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	60.8	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	41.8	43.0	0.0	67.2	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.



Monterey Peninsula College

Monterey Peninsula Community College District

College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast; 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 recently opened an Education Center and a Regional Public Safety Officer Training Facility in the north region of the district, both of which have helped us broaden our program and course offerings to better meet the community's varied educational needs and goals.

We are proud that there continues to be an increase in the Persistence Rate of first-time students. We believe this increase is the result of the opening of the facilities in the north part of our district, efforts to expand the days and times that on-ground courses are offered, and an expansion of our distance education offerings.

We have maintained a high, steady Annual Successful Course Completion Rate for Credit Vocational Courses. The college has a few impacted CTE programs, such as nursing and fire academy, that have had very stable staffing and resource levels for many years. This has enabled these programs to have the curriculum, technology and support needed for consistent course completion year after year.

The Annual Successful Course Completion Rate for Credit Basic Skills Courses dropped in 2008-09. Local staffing changes, in fall 2008, occurred in the basic skills English and Study Skills area of the college. The new staff has changed the manner in which student drops are handled; specifically, more students are dropped from these courses now than in the past. In spring 2010 we made additional changes to the curriculum in this area; specifically, we added noncredit courses that are intended to support the credit basic skills courses. We expect to see improvement in the successful completion rate for basic skills courses in next year's report. In addition, these noncredit support classes may positively impact in the Credit Basic Skills Improvement Rate.

The Student Progress and Achievement Rate (SPAR) and the Percent of Students Who Earned at Least 30 Units have both fluctuated over time. These fluctuations appear to be related to year-to-year fluctuations in enrollments in our law enforcement program. The majority of the students (approximately 90%) enroll in these programs for ongoing training and do not achieve one of the outcomes associated with indicator; thus our SPAR is affected by our police academy enrollments.

The Improvement Rate for ESL Courses continues to be an area of challenge. At the lower levels of ESL, our college offers students the option of enrolling in a credit ESL course or a concurrent noncredit option. Approximately 75% of ESL enrollments are in the noncredit option, primarily for financial or residence reasons. Thus, this performance indicator doesn't fully capture students' progress in our ESL program. However, the college has engaged in a review of our ESL curriculum, to ensure that students are progressing in this area.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	65.0%	66.9%	66.7%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.6%	77.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.9%	78.0%	80.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	78.0%	77.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	51.9%	54.2%	49.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	48.9%	33.3%
Basic Skills Improvement Rate	51.4%	51.4%	50.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	23,518	24,491	24,073
Full-Time Equivalent Students (FTES)*	11,688	12,801	12,808

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	39.0%	39.0%	37.9%
20 - 24	32.5%	32.9%	34.9%
25 - 49	24.0%	23.8%	23.4%
Over 49	4.4%	4.3%	3.9%
Unknown	0.0%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.8%	54.3%	54.2%
Male	44.1%	45.2%	45.4%
Unknown	2.0%	0.5%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.4%	2.4%	2.0%
American Indian/Alaskan Native	0.9%	0.7%	0.5%
Asian	7.6%	7.9%	7.1%
Filipino	2.6%	2.6%	2.3%
Hispanic	16.3%	18.8%	21.4%
Pacific Islander	0.6%	0.6%	0.4%
Two or More Races	.%	1.1%	3.4%
Unknown/Non-Respondent	13.0%	7.4%	3.2%
White Non-Hispanic	56.6%	58.5%	59.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	66.7	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	77.6	75.1	69.4	83.8	B4
C	Persistence Rate	80.1	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.6	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	50.4	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	33.3	49.4	9.6	83.3	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 2011 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 73% of our students under the age of 25, a majority declaring transfer as their goal. 23% are between the ages of 25 and 49. Minority enrollment reflects the demographics of residents in our service area.

The college's 2009-2010 enrollment is similar to the enrollment in 2008-2009. The budget has required the college to offer fewer courses; however, with astute planning, the college was able to maintain its overall enrollment and continued to meet the needs of its student population.

Moorpark College performed above average in 4 out of 7 ARCC categories (Categories A-D). The college rates at the top of the peer group in Persistent Rate; this is in-line with consistent college performance in this category over the past 5 years.

The college is striving for consistency in Annual Course Completion Rates for Basic Skills Courses. This category shows a 4.6% drop after last year's gain 2.5% in last year's report. New strategies went into place for basic skills curriculum and service delivery beginning fall 2008. This year's drop in completion rates was experienced in the basic skills mathematics courses; the completion rates for English courses continue to be strong.

Our Basic Skills Improvement Rate is now better aligned with our peer group average. With last year's increase in the number of successful Basic Skills Completers, we are able to increase the number students entering the pipeline and succeeding at the transfer level. This increase signals positive changes, directly resulting from the work plan of the Basic Skills Committee.

The Improvement Rate for ESL was reported last year for the first time in ARCC due to a hiatus of the ESL program in 2004-2005. The improvement rate experienced a significant drop this year due to a TOP code change made to all three of our courses midyear.

As with last year, the current ARCC data validate the Strategic Objectives that emerged from the college's annual planning sessions each fall semester:

Objective: Improve Student Access: The college excels in preparing traditional students for transfer. There is opportunity for expansion in services to adult learners. We continue to build our distance education and evening/weekend options to provide access for adults returning to college.

Objective: Improve Student Retention and Success: A cross-functional Basic Skills Committee has established performance indicators matching the ARCC Categories of E and F. Strategies in curriculum and learning support services are continuing to be refined, seeking an increase in higher student success.

Objective: Respond to the Marketplace through Career Training: The Vocational Education Course Completion Rate remains consistent with our peer average. Moorpark College is committed to improving this rate of student success. The Marketplace Collaboration Committee assists vocational programs in using labor market data in program development and planning, and provides examples of best practices in tracking student success.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	51.9%	51.4%	51.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.4%	76.4%	77.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	77.1%	78.1%	70.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.3%	75.6%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	61.5%	59.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	63.9%	67.0%	69.2%
Basic Skills Improvement Rate	64.4%	65.5%	69.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	16.1%	11.5%	4.7%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	67,120	69,625	58,669
Full-Time Equivalent Students (FTES)*	31,934	32,685	31,048

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	44.2%	43.1%	38.9%
20 - 24	23.6%	24.3%	27.3%
25 - 49	23.0%	23.1%	24.0%
Over 49	9.2%	9.4%	9.7%
Unknown	0.0%	0.0%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.9%	53.6%	53.2%
Male	45.5%	45.4%	44.8%
Unknown	0.5%	1.0%	2.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.5%	4.6%	3.7%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	19.4%	19.6%	15.8%
Filipino	4.3%	4.5%	3.6%
Hispanic	38.8%	42.5%	37.0%
Pacific Islander	0.6%	0.8%	0.5%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	17.2%	13.5%	27.0%
White Non-Hispanic	14.7%	14.1%	11.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.8	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	77.2	75.1	69.4	83.8	B4
C	Persistence Rate	70.9	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	69.3	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	69.2	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Self-Assessment

The majority of Mt. San Antonio College (Mt. SAC) students attend part-time and have various goals. Many of the approximately 40,000 fall semester "traditional" students seek career/technical training, while others seek an associate degree and/or university transfer. The college also has students who are 25+ years of age, single parents, homemakers, and choose vocational majors. Some students come well prepared scholastically and pursue their goals through honors-level studies.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress and improve programs and services. Mt. SAC is encouraged to see its ARCC results improving each year. Overall, Mt. SAC students are above their peer college averages in almost all of the performance indicators cited in this report. The Career Development of College Program (CDCP) measure shows a large decrease this year than last year that is easily explained by the higher enrollment of summer high school diploma students in each new "cohort" as defined by ARCC; these students cannot achieve the performance indicators due to their high school status at the time of enrollment into a new "cohort." Mt. SAC is participating on a statewide Noncredit Accountability Taskforce that is proposing changes to CDCP progress indicators as well as cohort definitions in order to accurately reflect the success of CDCP students. Additionally, the Chancellor's Office still lacks the data elements and collection processes to measure CDCP progress or completion of certificates. Based on the findings within this ARCC report, Mt. SAC will continue to provide and improve upon opportunities for students to achieve their goals.

A comprehensive student learning outcomes process 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. Mt. SAC is also expanding agreements with K-12 and universities to further facilitate student success and transfers to the baccalaureate level.

Mt. SAC has maintained a tradition of achieving state and national distinction. Once again, two Mt. SAC honor students were selected by Phi Theta Kappa to the 2010 All-California Academic teams. Two students were selected from a national pool to win Jack Kent Cooke Undergraduate Transfer Scholarships in 2010, marking the first time two scholars from the same college were selected simultaneously for awards. This also marked the fourth consecutive year that students have won this prestigious scholarship, valued up to \$30,000 annually to transfer to their university of choice.

The college offers programs and services through various grants to improve student success. Last year, Mt. SAC managed nearly \$8 million dollars in grant funding, including programs supported by the U.S. Department of Education, the National Science Foundation, the U.S. Department of Labor, the U.S. Department of Agriculture, the California Community College Chancellor's Office, the William and Flora Hewlett Foundation, and other state and private agencies. These and other efforts support the college's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	45.3%	48.0%	45.7%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	63.1%	64.0%	64.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.6%	63.8%	66.9%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.2%	68.7%	67.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	57.4%	58.5%	63.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	11.8%	11.5%	13.1%
Basic Skills Improvement Rate	56.7%	55.7%	58.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	4.0%	3.9%	3.8%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	22,895	26,148	25,818
Full-Time Equivalent Students (FTES)*	10,205	11,631	13,023

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.2%	30.8%	29.1%
20 - 24	27.7%	27.4%	28.4%
25 - 49	36.1%	35.1%	36.0%
Over 49	6.9%	6.7%	6.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.8%	59.4%	58.3%
Male	37.9%	38.7%	40.4%
Unknown	1.3%	1.9%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.2%	7.9%	7.5%
American Indian/Alaskan Native	1.4%	1.3%	1.1%
Asian	3.1%	3.1%	2.7%
Filipino	3.8%	3.4%	3.2%
Hispanic	28.9%	29.0%	28.6%
Pacific Islander	0.8%	0.8%	0.7%
Two or More Races	.%	.%	1.6%
Unknown/Non-Respondent	9.8%	11.4%	14.1%
White Non-Hispanic	45.1%	43.0%	40.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	45.7	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	64.1	72.4	57.8	80.3	B2
C	Persistence Rate	66.9	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	58.1	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	13.1	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Self-Assessment

Founded in 1962, Mt. San Jacinto College has been the primary source of higher education in the Southwestern portion of Riverside County. Covering over 1,700 square miles the District has grown dramatically in enrollment over the last few years with two campuses in Menifee and San Jacinto, as well as centers in Temecula and the San Geronio Pass area. During the fall 2010 semester, the college enrolled 17,195 students generating 5,652 FTES. Mt. San Jacinto College is designated as a Hispanic Serving Institution.

The ARCC reports have been an integral component in the college's assessment and evaluation of learning and are regularly incorporated in presentations not only to the Board of Trustees but within such groups as the Institutional Planning Committee, Assessment Council, Chair Academy, and Research Committee. The indicators have become part of a linked Student Success Matrix that tracks key performance indicators of student success throughout all divisions of the college

The ARCC 2010 report for Mt. San Jacinto College shows the college is still maintaining a small but steady increase in the Progress and Achievement Rate, Percent of Students Who Earned 30 Units, Annual Successful Course Completion Rate for Credit Vocational Courses and the Annual Successful Course Completion Rate for Credit Basic Skills Courses. The ESL improvement rate is beginning to show a modest improvement over the last reporting period but is still far below the peer average. The Basic Skills Improvement Rate shows a slight decline; however, a new ESL lab is currently in the implementation stage and, this combined with strong program planning, should help turn the tide toward improvement. The college is below the peer average in five of the indicators. Analysis of the report and other associated research data confirms that the steady improvement, though slight, is the result of a concentrated effort focused on student success.

Using institutional data and evidence derived from evaluation and assessment measures, the college over the past three years has expanded strong institutional support for Supplemental Instruction, tutoring, professional development, in-class advising, student educational plan development, Puente, dual enrollment partnerships and other interventions to sustain student persistence and achievement. This year, through various grants, the college has aggressively focused on learning communities and first year experience as critically important components for the future of our students. To assist in sustaining the various initiatives, the college has institutionalized a Faculty Assessment Coordinator and has expanded its research department to continue the use of fact-based data to drive decision making.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	57.7%	52.3%	58.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.0%	68.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	72.2%	68.8%	75.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.9%	74.6%	71.1%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	64.8%	64.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	44.3%	46.7%	52.4%
Basic Skills Improvement Rate	61.4%	62.6%	59.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.4%	0.5%	1.6%



Napa Valley College

Napa Valley Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	14,714	15,142	14,350
Full-Time Equivalent Students (FTES)*	6,059	6,477	6,661

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.4%	21.7%	22.0%
20 - 24	18.3%	19.5%	20.7%
25 - 49	36.2%	34.8%	32.4%
Over 49	24.8%	23.6%	24.7%
Unknown	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.6%	56.1%	57.3%
Male	41.5%	41.3%	39.8%
Unknown	2.0%	2.6%	2.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.6%	4.8%	4.1%
American Indian/Alaskan Native	0.8%	0.8%	0.5%
Asian	2.8%	2.4%	2.2%
Filipino	7.9%	7.7%	6.2%
Hispanic	20.0%	20.7%	17.5%
Pacific Islander	0.7%	0.8%	0.7%
Two or More Races	.%	.%	0.2%
Unknown/Non-Respondent	15.8%	17.7%	30.5%
White Non-Hispanic	47.3%	45.0%	38.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	58.2	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	71.2	70.2	57.8	80.0	B1
C	Persistence Rate	75.6	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.1	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	59.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	52.4	43.0	0.0	67.2	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 2011 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 and prides itself on the personal attention and services it affords its students. Over the past three years, student headcount has decreased by 2.5% (vs. an increase of 0.7% for the system), while the number of full-time-equivalent students has increased by 9.9% (vs. 7.9% for the system). During a period of limited resources, the college is challenged to address increasing student demand while maintaining the high quality of its programs and services.

NVC performed above the average of its peer group on six of the seven ARCC indicators. The only exception is successful course completion within vocational courses. Although NVC performed below the peer group average on the ARCC vocational course success indicator, the college has consistently met/exceeded the targets identified in Perkins IV, the parallel accountability system for vocational education. On three of the seven indicators, NVC exceeded the peer group average by more than 9%. While NVC hopes to maintain these achievements, performance on most of these indicators is likely to decrease in the coming years, as the college is forced to reduce course offerings, which will in turn impact students' ability to achieve the identified outcomes within the defined period of time.

NVC recently implemented its first learning communities linking pre-collegiate English courses with a counseling course (covering college success strategies) and required writing lab. Since the learning communities were introduced, successful course completion rates in basis skills courses have increased (by approximately 2%). However, that success has yet to translate to the basic skills improvement rate, tracking students' progress through the math and English curriculum. NVC is committed to continuous improvement in curriculum and uses the findings from ARCC data to guide discussions across campus. Translating course-level success into progress through the curriculum has been identified as the next priority for the college's Basic Skills Initiative (BSI) Steering Committee.

In recent years, a high proportion of NVC students have not reported information pertaining to their racial/ethnic backgrounds. In 2009-2010, this proportion reached a high of 30.5%. In fall 2010, NVC began a campaign of contacting non-respondents and encouraging them to identify their respective backgrounds. Preliminary results from the campaign have yielded a 12% decrease in the proportion of students whose background is "unknown." The college plans to expand the campaign beyond race/ethnicity to acquire more complete information about students and thereby serve them even better.

To ensure that ARCC results are incorporated into NVC's planning processes and shared with the campus community, the ARCC report is presented and discussed at meetings of the college Planning Committee, President's Staff, Matriculation Steering Committee, and BSI Steering Committee each year, and the ARCC indicators are among the measurable outcomes included in the college's Strategic Plan.

As critical state funding sources decrease, it will be difficult to maintain the unique programs designed to increase student success, improve performance on ARCC indicators, and dedicate resources to address student needs and maintain the services that students have come to expect.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	5.5%	6.3%	7.1%



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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	42,634	45,389	30,893
Full-Time Equivalent Students (FTES)*	7,829	8,247	6,795

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	15.5%	18.3%	7.9%
20 - 24	17.1%	17.1%	8.6%
25 - 49	32.7%	31.4%	36.6%
Over 49	34.5%	33.1%	46.8%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.6%	60.3%	65.0%
Male	36.7%	36.8%	32.0%
Unknown	2.6%	2.9%	3.1%

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

	2007-2008	2008-2009	2009-2010
African American	2.3%	2.4%	0.8%
American Indian/Alaskan Native	0.4%	0.4%	0.1%
Asian	13.6%	13.6%	6.1%
Filipino	2.3%	2.5%	0.8%
Hispanic	35.3%	37.5%	18.3%
Pacific Islander	0.4%	0.4%	0.2%
Two or More Races	.%	.%	0.1%
Unknown/Non-Respondent	21.4%	18.8%	64.8%
White Non-Hispanic	24.4%	24.3%	8.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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.



North Orange School of Continuing Education

North Orange Community College District

College Self-Assessment

The School of Continuing Education (SCE), part of the North Orange County Community College District, is a large accredited noncredit institution serving a socioeconomically diverse community that has a large percentage of English language learners and students without a high school diploma. Consistent with our mission of serving the needs of this diverse community, SCE offers comprehensive instruction in career technical education, elementary and secondary basic skills, ESL, skills development, and a large selection of community and contract education courses. The majority of SCE students are over the age of 25 and Latino.

SCE faced significant budget cuts in 2009-2010 and experienced a decline of over 1,400 FTES compared to 2008-2009. SCE focused its course reduction efforts on supplemental noncredit instruction offered in labs at the colleges within our District. Approximately 70% of students served in these labs were between the ages of 18 to 24; as such, discontinuing these offerings resulted in a significant shift in the age distribution of SCE's students. The shift in student ages may have also been a byproduct of California's economy, as high unemployment rates led to older students returning to SCE to train for a new career.

Despite this challenging economic climate, SCE had a very successful year in 2009-2010. SCE awarded 627 diplomas and certificates, compared to 409 awards the previous year. New certificate programs were launched and faculty and staff worked toward formalizing indicators of noncredit course success and creating pathways for noncredit students to transition to community colleges. In addition, SCE's Career Development and College Preparation (CDCP) Progress and Achievement rate increased for the latest cohort year.

A more detailed analysis of the CDCP performance rate indicates that, despite a reduction in the size of the CDCP cohort, more students than ever were achieving one of the transfer oriented performance outcomes. In particular, a large percentage of students completed at least one degree applicable course, and a sizable number of students also became transfer directed and transfer prepared.

However, the CDCP rate remains an imprecise estimate of noncredit student success. The rate does not yet include the number of CDCP certificates awarded, and while a primary outcome of CDCP courses is preparing students for employment, the rate only reflects transfer outcomes. Finally, the noncredit students that do wish to transfer to community colleges or 4 year institutions are only tracked for 3 years, while the credit cohort is tracked for 6 years in calculating the SPAR rate. Given that noncredit students are among the least academically prepared, this tracking period may be insufficient. Furthermore, students in the latest cohort may have experienced difficulty transferring due to reduced offerings at the destination schools.

Although the CDCP rate does not fully reflect noncredit student outcomes, SCE takes pride in the increased rate and our increase in student certificates and awards. We are confident that the excellence of our faculty and support services and our institution's commitment to student success has contributed to students reaching their academic, career, and skills development goals.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	64.4%	66.5%	64.6%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.9%	73.0%	75.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	79.1%	79.1%	78.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	81.8%	81.1%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.1%	64.7%	67.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.4%	49.6%	61.7%
Basic Skills Improvement Rate	61.0%	62.7%	66.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,097	19,532	17,260
Full-Time Equivalent Students (FTES)*	8,332	8,447	8,154

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	36.8%	37.4%	32.8%
20 - 24	20.4%	21.1%	23.5%
25 - 49	35.7%	34.4%	35.7%
Over 49	7.1%	7.1%	8.0%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.7%	49.6%	48.8%
Male	47.6%	48.6%	49.8%
Unknown	1.7%	1.8%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.5%	4.3%	4.6%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	36.5%	36.5%	35.1%
Filipino	6.9%	7.1%	7.1%
Hispanic	11.4%	11.4%	13.7%
Pacific Islander	1.2%	1.4%	1.2%
Two or More Races	.%	.%	1.5%
Unknown/Non-Respondent	12.0%	14.3%	10.1%
White Non-Hispanic	26.9%	24.6%	26.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	64.6	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	75.5	70.2	57.8	80.0	B1
C	Persistence Rate	78.2	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.3	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	66.5	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	61.7	49.4	9.6	83.3	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.



Ohlone College

Ohlone Community College District

College Self-Assessment

After four years of consistently improving rates, Ohlone College is now above both the statewide average and the peer group average for all seven performance indicators, one of only three colleges systemwide to achieve such performance.

1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's degree/certificate/transfer rate remains steady and well above the peer group and statewide averages. The effects of innovations such as learning communities, the learning college model, 16 new transfer degrees, and the emphasis on achievement fostered by Title III and NSF grants are now reflected in the data. The currently strong student achievement rate should become stronger as the report continues to capture student data from more current terms.

2. Percent of Students Who Earned at Least 30 Units

The percent of students earning 30 units increased almost 2% and is above both the peer group and statewide averages. Over the past three years, the ratio of FTES to headcount has increased, indicative of students tending to take more units and to complete earlier. Consequently, the percentage of full-time students has also risen, reflecting the positive effects of recent academic innovations.

3. Persistence Rate

Ohlone has remained steady in its persistence rate over the past three years and continues to be above both the peer group and statewide averages. These gains reflect the results of innovations aimed at fostering retention and completion and are indicative of students who are satisfied with their education.

4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates continue to be strong, above both peer group and statewide averages. Addition of new departments in Environmental Science, Chemical Technology, and Engineering Technology, coupled with a successful department of Biotechnology, keep Ohlone's vocational programs both cutting edge and in line with emerging vocations within the district.

5. Annual Successful Course Completion Rates for Credit Basic Skills Courses

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—are currently reflected in the Basic Skills completion rate, which is now above both the peer group and statewide averages.

6. Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced substantial gains (25%) over the past four years in the ESL improvement rate, and the college is now above both the peer group and statewide averages. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, the ESL improvement rate should continue to increase.

7. Basic Skills Improvement Rate

An increase in the basic skills improvement rate for 2011 has also kept Ohlone's rate above both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Nishati programs, and new supplemental learning services, all specifically directed to support at risk students, should continue to improve rates in the future.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	64.8%	64.1%	66.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	81.4%	82.3%	81.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	81.6%	72.9%	79.2%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.2%	79.0%	80.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.9%	58.5%	57.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	61.0%	63.4%	54.2%
Basic Skills Improvement Rate	63.8%	64.7%	61.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	35,034	34,790	33,429
Full-Time Equivalent Students (FTES)*	18,345	19,587	19,247

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.8%	31.1%	32.4%
20 - 24	36.6%	36.0%	35.6%
25 - 49	28.7%	28.3%	27.4%
Over 49	4.9%	4.6%	4.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	49.8%	48.9%	48.2%
Male	49.7%	49.5%	49.9%
Unknown	0.5%	1.6%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.8%	1.9%	1.7%
American Indian/Alaskan Native	0.7%	0.7%	0.5%
Asian	23.0%	22.1%	22.6%
Filipino	2.1%	2.1%	2.0%
Hispanic	18.6%	18.9%	22.2%
Pacific Islander	0.9%	1.0%	0.7%
Two or More Races	.%	.%	2.3%
Unknown/Non-Respondent	9.9%	11.1%	5.7%
White Non-Hispanic	43.1%	42.2%	42.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	66.0	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	81.5	75.1	69.4	83.8	B4
C	Persistence Rate	79.2	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	61.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	54.2	58.7	48.9	69.2	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.



Orange Coast College

Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948. The college's current enrollment exceeds 24,000 students each semester and 34,500 students annually. OCC offers more than 130 academic and career programs. Nearly half of our students are enrolled in one of our career and technical programs. Over the past ten years, OCC's student population has become more ethnically diverse and exceeds the diversity of our service area. During this time the college also observed increases in students under 21. Currently, OCC ranks second statewide in the number of transfers to the California State University system and sixth to the University of California. Many also transfer to private colleges and universities.

OCC has demonstrated above average levels of performance as compared to our peer groups on all accountability indicators, except on our pre-collegiate improvement indicators. The college has increased its student progress and achievement rate from 64.1% to 66.0%. An analysis of this historical rate indicates higher percentages of students obtaining AA/AS degrees and certificates or becoming either transfer directed or transfer prepared without transferring to a four-year college. The increase of students achieving these outcomes without transferring may be the impact of tightening admissions at CSU and UC or more students attending private colleges not reported in the National Student Clearinghouse. We remain consistently high on the percentage of students earning at least 30 units (81.5%). Vocational course success rates have remained strong at 80.2%. Last year, OCC's lowered persistence rate (72.9%) was due to the migration of data systems. This year, our rate rebounded to 79.2%, the highest in our peer group.

OCC has observed large increases of students entering below college level math, English and reading levels over the past five years. Our annual successful course completion rate in 2009-2010 (57.6%), while below the peer group average, has improved slightly since 2007-2008 (56.9%). Although our basic skills improvement rate has decreased with the 2007-08 cohort (61.2%) as compared to the last two cohorts in 2005-2006 (63.8%) and 2006-2007 (64.7%), the rate is still above our peer group. We are addressing our students' continuing basic skills needs through a Title III Strengthening Institutions grant.

The college's ESL program is primarily comprised of transfer level courses. Nine out of fourteen courses in the program have CSU transfer status and are not included in this calculation. The ESL improvement rate only reflects progress in the four non-transferable courses. The 2006-2007 and 2007-2008 cohorts reported improvement rates of 63.4% and 54.2%, respectively. Our locally derived ESL improvement rate for our entire ESL curriculum (irrespective of transfer status) was 44.3% in 2007-2008.

As these statistics demonstrate, our success and improvement rates remained fairly consistent on the majority of indicators over the past three years. Additionally, the college has performed above its peer group on most 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 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.7%	47.8%	49.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	67.3%	68.9%	72.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	63.6%	64.6%	68.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.9%	77.1%	76.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	61.8%	61.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	55.9%	46.0%	56.1%
Basic Skills Improvement Rate	55.2%	46.9%	45.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Oxnard College

Ventura County Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	11,354	12,310	12,924
Full-Time Equivalent Students (FTES)*	4,689	5,405	5,482

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.4%	31.8%	31.0%
20 - 24	28.6%	29.6%	30.8%
25 - 49	34.0%	33.7%	33.6%
Over 49	5.0%	4.9%	4.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.7%	56.7%	56.1%
Male	42.2%	42.3%	43.6%
Unknown	1.1%	1.0%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.1%	3.8%	3.5%
American Indian/Alaskan Native	0.9%	0.7%	0.5%
Asian	3.3%	3.1%	2.8%
Filipino	5.3%	4.7%	4.4%
Hispanic	61.4%	64.0%	65.2%
Pacific Islander	1.0%	0.8%	0.5%
Two or More Races	.%	0.5%	1.9%
Unknown/Non-Respondent	5.8%	4.2%	2.0%
White Non-Hispanic	18.3%	18.2%	19.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	72.5	70.2	57.8	80.0	B1
C	Persistence Rate	68.8	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	45.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	56.1	49.4	9.6	83.3	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 2011 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 primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 78% of our students are from ethnic minority groups most of which are Hispanic. This diversity is reflective of our service area.

Oxnard College rates are higher than peer averages in four of seven areas and very close to the average in two more. We are pleased to see continued increases in both the percentage of students completing 30+ units and fall-to-fall persistence, although, with fewer than 70% of students persisting we would like to see greater improvement. Oxnard College's student progress and achievement rate is slightly above our peer average, but despite recent increase not quite 50% of first-time students show progress in obtaining associate's degrees or certificates, becoming transfer prepared, or transferring to a four-year institution.

The Student Success Committee, commended during our 2010 accreditation site visit, brings together key campus stakeholders from instruction, student services, and academic support to engage in ongoing dialogue on ways to increase student access, achievement, and success for all students by identifying and addressing road blocks. We have found that students receiving special support services, through programs such as EOPS, DSPS, STAR and STEM tend to yield higher persistence and achievement rates.

The successful course completion rate for vocational courses remains high (76.5%) and the successful completion of Basic Skills courses has remained steady. Improvement rates in Basic Skills and ESL are areas that Oxnard College continues to address to better serve students. The improvement rate for ESL has jumped significantly this past year, but overall the percentage of students in basic skills courses (reading, writing, math) going on to take higher level courses appears to be decreasing indicating there is still a great deal of work to be done. The Transitional Studies Advisory Committee is aware of these trends and is working with departments to facilitate better alignment of entry/exit skills, tracking student learning outcomes, and innovative approaches to ESL and basic skills through providing professional development opportunities.

Two Hispanic-Serving Institution cooperative grants (Title V, CCRAA) have been instrumental in fostering partnerships with CSU Channel Islands and UC Santa Barbara and cooperative programs with local high schools to better serve students from admittance through transfer. Enhancements of many academic and student services designed to help students succeed at Oxnard College and transfer to the university have been developed and institutionalized. While the focus of these grants is on basic skills and STEM, the initiatives have ultimately contributed to identifying models of success for all students.

Although enrollment at Oxnard College has declined due to budget reductions we have implemented a number of facility and classroom technology improvements which, along with programs already mentioned, have greatly enhanced the student experience. The college remains committed to continual improvement of instruction, academic support, and student services to fully serve its diverse student population and increase graduation rates.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	41.6%	39.7%	37.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	62.2%	59.9%	69.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	39.9%	36.7%	38.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	89.1%	84.4%	84.4%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	42.9%	39.1%	41.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	25.0%
Basic Skills Improvement Rate	54.1%	50.5%	48.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	6,563	6,290	6,725
Full-Time Equivalent Students (FTES)*	1,819	1,917	1,916

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	9.3%	12.2%	10.9%
20 - 24	11.1%	11.5%	11.5%
25 - 49	63.4%	59.0%	61.3%
Over 49	15.7%	16.3%	15.1%
Unknown	0.6%	1.0%	1.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	30.6%	33.3%	32.7%
Male	69.3%	66.1%	67.0%
Unknown	0.0%	0.6%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	9.3%	9.7%	9.2%
American Indian/Alaskan Native	1.5%	1.4%	0.8%
Asian	3.6%	3.9%	2.6%
Filipino	1.4%	1.3%	1.1%
Hispanic	25.6%	27.0%	35.8%
Pacific Islander	0.8%	0.6%	0.5%
Two or More Races	.%	.%	0.7%
Unknown/Non-Respondent	8.1%	8.7%	8.4%
White Non-Hispanic	49.7%	47.3%	40.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	37.8	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	69.4	68.3	63.9	72.4	B5
C	Persistence Rate	38.3	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.4	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	41.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	48.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	25.0	43.0	0.0	67.2	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.



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 thirteen other correctional facilities in California, students enrolled in noncredit programs in Blythe, and public safety personnel through instructional service agreements (ISAs), in Riverside and other locations in California.

Here follows our analysis of the ARCC-2011 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. We are concerned with this declining trend, and we are putting special emphasis in our strategic planning on promoting degree completion and transfer. The relatively low rate can be explained partly by the substantial number of ISA students who are seeking skill enhancement in their public safety jobs by taking individual courses with no plan for a degree or certificate.

Table 1.1a Percent of Students Who Earned at Least 30 Units. We are pleased with our highest-ever showing for this measure, which also places us above average in our peer group. The commitment of College personnel to seek ways to improve retention and persistence through implementation of the Enrollment Management Plan seems to be meeting with some success.

Table 1.2 Persistence Rate. This rate has shown some improvement in the 2008-09 cohort compared to the previous cohort; nonetheless, this indicator is an ongoing concern for us. The relatively low rate can be explained partly by the substantial number of ISA students who are seeking skill enhancement in their public safety jobs but do not intend to re-enroll or complete a certificate or degree.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. The rate has declined somewhat in recent cohorts, though it maintains an acceptable position in our peer group. We attribute this performance to the positive motivation among students—public safety personnel seeking career advancement and skills upgrade—enrolled in the College's programs through ISAs.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. This rate has improved slightly over the last cohort but still remains on the low side for our peer group. We are addressing this chronically low rate through ongoing faculty assessments of placement methods, class scheduling practices, lab and lecture policies and grading procedures for basic skills classes.

Table 1.5 Credit Basic Skills Courses. This rate falls slightly below average in our peer group and has declined over the past few cohorts. When compared with the rate in Table 1.4 above, it seems that once students pass the first basic skills course, it is likely they will continue to be successful in subsequent courses in that discipline.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.0%	52.3%	56.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	70.2%	70.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.6%	68.6%	69.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	77.1%	78.8%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.5%	57.6%	58.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	62.4%	55.8%	55.7%
Basic Skills Improvement Rate	54.0%	54.6%	55.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	3.9%	2.5%	2.8%



ARCC 2011 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	50,123	49,336	47,575
Full-Time Equivalent Students (FTES)*	20,005	20,461	20,958

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	26.7%	27.9%	28.7%
20 - 24	27.6%	27.3%	28.3%
25 - 49	31.3%	30.7%	30.3%
Over 49	14.3%	13.9%	12.7%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	51.8%	51.6%	51.0%
Male	47.4%	47.4%	48.1%
Unknown	0.8%	1.0%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.6%	3.5%	3.1%
American Indian/Alaskan Native	1.3%	1.1%	0.7%
Asian	5.2%	5.5%	4.9%
Filipino	2.9%	2.9%	2.5%
Hispanic	28.5%	29.4%	32.0%
Pacific Islander	0.8%	0.9%	0.7%
Two or More Races	.%	.%	2.7%
Unknown/Non-Respondent	8.7%	7.8%	5.3%
White Non-Hispanic	49.1%	48.8%	48.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	56.0	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	71.4	75.1	69.4	83.8	B4
C	Persistence Rate	69.3	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.3	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	55.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	55.7	51.7	30.5	66.6	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 2011 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. About 47,000 students take classes at the San Marcos campus, one education center, and five outreach sites annually. The San Marcos campus is at capacity. Access is a concern. While the state budget threatens access, success, and timely completion for students, the college is ensuring that the budget cuts do not severely impact its core mission to provide GE/transfer, career and technical education, and basic skills curriculum.

Palomar's ARCC measures improved over last year or remained stable. The SPAR is at our peer group's average. Over 100 students in each cohort complete their studies within six months of the tracking period and many (14%) are still attending Palomar one year later. The college continues to examine course offerings and sequences to ensure that student needs are met. Bond funding has enabled Palomar to increase its capacity. In Fall 2008, the opening of the Natural Science Building realized higher enrollments in science classes than other disciplines. The new Health Sciences and Multi-disciplinary buildings opened in 2010-11 and have also supported student success through increased access to courses. The college received a federal grant with its CSUSM partner to improve the number of STEM students who transfer. Increased capacity, appropriate number and sequencing of courses offerings, aligned curriculum, and services that target student success allow for timely completion of studies.

Our Vocational Course Success rate is above our peer's average and reflects the college's many successful career and technology programs such as nursing, dental assisting, administration of justice, and fire technology. The college corrected course coding in its ESL sequence and its performance is now above our peer group's average.

The college is concerned about its Basic Skills Success and Improvement rates. English, mathematics and ESL are reviewing their course sequences. Palomar is using state and federal funds to enhance and expand learning opportunities and support services for students enrolled in Basic Skills curriculum. For example, Basic Skills funding is supporting the opening of two teaching and learning centers, implementing learning communities, and integrating tutoring in basic skills courses. Initial evaluations of these strategies are positive. It will take time for the impact of these approaches to reflect in some of the ARCC outcome measures.

The college's Early Acceptance Program (EAP) and the new Goal, Responsibility, Attitude, and Determination (GRAD) program encourages entering students to complete an education plan and to take their mathematics and English course sequences in their first semester. Early evaluation of the EAP revealed that program participants were more likely than program non-participants to persist to the next semester and to enroll in courses that put them on track to effectively complete their studies.

Palomar reviews ARCC measures as part of its strategic planning process. Objectives in the strategic plan seek to improve student outcomes and goal attainment, with a special focus on basic skills. As Palomar funds its strategic plan, the overarching goal is to improve student success.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	58.7%	58.7%	59.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	78.8%	80.0%	78.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.3%	78.0%	80.8%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	72.2%	73.1%	74.7%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.2%	63.3%	64.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	61.9%	59.8%	60.0%
Basic Skills Improvement Rate	54.0%	56.1%	53.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	11.7%	9.7%	8.1%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	44,091	45,324	42,615
Full-Time Equivalent Students (FTES)*	23,017	24,055	23,422

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.0%	31.3%	30.6%
20 - 24	31.6%	31.7%	32.8%
25 - 49	31.6%	31.6%	31.5%
Over 49	5.8%	5.3%	5.1%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.1%	54.1%	53.7%
Male	44.5%	45.3%	45.8%
Unknown	0.4%	0.6%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.6%	5.9%	5.4%
American Indian/Alaskan Native	0.5%	0.5%	0.3%
Asian	27.5%	26.6%	25.4%
Filipino	3.9%	3.8%	3.6%
Hispanic	33.4%	34.0%	36.1%
Pacific Islander	0.4%	0.5%	0.3%
Two or More Races	.%	.%	1.5%
Unknown/Non-Respondent	11.1%	11.3%	9.5%
White Non-Hispanic	17.6%	17.3%	18.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.1	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	78.1	75.1	69.4	83.8	B4
C	Persistence Rate	80.8	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.7	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	53.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	60.0	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Self-Assessment

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of our community. Now in its 87th 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. The dynamic and supportive learning environment the college provides draws nearly two thirds of our currently enrolled credit students from outside the College's district

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports, and facilitates student learning and success. Access, Success, and Equity are the hallmarks of a PCC education. PCC offers two regular semesters, a summer and winter intersession, distance education courses, and an enhanced non-credit curriculum to meet the needs of an evolving student body that requires flexibility in scheduling and course offerings.

The 2011 ARCC report demonstrates the college's commitment to continuous quality improvement by providing an educational environment that encourages and supports students' ability to achieve their educational goals. This past year the college has publicly rededicated itself, through the development of our Educational Master Plan (EMP), to achieve specific targets over the next four years that will increase the number of transfer students, degrees, and certificates awarded, and progressive improvement in the completion of our basics skills sequence. The college has publicly stated that it will meet and/or exceed these targets by our 90th anniversary in the 2014-2015 academic year.

As evident in our high persistence rate (80.8%), students who start at PCC find an environment that will provide them a pathway to their chosen educational goal. Over the last several years our Student Progress and Achievement Rate is continuing to increase as well as our successful course completion credit vocational and our basic skills courses. Although the college is not yet where it would like to be among our peer groups, the college is committed to improving itself on every ARCC performance indicator.

In order to meet our target achievement areas the college established the Student Access and Success Initiative dedicated to providing the resources to our faculty and counselors to create innovative strategies and pathways that will facilitate students' achievement of their educational goals. The PCC Math and English departments are working with local high schools to align their curriculum with ours to ensure graduating high school students are prepared for our college level math and English.

Our motto Proud Past, Global Future is at once a statement of our respect for our long heritage of excellence and a statement of our aspiration to become the first truly "global" California community college in every sense of the word.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.8%	48.9%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.7%	78.1%	76.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	59.2%	61.3%	63.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.1%	75.9%	74.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.2%	56.3%	57.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.0%	50.0%	53.8%
Basic Skills Improvement Rate	50.1%	53.1%	53.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Porterville College

Kern Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	5,616	6,248	6,237
Full-Time Equivalent Students (FTES)*	3,182	3,150	3,470

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.6%	26.3%	27.6%
20 - 24	26.1%	26.9%	29.7%
25 - 49	37.1%	37.1%	35.0%
Over 49	11.1%	9.7%	7.7%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	66.2%	64.1%	62.6%
Male	32.9%	35.4%	37.0%
Unknown	0.9%	0.5%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Porterville College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.9%	1.9%	1.3%
American Indian/Alaskan Native	1.7%	2.0%	1.0%
Asian	2.2%	2.4%	1.6%
Filipino	3.8%	4.0%	1.9%
Hispanic	49.8%	51.5%	52.2%
Pacific Islander	0.3%	0.3%	0.1%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	6.7%	7.3%	25.1%
White Non-Hispanic	33.5%	30.6%	16.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.1	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	76.4	69.2	56.3	76.4	B3
C	Persistence Rate	63.5	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.5	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	53.0	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	53.8	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Porterville College

Kern Community College District

College Self-Assessment

Porterville College has been serving the diverse population of Porterville and southeastern Tulare County since 1927. Hispanic students account for over half the student body, and this trend is increasing. Further, the college serves an economically depressed area with 17.7% unemployment and approximately three quarters of our students receiving financial aid. Additionally, our students are increasingly under-prepared for college-level work. For example, 31% of our first-time students in fall 2008 took at least one basic skills course, compared to just 22% in fall 2003.

The city of Porterville and the surrounding small communities represent a growing population of greater than 100,000 people. The College serves more than 4,000 students each term and offers an array of educational opportunities, including associate degrees, transfer preparation, vocational and basic skills education as well as community service and economic development.

Porterville College demonstrates average or good performance on most accountability measures. The Student Progress and Achievement Rate (SPAR) improved for the 2004-05 cohort after a decline the previous year. Our rate is a bit above the average for our peer group. The SPAR is a key indicator for PC, and our district research team is planning a study on factors that contribute to it.

The percent of students who earn at least 30 units from the 2004-05 cohort dropped slightly from the previous year, but is the highest among our peer group.

The fall persistence rate showed improvement for the third consecutive year and is slightly above the peer group average. Enrollment has increased in recent years, likely due to a high local unemployment rate.

The vocational and basic skills successful course completion rate decreased two years ago and remained stable this year. We believe the drop was largely due to a difference in methodology from previous years with the new "DR" grades (student drops that are now counted against completion) included in the denominator.

The basic skills improvement rate remained stable after increases in the previous two years. The college is slightly below our peer group average for this measure, and it is a recent focus at the college. The college has implemented several basic skills initiatives including increased tutoring and student peer mentoring through our Learning Center. We are also experimenting with Learning Communities.

The ESL improvement rate is of limited utility for PC. We have few courses that meet the ARCC definition of ESL. We are making curriculum changes in that area, but the effects of these changes will not be reflected in our ARCC report until 2012.

The reader may note a large increase in the percentage of students with an "unknown" ethnicity, from 7.3% in 2008-09 to 25.1% in 2009-10. This is due to technical problems with the implementation of the new ethnicity categories. We are correcting the problem and plan to resubmit our data soon.

Despite our average to good performance on most ARCC measures, PC plans to continue working on improvement. We continually review our curricula and policies and look for ways to improve student learning.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	NA %	NA %	NA %



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.0%	1.1%	0.9%



Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	44,570	46,003	.
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	21.1%	22.0%	.%
20 - 24	15.3%	14.0%	.%
25 - 49	47.0%	46.5%	.%
Over 49	16.4%	17.4%	.%
Unknown	0.1%	0.1%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.5%	50.2%	.%
Male	48.6%	48.4%	.%
Unknown	0.9%	1.4%	.%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	0.8%	0.9%	.%
American Indian/Alaskan Native	0.4%	0.3%	.%
Asian	5.1%	5.2%	.%
Filipino	0.4%	0.4%	.%
Hispanic	64.1%	59.8%	.%
Pacific Islander	0.2%	0.2%	.%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	20.1%	24.3%	.%
White Non-Hispanic	9.1%	8.9%	.%

Source: Chancellor's Office, Management Information System



ARCC 2011 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 2011 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Self-Assessment

Information reflected on The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is for two major sites located in the cities of Orange and Santa Ana, along with 63 satellite locations throughout its service area to serve the needs of diverse communities. The sites offer free, noncredit and Career Development and College Preparation (CDCP) classes and programs to more than 40,000 adult students, annually.

On July 1, 2009, RSCCD transitioned to the Datatel student information system. At that time, information about students from Orange began to be reported under Santiago Canyon College (SCC) and information about students from Santa Ana began to be reported under Santa Ana College (SAC) and thus began the process of phasing out the RSCED. This transition is evidenced by the lack of data for year 2009-10 on tables 1.7 -1.10 of the RSCED section of the ARCC report. It will take another two years before data begins to appear on Table 1.6 of each of the college's section of the report (the first cohort to be measured under each college will be the 2009-10 cohort). Also, in two years there will no longer be any data appearing on the RSCED pages of the ARCC report.

The Career Development and College Preparation Progress and Achievement Rates are low due to several factors:

- The figures do not yet reflect the number of students who successfully complete a CDCP program (one of the criteria listed on Appendix B). At the local level, the progress of students' achievement has increased and would reflect on this report if this measure was taken into account. In 2008-09 RSCED awarded 274 CDCP certificates and 639 in 2009-10.
- Students who enroll in a credit course before, or simultaneously, enrolling in a noncredit course are dropped from being part of a cohort and are therefore eliminated from the possibility of ever being counted as a CDCP success. Many of these students become aware about noncredit programs only after enrolling in a college credit course and performing poorly.
- The achievement rates for the 2005-06 cohort and the 2006-07 cohort measure the success rate of students who enrolled prior to the identification and approval of CDCP courses (approved in spring 2007), yet achievement rates continue to be measured for these students.
- CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a more stringent timeline (within three years) compared to more academically prepared credit students who have six years to achieve a positive outcome.

RSCCD faculty and staff look forward to future reports. It is believed that the ability of Datatel to assign local unique student identification numbers will result in improved student tracking, locally, and improve the student achievement rate data at each of the two colleges.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.6%	49.1%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.2%	70.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	67.7%	66.8%	67.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.9%	70.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.4%	62.6%	63.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	59.4%	64.0%	64.6%
Basic Skills Improvement Rate	48.7%	51.8%	54.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,605	20,852	21,425
Full-Time Equivalent Students (FTES)*	9,494	10,702	11,800

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	33.7%	33.6%	35.3%
20 - 24	32.2%	33.2%	33.1%
25 - 49	29.8%	29.4%	28.0%
Over 49	4.2%	3.8%	3.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	60.2%	58.4%	58.1%
Male	39.2%	40.9%	41.2%
Unknown	0.6%	0.7%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Reedley College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.1%	3.0%	2.8%
American Indian/Alaskan Native	1.2%	1.2%	1.1%
Asian	4.7%	4.7%	5.9%
Filipino	1.4%	1.3%	1.1%
Hispanic	44.7%	45.1%	45.6%
Pacific Islander	0.4%	0.3%	0.3%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	10.8%	11.4%	9.5%
White Non-Hispanic	33.7%	32.9%	32.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	49.6	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.9	72.4	57.8	80.3	B2
C	Persistence Rate	67.8	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.9	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	54.5	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	64.6	52.6	20.0	77.1	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 2011 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 provides educational opportunities in an area that is below the state average in residents possessing bachelor's degrees, per capita income, and household income. Two-thirds of the college's students are under the age of 25, Hispanic, receive financial aid and are part-time students averaging 8.4 units per semester.

Reedley promotes services to positively impact student success rates including a tutorial center, Writing Center, Math Skills Center, embedded tutors, Early Alert programs to identify students who need help, and student workshops conducted in both English and Spanish.

Reedley's student progress and achievement rate increased by .5% between the 2010 and 2011 reporting periods and is .2% above the peer group average. Approximately 3.3% of the students in this cohort earned a Certificate of Achievement, 22.5% earned an AA/AS degree, and 28.3% transferred to a four-year college. The same percentage completing transfer level math and transfer level English. The number of students completing 60 transferable units also increased from 26.0% to 26.7%.

Reedley decreased .7% in the percent of students earning at least 30 units and remains slightly under the peer group average. According to the U.S. Census, 43.5% of Reedley's population reports an annual income of less than \$34,999 compared to 29.2% of all Californians. Predictors of both student count and per capita income indicate that it is not unexpected for Reedley to be lower than average in this area.

Reedley's persistence rate increased from 66.8% to 67.8% which is still less than the peer group rate of 69.2%. Reedley's younger than average college population and less than average per capita income may have influenced the persistence rate.

Reedley's successful course completion rate for credit vocational classes increased from 70.4% to 71.2%. Reedley is below the peer group average of 74.9% for this indicator. This is consistent with the college being below the peer group average in percent of male students (the strongest predictor variable) and percent students age 30+. When considering the final variable, Miles to Nearest UC, Reedley is well above the peer group average which could be problematic as it inaccurately used UC Santa Cruz rather than UC Merced, which could undermine peer group placement.

Reedley has been above the peer group average in annual successful course completion rate for credit basic skills courses in the past. However, a coding error in CB 21 for math classes resulted in them not being included in the improvement rates for credit basic skills courses data. After the ARCC data was received those errors were located and corrected. It was too late to resubmit the data this year; the 2010 and 2011 data will be recalculated for the 2012 report

Reedley's ESL improvement rate for ESL classes increased after a coding error in CB 21 was corrected. ESL course improvement rate is 64.6%, which is 8% higher than the peer group.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	43.1%	48.0%	46.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.8%	71.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	69.8%	57.3%	57.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	84.3%	85.1%	83.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	48.6%	48.6%	51.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	48.3%	51.0%	48.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	1.1%	2.2%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	38,714	37,861	37,050
Full-Time Equivalent Students (FTES)*	13,704	14,533	14,666

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	18.4%	22.1%	21.3%
20 - 24	24.3%	25.1%	25.5%
25 - 49	48.3%	45.0%	44.3%
Over 49	9.0%	7.8%	8.9%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	40.5%	40.7%	41.6%
Male	59.5%	59.3%	57.8%
Unknown	0.0%	0.0%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.7%	2.6%	2.5%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	6.1%	5.7%	6.0%
Filipino	1.3%	1.3%	1.6%
Hispanic	46.1%	48.0%	52.3%
Pacific Islander	0.3%	0.3%	0.3%
Two or More Races	.%	.%	0.1%
Unknown/Non-Respondent	32.7%	31.6%	24.5%
White Non-Hispanic	10.4%	10.1%	12.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	46.4	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	71.0	72.4	57.8	80.3	B2
C	Persistence Rate	57.5	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.6	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.2	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	48.3	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	.	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Self-Assessment

Rio Hondo College (RHC) has served a close-knit metropolitan community in southeastern Los Angeles County since 1963. Focusing on student transfer and career education, the college offers 28 associate degree programs and 43 certificate programs to a diverse population of students. In 2010, RHC was ranked in the Top 10 in the state of California for awarding associate degrees in Security and Protective Services, Criminal Justice and Corrections, and Family and Consumer Science/Human Services, as well as associate degrees in all disciplines for Hispanic students.

Rio Hondo College is a well established Hispanic Serving Institution. ARCC Ethnicity data show 52.3% Hispanic students and a high rate (24.5%) of Unknown/Non-Respondent students. Among RHC students with known ethnicity, 69.2% were Hispanic. This figure is consistent with local census data.

ARCC data remained relatively stable for the 2009-10 academic year. Improvements for 2009-10 included small increases in FTES (14,533 to 14,666), Annual Successful Course Completion Rate for Basic Skills Courses (48.6% to 51.2%), and CDCP Progress and Achievement Rate (1.1% to 2.2%). Additionally, with a Student Progress and Achievement Rate of 46.4%, RHC scored above its Peer Group Average.

Rio Hondo campus-level data demonstrated strong trends in persistence and retention. Although the ARCC first-time student Persistence Rate for RHC in 2009-10 was 57.5%, campus-level data showed a persistence rate greater than 70%. Similarly, the RHC single-course retention rate was greater than 80%.

Although small in magnitude, there were some decreases in ARCC indicators. Among these were the Student Progress and Achievement Rate (48.0% to 46.4%), Annual Successful Course Completion Rate for Vocational Courses (85.1% to 83.6%), Basic Skills Improvement Rate (51.0% to 48.3%), and Annual Unduplicated Headcount (37,861 to 37,050). Despite this decrease, Headcount remained well above the 2006-07 level.

Overall, these minor changes in ARCC data reflect year-to-year fluctuations rather than systematic trends. Thus, Rio Hondo College will continue in its commitment to monitor and use data, as well as its ongoing initiatives to promote institutional effectiveness. Concrete steps in improving the use of data involve strengthening data collection systems, COGNOS data warehouse reporting tools, and assessment of institutional effectiveness. Priorities among ongoing efforts to improve effectiveness include increasing the number of degrees and certificates offered by the college, developing and refining Student Learning Outcomes, increasing assessment in basic skills, and expanding access to student support services.

Rio Hondo College continues to improve its strategic planning process, involving all levels of the college, to better evaluate institutional effectiveness and tie planning to resource allocation. Rio Hondo has placed a priority on strengthening institutional effectiveness, utilizing ARCC data and other key performance indicators in the planning process to improve success for RHC students.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.6%	46.7%	48.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.9%	70.9%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.8%	66.7%	68.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.5%	75.8%	75.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.4%	63.6%	64.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	46.1%	45.2%	48.9%
Basic Skills Improvement Rate	56.0%	63.0%	62.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	52,163	58,828	55,972
Full-Time Equivalent Students (FTES)*	27,011	30,969	31,185

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.4%	29.4%	30.3%
20 - 24	29.8%	29.6%	31.5%
25 - 49	33.3%	33.1%	30.9%
Over 49	7.5%	7.9%	7.3%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.9%	55.2%
Male	44.3%	44.2%	44.1%
Unknown	0.7%	0.9%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Riverside Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	10.9%	11.1%	10.7%
American Indian/Alaskan Native	0.8%	0.8%	0.5%
Asian	5.4%	5.2%	5.2%
Filipino	3.0%	2.8%	2.5%
Hispanic	36.6%	36.7%	39.5%
Pacific Islander	0.7%	0.7%	0.5%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	8.2%	10.4%	9.1%
White Non-Hispanic	34.4%	32.3%	30.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.3	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	71.7	75.1	69.4	83.8	B4
C	Persistence Rate	68.8	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	62.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	48.9	58.7	48.9	69.2	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 2011 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 over 90 years. RCCD's students take classes at three primary locations: Riverside City College, Moreno Valley College and Norco College. Additionally, more educational sites are located at Ben Clark Training Center, Rubidoux Annex, March Education Center, and the Innovative Learning Center at Stokoe Elementary School.

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 in western Riverside county, includes socially, economically and ethnically diverse urban and rural communities. Population estimates of the RCCD service area predict that our service area will grow to 1,373,919 by 2020. Despite a slowly increasing college-going rate for RCCD's feeder high schools, this rate still lags behind the state average, and recent district high school students remain under-prepared for college.

Enrollment during the 2009-10 academic year was 55,972 and the college granted 2,595 AA/AS degrees and 2,251 certificates. During this same time period, RCCD transferred 382 students to the University of California and 649 students to the California State University.

On all seven of the ARCC measures, RCCD has either remained stable or increased its score for the most recent three cohorts of data. In the Student Progress and Achievement Indicators for Degree/Certificate/Transfer and Vocational /Occupational, all four measures remained stable (with year-to-year variations of less than two percentage points).

This year, all indicators in the Pre-Collegiate Improvement category increased at least three percentage points each. Further analysis will help determine the cause of this increase (as the ARCC report indicates that some of the reported changes could be due to system-wide improvements in Course-Prior-To-College Level course coding). Improvements on this indicator demonstrate that students are successful in both individual basic skills and ESL classes and are making significant progress through the pre-collegiate sequence, thereby paving the way for enrollment in college-level courses.

The District is committed to continuing the enhancement of basic skills education and to ensuring that all faculty members are equipped to facilitate learning for all of our students.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	57.4%	52.6%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.8%	73.9%	69.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	71.5%	71.9%	74.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.3%	71.1%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	61.7%	61.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	54.6%	58.1%	56.6%
Basic Skills Improvement Rate	63.5%	63.1%	62.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	38,393	40,307	40,417
Full-Time Equivalent Students (FTES)*	16,766	17,844	18,677

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.2%	26.2%	26.7%
20 - 24	30.7%	31.1%	31.9%
25 - 49	35.0%	35.5%	34.6%
Over 49	7.1%	7.1%	6.9%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.8%	57.8%	57.3%
Male	40.3%	41.2%	41.6%
Unknown	0.9%	1.0%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	14.3%	13.7%	12.7%
American Indian/Alaskan Native	1.0%	0.9%	0.7%
Asian	20.8%	18.8%	17.6%
Filipino	3.6%	3.3%	2.7%
Hispanic	17.1%	14.2%	21.1%
Pacific Islander	1.5%	1.9%	1.4%
Two or More Races	.%	.%	4.3%
Unknown/Non-Respondent	9.8%	10.6%	10.2%
White Non-Hispanic	32.0%	36.4%	29.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	57.1	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	69.5	75.1	69.4	83.8	B4
C	Persistence Rate	74.3	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.9	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.3	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	62.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	56.6	58.7	48.9	69.2	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.



Sacramento City College

Los Rios Community College District

College Self-Assessment

Sacramento City College, through its main campus and outreach centers, serves a large population of students from the Sacramento metropolitan area. SCC students are primarily part-time. They report a wide range of educational goals, with transfer being the most common. Over 50% have household incomes that are low income or below the poverty line. More than 40% of SCC first-time freshmen are first generation college students. SCC has a very diverse student population with no ethnic group making up more than 30% of the student body. As expected, data coding changes resulted in a change in the SCC 2011 ARCC student ethnicity profile; because of the coding change the reported percent of Hispanic and Multiracial students increased and the percent of White/non-Hispanic students decreased compared to the 2010 ARCC report.

The 2011 ARCC data paint a complex picture of student progress at SCC. The persistence rate of first-year SCC students has increased and is above the peer group average and the student progress and achievement rate increased from the 2010 report. However, the percent of SCC students that completed 30 units decreased slightly. This suggests that, while they are staying in school, SCC students are accumulating units fairly slowly, a view that is supported by college data showing that in Fall 2009 36% of SCC students enrolled in less than 6 units. This may be related to changing economic conditions in the Sacramento area. The number of students reporting household income below the poverty line increased from Fall 2006 - Fall 2009, reaching 34% in Fall 2009. During this same time the percent of students who were unemployed and seeking employment increased substantially, from 16.5% to 24.3%.

The patterns for course achievement at SCC are also complex. The current ARCC report shows that SCC is somewhat below the peer group average in course completion rates in vocational courses. However, local data indicate that students completing vocational programs have high success rates on certification/licensure exams. Sustained college efforts to improve basic skills success in Math and English may be working – the ARCC basic skills improvement rate for SCC is over 5 percentage points above the peer group average. The ESL improvement rate for SCC is slightly below the peer group average, after being substantially above the peer group mean in the past. However, college data indicate that in Fall 2009 ESL courses typically had higher success rates than the SCC average. Changes in CB 21 coding affected the way ESL classes are coded in the data which makes it difficult to interpret the current ARCC results.

The 2011 ARCC report provides important information related to student achievement at SCC. College decision-making processes, led by the college planning committees, include a serious look at the areas of promise and areas of concern shown by the ARCC report and other data. Despite challenges facing the college and its students, SCC is committed to working together to pursue excellence and inspire achievement for all students.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	61.4%	61.3%	62.9%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	77.0%	77.1%	79.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.0%	77.1%	79.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.0%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	64.9%	65.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.3%	41.5%	46.4%
Basic Skills Improvement Rate	60.3%	61.6%	60.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	13.7%	10.1%	14.5%



Saddleback College

South Orange County Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	35,655	38,254	40,527
Full-Time Equivalent Students (FTES)*	16,169	16,934	16,742

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.8%	24.0%	24.3%
20 - 24	24.8%	24.9%	26.4%
25 - 49	26.5%	26.4%	26.4%
Over 49	24.9%	24.7%	22.9%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.9%	59.3%	58.3%
Male	39.5%	39.8%	40.8%
Unknown	0.6%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.6%	1.6%	1.6%
American Indian/Alaskan Native	0.6%	0.7%	0.4%
Asian	8.9%	8.8%	8.8%
Filipino	1.9%	2.0%	2.0%
Hispanic	12.7%	12.6%	14.7%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	0.0%	2.0%
Unknown/Non-Respondent	11.7%	5.5%	4.5%
White Non-Hispanic	62.0%	68.1%	65.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	62.9	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	79.3	75.1	69.4	83.8	B4
C	Persistence Rate	79.2	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.1	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.0	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	60.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	46.4	51.7	30.5	66.6	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.



Saddleback College

South Orange County Community College District

College Self-Assessment

Saddleback College, located in Mission Viejo, is the older of two accredited colleges in the South Orange County Community College District. The college service area includes the cities and communities of Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Dove Canyon, Emerald Bay, Foothill Ranch, Ladera Ranch, Laguna Hills, Laguna Niguel, Las Flores, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon, and parts of Lake Forest and Laguna Woods. Saddleback is a comprehensive college offering baccalaureate-quality transfer, career and technical education, and basic skills courses. The college offers over 300 degrees, certificates, and occupational skills awards in 190 programs. Additionally, the college offers a selection of student clubs and activities and has an award-winning student newspaper, a radio station, and a television station. After four decades, Saddleback continues to strengthen its ties with the communities it serves.

To help underprepared students succeed in college-level coursework and achieve their educational goals, Saddleback has established a comprehensive program that uses the best practices in basic skills pedagogy in reading, writing, math, and English as a Second Language. Further, the college established a Freshman Academy to provide dedicated support and allow first time college students to pursue their first two years of college studies together as a cohort.

The ethnic and cultural demographics of the service area are reflected in the college's student body of approximately 66% White, 15% Hispanic and 9% Asian students. Filipino, American Indian/Alaskan Native, Pacific Islander, and African American students each account for less than 2% of the student population. The student body is well represented by all age groups with 65% of the student body between 18 and 29 years of age. Additionally, the student body has consisted of approximately 59% females and 41% males over the past three academic years.

When examining the 2011 ARCC Report, college data on Student Progress and Achievement, Percent of Students Who Earned at Least 30 units, Persistence Rate, and Annual Successful Course Completion Rate for Credit Vocational Courses show modest increases over the last three academic years. The college is committed to improving performance in these areas through the implementation of its new strategic plan.

Within the Pre-Collegiate Improvement segment of the report, the Annual Successful Course Completion Rate for Credit Basic Skills Courses and The Basic Skills Improvement Rate for the college showed negligible change over previous years. However, the Career Development and College Preparation Progress and Achievement Rate and the Improvement Rate for ESL both showed an approximate 5% increase. These increases are particularly positive for the college as these have been areas of focus for the college over the last two academic years.

When comparing Saddleback to its ARCC Report Peer Groups, the college performs higher than the peer group average in all indicators except Improvement Rate for Credit ESL Courses. However, with increased attention and effort, the college is confident this area will equal or exceed the peer group average in the next academic year.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	41.8%	38.4%	41.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	65.8%	63.6%	67.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	62.8%	61.6%	67.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	74.8%	74.6%	73.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	49.1%	53.5%	55.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	42.9%	61.1%	54.8%
Basic Skills Improvement Rate	50.8%	54.4%	52.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,802	22,494	21,224
Full-Time Equivalent Students (FTES)*	9,857	10,728	11,052

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.0%	20.9%	21.1%
20 - 24	27.5%	27.8%	30.4%
25 - 49	46.1%	44.9%	42.9%
Over 49	6.4%	6.3%	5.6%
Unknown	.%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.6%	55.5%	55.6%
Male	43.7%	43.9%	44.0%
Unknown	0.7%	0.7%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	19.8%	19.4%	19.0%
American Indian/Alaskan Native	0.9%	0.9%	0.7%
Asian	4.7%	4.5%	4.4%
Filipino	1.8%	2.0%	1.9%
Hispanic	42.2%	43.9%	47.2%
Pacific Islander	0.7%	0.7%	0.7%
Two or More Races	.%	.%	1.4%
Unknown/Non-Respondent	5.5%	5.7%	3.4%
White Non-Hispanic	24.4%	23.0%	21.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	41.0	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	67.1	72.4	57.8	80.3	B2
C	Persistence Rate	67.3	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.9	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	52.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	54.8	49.4	9.6	83.3	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 2011 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Self-Assessment

The college serves communities in western San Bernardino County, and is a Hispanic Serving Institution (HSI), and Minority Serving Institution (MSI) with a highly diverse population. In the surrounding community, household income is 75% of the state average; the high school dropout rate is above the state average, with a low CAHSEE pass rate, low college attendance rate, and a vulnerable economy. The 2011 drop in annual unduplicated headcount results from a reduction in summer offerings. SBVC is presently over cap, and FTES continue to grow, as students enroll in larger numbers of units and persist over several terms.

The recent WASC accreditation reaffirmed the college's accreditation and identified numerous strengths in approaches to student success. SBVC improved over the previous year's performance on five of seven measures and placed above its peer group average in two areas.

Recent fluctuations in performance for credit ESL courses can be attributed to its small population, affecting overall performance data, making trends difficult to ascertain. The adoption of a new assessment tool and cut scores may also have affected the reporting of preparedness of students in ESL courses. With the implementation of noncredit ESL courses, the college aims to prepare students requiring further remediation before they enroll in credit-based ESL courses.

The Basic Skills Committee continues identifying strategies supporting success and access, and has funded programmatic changes to increase: 1) basic skills sections, 2) training to non-basic skills faculty, and 3) access to tutoring and counseling. These efforts contributed to improvements in basic skills success. Challenges persist in areas of student-counselor ratios and a shortage of librarians.

SBVC was the sole recipient of the State Chancellor's Office Student Success Award for 2010 for the Valley Bound Program. Students in this and other learning community programs showed higher student success in retention, course completion, persistence, graduation, and transfer rates than the general student population.

The college engaged in formal dialogue, identifying changes needed to address challenges facing the campus. SBVC has met these and other budget-related challenges by: 1) energetically promoting learning communities and first-year experience programs, 2) revising and refining assessment procedures for placement, 3) encouraging students to enroll in orientation courses within their first year, 4) expanding tutorial opportunities, 5) expanding online offerings, and 6) approving non-credit basic skills offerings.

The college offers 60 AS/AA degrees, 86 certificates, and maintains a diverse and comprehensive vocational program. SBVC continues to offer flexible course selections, with evenings, weekends, and an AA degree available solely through online/hybrid coursework. SBVC transfers almost 500 students annually to 4-year institutions, 60% to CSUs.

SBVC partners with community and industry groups, including the Inland Empire Economic Partnership, San Manuel Band of Mission Indians, and Cisco Corporation. It has established partnerships with local high schools, including those with 2+2 vocational programs, and adult schools. The Middle College High School program is one of the most successful in the nation, with a 100% CAHSEE pass rate and 90th percentile ranking on California Standards Tests (CST).



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	51.3%	53.2%	59.0%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	64.0%	65.2%	61.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	54.3%	50.9%	56.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	70.6%	71.6%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.6%	54.5%	56.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	45.2%	50.0%	53.0%
Basic Skills Improvement Rate	31.9%	32.2%	39.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	28,913	29,836	28,289
Full-Time Equivalent Students (FTES)*	16,707	17,786	16,632

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.1%	22.4%	22.0%
20 - 24	30.3%	30.5%	30.8%
25 - 49	41.4%	41.7%	42.2%
Over 49	5.1%	5.4%	5.1%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.1%	55.2%	54.1%
Male	44.9%	44.8%	45.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Diego City College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	12.3%	12.2%	13.1%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	7.1%	7.0%	6.9%
Filipino	4.6%	4.6%	4.2%
Hispanic	30.1%	31.3%	33.4%
Pacific Islander	1.1%	0.9%	0.8%
Two or More Races	.%	.%	1.1%
Unknown/Non-Respondent	12.1%	12.2%	10.4%
White Non-Hispanic	31.7%	30.9%	29.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.0	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	61.7	70.2	57.8	80.0	B1
C	Persistence Rate	56.2	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.4	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	39.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	53.0	58.7	48.9	69.2	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 2011 Report: College Level Indicators

San Diego City College

San Diego Community College District

College Self-Assessment

San Diego City College enrolls 18,000 students each semester in 96 associate degree and 102 occupational 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 (19%) from 25-29 years of age and 29% over the age of 30. Seventy-one percent of students are non-white, 30% care for dependents, 76% have low to moderate incomes, and 81% enroll part-time. Most students work at least part-time, and nearly one-third are first generation students. More than one-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 and/or transfer (46%), while the majority of students is pursuing a variety of other educational goals.

The college has shown much greater improvement in Student Progress and Achievement Rate, Persistence Rate, and Improvement Rates for Credit Basic Skills Courses; a modest improvement in Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rates for ESL; a modest decline in Percent of Students Who Earned at Least 30 Units; and steady performance in Career Development and College Preparation (CDCP) Progress and Achievement Rate.

While City College has made a concerted effort each year to improve in all student outcome measures, the college has made only modest progress 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.

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, E.O.P.S. Program, M.E.S.A. Program, a Umoja Program, a Hermanos Unidos-Brothers United Program, and Freshman Year Experience Transfer Success Program.
- Early/Middle High School programs:** City has implemented four Early/Middle High School programs with San Diego Unified School District, including the Garfield High School City Middle College, San Diego High School Early College (Visual and Performing Arts), San Diego High School Early College (Business Technology), and Early College High School at San Diego City College.
- 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 offers supplemental instruction in key gatekeeper courses, particularly in basic skills areas in English and Mathematics.
- Academic Success Center:** City has constructed and occupies 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.
- Professional Development:** City has conducted a number of professional development programs for faculty focusing on best-practices in student retention and best practices in basic skills instruction.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	5.4%	4.5%	5.3%



San Diego Continuing Education

San Diego Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,991	20,552	17,045
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	5.0%	4.9%	3.8%
20 - 24	10.0%	9.7%	9.4%
25 - 49	41.9%	42.8%	44.3%
Over 49	43.1%	42.6%	42.4%
Unknown	0.0%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	61.6%	61.1%	62.1%
Male	37.9%	38.6%	37.7%
Unknown	0.4%	0.3%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	8.3%	9.6%	7.3%
American Indian/Alaskan Native	0.8%	0.7%	0.6%
Asian	13.2%	14.3%	13.7%
Filipino	2.9%	3.1%	2.6%
Hispanic	31.7%	30.0%	32.0%
Pacific Islander	0.5%	0.5%	0.5%
Two or More Races	.%	.%	0.0%
Unknown/Non-Respondent	6.1%	5.6%	7.5%
White Non-Hispanic	36.4%	36.3%	35.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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.



San Diego Continuing Education

San Diego Community College District

College Self-Assessment

San Diego Continuing Education is the largest separately accredited noncredit adult education institution in the nation. The institution is accredited by the Western Association of Schools and Colleges (WASC) under the Schools Commission and provides for a service area that includes the greater San Diego metropolitan region. Continuing Education serves over 100,000 students annually and comprises six primary campuses and over 250 off-site locations. Thirty-five program certificates are offered as well as basic skills, high school diploma/GED, ESL, Parent Education, and Older Adult classes.

Regarding the Career and Technical Education (CTE) programs, during the 2009-10 academic year, 20 Title IV certificates were offered ranging from welding to culinary arts with 163 students receiving financial aid. Continuing Education currently offers two types of certificates: The Program Certificate of Completion and the Course Certificate of Completion. A Program Certificate of Completion is awarded to students who have completed all competencies of an entire program of study. A Course Certificate of Completion is awarded to students who have completed a designated module or course within a program. Issuance of both program and course level certificates are reported to state and federal agencies.

One of the primary non credit ARCC metrics is the "CDCP Progress and Achievement Rate" which measures the percentage of students that transition from noncredit to credit coursework within a given time frame. It should be noted that the parameters for this metric encompass a very specific noncredit student population. Interestingly, review of other noncredit institutions found in the ARCC Report indicated great variability with regard to this indicator. However, one pattern that does emerge from this report is the relatively low percentages of students that transition from noncredit to credit instruction based on the employed metrics. Indeed, this low percentage may be due, in part, to the very metrics used to generate this indicator.

The percentage of students transitioning from noncredit to credit instruction for Continuing Education during 2006 to 2009 increased to 5.3 percent. Successful strategies to improve this rate included a redoubling of efforts and collaborations across the District to migrate noncredit students to credit programs. For example, "CE Days" were scheduled which involved noncredit students traveling to a district college of their choice for VIP tours and orientation. Additionally, new curriculum inclusive of an ESL transition class designed to move students from ESL Level 7 noncredit to credit ESL classes at the district colleges and the creation of an ESL Transfer Academy which transitions student with foreign higher education degrees from noncredit ESL to credit coursework have been developed. Work to enhance existing curricular alignment between noncredit and credit classes through the revision of existing articulation agreements with the district colleges for specific CTE programs has been done, and there is a comprehensive review of all CDCP Certificate Programs and reconfiguring of noncredit programs into modular classes with shortened hours. This will make noncredit certificates more attainable and enable students to more quickly transition from noncredit to credit instruction.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	64.9%	60.7%	65.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.4%	71.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	66.3%	64.4%	68.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.7%	71.1%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	62.1%	59.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	52.9%	54.1%	56.0%
Basic Skills Improvement Rate	33.3%	41.5%	43.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	35,900	37,719	37,095
Full-Time Equivalent Students (FTES)*	17,456	18,481	18,240

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.3%	23.9%	22.2%
20 - 24	38.8%	37.8%	37.7%
25 - 49	33.7%	34.7%	36.4%
Over 49	3.2%	3.7%	3.7%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.3%	54.4%	52.9%
Male	45.7%	45.6%	47.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.2%	6.3%	6.9%
American Indian/Alaskan Native	0.9%	0.8%	0.7%
Asian	14.6%	14.5%	13.5%
Filipino	5.5%	5.4%	5.3%
Hispanic	18.5%	19.1%	20.8%
Pacific Islander	1.3%	1.2%	1.1%
Two or More Races	.%	.%	1.4%
Unknown/Non-Respondent	13.0%	13.1%	11.0%
White Non-Hispanic	40.0%	39.5%	39.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	65.2	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	69.6	72.4	57.8	80.3	B2
C	Persistence Rate	68.2	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	43.6	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	56.0	58.7	48.9	69.2	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 2011 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Self-Assessment

While serving more students (3% increase in headcount and 4% increase in FTES over the past three years) with even fewer resources, San Diego Mesa College's performance improved overall over the past three years/cohorts on six of the seven ARCC indicators.

STUDENT PROGRESS AND ACHIEVEMENT RATE (SPAR)

Mesa's SPAR was higher than both those reported for the previous two cohorts, as well as being 4.5 percentage points higher than the peer group average, despite constricting admissions at California's public four-year institutions. The "Associate Degrees Rock" campaign, which was designed to encourage students to obtain their degrees or certificates, and the Transfer Center, which offers assistance to students through all stages of the transfer process, individual and group planning sessions, "Transfer Day" and a host of additional events and activities, contributed to improvement in the SPAR.

30 UNITS & PERSISTENCE

The Percent of Students Who Earned at Least 30 Units improved slightly overall over the past three cohorts, and the Persistence Rate improved compared to both previous cohorts. Mesa has implemented several initiatives specifically aimed at improving the success of first-time students, including Student Success Day, a full-day orientation for new students and parents; Welcome Week; Student Services Fair, which acquaints students with available support systems; and Freshman Year Experience, which was commended by the Categorical Visit Site Team and recommended as a national model. The fruits of these efforts are reflected in the improved Fall 2008 to Fall 2009 Persistence Rate, and the College hopes to see a similar increase in the Percent of Students Who Earned at Least 30 Units down the road as this metric tracks first-time students over a six-year period.

VOCATIONAL

The Annual Successful Course Completion Rate for Credit Vocational Courses has increased slightly over the past three years and was slightly higher than the college-wide successful course completion rate (68% for 2009/10). For several vocational programs, the smaller class sizes mandated by specialized accrediting agencies, which allow for more individualized attention and one-on-one counseling, and the state-of-the-art technology supporting instruction in the new Allied Health Building likely contributed to the successful course completion rates.

BASIC SKILLS / ESL

Although the Annual Successful Course Completion Rate for Credit Basic Skills Courses decreased slightly over the past three years, Mesa saw substantial increases in the Improvement Rates for ESL and Basic Skills. The increased Improvement Rates are likely a reflection of the deliberate cycle of planning, implementation, and evaluation conducted by the Basic Skills Committee, which sponsors numerous professional development activities and events, as well as the Instructional Assistants program. The CB21 recoding efforts may have affected these metrics, though to a lesser extent than in previous years.

PEER GROUPING

While Mesa's SPAR was 4.5 percentage points above the peer group average, the College fell 2.7 to 8.9 percentage points below the peer group average on the remaining ARCC indicators. Mesa commits to improving on the ARCC indicators relative to our own past performance as well as that of our peer group colleges.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	60.0%	58.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.9%	71.0%	76.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.6%	63.0%	68.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	82.7%	83.1%	82.0%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.7%	62.9%	63.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.1%	39.9%	48.1%
Basic Skills Improvement Rate	38.9%	35.3%	37.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



San Diego Miramar College

San Diego Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,058	21,224	20,220
Full-Time Equivalent Students (FTES)*	7,784	7,882	7,717

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	16.5%	17.0%	16.7%
20 - 24	31.2%	31.7%	30.2%
25 - 49	46.7%	45.8%	47.6%
Over 49	5.5%	5.5%	5.5%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	44.2%	45.0%	43.2%
Male	55.7%	55.0%	56.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.3%	5.1%	5.4%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	13.4%	13.8%	13.3%
Filipino	8.8%	8.7%	8.2%
Hispanic	14.9%	15.6%	16.3%
Pacific Islander	1.5%	1.5%	1.5%
Two or More Races	.%	.%	1.2%
Unknown/Non-Respondent	12.9%	12.8%	11.6%
White Non-Hispanic	42.4%	41.6%	41.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	58.7	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	76.3	70.2	57.8	80.0	B1
C	Persistence Rate	68.6	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.0	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.0	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	37.8	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	48.1	49.4	9.6	83.3	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 Miramar College

San Diego Community College District

College Self-Assessment

San Diego Miramar College is located in the north city area of San Diego, in a region that is home to numerous high tech companies. The college serves approximately 13,000 students and offers over 120 certificates, associate degrees and comprehensive transfer programs. The college provides training for nearly all law enforcement officers and firefighters in San Diego County, as well as programs in aviation maintenance and operations (FAA-certified), heavy duty and automotive transportation technology, paralegal studies, military leadership studies, and biotechnology. Miramar College is also home to the Southern California Biotech Center, and serves as a hub for biotechnology training in the region.

For the 2009-2010 reporting period, Miramar College maintained performance rates on Student Progress and Achievement (58.7%) and the Annual Successful Course Completion Rate for Basic Skills Courses (63.0%). The College improved rates for Intent to Complete and 30 Unit Attainment (76.3%, a 4.7% increase), Annual Persistence Rate (68.6%, a 5.6% increase), and the Improvement Rate for Credit ESL Courses, (48.1%, an 8.2% increase) and Basic Skills courses (37.8%, a 2.5% increase). The college met or exceeded peer grouping rates in the areas of Student Progress and Achievement, Percent of Students Who Earned At Least 30 Units, and Annual Successful Course Completion Rate for Credit Vocational Courses. The college was slightly below peer rates in the areas of Persistence (0.6% below), and Improvement Rate for Credit ESL Courses (1.3% below). The college was somewhat below peers in the Improvement Rate for Credit Basic Skills Courses; however, the college has recoded developmental courses to the correct level below college level work, so the rates for basic skills will be more accurate in future reports. Institutional research data, correcting for miscoding, shows rates significantly higher than the ARCC report data.

In an effort to increase achievement, the campus has initiated an online graduation petition to allow students easier access to the graduation process and encourage degree completion. We have implemented strategies recommended by our Basic Skills Committee such as online counseling, tutoring, and supplemental instruction for ESOL and developmental math and English classes. The Basic Skills Committee continues to participate in campus based research to learn what factors influence student outcomes and the effectiveness of measures to improve student outcomes. There continues to be communication among faculty teaching the same levels of ESOL and basic skills English courses, with meetings before, during, and at the end of the semester. Course levels were normed and all ESOL and developmental writing courses provide offer a similar writing midterm and final; these exams are group graded.

Success rates for credit vocational courses declined slightly, from 83.1% to 82.0%. Program reviews and assessment of student learning outcomes continue to be used to strengthen programs for students in the Technical Careers and Workforce Initiatives School. We continued to work on curriculum review and sequence of courses within programs, and a recently developed program, Medical Laboratory Technician, was accredited by Laboratory Field Services.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	5.3%	7.1%	7.5%



San Francisco Continuing Education

San Francisco Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	48,236	48,601	46,030
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	7.7%	7.3%	6.3%
20 - 24	12.6%	13.0%	13.1%
25 - 49	43.2%	42.8%	43.5%
Over 49	36.3%	36.6%	36.8%
Unknown	0.3%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.5%	54.3%	55.5%
Male	37.4%	37.5%	37.3%
Unknown	8.1%	8.2%	7.2%

Source: Chancellor's Office, Management Information System



San Francisco Continuing Education

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.3%	5.4%	5.4%
American Indian/Alaskan Native	0.2%	0.3%	0.2%
Asian	38.5%	36.4%	38.8%
Filipino	2.7%	2.6%	2.6%
Hispanic	24.1%	23.8%	25.7%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	18.5%	21.1%	15.6%
White Non-Hispanic	10.3%	10.0%	10.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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 2011 Report: College Level Indicators

San Francisco Continuing Education

San Francisco Community College District

College Self-Assessment

San Francisco's noncredit programs, referred to as Continuing Education in the ARCC Report, have a long history. The first adult school was established by the San Francisco Board of Education in 1856; this evening school, the first publicly funded education for adults in the State of California, served as the foundation for the emerging noncredit programs. In 1970, the San Francisco Community College District was formed, comprised of two divisions: credit and noncredit. The two divisions merged in 1990 into a single college: City College of San Francisco (CCSF).

As a whole, CCSF enrolls roughly 100,000 students each year. It 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.

In recent years, noncredit enrollment has been declining and as a consequence now has fewer students than credit. In 2009-10, noncredit served the needs of 46,030 students down from 48,601 the prior year. Its largest two ethnic populations were Latino (25.7%) and Asian (38.8%). Noncredit students also tend to be older and female.

The Career Development and College Preparation (CDCP) Progress and Achievement rate is the only measure of student success in the ARCC report for noncredit students. These students must be enrolled in CDCP programs in the noncredit division. The CDCP rate calculates the percent of students in CDPC courses who transitioned to credit, transferred to a 4-year institution or received a noncredit certificate of completion or competency. Noncredit certificates have not yet been issued. Without certificate recipients, our CDCP rate is 5.3% for the 2005-06 cohort, rising to 7.5% in 2007-08. That represents a 42% increase.

Our college is concerned that current CDCP measures do not accurately measure our CDCP programs' contribution to student success. First, students who attempt a credit course before taking a CDCP course are not included in the cohort of students tracked, despite the fact that students may try a credit course either before or during their CDCP course before realizing a CDCP program is the best educational path for them. These students have been removed from ever being counted as a CDCP success. Second, CDCP students are only tracked for three years. We know that CDCP students are the least academically prepared yet they are given less time than most credit students to get their AA/AS degree or transfer to a 4-year institution. To expect them to transition to credit or transfer to a four-year college in three years is unrealistic. Third, we know most CDCP students are working and enrolled part-time yet all of their achievement must occur on a timeline geared for the fully prepared, full-time student. The relevance of the CDCP Progress and Achievement rate is constrained by these definitional limitations. We are planning a study to determine how these factors limit the reporting of CDCP success.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	54.8%	56.6%	53.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.6%	75.9%	77.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.1%	74.3%	76.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	74.0%	71.8%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.4%	60.9%	60.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	57.3%	65.8%	66.0%
Basic Skills Improvement Rate	49.5%	50.0%	50.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	30,111	30,430	27,995
Full-Time Equivalent Students (FTES)*	17,011	17,740	16,953

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.0%	32.0%	32.3%
20 - 24	29.1%	29.6%	31.3%
25 - 49	34.0%	33.0%	31.3%
Over 49	5.9%	5.4%	5.1%
Unknown	.%	.%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.0%	57.0%	56.5%
Male	40.7%	41.2%	41.9%
Unknown	1.4%	1.7%	1.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	10.6%	11.0%	10.8%
American Indian/Alaskan Native	1.4%	1.5%	1.0%
Asian	12.4%	12.5%	13.3%
Filipino	6.0%	5.8%	5.4%
Hispanic	28.2%	28.6%	31.1%
Pacific Islander	1.2%	1.3%	1.0%
Two or More Races	.%	.%	1.7%
Unknown/Non-Respondent	9.7%	9.8%	6.6%
White Non-Hispanic	30.6%	29.6%	29.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	53.8	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	77.8	72.4	57.8	80.3	B2
C	Persistence Rate	76.7	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.9	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	50.1	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	66.0	58.7	48.9	69.2	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 2011 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Self-Assessment

San Joaquin Delta College serves 28,000 students a year, with a disproportionately high number coming from under-educated families of marginal economic means. According to Chancellor's Office data, more than 16,000 of the College's 2009-10 students qualified for fee waivers based on income or financial need standards (59% of the total student population). Local unemployment rates have topped 17 percent in recent months. During the recession, the College has focused on its core mission of providing course work leading to career technical certificates, transfer, and foundational basic skills courses.

Despite dire budget constraints, the College remains popular with students and has fared well in maintaining standards of quality performance on ARCC measures. Persistence rates at the College between Fall 2008 and 2009 topped 76%, placing the College above peer institutions in its ARCC comparison group. The College also outperforms peer group averages on other measures, including the rates that track transfer and degree attainment (54%), students completing 30 units (78%), and improvement rates in credit ESL courses (66%).

The College's benchmark score on the degree and transfer achievement rate fell from 57% to 54% in the latest two cohorts of students. The decline is an artifact of a degree audit program that was specially funded during the 2006-07 academic year, but eliminated because of funding shortfalls the following year. The program financed phone calls and emails to students who were close to earning degrees or certificates in the 2006-07 academic year. As a result, there was a brief surge in degrees and certificates awarded, and a subsequent drop down to normal levels. As such, the 2004-05 cohort reflected in this year's ARCC report more accurately reflects the "normal" college patterns of degree attainment and transfer-directed behavior. Put simply, declining state funds resulted in the de-funding of a successful student support initiative that had helped improve college accountability performance.

In a similar manner, the College's improvement on the ESL improvement rate measure may be due to declining course offerings at the lowest levels of ESL instruction. Starting in spring 2009, the College began eliminating sections of its lowest level ESL courses, and has subsequently scaled back offerings to just three levels below transfer English as its lowest course offering. The focus on higher level ESL courses may be driving the College's benchmark indicator upwards because these students are more motivated to excel and transition into college-preparatory English than students in wider ARCC cohorts in the past.

Despite budget cuts, the College maintains key services and student support programs to try to foster communities of learning among students. EOPS, DSPS, Puente, AFFIRM, MESA, and a host of programs and clubs help foster communal ties among students and help lift the College's persistence rates. Learning communities of linked courses also help foster a sense of student engagement. The College has also implemented a federal grant supporting contextualized learning of English and Math skills in career tech courses. The College is striving to maintain these important initiatives in the face of declining state support.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.9%	49.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.2%	71.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.4%	67.1%	64.8%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.5%	65.4%	63.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.6%	53.9%	52.5%
Basic Skills Improvement Rate	48.1%	47.1%	52.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	17,362	18,493	18,786
Full-Time Equivalent Students (FTES)*	7,708	8,115	8,135

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	20.9%	21.1%	21.0%
20 - 24	29.1%	29.6%	30.4%
25 - 49	42.5%	42.1%	41.4%
Over 49	7.4%	7.1%	7.2%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	52.9%	55.4%	54.9%
Male	41.7%	43.7%	44.8%
Unknown	5.5%	0.9%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	8.9%	8.5%	7.8%
American Indian/Alaskan Native	0.9%	0.9%	1.0%
Asian	23.3%	22.0%	21.6%
Filipino	4.3%	4.2%	3.7%
Hispanic	31.9%	32.8%	33.9%
Pacific Islander	1.0%	1.2%	0.9%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	10.5%	12.4%	13.3%
White Non-Hispanic	19.2%	18.1%	17.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	48.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	70.2	70.2	57.8	80.0	B1
C	Persistence Rate	64.8	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	52.3	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	52.5	52.6	20.0	77.1	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.



San Jose City College

San Jose-Evergreen Community College District

College Self-Assessment

The San Jose City College campus is one of the longest-serving urban "Open Door" community colleges in the state of California. San Jose City College is committed to the goals of providing Opportunity, Equity, and Social Justice. The College proudly serves a highly-diverse community, from the generally upwardly-mobile and computer-literate to the generally lower socio-economic racial minority members. To attain its goals, the college will continuously strive to assess and integrate its resources to offer a balanced array of educational programs and services with a student-centered philosophy to "inspire success, one student at a time."

An over-arching Mission of the college is that of Student Success, which permeates the coordination of various Instructional and Student Services programs. An example of these college-wide efforts to increase the educational horizons of students is its selection as one of the three Achieving the Dream Colleges in California. Colleges selected as Achieving the Dream institutions use data-driven decision making to improve student success by designing and testing appropriate interventions. Another recognition of the college's commitment to promote student success is its being awarded a five-year Title V: Hispanic Serving Institutions grant to assist primarily Latino students in their attainment of basic skills, specialized counseling, and tutoring, as well as Learning Communities. An additional innovation is MatCh, which is a Learning Community composed of Math and Chemistry courses within which Peer-Led Team Learning occurs in small group workshops directed by advanced and trained Math and Chemistry students. The Title V funds also sponsor an intensive tutorial and mentorship program called Avanzamos, which is achieving positive increases in the retention and persistence rates of Latino students. The Basic Skills Initiative from the State Chancellor's Office provides resources which are leveraged with the above program funds to supplement Math, ESL, and English assessment, tutoring, and advisement.

San Jose City College has been very active in disaggregating student success data based on ethnicity. This analysis has yielded an achievement gap between students of different ethnic groups, in particular between Vietnamese and Latino students, and has stimulated a college wide response to improve their success rates. The Chemistry Department has established a SACNAS (Society for Advancing Hispanics/Chicanos and Native Americans in Science) Chapter, which focuses on success for Latino students in science. This Chapter has been very successful in encouraging students to do independent research studies and presentations of their results at American Chemical Society and SACNAS conferences. To meet the needs of Silicon Valley businesses and industries, San Jose City College also offers a variety of Workforce Training programs, including: computer information technology; green construction; energy efficiency; air conditioning; machine technology; emergency medical technician; medical assisting; dental assisting; and cosmetology. The College has planned for state-of-the-art equipment, new buildings, and curricula in these programs through the collaborative utilization of federal, state and corporate funding.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	46.2%	44.0%	47.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	74.2%	70.3%	71.3%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.4%	74.8%	52.7%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	89.6%	89.7%	89.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	61.9%	59.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.2%	41.4%	45.6%
Basic Skills Improvement Rate	60.4%	62.0%	60.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	50,881	51,325	68,632
Full-Time Equivalent Students (FTES)*	23,640	24,470	21,689

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	14.7%	15.1%	16.9%
20 - 24	20.8%	21.6%	18.7%
25 - 49	54.3%	53.9%	52.2%
Over 49	10.1%	9.4%	12.0%
Unknown	0.0%	.%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	38.2%	37.9%	41.1%
Male	61.8%	62.1%	57.5%
Unknown	0.0%	0.0%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.0%	2.6%	1.7%
American Indian/Alaskan Native	0.6%	0.5%	0.4%
Asian	11.1%	10.9%	8.1%
Filipino	1.3%	1.3%	0.9%
Hispanic	40.2%	40.2%	49.9%
Pacific Islander	0.5%	0.5%	0.4%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	8.8%	9.8%	17.3%
White Non-Hispanic	34.6%	34.2%	21.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	47.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	71.3	75.1	69.4	83.8	B4
C	Persistence Rate	52.7	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	60.4	53.9	46.3	60.4	F6
G	Improvement Rate for Credit ESL Courses	45.6	51.7	30.5	66.6	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 2011 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is a member of the two college Rancho Santiago Community College District. SAC was founded in 1915 and presently serves approximately 54,000 students per year in its credit and continuing education programs. It is located in an area with one of the largest populations of foreign-born residents and Spanish speakers. SAC students are typically from low income families by federal poverty standards where English is not the primary language. Students are very motivated to attend and succeed in college but are usually the first to attend college in their family. They see college as an opportunity for them and their families.

SAC has developed an outstanding reputation in a variety of academic and career technical programs. Exemplary programs are in place for students that want to transfer to four year institutions or to learn a technical trade. Because of these outstanding programs, half of our students come from outside our traditional district boundaries. The demographics of SAC's student body represent the community it serves.

In 2009-2010, SAC awarded 1322 AA/AS degrees and 1094 certifications, 1761 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for completion. In comparing data from previous reports, there has been only one significant change in the data. The persistence rate decreased from the previous year significantly. This change coincides with the decrease of 7.3% of sections offered to students due to budgetary constraints. This equates to 378 sections not available to returning students. Students that have a low number of units will have a low priority in the registration process. With the decrease of classes, students with low registration priority found that there were fewer sections available to meet their needs. In comparing our full time student population and the part time student population, the part time student made up approximately 80% of our first time students in Fall 08. These are the students that have been impacted by the decreased number of sections offered. Our student numbers have increased due to the combining of the noncredit program with the credit program. Previously the two programs have had separate reports. Our high school students decreased in numbers by 50 students. They also have no enrollment priority. Those that took classes previously would also be challenged in attempting to maintain their enrollment due to the scarcity of seats in comparison to two years ago.

Santa Ana College is committed to helping all students to be successful in their programs of study. The college has made an investment of time and funds to support broad-based faculty development activities designed to maximize student academic achievement and success in the classroom and to retain students for future semesters. There is a college wide goal to increase successful course completion and semester to semester retention rates that unites all members of the college community who believe that, taken as a whole, these strategies will increase our success rates in all areas that ARCC measures.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	62.8%	63.1%	64.2%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.9%	71.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.9%	69.1%	71.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.0%	80.3%	79.6%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.7%	66.9%	65.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	53.4%	55.9%	57.0%
Basic Skills Improvement Rate	65.7%	64.6%	65.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	26,871	28,457	28,543
Full-Time Equivalent Students (FTES)*	15,833	16,097	16,578

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.3%	32.0%	32.0%
20 - 24	28.5%	28.0%	29.1%
25 - 49	30.8%	31.7%	30.9%
Over 49	8.4%	8.2%	8.0%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.0%	52.5%	52.9%
Male	46.0%	45.9%	45.6%
Unknown	1.0%	1.6%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.6%	2.9%	2.7%
American Indian/Alaskan Native	1.0%	1.0%	0.7%
Asian	6.5%	6.9%	6.5%
Filipino	1.5%	1.5%	1.4%
Hispanic	27.9%	27.6%	29.9%
Pacific Islander	0.7%	0.6%	0.4%
Two or More Races	.%	.%	1.9%
Unknown/Non-Respondent	7.4%	9.1%	5.3%
White Non-Hispanic	52.4%	50.3%	51.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	64.2	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	74.0	72.4	57.8	80.3	B2
C	Persistence Rate	71.6	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.9	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	65.3	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	57.0	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Self-Assessment

The 2011 ARCC report reflects our commitment to the success of our students: Santa Barbara City College exceeded both our peer group average and the statewide rate in 6 out of 7 performance measures and, compared to the prior year, made improvements in 5 out of 7 measures. This is especially significant in view of the continuing budget reductions which find us serving more students with fewer resources. Our Student Progress and Achievement Rate has increased steadily over the past 5 years. We are especially proud of this year's 3% increase in the Percent of Students Who Earned At Least 30 Units, since this threshold is an important predictor of success in reaching the goal of transfer and/or attainment of a degree. Contrary to last year's decline in Persistence Rate, this year's 2.5% increase is significant in view of the continuing rise in the number of fully-online students, who traditionally have lower persistence rates. This success reflects our increasing and successful use of Human Presence tools such as Skype and Wimba in online instruction to foster student engagement and interaction. Our own data shows that the successful course completion rates of our online students are steadily rising.

The slight decline in the Annual Successful Course Completion Rate for Credit Vocational Courses comes after 4 years of steady increase. This may be one of the many effects of the economic downturn which made it difficult for many vocational students to stay enrolled long enough to complete courses. Similarly, the decline in our Annual Successful Course Completion Rate for Credit Basic Skills Courses comes after 4 years of steady increase, but is surprising because of our own data showing the positive effects of our Partnership for Student Success Initiative, begun in 2006, which specifically targets those in need of Basic Skills development. Both these declines will receive further attention and analysis.

We are encouraged by the upward trend in our ESL Improvement Rate, reversing a decline over the cohorts prior to this ARCC report. Our Basic Skills Improvement Rate has remained about the same over the past 3 years, improving again after last year's slight dip. We expect both these rates to improve as a result of our new Express to Success Program (ESP), initiated as part of the Federal Title V Hispanic Serving Institution Grant we received this year. This initiative enables students that assess into Basic Skills courses to enroll in Learning Communities designed so that students can progress much more quickly through the Basic Skills sequence. The first set of these Learning Communities will be offered in Fall 2011, with the program expanding in future years.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	NA %	NA %	NA %



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	3.1%	1.3%	1.5%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,464	21,740	17,520
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	6.6%	6.9%	5.9%
20 - 24	7.4%	7.4%	7.6%
25 - 49	35.9%	37.0%	41.5%
Over 49	45.6%	45.8%	44.4%
Unknown	4.6%	2.8%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	63.1%	62.4%	61.4%
Male	34.0%	35.5%	37.0%
Unknown	2.9%	2.0%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.3%	1.4%	1.4%
American Indian/Alaskan Native	1.1%	1.3%	0.9%
Asian	3.8%	3.6%	3.6%
Filipino	0.5%	0.5%	0.4%
Hispanic	27.4%	29.0%	31.9%
Pacific Islander	0.3%	0.2%	0.3%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	13.4%	11.8%	12.6%
White Non-Hispanic	52.1%	52.2%	48.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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 2011 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Self-Assessment

Santa Barbara City College's Continuing Education Division is part of the Santa Barbara Community College District. The Continuing Education Division was founded in 1918, and offers non-credit classes at over 75 community locations, including two county jails. The majority of the classes are state-supported and tuition-free, and modest student fees support the remaining classes. The Continuing Education Division offerings include parenting, elementary and secondary basic skills, ESL, citizenship, short-term vocational programs with high employment potential, education programs for older adults, family and consumer sciences, and health and safety for all who can benefit from lifelong learning. We also provide a wide range of student support services.

Regarding the ARCC data, we are pleased with the slight positive trend in our Career Development and College Preparation (CDCP) Progress and Achievement Rate, although we note that this rate remains relatively low. The Continuing Education and Credit Divisions are working together on the goal of increasing the number of students who transition from non-credit to credit. We are evaluating and recommending practices and procedures that will encourage this transition. As noted last year, we continue to face the challenge of identifying students who do transition from the non-credit to the credit program at the College; identifying more of these students would enable us to follow up with appropriate academic support and student services. Student data for the Continuing Education and Credit Divisions reside in separate information systems, with separate sets of ID numbers, which makes it difficult to track students across the two systems. A related factor is students' increasing reluctance to supply their SSN, which is no longer a required data item, and upon which we rely for tracking purposes.

We anticipate a significant increase in certificate completions with the recent additions of the Health Care Interpreter Program, Medical Assistant Program and ESL enhanced funded certificates. We continue to examine our processes and data to ensure we are accurately recording certificate completions. For example, we are in the process of implementing a new Adult High School/GED certificate tracking system (Aeries). This project is still in the early stages but has yielded initial positive results in terms of data consistency and modernization, compared to the previous system.

The growth in the size of the 25-49 student age-group over the last 3 years may reflect economic hardships that increase interest in our vocational courses. We also note the increasing Hispanic proportion of our student population. A major factor in the apparent drop in Annual Unduplicated Headcount between 2008-09 and 2009-10 is the improved de-duplication of student records when we implemented our new Student Information System (Lumens) in Winter 2009.

The demand for Student Support Services continues to increase. We foresee positive effects on our ability to continue to provide essential non-credit matriculation services that support Career Development and College Preparation areas. In summary, the Continuing Education Division continues its overall dedication to student success.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	58.5%	66.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	76.0%	78.8%	74.6%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	73.9%	74.7%	73.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.1%	68.3%	69.2%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	56.6%	56.5%	59.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	65.6%	67.2%	68.2%
Basic Skills Improvement Rate	65.6%	67.9%	67.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	15.3%	15.3%	11.5%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	51,347	54,878	53,515
Full-Time Equivalent Students (FTES)*	18,843	23,662	23,339

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.2%	27.7%	29.0%
20 - 24	31.5%	31.7%	32.8%
25 - 49	30.0%	30.6%	29.0%
Over 49	10.3%	10.0%	9.2%
Unknown	.%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.4%	57.8%	57.1%
Male	41.6%	42.2%	42.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	10.1%	9.9%	10.1%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	16.3%	16.0%	16.3%
Filipino	2.3%	2.2%	1.5%
Hispanic	22.3%	22.5%	25.7%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	.%	1.5%
Unknown/Non-Respondent	12.7%	12.5%	8.2%
White Non-Hispanic	35.4%	35.9%	35.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	60.5	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	74.6	75.1	69.4	83.8	B4
C	Persistence Rate	73.2	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	67.4	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	68.2	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Self-Assessment

Established in 1929, Santa Monica College serves a diverse population of over 53,000 students annually, including a large population of international students and historically underrepresented groups. The college has one of the strongest reputations for transfer in California and transfers the highest number of students to the University of California, University of Southern California, and other four-year institutions. While a majority of students indicate a career or degree education goal, many are not prepared for the rigors of college-level work and are placed into pre-collegiate English and mathematics courses.

SMC demonstrates improvement in performance over its baseline year by two or more percentage points on the three indicators directly measuring course success: vocational successful course completion, basic skills successful course completion, and basic skills course improvement (ESL and basic skills) rates. The improved performance of these measures reflects the college's effort to engage in inquiry related to student experience, offer professional development activities for faculty/staff, and to coordinate the tutor center tracking system across the various disciplines. In addition, the college offers various services to Basic Skills students through its Title V and Asian American and Pacific Islander Achievement grants.

When compared with the baseline year, the college has remained relatively stable (within one and a half percentage points) on the three indicators measuring progress and achievement (student progress and achievement, percent of students earning 30 or more units, and persistence rates), albeit performance on the first two measures has experienced a slight decline. SMC's above average performance relative to these indicators reflects the college's tradition of integrating student support services with instruction. Counseling programs focusing on the first year assist students through the transition to college as well as with proper educational planning to meet future goals. The college offers over 20 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 are attributable to the resources invested in student success, high quality instruction and instructional support, and the implementation of innovative and effective student services.

The college has experienced the most challenge on the indicator measuring Career Development and College Preparation (CDCP). CDCP courses offered at SMC are non-credit ESL courses; these courses represent only 0.5% of all course enrollments. The reduction of Adult Education programs in the local K12 districts has increased the number of non-credit ESL students enrolled at SMC. These students do not always have a goal of migrating to credit courses. In addition, funding for non-credit matriculation services, including counseling, has been reduced. These factors may have contributed to the decline in the CDCP rate.

In fall 2010, SMC developed its first annual report on Institutional Effectiveness. The report aims to systematically measure SMC's performance relative to its mission and goals and supports college-wide dialogue around college effectiveness. The performance indicators in the report are aligned with the ARCC measures; therefore, the report will serve as a vehicle to review and improve SMC's performance in ARCC.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	56.7%	58.7%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	77.5%	79.2%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.9%	72.9%	74.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.6%	76.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	72.1%	73.0%	70.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	49.8%	48.0%	49.4%
Basic Skills Improvement Rate	57.5%	59.8%	61.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	1.6%	1.4%	2.1%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	48,928	49,223	45,997
Full-Time Equivalent Students (FTES)*	20,899	21,263	21,197

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	22.8%	23.4%	23.3%
20 - 24	20.8%	21.6%	24.0%
25 - 49	34.5%	34.0%	34.1%
Over 49	21.9%	21.0%	18.6%
Unknown	0.0%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.7%	56.2%	55.5%
Male	41.7%	40.9%	42.1%
Unknown	0.5%	2.9%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.2%	2.3%	2.2%
American Indian/Alaskan Native	1.1%	1.1%	0.9%
Asian	3.7%	3.6%	3.4%
Filipino	0.9%	0.9%	0.8%
Hispanic	18.8%	18.8%	19.1%
Pacific Islander	0.5%	0.6%	0.5%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	12.7%	15.3%	18.4%
White Non-Hispanic	60.1%	57.4%	53.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.4	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	77.6	75.1	69.4	83.8	B4
C	Persistence Rate	74.1	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	61.7	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	49.4	51.7	30.5	66.6	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 2011 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Self-Assessment

Serving students for over 90 years, Santa Rosa Junior College (SRJC) continues to 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, the Public Safety Training Center, the 365-acre Robert Shone Agricultural Center, and a new site in Southwest Santa Rosa, which is an area heavily populated with Latinos and immigrants. 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's current student population 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 service area population, the proportion of Latinos at SRJC continues to increase at the rate of nearly 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. As a result of the findings of the report, the district has responded by expanding ESL courses and bilingual services, and by expanding on-line courses and services.

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 nearly 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 first-time, full time degree or certificate seeking students who earn a certificate or degree or become "transfer prepared" within a three-year period. SRJC's "Completion Rate" is 30 percent, significantly higher than the statewide rate of 25 percent.

The 2011 "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; on six of the seven measures, SRJC's rates are the same or higher than the state average and the peer group average. The one measure where SRJC posts lower rates, the Improvement Rate for Credit ESL courses, has shown noticeable improvement over the past seven years.

Although SRJC posts relatively high outcomes, even in the face of imposed budget cuts, the college is on a continual quest for improvement. The District is currently undergoing a re-engineering process to streamline programs and services, and is launching an Institutional Effectiveness study. In addition, the district has adopted eight Initiatives aimed to increase institutional effectiveness and improve student learning: Re-engineering; Multi-Campus Coordination; Institutional Planning; Accreditation; Student Learning Outcomes and Assessment; Basic Skills/Immigrant Education; Enrollment Management & Retention; and Integrated Environmental Planning.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	44.9%	41.1%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	58.7%	55.3%	58.2%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.0%	64.9%	65.4%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	90.5%	91.3%	91.3%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.5%	58.0%	59.9%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	46.2%	82.3%	59.2%
Basic Skills Improvement Rate	58.4%	63.2%	65.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	23,974	24,671	33,420
Full-Time Equivalent Students (FTES)*	9,200	9,840	8,875

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	19.7%	20.5%	18.5%
20 - 24	28.0%	27.5%	24.6%
25 - 49	44.6%	44.3%	44.7%
Over 49	7.6%	7.8%	12.1%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	32.0%	31.2%	37.7%
Male	68.0%	68.8%	60.9%
Unknown	0.0%	0.0%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.4%	2.3%	2.3%
American Indian/Alaskan Native	1.0%	1.0%	0.8%
Asian	6.6%	6.3%	5.8%
Filipino	1.6%	1.5%	1.1%
Hispanic	40.3%	41.0%	43.1%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	8.7%	8.3%	13.9%
White Non-Hispanic	38.7%	39.0%	31.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	46.2	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	58.2	70.2	57.8	80.0	B1
C	Persistence Rate	65.4	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	91.3	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.9	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	65.6	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	59.2	52.6	20.0	77.1	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 2011 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Self-Assessment

Santiago Canyon College (SCC), one of two colleges in the Rancho Santiago Community College District, offers a comprehensive curriculum that meets the needs of a diverse population both on campus and through online courses. The demographic data for the college remains fairly consistent.

Over 40% of SCC students reside outside of the college's service area. The student population of the college's large apprenticeship program is primarily responsible for the large percentage of students who live outside of the college's service area. Over 87% of the students in the apprenticeship program reside outside of SCC's area.

Budget constraints continue to challenge SCC. The college has continued to reduce course offerings and primarily offers courses in three areas; transfer, basic skills and career technical education. Additionally, the college has experienced further reductions in Student Services.

Although the college continues to be challenged by budget reductions, the overall student progress and achievement rate, the persistence rate and the percent of students who earned at least 30 units have increased. This increase has occurred concurrently with the college's reduction of life-long learning courses as well as a reduction in non-major transfer electives. In Basic Skills, the overall data has improved by several percentage points and is above that of the college's peer groups.

Although it appears that SCC's unduplicated headcount has increased, the opposite has actually occurred, and SCC has experienced a drop in unduplicated headcount. The increase in the annual unduplicated headcount from previous years is attributed to a change in the report. The report now combines headcount enrollment for credit with non-credit. SCC is actually enrolling fewer credit students who are enrolling in more units.

The annual successful course completion in vocational education has also remained very high at 91.3%. A contributing factor is that students enrolled in apprenticeship courses are motivated to successfully complete those courses in order to advance in their jobs.

An interesting phenomena in ESL improvement rates show an almost 28% decrease in improvement from 2006-2007 cohort to the 2007-2008 cohort. Further analysis of the data suggests that something unusual occurred with the 2006-2007 cohort that initially allowed for a 36% improvement from the 2005-2006 cohort to the 2006-2007 cohort. The volatility of data can be attributed to a restructuring of the ESL department in 2006. The change included the collapsing of the ESL sequence of courses to include fewer levels. It also included a name change from ESL to American College English (ACE). It appears that the 2006-2007 cohort data is inconsistent with the data for the other years and that 2007-2008 is more in line with our performance.

Overall, SCC continues to make modest improvement on the ARCC report performance indicators. Faculty, staff and administrators remain committed to student success. A recently obtained Title V Grant is enabling the college to focus resources in Science, Technology, Engineering and Math (STEM). The college has developed a Science Learning Center that is complementing classroom instruction with Directed Learning Activities and Supplemental Instruction.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	43.4%	46.3%	44.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	64.7%	63.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	61.4%	59.9%	64.2%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.4%	74.2%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	62.7%	63.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	16.7%	30.0%	30.0%
Basic Skills Improvement Rate	43.0%	46.3%	45.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	15,259	17,119	15,406
Full-Time Equivalent Students (FTES)*	7,562	7,935	8,235

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.4%	27.5%	28.5%
20 - 24	23.3%	22.8%	26.2%
25 - 49	37.1%	37.4%	35.7%
Over 49	11.9%	11.9%	9.5%
Unknown	0.3%	0.4%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.8%	55.8%	58.0%
Male	39.7%	42.1%	40.8%
Unknown	1.5%	2.1%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	1.3%	1.3%	1.3%
American Indian/Alaskan Native	3.5%	3.9%	3.4%
Asian	2.5%	2.5%	2.7%
Filipino	0.6%	0.5%	0.6%
Hispanic	8.7%	8.7%	9.9%
Pacific Islander	0.4%	0.5%	0.5%
Two or More Races	.%	.%	0.9%
Unknown/Non-Respondent	8.1%	8.6%	7.1%
White Non-Hispanic	74.9%	74.1%	73.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	44.1	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	66.8	69.2	56.3	76.4	B3
C	Persistence Rate	64.2	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	45.2	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	30.0	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Self-Assessment

The Shasta-Tehama-Trinity Joint Community College District is located in the northern Central Valley of California and serves a population of over 256,000 residents across six counties or nearly 10,500 square miles. Our service area includes the City of Redding and the surrounding rural communities. There are many farms, as well as mountains and lakes, with both seasonal (part time) and retirement aged home owners. The district has one college campus, Shasta College, with four satellite sites and provides distance education to meet the needs of our communities with adult basic skills, relevant career training, transfer preparation and lifelong learning.

Shasta College enrolls more than 15,000 students each year in basic skills, vocational and general education/transfer courses that lead to increased literacy, enhanced job skills, and credentials such as certificates and associate degrees across 85 majors. Our student body is over 55% traditional aged (18-24) with 58% female and 74% White Non-Hispanic. The population growth rate is relatively stable with only 0.6% a year increase in total population. Hispanic students represent 10% of the student body and are increasing in numbers each year.

As we continue to focus on improving data quality, the college has made substantial efforts to review and correct our institutional reporting. Nevertheless, data corrections have shown only minor improvements on some measures. This suggests that Shasta College has plenty of room for improvement. Both the Student Progress and Achievement Rate (SPAR) and the Basic Skills Improvement Rate (BSIR) are below 50%. The college takes this seriously and changes are occurring as a result of using data to inform decision-making. For example, the Basic Skills Initiative led us to increase the number of full-time faculty teaching basic skills math classes. Students placed into reading courses are now provided focused orientations to guide them into appropriate courses. Also the college has eliminated the repeatability of many credit courses and moved some basic skills to non-credit. As a result, our course completion rate for credit basic skills shows steady improvement and is now above the peer group average.

Shasta College shows gains each year in the vocational course success rates - from 71.4% to 74.6%. In addition, the college's Economic and Workforce Development (EWD) provides programs and services that enhance the economic well-being of the service area through contract and not-for-credit courses and provides life-long learning courses that enrich the community. Last year EWD offered 336 courses, helped create 62 new businesses and 294 jobs.

The percent of students earning 30 units and the (fall to fall) persistence rates show there are many students that stay enrolled at Shasta although fewer students actually earn certificates, degrees or transfer. One challenge is that the nearest CSU has greatly reduced the number of incoming transfer students. We continue to work with our public and private four year institutions to increase our transfer rate.

Despite our performance on most ARCC measures, Shasta College has no plans to become complacent. We are continually looking for innovative ways to improve.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	56.7%	57.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.7%	73.2%	73.4%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	71.0%	72.6%	74.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	76.8%	77.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	67.5%	68.2%	72.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	62.4%	60.2%	58.7%
Basic Skills Improvement Rate	59.4%	60.4%	61.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	29,398	30,862	29,463
Full-Time Equivalent Students (FTES)*	15,195	15,763	15,522

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.3%	29.4%	30.7%
20 - 24	29.1%	29.7%	30.2%
25 - 49	30.8%	30.9%	30.2%
Over 49	10.8%	10.0%	8.9%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.0%	53.4%	52.5%
Male	43.3%	44.3%	45.3%
Unknown	1.7%	2.2%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.1%	2.1%	1.9%
American Indian/Alaskan Native	1.4%	1.3%	1.1%
Asian	4.5%	4.5%	3.9%
Filipino	1.4%	1.4%	1.3%
Hispanic	8.6%	8.7%	13.8%
Pacific Islander	0.7%	0.7%	0.6%
Two or More Races	.%	.%	1.7%
Unknown/Non-Respondent	11.9%	12.9%	10.4%
White Non-Hispanic	69.4%	68.4%	65.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	59.4	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	73.4	72.4	57.8	80.3	B2
C	Persistence Rate	74.6	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.0	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	61.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	58.7	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Self-Assessment

Sierra College serves the growing population of Placer and Nevada counties, offering 90 degree and certificates and enrolling over 30,000 students each year. In order to provide quality education, the College takes seriously the measurement of outcomes. This ARCC Report indicates that the College is doing very well, when compared with overall state results, with those of its peer groups, and with its own efforts in previous years.

In six of the seven areas in this 2011 report, Sierra shows improvement over 2010. The largest is a 6% increase (4 percentage points) in the "Basic Skills Course Completion Rate." Basic Skills has been a focus of the College in recent years and this result may be a consequence of that attention. The key "SPAR" rate (Student Progress and Achievement) also shows a welcome increase of 3.5%. The only internal rate to go down in the past year is the "Improvement Rate" for ESL courses, a measure of progress through the course series. Although the rate fell, it remains 18% higher than the average for its peer group of colleges. This rate may have been affected by recent changes in the coding of basic skills courses (the "CB-21" issue), so interpretation of this change is difficult.

When further compared with its peer colleges, (all of which tend to perform above overall state rates), Sierra's results are above the peer average in six out of seven categories. In the one area where Sierra ranks slightly below its peers, the "Student Progress and Achievement" rate, Sierra has this year improved its rate to within 2% of the group mean. This score is a combination of measures of transfer status and receipt of degrees and certificates. Sierra's rate of awarding degrees dropped over the previous year, and is expected to do so next year as well, as a result of a phase-out of the "General Studies" degree and reformulations of some other degrees. This loss of degrees has been to an extent offset by an increase in certificates, but remains an area the College is working to improve.

The College is also engaged on several fronts to increase the number of students who become "transfer prepared." For example, the College is one of the first in the state to enter into a joint project with California State University and with district feeder high schools to track students' performance on the Early Admission Program (EAP) testing and intervention process. This project seeks to reduce remediation at the college level by improving students' college placement rates in English and mathematics, while at the same time reducing district assessment costs. Results of this collaboration have now been released and are under study for possible interventions. Also, the College has now established several course prerequisites for its most challenging transfer courses, to ensure that students first take the preparatory courses needed for success in them.

Sierra College remains committed to increasing student retention, success, and persistence and to facilitating students' progress in higher education.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	57.7%	57.0%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	72.8%	75.0%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.8%	75.1%	76.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.5%	73.4%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.2%	60.7%	63.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.3%	58.9%	53.4%
Basic Skills Improvement Rate	54.1%	60.5%	55.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	15,037	16,239	17,377
Full-Time Equivalent Students (FTES)*	6,497	8,076	8,704

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	25.8%	26.5%	26.9%
20 - 24	31.1%	31.5%	32.2%
25 - 49	34.8%	34.0%	33.5%
Over 49	8.2%	8.0%	7.4%
Unknown	0.0%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	53.0%	53.3%	53.2%
Male	45.3%	44.6%	44.6%
Unknown	1.7%	2.1%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.6%	3.8%	3.8%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	24.5%	23.6%	23.8%
Filipino	18.1%	17.9%	16.7%
Hispanic	18.4%	18.6%	20.5%
Pacific Islander	2.1%	2.2%	1.9%
Two or More Races	.%	.%	1.7%
Unknown/Non-Respondent	10.0%	11.4%	8.7%
White Non-Hispanic	22.9%	22.0%	22.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	53.7	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	74.0	70.2	57.8	80.0	B1
C	Persistence Rate	76.3	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	75.7	61.6	88.0	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.3	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	55.1	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	53.4	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Self-Assessment

Located near San Francisco in San Bruno, Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD) and primarily serves northern San Mateo County. Skyline College enjoys a unique ethnic diversity in its student body, with its four main ethnic groups each near or above 20 percent of the student body - 25 percent Asian, 19 percent White, 18 percent Hispanic, and 18 percent Filipino in fall 2010. Skyline College's Educational Master Plan suggests that the College will experience expanding diversity in its service area in coming years, including growth from the Hispanic, Filipino and Asian/Pacific Islander populations.

Overall, Skyline College's ARCC 2011 data suggest a strong, healthy campus, as evidenced by performance on the peer-grouped indicators. On three indicators – Percent of Students Who Earned at least 30 Units, Persistence Rate, and ESL Improvement rate, the College outperformed its peer average by four, seven, and four percentage points, respectively. On three of the other three indicators - Vocational Course Completion, Basic Skills Course Completion & Basic Skills Improvement Rate - Skyline College was within three points of the peer group average. Most notably, the SPAR rate was seven points below the peer group average, and its additional slight downward trend is discussed below.

The ARCC annual trend data reveal that the College is holding steady on five of its indicators; five of the seven indicators have three year trends that vary by two points or less. The ESL Improvement Rate varies significantly at Skyline College, with fairly small cohort sizes resulting in fairly large swings in the measure – 43% to 59% to 53% in the last three years. More importantly, the SPAR rate, which as noted above is 7 points below its peer group average, has also dropped three points in its most recent year.

Interestingly, last year, Skyline College's SPAR measure showed a three-year downward trend with a 4-point drop from 59% to 56% to 55%. This year, the two rates for the overlapping cohorts had improved by 2%, and now the trend appears as a 4-point drop from 58% to 57% to 54%. This shifting of the SPAR rate is puzzling, but one interesting observation is that the ARCC measure associated with SPAR – Students Completing At Least 30 Units – has been very consistent at the College the last three years, and actually has improved from 72% to 74%. Additionally, this is one measure where Skyline College is and has consistently outperformed the peer group average. So we're left with a situation where our SPAR rate is below the peer average by seven points and declining somewhat, and our Students Completing At Least 30 Units rate is four points above the peer average and slightly improving. We are investigating through campus research to shed some light on this puzzling discrepancy.

In sum, Skyline College is healthy and actively engaged in further improving our student outcomes, and the college will continue to create and evolve innovative approaches to help our students meet their goals.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.6%	52.5%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.7%	70.1%	67.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.6%	71.0%	69.4%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.3%	71.0%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	63.5%	64.4%	59.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.4%	75.3%	76.0%
Basic Skills Improvement Rate	62.1%	64.7%	66.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,094	18,742	18,617
Full-Time Equivalent Students (FTES)*	9,100	9,314	9,544

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.4%	31.2%	29.2%
20 - 24	27.0%	27.9%	29.2%
25 - 49	33.3%	33.7%	34.5%
Over 49	7.3%	7.2%	7.1%
Unknown	0.0%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	59.7%	59.0%	58.4%
Male	40.3%	39.1%	40.1%
Unknown	0.0%	1.9%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Solano Community College

Solano Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	17.4%	15.4%	9.5%
American Indian/Alaskan Native	0.8%	0.9%	0.5%
Asian	6.1%	4.8%	3.0%
Filipino	12.4%	10.7%	6.3%
Hispanic	15.9%	13.9%	8.1%
Pacific Islander	2.1%	1.8%	1.0%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	6.0%	19.6%	53.5%
White Non-Hispanic	39.3%	32.9%	18.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	53.6	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	67.8	72.4	57.8	80.3	B2
C	Persistence Rate	69.4	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.4	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.3	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	66.1	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	76.0	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Solano Community College

Solano Community College District

College Self-Assessment

Areas of strength and weakness, and data trends for Solano College are specified below. Initiatives for improving student success are also listed.

Performance measures of areas showing improvement include:

Improvement Rate for Credit ESL Courses. The rate for the current cohort (76%) is significantly higher (+18%) compared to the 2005-06 cohort, is comparable to the rate for the 2006-07 cohort, and is significantly higher (+27%) than the peer group average. Increases in the improvement rate may be the result of revision of the ESL curriculum and improvement in scheduling.

Improvement Rate for Credit Basic Skills Courses. The rate for the current cohort (66%) is moderately higher (+4%) than the 2005-06 cohort rate, comparable to the 2006-07 cohort rate, and significantly higher (+8%) than the peer group average. Increases in the improvement rate may have resulted from increased coordination among instructors, more support for math students, and modification of the math curriculum.

Performance measures of areas that are stable or variable include:

Student Progress and Achievement Rate. The rate for the current cohort (54%) is comparable to the rates for the previous two cohorts and moderately higher (+5%) than the peer group average.

Persistence Rate. The rate for the current cohort (69%) is slightly lower (-2%) than the rates for the previous two reporting periods, and is comparable to the peer group average.

Performance measures of areas that have decreased and need improvement include:

Annual Successful Course Completion Rate for Credit Vocational Courses. The current rate (67%) is moderately lower than the rates for 2007-08 (-6%) and 2008-09 (-4%), and significantly lower (-7%) than the peer group average.

Annual Successful Course Completion Rate for Credit Basic Skills Courses. The current rate (59%) decreased moderately (-5%) compared to 2007-08 and 2008-09, and is moderately lower (-4%) than the peer group average.

Percent of Students Who Earned at Least 30 Units. The rate for the current cohort (68%) decreased slightly (-2%) compared to the previous two cohorts, and is moderately lower (-4%) than the peer group average.

College Initiatives. Solano College is pursuing several initiatives to enhance student success and improve performance on the ARCC performance measures. First, the College has modified the student assessment process to better place students in the classes where they will be successful. Second, the College is implementing the SARS alert program that will enable faculty to more efficiently and effectively address students in need of intervention or student services. Third, the College is implementing a series of workshops to enhance students' skills in being successful. Fourth, the VTEA plan is being modified to address the lower success rate in vocational courses. Lastly, Solano College is developing strategies to increase the number of students receiving degrees and certificates, as outlined in the College Completion Challenge.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	49.6%	49.4%	51.6%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.1%	75.2%	74.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.3%	69.0%	74.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.6%	77.8%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.0%	61.7%	59.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	55.9%	58.4%	52.2%
Basic Skills Improvement Rate	43.0%	46.7%	48.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	8.7%	10.2%	11.3%



Southwestern College

Southwestern Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	32,030	29,620	30,478
Full-Time Equivalent Students (FTES)*	15,829	16,178	16,107

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	30.1%	29.5%	31.5%
20 - 24	29.8%	31.2%	31.8%
25 - 49	31.7%	31.1%	30.2%
Over 49	8.5%	8.2%	6.5%
Unknown	0.0%	.%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.3%	56.7%	54.5%
Male	42.7%	43.3%	45.4%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.5%	5.2%	5.2%
American Indian/Alaskan Native	0.5%	0.5%	0.6%
Asian	2.7%	2.7%	2.8%
Filipino	12.2%	11.5%	11.1%
Hispanic	57.6%	60.3%	59.4%
Pacific Islander	1.0%	0.9%	1.0%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	5.3%	5.4%	6.4%
White Non-Hispanic	15.2%	13.5%	13.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.6	46.8	36.2	51.6	A3
B	Percent of Students Who Earned at Least 30 Units	74.8	72.4	57.8	80.3	B2
C	Persistence Rate	74.3	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	48.9	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	52.2	58.7	48.9	69.2	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 2011 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Self-Assessment

Southwestern College (SWC) has served the educational needs of the South Bay in San Diego county region for 50 years. The college's educational program includes lower-division course work, vocational courses, and occupational programs designed to prepare students for entry into the workforce.

The college continues to improve its services for the immediate communities. Many facility projects have been completed and new buildings will be added in the next few years. A new Sustainable Energy Studies curriculum was recently approved as the college positions itself for the evolving green economy.

Combined efforts in both instructional and student services have resulted in a steady increase in student retention and progress rate. Improvement is also evident in the student persistence rate. Compared to its peer institutions, Southwestern College was the group high.

The college's completion rate for vocational courses has remained relatively stable. Above the peer group average, the college places in the top third of this peer group metric. Efforts underway to improve the success rate include integrating basic skills throughout the vocational curriculum, coordinating with local high schools to get the students engaged earlier in the program, and coordinating with employers to encourage their employees to complete courses taken.

The successful course completion rate in credit basic skills courses also remains relatively stable. The improvement rate for ESL courses has decreased; however, it is higher than the metric for our credit basic skills improvement rate. A follow up by the college to discern credit basic skills improvement rates with the disciplines within this aggregate -- to include, ESL, Reading, Math, and English will be in order. This can provide information on the improvement rates for each and appropriate follow up.

A partial explanation for the change in the ESL improvement rate may be the redesign to this program. Adherence to recommended levels as reflected in student placement assessment scores was not required. Hard prerequisites and corequisites have since been written into the new curriculum of the new ESL courses. As such, students who moved from the old program to the new may not have shown improvement, especially those who were placed in lower levels within the new program. An analysis of data over the next few years will help to determine if the new curriculum will have an impact on increased student success.

SWC is pleased with the improvements made in its programs and services, but recognizes that focused efforts are needed to improve credit basic skills development and help under-prepared students succeed in higher education. These efforts should result in improved performance indicators in the areas that are below the peer group average.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	36.8%	38.1%	38.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	62.7%	66.4%	63.9%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	63.3%	58.9%	29.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	97.2%	96.5%	93.0%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.5%	61.7%	58.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	40.0%	70.6%	63.4%
Basic Skills Improvement Rate	55.9%	61.3%	59.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	24,405	24,253	14,256
Full-Time Equivalent Students (FTES)*	2,486	2,551	2,566

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	10.9%	10.3%	11.8%
20 - 24	21.3%	20.8%	20.9%
25 - 49	58.0%	58.2%	56.3%
Over 49	9.8%	10.7%	10.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	18.8%	17.8%	24.0%
Male	81.2%	82.1%	75.7%
Unknown	0.0%	0.1%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Taft College

West Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.6%	7.3%	4.8%
American Indian/Alaskan Native	1.6%	1.5%	1.2%
Asian	1.1%	1.3%	1.0%
Filipino	1.1%	1.2%	0.7%
Hispanic	48.5%	46.7%	39.7%
Pacific Islander	0.4%	0.4%	0.4%
Two or More Races	.%	0.0%	0.4%
Unknown/Non-Respondent	2.6%	3.3%	15.7%
White Non-Hispanic	37.1%	38.3%	36.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	38.5	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	63.9	68.3	63.9	72.4	B5
C	Persistence Rate	29.3	55.9	29.3	75.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	93.0	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.0	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	59.6	53.9	46.3	60.4	F6
G	Improvement Rate for Credit ESL Courses	63.4	43.0	0.0	67.2	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.



Taft College

West Kern Community College District

College Self-Assessment

Table 1.1: Student Progress and Achievement Rate.

TC's rate is hovering around 37% to 39% for three years running and is about 10 points below the peer group average. TC has a high rate of unprepared students: over 99% of students place below college level in math, and of those, 70% place two or more levels below college level. Consequently, it takes them longer to progress.

Table 1.1a: Percent of Students Who Earned at Least 30 Units.

This rate was consistently 63% to 65% for the last three years. TC is only 4 points below the peer group average.

Table 1.2: Persistence Rate.

Taft College's persistence rate has exceeded its peer group average in the past by a substantial amount. The large drop to 29.4% in Fall 2008 to Fall 2009 is due to a data reporting error.

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.

Taft College has consistently topped the state on vocational course completion rates. The small drop to 93% in the 09/10 cohort is due to a huge drop in enrollments for a one day oil field safety course offered by the off-campus center, which affects the overall successful completion rate.

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.

The moderate drop in BS course completion rates between 07/08 and 09/10 is most likely due to a drop in participation in a cohort program aimed at increasing performance in BS. That program is currently being reinvigorated to increase enrollment.

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

TC has increased its ESL improvement rates by over 20 points between the first and third years shown in Table 1.5 due to numerous changes implemented in the ESL program. Likewise, the BS improvement rate has increased over the three year period. The slight drop in the most recent year is most likely due to the drop in enrollment in the cohort program mentioned earlier and subsequent drop in BS math improvement rates and a corresponding increase in BS English rates.

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

The large drop in headcount in 09/10 is due to students not taking the one day oil field safety course following a slowdown in the local oilfield economy. On-campus FTES increased over the same period.

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.

Table 1.11: Peer Grouping.

Taft College was higher than the peer group average on three measures, lower on three measures, and one measure is inaccurate. On the one measure that was substantially lower than average (progress rate), TC has shown consistent gains.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	53.7%	55.6%	55.7%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.8%	71.6%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	69.2%	70.9%	71.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	69.4%	69.3%	68.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	65.8%	65.9%	67.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	16.6%	5.3%	9.6%
Basic Skills Improvement Rate	57.0%	61.5%	56.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	21,318	23,060	22,602
Full-Time Equivalent Students (FTES)*	10,003	11,141	10,928

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	33.8%	35.3%	36.7%
20 - 24	27.2%	27.3%	28.9%
25 - 49	31.2%	30.1%	28.3%
Over 49	7.8%	7.2%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.9%	56.5%	56.0%
Male	42.0%	42.6%	43.2%
Unknown	1.0%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	2.5%	2.8%	2.6%
American Indian/Alaskan Native	1.3%	1.1%	0.7%
Asian	3.4%	3.4%	3.1%
Filipino	2.6%	2.7%	2.6%
Hispanic	39.3%	42.6%	45.2%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	0.9%	2.5%
Unknown/Non-Respondent	8.7%	5.8%	3.0%
White Non-Hispanic	41.5%	40.1%	39.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	55.7	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	71.5	72.4	57.8	80.3	B2
C	Persistence Rate	71.1	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.9	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.7	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	56.0	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	9.6	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Self-Assessment

Ventura College (VC) was awarded a five year grant from the U.S. Department of Education Hispanic Serving Institution Title V Cooperative Program to implement a redesign of the services provided by our Student Services Division, enhance professional development in instruction, and improve services via technology. The cooperative partner is Oxnard College, our sister institution in the district. VC is still a mid-size college, which is a college that generates at least 10,000 FTES annually.

In the category of Student Progress and Achievement, the college had an increase of .6% in persistence rate, a .1% increase in achievement rate, and no change in percent of students who earned at least 30 units. Efforts to enhance these rates will be led by the college's Student Services Division. Utilizing funding from our Title V Cooperative grant, the college will increase the number of first time students to successfully complete each component of the college's Matriculation Plan.

The VC Foundation's "Ventura College Promise" continues to remain as the primary outreach effort to increase post-secondary education for high school graduates in Ventura County. College institutional research data shows that cohorts of VC Promise students have significantly higher rates in persistence, retention, and success than the general college population in comparable age groups.

The college's largest decrease of 5.5% occurred in the Basic Skills Improvement rate. The following initiatives will be implemented effective fall 2011: 1) pilot 4 accelerated classes in developmental Mathematics and English, 2) increase the usage of Reading Plus software in Reading, developmental English classes, and in our Reading/Writing Center, 3) expand the hours of the new Reading/Writing Center, 4) increase assessment at local high schools for graduating seniors, and 5) encourage first time students to take their Math and English requirements early.

Regarding the college's profile data, 54.7% of the students are students of color. The college experienced a slight decrease in enrollment in all ethnic groups except for Hispanics, which increased by 2.6%. The Hispanic students constituted 45.2% of the total student population at VC. The percentage of students 24 years of age or younger increased by 3%, which was offset by the same amount for those older than 24 years of age. The increase in younger and Hispanic students reflects the demographic changes in VC's service areas.

A comparison of the seven indicators in the College Peer Grouping shows VC with higher percentages than the Peer Group Average in Annual Successful Course Completion Rates Credit Basic Skills Courses, Improvement Rate for Credit Basic Skills and Persistence Rate. The indicator that the college needs to focus its efforts on is Improvement Rates for Credit ESL, which is 39.8% below the Peer Group Average. It is the college's perspective that several major curricular changes completed over the last two years may have not been properly recorded by this ARCC report. Reports by the college's institutional researcher show higher improvement rates for credit ESL courses.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	44.6%	45.5%	43.5%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.4%	70.3%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	60.3%	61.0%	59.9%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.3%	71.5%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	56.0%	52.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.8%	49.3%	48.7%
Basic Skills Improvement Rate	55.1%	58.2%	54.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,639	20,831	20,157
Full-Time Equivalent Students (FTES)*	9,211	10,027	10,002

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.5%	31.4%	31.7%
20 - 24	23.5%	23.7%	25.8%
25 - 49	36.1%	37.0%	34.9%
Over 49	7.8%	7.7%	7.4%
Unknown	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	57.2%	55.6%	56.7%
Male	40.4%	41.9%	41.6%
Unknown	2.4%	2.5%	1.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	11.6%	12.4%	13.5%
American Indian/Alaskan Native	1.0%	1.0%	0.7%
Asian	2.6%	2.4%	2.0%
Filipino	1.6%	1.5%	1.2%
Hispanic	32.0%	32.9%	35.8%
Pacific Islander	0.6%	0.6%	0.4%
Two or More Races	.%	0.0%	1.6%
Unknown/Non-Respondent	7.1%	8.4%	6.5%
White Non-Hispanic	43.5%	40.8%	38.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	43.5	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	68.9	72.4	57.8	80.3	B2
C	Persistence Rate	59.9	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.8	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	54.4	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	48.7	49.4	9.6	83.3	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 2011 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Self-Assessment

The Victor Valley Community College District service area is a transitional suburban region that has experienced a severe decline in economic activity during the last two and one half years, a negative trend in population growth beginning in 2006, and an unemployment rate well above the State average. Although the district is experiencing unprecedented student demand for classes and services, State funding restrictions resulted in 2009-2010 schedule reductions accompanied by a 3% point decline in enrollment. The most significant student demographic changes for 2009-2010 over 2008-2009 included an increase of 2.1% points in the 20-24 age group, and a decline of 2.1% points in the 25-49 age group. In addition, there was a decline of 2.5% points in white non-Hispanic students, an increase of 1.1% points in African American students, and an increase of 2.9% points in Hispanic students. In comparison with regional demographics, the district student population under-represents white non-Hispanics and males and over-represents African Americans, Pacific Islanders, and Hispanics.

ARCC 2011 shows VVCCD performance declined from ARCC 2010 on all seven indicators while average peer group performance improved on six out of seven indicators. Notably, VVCCD's 2011 performance dropped below ARCC 2009 on five out of seven indicators.

1. At 43.5% VVCCD declined 2.0% points over last year on Student Progress and Achievement. Performance is now 5.9% below the peer group average and 0.5% points above the peer group low.
2. VVCCD's Percentage of Students Who Earned at Least 30 Units for 2011 declined 1.4% points over 2010 and is 3.5% points below the peer group average.
3. The Persistence Rate for VVCCD declined 1.1% points from 2010 and is 9.3% points below the peer group average.
4. VVCCD's Vocational Course Completion Rate declined 0.3% points from 2010 and is 2.6% points below the peer group average.
5. The Basic Skills Successful Course Completion Rate for VVCCD declined 3.2% points for 2011 and is now 3.7% points below the peer group average.
6. VVCCD's 2011 ESL Improvement Rate declined 0.6% points from 2010 and is 0.7% points below the peer group average. Corrections to course basic data elements relevant to proper tracking on this indicator have been made and are reflected in the increase of 35.7% points over the rate originally reported in 2010 for the 2008-2009 student cohort.
7. The VVCCD Improvement Rate in Basic Skills for 2011 declined 3.8% points from 2010 and 0.8% below the peer group average.

VVCCD's improvement goals for 2012 are to match or exceed the ARCC peer group averages for all seven indicators. At present, the district is underperforming most severely on the indicators of Persistence and Student Progress and Achievement. Proposals for addressing these deficiencies include a student "leavers survey;" collection and analysis of data regarding nonpersisting students; the review, analysis, revision, and implementation of registration and scheduling priorities and intervention procedures; and the collaborative development by faculty and administration of a recommended first year model class schedule to support and improve student persistence and success.



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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	46.8%	49.9%	51.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	64.8%	70.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.7%	60.9%	65.2%



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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	66.1%	71.4%	70.4%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	68.5%	75.5%	71.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	32.8%	16.1%	27.8%
Basic Skills Improvement Rate	56.8%	49.1%	51.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	5,074	5,717	5,058
Full-Time Equivalent Students (FTES)*	2,097	2,286	2,420

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	31.3%	30.2%	31.2%
20 - 24	28.3%	28.9%	29.6%
25 - 49	37.5%	37.0%	35.3%
Over 49	2.9%	3.8%	3.6%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	58.0%	58.2%	54.9%
Male	41.6%	40.9%	43.8%
Unknown	0.4%	0.9%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.0%	6.9%	7.5%
American Indian/Alaskan Native	1.1%	1.1%	0.9%
Asian	4.3%	4.6%	4.4%
Filipino	1.4%	1.7%	1.7%
Hispanic	52.0%	50.3%	51.3%
Pacific Islander	0.5%	0.5%	0.6%
Two or More Races	.%	.%	0.6%
Unknown/Non-Respondent	5.2%	7.4%	6.9%
White Non-Hispanic	28.6%	27.4%	26.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	51.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	71.4	69.2	56.3	76.4	B3
C	Persistence Rate	65.2	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.4	74.9	70.4	81.2	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.2	59.9	45.4	71.2	E2
F	Improvement Rate for Credit Basic Skills Courses	51.5	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	27.8	52.6	20.0	77.1	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.



West Hills College Coalinga

West Hills Community College District

College Self-Assessment

West Hills College Coalinga (WHCC) has served the educational needs of the San Joaquin Valley's rural west side for over 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 a nationwide survey. The college maintained the rate for student progress and achievement above the peer group average with a slight increase. 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 basic skills committee has also instituted learning communities and other interventions to improve student progress and achievement. The college remains above the peer group average for the percent of students who earned at least 30 units.

West Hills College Coalinga demonstrates rates slightly below the peer group average in the areas of annual successful course completion rate for credit vocational courses and persistence rates. Review of data at the section level indicates a continuing trend of lower success and retention in vocational courses leading toward transfer degrees in the areas of business and administration of justice. 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 and changes were made in the format and delivery of Administration of Justice courses. These modifications brought the college above the peer average for successful completion of credit vocational courses.

WHCC ESL courses have high success rates of approximately 86%; however, the college improvement rates for ESL courses fall far below the peer group average. Under the existing coding system, WHCC ESL courses are at least seven levels below college level English and therefore not included in the measure of this indicator. Because of this, only WHCC ESL students who reach college level English within three years after completing ESL are considered as having improved. The CB21 recoding project, directed at aligning basic skills courses across the state, resulted in a significant improvement in this area.

Basic skills success rates for WHCC are above the peer-group average; however, the improvement rate for basic skills courses fell below the peer-group average despite a slight rise. 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 performance indicators for institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.8%	61.6%	67.3%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	66.2%	66.3%	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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	61.0%	63.5%	65.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	9.1%	58.3%
Basic Skills Improvement Rate	.%	47.0%	52.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	6,913	7,372	6,295
Full-Time Equivalent Students (FTES)*	2,953	3,171	3,022

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.9%	28.4%	30.1%
20 - 24	30.1%	30.1%	30.9%
25 - 49	37.6%	37.5%	34.9%
Over 49	4.3%	4.0%	4.1%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	61.9%	61.0%	60.2%
Male	37.4%	37.9%	38.8%
Unknown	0.7%	1.1%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	7.8%	7.4%	7.9%
American Indian/Alaskan Native	1.2%	1.1%	1.1%
Asian	4.7%	3.8%	3.3%
Filipino	3.9%	3.8%	3.6%
Hispanic	39.3%	40.2%	42.1%
Pacific Islander	0.4%	0.6%	0.6%
Two or More Races	.%	.%	0.7%
Unknown/Non-Respondent	6.5%	8.1%	6.8%
White Non-Hispanic	36.1%	35.0%	33.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	74.3	74.9	70.4	81.2	<i>D3</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 2011 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Self-Assessment

West Hills College Lemoore has been serving the educational needs as an accredited college since 2006, thus becoming the second college in the West Hills Community College District (WHCCD) along with West Hills College Coalinga.

WHCCD has recently received very commendable accolades. In 2002, the MetLife Foundation named WHCCD 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 WHCCD and in 2006 WHCCD was selected as a national model for student engagement by the Campus Compact. In 2007, the Community College Survey of Student Engagement identified WHCCD as a high-performing institution in comparison to its cohort of 525 colleges.

West Hills College Lemoore as a new college does not contain sufficient historical data for most indicators in the ARCC report. Data is only available for comparing successful completion rate of vocational credit courses. West Hills College Lemoore's annual successful completion rate for vocational courses is on par with the peer group average.

West Hills College Lemoore administrators and the district researcher had reviewed success and retention rates for all vocational course sections. Based on this review, some business and computer science courses had been taught in an open entry format but experienced low successful completion rates. Beginning in 2008-2009, the College began to instruct these courses in a more traditional format with regularly schedule class meetings. This change removed courses with low successful completion rates, resulting in the improvement in course completion rates to be at the peer average. Still, the College will continue to assess the completion rates of these courses so that they continue to improve.

A second program with low successful completion rates is work experience. The work experience program has implemented a Blackboard component to improve student progress. Along with recent changes to Title V, the work experience instructor has also made numerous presentations to counseling staff, providing them with information on which to make better student scheduling decisions regarding work experience.

Online instruction in general also faces some low successful completion rates. The associate vice chancellor of educational planning has implemented a plan to provide significant training and online best practices for students and faculty to improve success rates.

The college's administration has had the opportunity to evaluate and remediate instructors that seem to regularly have lower successful completion rates. When remediation fails, the administration has been forced to dismiss the instructors from further teaching, or move them to a situation where they can be more successful.

West Hills College Lemoore's administration is committed to ensure that strategic planning is linked to the Accountability Reporting for the Community Colleges. West Hills College Lemoore has included ARCC measurements into its institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	42.6%	42.2%	46.4%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	65.3%	66.3%	63.9%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	54.1%	57.2%	57.0%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	80.2%	76.6%	72.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	48.6%	51.2%	46.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.5%	38.5%	64.0%
Basic Skills Improvement Rate	41.6%	46.5%	45.7%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



West Los Angeles College

Los Angeles Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	18,578	21,330	17,933
Full-Time Equivalent Students (FTES)*	7,266	8,209	7,541

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	24.5%	26.7%	21.7%
20 - 24	24.3%	24.7%	27.7%
25 - 49	42.5%	40.1%	42.3%
Over 49	8.7%	8.5%	8.3%
Unknown	.%	0.0%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.1%	61.6%	61.0%
Male	37.9%	38.4%	39.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	40.5%	35.5%	35.1%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	6.8%	6.4%	6.3%
Filipino	1.7%	1.6%	1.7%
Hispanic	24.6%	25.0%	28.1%
Pacific Islander	0.4%	0.4%	0.4%
Two or More Races	.%	.%	1.3%
Unknown/Non-Respondent	11.7%	17.0%	12.1%
White Non-Hispanic	13.8%	13.7%	14.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	46.4	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	63.9	70.2	57.8	80.0	B1
C	Persistence Rate	57.0	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.4	49.1	46.4	54.4	E6
F	Improvement Rate for Credit Basic Skills Courses	45.7	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	64.0	52.6	20.0	77.1	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 2011 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Self-Assessment

West Los Angeles College was founded in 1969 and is 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 bustling international economy. The campus in Culver City is in the heart of the entertainment industry represented by Sony, Fox, Univision, NPR, ABC, 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: Hamilton, Culver City, Dorsey, Los Angeles, Venice, Crenshaw, Westchester, University, Inglewood, and Santa Monica. This makes for a rich diversity that is central to a West education: 40% of students are African-American and 28% are Latino.

In 2006, the Accrediting Commission for Community and Junior Colleges reaffirmed West's accreditation for six 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 among the top five community colleges for African-American transfer students to UC and CSU.

West is a leader in workforce education for the 21st century. West's ARCC indicator for successful course completion rates for vocational courses, close to the average for its peer group. This good 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 near its peer group averages. This is noteworthy given West's enrollment swings. Following a 23% increase over the prior three years, the most recently-reported annual enrollment figures show substantial reductions (headcount down -15.9% and FTES down -8.1%) necessitated by budget restrictions in place even before the current State crisis began. Efforts to bolster degree completion and transfer are underway: all degree programs are being mapped, with classes scheduled to support these roadmaps, and new transfer agreements are being forged with neighboring four-year universities.

The College sees basic skills as an opportunity for service. Over 80% of the College's entering students do not assess at the freshman level. West 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. In 2010 the College will complete the construction of a state-of-the-art science/math building. In 2011 a new classroom building and a student services center will open. These new facilities, combined with West's innovative programs will empower West's students to succeed and make a reality of our motto, "Go West. Go Far."



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	61.4%	63.4%	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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.7%	78.0%	76.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.1%	72.3%	78.5%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.9%	75.6%	72.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	59.5%	54.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.6%	53.7%	53.8%
Basic Skills Improvement Rate	60.6%	63.8%	67.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



West Valley College

West Valley-Mission Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,894	22,839	22,205
Full-Time Equivalent Students (FTES)*	9,112	10,035	9,502

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	21.8%	21.5%	22.3%
20 - 24	21.8%	21.7%	24.3%
25 - 49	33.4%	34.0%	31.8%
Over 49	22.5%	22.3%	21.3%
Unknown	0.5%	0.5%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.0%	54.7%	54.7%
Male	41.9%	42.8%	43.5%
Unknown	2.1%	2.5%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.2%	2.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	14.1%	13.8%	13.5%
Filipino	2.2%	2.1%	1.7%
Hispanic	14.8%	14.0%	14.0%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	.%	1.0%
Unknown/Non-Respondent	13.3%	15.4%	19.7%
White Non-Hispanic	51.1%	50.2%	46.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	64.3	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	76.8	74.8	70.4	80.5	B6
C	Persistence Rate	78.5	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.1	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	67.0	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	53.8	43.0	0.0	67.2	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 2011 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Self-Assessment

The 2011 ARCC report confirms that West Valley College continues to perform favorably on the majority of the annual accountability measures, with outcomes higher than its peer group in five of seven measures and higher than the state average in four of seven. The College performed especially well on the Student Progress and Achievement and Fall-to-Fall Persistence indicators, with rates more than 10% higher than the statewide average on each measure, indicating the strength of our instruction and the student support services that are available to help ensure retention and student goal attainment.

West Valley College continues its dedication to student success, with a renewed focus on issues of student equity. This year the Student Equity and Success committee - comprised of faculty, staff, students, and administrators – was created to identify obstacles to student equity and success and work towards implementing strategies to increase the retention and success of underrepresented students. Measures of student success currently included in the college program review process will be expanded to include data disaggregated by ethnicity and gender.

Upon discussion of the decline in the College's performance on the Annual Successful Course Completion in Credit Basic Skills courses, the Basic Skills Advisory Committee (which includes several faculty from the English department) requested that the college researcher conduct further study. The resulting analysis determined that the low success rate in co-requisite writing labs has a strong negative effect on the overall success measure. The English department faculty is engaged in conversations and planning with the goal of addressing this area of concern.

With the CB21 recoding process completed, this is the first year that complete trend and comparative data on the Improvement in Credit ESL Courses and Improvement in Credit Basic Skills Courses measures have been available. West Valley performed ~10% higher than its peer groups on both measures, confirmation of our continuing commitment to the needs of students in ESL and developmental education courses.

About three quarters of students enrolled in credit vocational coursework complete it successfully, a figure which has remained relatively stable over the past three years.

Demographically, notable changes to the West Valley College student population include a 2.5% increase in the number of students in the 20-24 age group, which is likely a result of the high unemployment rate among the young. Similarly, the number of male students enrolled at West Valley College increased for a third successive year, as males have also suffered disproportionate levels of unemployment due to the recession. The indicators also display a sharp increase in the percentage of students who reported their ethnicity as unknown, which reflects the confusion that has resulted from implementation of the new federal reporting rules.

West Valley College's continuing strong performance on the ARCC measures reflects our ongoing commitment to learning and success for every student we serve.



ARCC 2011 Report: College Level Indicators

Woodland Community 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	. %	. %	69.5%



ARCC 2011 Report: College Level Indicators

Woodland Community 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	. %	71.7%	70.1%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	. %	57.2%	56.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	.%	.%	.%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Woodland Community College

Yuba Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	.	4367.0	4864.0
Full-Time Equivalent Students (FTES)*	.	1840.0	1955.0

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	.%	27.0%	29.8%
20 - 24	.%	31.4%	30.6%
25 - 49	.%	36.9%	34.9%
Over 49	.%	4.5%	4.4%
Unknown	.%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	0.0%	64.3%	63.2%
Male	0.0%	35.7%	36.4%
Unknown	0.0%	0.0%	0.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Woodland Community College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	.%	2.3%	2.0%
American Indian/Alaskan Native	.%	1.2%	0.9%
Asian	.%	8.4%	7.5%
Filipino	.%	1.2%	0.6%
Hispanic	.%	42.4%	32.8%
Pacific Islander	.%	0.6%	1.1%
Two or More Races	.%	.%	1.1%
Unknown/Non-Respondent	.%	8.1%	21.5%
White Non-Hispanic	.%	35.7%	32.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Woodland Community 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	.	.	.	.
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.
C	Persistence Rate	.	.	.	.
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.
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 2011 Report: College Level Indicators

Woodland Community College

Yuba Community College District

College Self-Assessment

Woodland Community College (WCC), a Hispanic Serving Institution, has provided educational opportunities for Woodland, Esparto, Knights Landing, and Colusa County since 1975. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community College District, WCC is making significant progress towards meeting the unique educational needs of a primarily rural service area. Growth is the key distinguisher of WCC which serves students from Yolo, Colusa, Sutter, Yuba, and even Sacramento and Solano. In May 2007, WCC opened its new Learning Resource Center which effectively doubled the blueprint of the college, adding 25 new lecture and classrooms, expanded library, math & writing labs, and community room. Renovation of the student services building has been completed, and provides additional space for counselors and student services. Groundbreaking on an energy efficient outreach facility in Colusa County began in January 2010, and opened to students in spring 2011. The development of the facilities at WCC stands as a symbol of the commitment to the educational needs of the communities it serves.

Before discussing the results from the 2010 ARCC report, it is important to note that ethnicity data reported for WCC is incorrect due to some challenges encountered in recoding the new race and ethnicity fields. The most notable error is the percentage of Hispanic students – which should be 44%, rather than 32.8%. Efforts are underway to correct the coding errors.

Owing to the fact that this is the second year WCC's data has been presented apart from Yuba Community College District; historical data is not complete in the ARCC Report. However, some statistics are presented in the following text.

WCC's Fall 2008-2009 persistence rate was 69.5% which is above the system-wide average of 67.6%. Additionally, WCC's emphasis on vocational programs is noted with its successful course completion rate of 70.1%, which is slightly lower than the system-wide average of 77%. Continuing its legacy of growth, in fall of 2010 WCC began offering courses for its newest CTE program, Motion Graphics Design (MGD) program, which will prepare students to enter the growing industry of digital video production and motion graphic design.

Related to program growth, Woodland was awarded two TRiO Student Support Services (SSS) grants in fall 2010 for a total of \$2.2 million dollars over 4 years. These grants will provide resources to establish support services for low-income, first generation, and disabled college students (which comprises over 20% of the student body) both at the main campus in Woodland and the outreach facility in Colusa. The SSS program will provide these eligible students with study skills, tutoring, counseling and special services for students with limited English proficiency.

Finally, in a survey administered during fall 2010 that garnered over 600 responses, the majority of students said they were satisfied with all aspects of the college that were surveyed. Additionally, the most heard comment/suggestion was to expand course offerings and times to enable students to shorten the time needed to achieve their educational goals.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	42.7%	46.8%	45.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	66.8%	70.0%	69.1%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	66.2%	61.9%	67.1%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.3%	73.1%	71.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	55.5%	57.2%	59.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	40.7%	37.8%	40.0%
Basic Skills Improvement Rate	55.4%	57.0%	58.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	15,911	13,762	11,914
Full-Time Equivalent Students (FTES)*	8,035	6,621	6,580

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	27.8%	27.3%	26.1%
20 - 24	26.4%	26.6%	28.5%
25 - 49	39.0%	39.3%	39.3%
Over 49	6.8%	6.6%	5.9%
Unknown	0.0%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	62.0%	61.1%	60.3%
Male	37.9%	38.9%	39.7%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.3%	4.6%	3.3%
American Indian/Alaskan Native	2.0%	2.1%	1.5%
Asian	9.9%	10.4%	8.6%
Filipino	1.5%	1.5%	0.5%
Hispanic	27.9%	22.5%	16.7%
Pacific Islander	0.8%	0.8%	1.3%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	5.0%	6.9%	25.6%
White Non-Hispanic	48.8%	51.2%	40.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	45.3	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.1	69.2	56.3	76.4	B3
C	Persistence Rate	67.1	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	58.8	55.2	48.1	62.8	F4
G	Improvement Rate for Credit ESL Courses	40.0	49.4	9.6	83.3	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 2011 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. In 1962, Yuba College moved from its previous location, on the campus of Marysville High School to its current 70 acre location. 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. In fall 2008, Yuba College changed from a single, multi-campus college to a two college district with educational centers and outreach programs divided between the original Yuba College and the newly formed Woodland Community College. The current iteration of Yuba College encompasses the main campus in Marysville, the Beale Air Force Base Outreach Center, and the Clear Lake Center in Lake County. In addition, thanks to bond funding, Yuba College has broken ground on a new outreach center in Sutter County, just north of Yuba City.

As in previous years, this version of the ARCC report does not truly distinguish between Yuba College and Woodland Community College (WCC), and it will fail to do so for the next five to ten years. While the transition from single college to multi-college district created several noticeable changes within the college's demographics and headcount, this year there is a larger issue effecting headcount and ethnicity. In short, the state MIS calculation of headcount for Yuba College is short nearly 2,000 students and a data storage error from our own MIS led to a visible change in the ethnic make-up of our student population. When using our internal data, and following the directions for calculating headcount as outlined in Appendix B, the Office of Planning, Research, and Student Success calculates the headcount for Yuba College to be 13,785 students. Recalculating student headcount directly from reports submitted to the state MIS showed a similar discrepancy. By comparison, the FTES data, which draws on a different source, is similar between 2008-9 and 2009-10 years and is a better indicator of the relative stability of our student population. The ethnicity distributions for Yuba College and WCC show significant changes from the 2008-9 school year to the 2009-10 school year. The data storage error that led to this error has been addressed internally, but was not fixed in time to resubmit the data to the state MIS for recalculation. As internal data reports show only slight fluctuations of student ethnicity between the two years, the Office of Planning, Research, and Student Success recommends using the ethnicity distribution from the 2008-9 school year for the 2009-10 school year as well. Changes from the 2007-8 school year to the 2008-9 school year result from the split between Yuba College and WCC, and are not a result of data error or miscalculation.

Finally, despite the continued financial turmoil that surrounds the state, Yuba College is working hard to ensure students success by shifting curriculum and priorities to best address the diverse needs of our students.



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Appendices

Appendix A: Peer Groups

Appendix B: Methodology for Deriving Counts and Rates for 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

The 2011 ARCC report uses the same peer groups that appeared in the 2010 and 2009 ARCC reports. That is, unlike the initial ARCC reports, the 2011 report has omitted the *cluster analysis* step that used the most recent data available to identify peer institutions by each performance indicator. The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. For example, in Appendix A, the colleges in peer group A1 will be exactly the same colleges for the 2009, 2010, and 2011 reports.

There are several reasons why the Chancellor's Office has retained the 2010 peer groupings for the 2011 report. An analysis by the Chancellor's Office indicates that the data related to each performance indicator reflect considerable changes, presumably from re-submission and recoding of data by colleges to remedy past shortcomings. When substantial changes in data arose, the peer grouping analysis of prior ARCC reports would use statistical analyses to adjust the peer groups to match the new data. The instability of these peer groups for some institutions has meant that some colleges have faced a "moving target" in terms of performance evaluation. Some colleges that experienced year-to-year shifts in their peer groups noted that the shifts complicated their local analyses and planning processes. The change in peer institutions could produce an above-average performance one year but a below-average performance the next year even though the performance of the college on a specific indicator had not changed that much over the two years. In order to minimize this problem of the "moving target" with unstable peer groups, the Chancellor's Office has stabilized the peer groups by retaining the 2009/2010 report peer groupings for the 2011 report.

The Chancellor's Office will still need to update the peer groupings in either the 2012 report or the 2013 report despite the importance of providing stability in the peer groupings. Such updating will probably occur to capture two events that we expect to substantially influence the statistical models behind the peer groupings. The first event is the completion of the statewide effort by the State Academic Senate to standardize the coding of the course-type variable known as "course prior to college level" (data element CB21). This standardization process is expected to alter the data for some performance indicators, and this in turn could result in a new set of environmental factors that ARCC will use to form peer groups for some performance indicators. We note that the effort to upgrade the CB21 element included changes in TOP codes (taxonomy of programs), and these additional changes in the data can also trigger shifts for peer groups and for specific college performance in the affected time period. A second event that will justify peer group updating will be the release of new data from the U.S. Census. Because ARCC peer grouping models use U.S. Census data for a number of important environmental factors, the Chancellor's Office will take advantage of the new Census data to update its environmental factors.

Appendix A: Peer Groups

Because the Chancellor's Office values equity in between-college comparisons, the Chancellor's Office will continue to work on this important element of the ARCC report. We will continue to test for improvements in peer grouping methodology and to use the most appropriate data that are available.

The following paragraphs of this appendix describe 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 (excluding the CDCP indicator). 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 Chancellor's Office research staff used for the 2009 ARCC report.

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 seven tables in this appendix. These data have not changed from ARCC 2010 to ARCC 2011.

The second type of information is the basic statistical summary of the performance indicator (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 vertical border in each table. In the 2011 report, we have updated these figures to reflect the latest ARCC performance data for each peer group.

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. These data remain the same as in the 2010 ARCC report.

Finally, the fourth type of data is the state level figure 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 performance indicator (as specified by the column heading) divided by the number of colleges for which data were available for that predictor or performance indicator. For example, looking at Table A4, the statewide average for the predictor "Pct Male Fall 2007" is the sum of the percentage of males at each college in Fall 2007 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. For the 2011 report, only the statewide average for the performance indicator

Appendix A: Peer Groups

(e.g., Vocational Course Completion Rate in Table A4) has changed. Statewide averages for the predictors have not changed from 2010.

We follow the approach described above primarily to facilitate any local efforts to compare peer group performances in the 2010 ARCC report to those in the 2011 edition.

The statewide averages reported in Appendix A differ from the system averages that we present in the Introduction to the College Level Indicators because the averages in the Introduction use student-level data rather than college-level data. For reporting how the system has performed on an indicator, analysts should use the system averages that appear in the Introduction to the College Level Indicators. For comparing how a peer group has done with respect to all of the colleges in the state, analysts should use the statewide averages that appear in Appendix A.

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). For the 2011 report, the codes are comparable to those in the 2010 ARCC report because we have not conducted any new peer grouping. However, this is not necessarily the case for other previous reports. For example, group "B4" in this report differs from group "B4" in the 2008 ARCC report. 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

Appendix A: Peer Groups

and Achievement classifies Shasta as a peer for San Jose City, and this tends to clash with our knowledge of the high density setting of the Bay Area and the rural northern California setting of Shasta. 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 analysis. 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*			Number of Peers	Peer Group Colleges Colleges in the Peer Group
	Pct Students Age 25+ Fall 2005	Pct Basic Skills Fall 2005	Bachelor Plus Index	Lowest Peer	Highest Peer	Average		
A1	42%	15%	0.19	43.0	58.0	49.4	35	Antelope Valley; Bakersfield; Butte; Cerritos; Chaffey; Citrus; Contra Costa; Cosumnes River; Cuyamaca; Cypress; East L. A.; El Camino; Evergreen Valley; Fresno City; L.A Harbor; L.A Mission; L.A Valley; Long Beach City; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Oxnard; Porterville; Reedley; Riverside; San Joaquin Delta; San Jose City; Santiago Canyon; Sequoias, Shasta; Solano; Victor Valley; West Hills Coalinga; Yuba.
A2	36%	10%	0.30	48.0	72.8	60.7	19	Crafton Hills; Cuesta; De Anza; Diablo Valley; Fullerton; Golden West; Grossmont; L.A Pierce; Las Positas; Moorpark; Orange Coast; Pasadena City; Sacramento City; San Diego Mesa; Santa Barbara City; Santa Monica City; Sierra; Skyline; Ventura.
A3	44%	31%	0.18	36.2	51.6	46.8	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern.
A4	53%	11%	0.34	44.3	66.1	56.8	23	Alameda; American River; Berkeley City College; Cabrillo; Canyons; Foothill; Glendale; Irvine Valley; Laney; Marin; Merritt; MiraCosta; Monterey; Ohlone; Palomar; Saddleback; San Diego City; San Diego Miramar; San Francisco City; San Mateo; Santa Rosa; West L.A.; West Valley.
A5	62%	9%	0.18	37.8	69.0	48.7	15	Allan Hancock; Barstow; Cerro Coso; Coastline; Columbia; Feather River; Hartnell; Lake Tahoe; Lassen; Mendocino; Napa Valley; Palo Verde; Santa Bernardino; Siskiyou; Taft.
A6	57%	23%	0.20	30.3	57.3	43.9	9	Canada; Compton; L.A City; L.A Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.
Statewide Average	47%	14%	0.24			52.2	N=108	

* Student Progress and Achievement Rates reported for 2004-05 to 2009-10

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 2005	Average Unit Load Fall 2004	ESAI Per Capita Income	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	8,212	7.2	\$22,057	57.8	80.0	70.2	32	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cuyamaca; Evergreen Valley; Gavilan; Hartnell; Irvine Valley; L.A. Mission; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Oxnard; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyou; Skyline; Southwest L.A.; West L.A.
B2	15,849	8.4	\$19,869	57.8	80.3	72.4	38	Antelope Valley; Bakersfield; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cosumnes River; Cuesta; Cypress; Desert; East L.A.; Fresno City; Fullerton; Glendale; Golden West; Grossmont; L.A. City; L.A. Harbor; L.A. Pierce; L.A. Trade-Tech; L.A. Valley; Merced; Mira Costa; Modesto; Mt. San Jacinto; Reedley; Rio Hondo; San Bernardino; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Solano; Southwestern; Ventura; Victor Valley
B3	6,763	9.2	\$15,728	56.3	76.4	69.2	12	Butte; Compton; Copper Mountain; Crafton Hills; Feather River; Imperial Valley; Porterville; Redwoods; Sequoias; Shasta; West Hills Coalinga; Yuba
B4	26,521	8.1	\$24,895	69.4	83.8	75.1	17	American River; De Anza; Diablo Valley; El Camino; Long Beach City; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
B5	6,609	4.7	\$20,031	63.9	72.4	68.3	4	Coastline; Lake Tahoe; Palo Verde; Taft
B6	10,758	7.2	\$37,321	70.4	80.5	74.9	5	Canada; Foothill; Marin; San Mateo; West Valley.
Statewide Average	13,613	7.9	\$21,662			71.8	N = 108	

* Students Who Earned at Least 30 Units Rates reported for 2004-05 to 2009-10

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 2006	Student Count Fall 2006	ESAI Household Income	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	54%	7,534	\$37,027	47.7	74.3	61.0	22	Alameda; Allan Hancock; Barstow; Columbia; Compton; Contra Costa; Copper Mountain; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Laney; Lassen; Mendocino; Merced; Porterville; Redwoods; San Bernardino; Siskiyou; Southwest L.A.; West L.A.
C2	48%	31,304	\$49,184	52.7	80.8	70.7	9	American River; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
C3	40%	20,026	\$44,891	56.2	79.2	70.8	24	Antelope Valley; Bakersfield; Cerritos; Chaffey; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. Pierce; L.A. Valley; Long Beach City; Modesto; Mt. San Jacinto; Orange Coast; Rio Hondo; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern
C4	69%	7,589	\$44,878	29.3	75.6	56.0	9	Berkeley City College; Cerro Coso; Coastline; Lake Tahoe; Merritt; Monterey; Napa Valley; Palo Verde; Taft
C5	41%	10,547	\$45,974	57.2	80.7	69.2	27	Butte; Cabrillo; Chabot; Citrus; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; Golden West; Imperial Valley; L.A. Harbor; L.A. Mission; Los Medanos; Mira Costa; Oxnard; Reedley; San Diego Miramar; Santiago Canyon; Sequoias; Shasta; Skyline; Solano; Ventura; Victor Valley; West Hills Coalinga; Yuba
C6	48%	13,196	\$69,469	59.6	80.1	73.1	17	Canada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley
Statewide Average	47%	13,788	\$ 47,786			67.5	N = 108	

* Persistence Rates reported for Fall 2008 to Fall 2009

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 2007	Pct Students Age 30+ Fall 2007	Miles to Nearest UC	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	40%	46%	43.2	59.7	89.8	73.8	27	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, 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%	26%	30.5	63.7	80.8	73.8	41	Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, L.A. Harbor, L.A. Mission, L.A. Pierce, L.A. Valley, Los Medanos, Modesto, Moorpark, 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, Solano, Southwestern, Ventura, Victor Valley, Yuba
D3	40%	28%	122.7	70.4	81.2	74.9	10	Bakersfield, Butte, Coalinga, Cuesta, Imperial Valley, Lemoore, Porterville, Reedley, Sequoias, Shasta
D4	46%	34%	25.6	61.6	88.0	75.7	23	Alameda, American River, Cabrillo, Cerritos, Chabot, Cosumnes River, East L.A., Foothill, Hartnell, L.A. Trade-Tech, Las Positas, Long Beach City, Mira Costa, Mt. San Antonio, Ohlone, Palomar, San Bernardino, San Diego Miramar, San Francisco City, San Jose City, San Mateo, Sierra, Skyline
D5	45%	46%	240.3	79.4	80.9	80.4	3	Lassen, Redwoods, Siskiyou
D6	65%	47%	60.9	83.6	96.8	89.8	6	Canyons, Palo Verde, Rio Hondo, Santa Ana, Santiago Canyon, Taft
Statewide Average	43%	34%	48.3			75.3	N = 110	

* Vocational Course Completion Rates reported for 2009-10.

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	
	Student Count Fall 2007	Nearest CSU SAT Math 75th Pctl. 2007	Poverty Index	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	11630	569.2	0.09	49.6	72.8	63.0	36	Allan Hancock, Cabrillo, Canada, Chabot, Citrus, Coastline, Contra Costa, Cosumnes River, Cuesta, Cuyamaca, Cypress, Evergreen Valley, Gavilan, Golden West, Grossmont, Hartnell, Irvine Valley, Las Positas, Los Medanos, Marin, Mira Costa, Mission, Monterey, Moorpark, Napa Valley, Ohlone, Oxnard, San Diego Miramar, San Jose City, San Mateo, Santiago Canyon, Shasta, Skyline, Solano, Ventura, West Valley
E2	15283	545.9	0.20	45.4	71.2	59.9	17	Bakersfield, Butte, Coalinga, Fresno City, Imperial Valley, L.A. City, L.A. Trade-Tech, L.A. Valley, Long Beach City, Merced, Porterville, Reedley, Sacramento City, San Diego City, San Joaquin Delta, Sequoias, Taft
E3	26210	563.8	0.09	57.6	80.7	64.4	16	American River, Canyons, De Anza, Diablo Valley Foothill, Fullerton, Mt. San Antonio, Orange Coast Palomar, Saddleback, San Diego Mesa San Francisco City, Santa Ana, Santa Rosa Sierra, Southwestern
E4	6571	537.7	0.15	41.8	71.4	56.5	22	Alameda, Antelope Valley, Barstow, Berkeley City College, Cerro Coso, Columbia, Copper Mountain, Crafton Hills, Desert, Feather River, L.A. Mission, Lake Tahoe, Laney, Lassen, Mendocino, Merritt, Palo Verde, Redwoods, San Bernardino, Siskiyou, Victor Valley, Yuba
E5	23893	503.8	0.15	51.2	66.4	61.5	13	Cerritos, Chaffey, East L.A., El Camino, Glendale, L.A. Pierce, Modesto, Mt. San Jacinto, Pasadena City, Rio Hondo, Riverside, Santa Barbara City, Santa Monica City
E6	7707	450.0	0.22	46.4	54.4	49.1	4	Compton, L.A. Harbor, Southwest L.A., West L.A.
Statewide Average	14512	546.1	0.13			60.7	N = 108	

* Basic Skills Course Completion Rates reported for 2009-10

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*			Number of Peers	Peer Group Colleges Colleges in the Peer Group
	Pct. on Financial Aid Fall 2006	Avg Unit Load Fall 2006	Selectivity of Nearest 4-Year 2006	Low est Peer	Highest Peer	Average		
F1	8.5%	7.6	28.5	30.3	67.4	52.5	25	Alameda, Allan Hancock, American River, Berkeley City College, Cerritos, Chabot, Compton, Contra Costa, Cuesta, Cuyamaca, Diablo Valley, El Camino, Folsom Lake, L.A Harbor, Laney, Los Medanos, Merritt, Ohlone, San Diego City, San Diego Mesa, San Diego Miramar, Santa Monica City, Southwest L.A., Ventura, West L.A.
F2	9.0%	8.4	62.0	39.5	76.0	57.6	47	Antelope Valley, Bakersfield, Barstow, Cabrillo, Canyons, Chaffey, Citrus, Columbia, Cosumnes River, Crafton Hills, Cypress, De Anza, Desert, Evergreen Valley, Fullerton, Gavilan, Golden West, Grossmont, L.A City, L.A Mission, L.A. Pierce, L.A Valley, Las Positas, Lassen, Long Beach City, Mira Costa, Modesto, Moorpark, Mt. San Antonio, Mt. San Jacinto, Napa Valley, Orange Coast, Oxnard, Palo Verde, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Bernardino, San Francisco City, San Jose City, Santa Barbara City, Shasta, Sierra, Solano, Southwestern
F3	28.7%	12.4	43.9	59.2	59.2	59.2	1	Imperial Valley
F4	18.4%	8.9	67.1	48.1	62.8	55.2	15	Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, San Joaquin Delta, Sequoias, Siskiyou, Victor Valley, Yuba
F5	6.5%	6.9	63.3	42.5	67.0	57.3	17	Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley
F6	3.7%	4.1	56.9	46.3	60.4	53.9	4	Coastline, Lake Tahoe, Santa Ana, Taft
Statewide Average	9.8%	7.9	54.9			55.9	N = 109	

* Basic Skills Improvement Rates reported for 2007-08 to 2009-10

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 2006	Pct Students Age 30+ Fall 2006	English Not Spoken Well Index	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
G1	7414.2	49.2%	0.07	0.0	67.2	43.0	25	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, Lake Tahoe, Laney, Lassen, Marin, Mendocino, Merritt, Mission, Monterey, Napa Valley, Palo Verde, Siskiyou, Taft, West Valley
G2	11213.9	30.2%	0.06	9.6	83.3	49.4	29	Alameda, Antelope Valley, Butte, Cabrillo, Chabot, Copper Mountain, Cosumnes River, Crafton Hills, Cuesta, Diablo Valley, Grossmont, Las Positas, Los Medanos, Mira Costa, Moorpark, Mt. San Jacinto, Ohlone, Oxnard, Redwoods, San Bernardino, San Diego Miramar, San Mateo, Shasta, Sierra, Skyline, Solano, Ventura, Victor Valley, Yuba
G3	10769.8	31.5%	0.17	20.0	77.1	52.6	22	Citrus, Coalinga, Compton, Cypress, Desert, Evergreen Valley, Glendale, Golden West, Hartnell, Imperial Valley, L.A. Harbor, L.A. Mission, L.A. Valley, Merced, Porterville, Reedley, Rio Hondo, San Jose City, Santiago Canyon, Sequoias, Southwest L.A., West L.A.
G4	27182.8	42.2%	0.09	30.5	66.6	51.7	8	American River, Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa
G5	22833.0	25.5%	0.12	48.9	69.2	58.7	21	Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, L.A. Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Southwestern
G6	20357.0	40.8%	0.27	25.9	64.8	48.8	3	East L.A., L.A. City, L.A. Trade-Tech
Statewide Average	13788.3	35.1%	0.10			50.8	N = 108	

*ESL Improvement Rates reported for 2007-08 to 2009-10

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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 2004-2005 to 2009-2010 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 2004-2005 to 2009-2010 from the table titled: *Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2009-2010*.

Total from CCC:

Number of Baccalaureate students who attended a CCC from 2004-2005 to 2009-2010 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus*.

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: University of California Office of the President (UCOP)

Total BA/BS:

Number of Bachelor degrees received at UC from 2004-2005 to 2009-2010 from the On-Line Data System reports: *Degrees/Completion-Total Degrees*.

Total from CCC:

Number of Bachelor degrees received at UC from 2004-2005 to 2009-2010 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 2004-2005 to 2009-2010.

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total Transfers:

Number of transfers from 2004-2005 to 2009-2010 is from the tables titled: *California Community College Transfers to the California State University System*.

Note: The reports are based on data submitted by CSU campuses in the Student Enrollment File (ERSS) of the Enrollment Reporting System.

B. University of California (UC)

Data Source: University of California (UC)

Total Transfers:

Number of transfers from 2004-2005 to 2009-2010 is from the table titled: *Full-year enrollees: California community college transfers*.

Note: The full-year enrollees of California community college transfers are from all campuses combined and reflect an unduplicated count.

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 2004-2005 to 2009-2010 were determined by aggregating a series of cohorts (1993-1994 to 2008-2009) consisting of first-time freshman within an academic year. The 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 2009-2010.

1. Transferred to Four-Year Institution

Match with National Student Clearinghouse (NSC), UC and CSU files

*Systemwide is defined as all California Community Colleges

Note: A data-reporting artifact may occur for the year that an institution joins National Student Clearinghouse (NSC). All of the matches that occur for that institution from previous years (a cumulative count that spans pre-NSC membership years) would be reported by the NSC as transfers for that first year. To eliminate this artifact from the ARCC report, we zero out the transfer count for the first year that an institution joins the NSC. Therefore, the volume of transfer counts for Tables 4, 5 and 8 (ISP and OOS) is lower for the same years from previous ARCC reports.

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 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who completed at least 12 units by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (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 >= 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*, 1520*

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: RA&A (Research, Analysis and Accountability Unit) and the CCCCO 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 (2007-2008, 2008-2009, and 2009-2010). 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 CCCCO Web site.

Appendix B: Methodology for Systemwide and College Performance Indicators

FIGURES 6a-6c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO 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 2002-2003 (Cohort 1), 2003-2004 (Cohort 2), or 2004-2005 (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 2002-2003 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2003-2004 cohort, and four full years of post-award wage data were available for the 2004-2005 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.

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

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 12a-12c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability 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 2002-2003 (Cohort 1), 2003-2004 (Cohort 2), or 2004-2005 (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 2002-2003 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2003-2004 cohort, and four full years of post-award wage data were available for the 2004-2005 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.

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

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS

Methodology: RA&A 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 (2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010) 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 "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: The Systemwide Participation Rate is the count of students enrolled in the California Community Colleges relative to California's population.

RA&A extracted statewide population projections for 18 to 65 year olds with demographic breakdowns by ethnicity, gender, and age from the Department of Finance's (DOF) website for 2007, 2008, 2009, and 2010.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system for Academic Years 2007-08, 2008-09, and 2009-10.

RA&A calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$$\frac{\text{Community College Enrollment for Academic Year}}{\text{DOF Population for Year}} \times 1,000$$

RA&A used the DOF data that correspond to the Fall term of the academic year. For example, for CCCCCO academic year 2008-2009, we used DOF annual data for 2008.

Data Sources: Chancellor's Office Management Information System (COMIS) and State of California, Department of Finance, *Race/Ethnic Population Projections 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 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 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 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (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*, 1520*

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*, 1520*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, P

AND

CB03 COURSE-TOP-CODE = 17*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, P

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, P

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 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 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (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*, 1520*

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 2006 (Cohort 1), Fall 2007 (Cohort 2) and Fall 2008 (Cohort 3). Persistence was measured by their enrollment in Fall 2007 (Cohort 1), Fall 2008 (Cohort 2) and Fall 2009 (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 (2007-2008, 2008-2009, 2009-2010). 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 P.

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, P, NP, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or P

Calculation: Successful Course Completion Rate = Outcome/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 (2007-2008, 2008-2009, 2009-2010). 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 B in CB08 (basic skills course). 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 P.

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 = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, P, NP, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or P

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. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). 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 Pass (P).

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). For ESL writing, reading, speaking/listening, the outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking/listening) or a transfer level English course within three academic years of completing the first ESL course. In the case where the qualifying cohort course was Integrated ESL (TOP Code 4930.87), improvement was signaled by progress in higher level integrated ESL or a higher level ESL course in writing or reading or speaking/listening, or transfer level English.

Cohorts were developed and followed for academic years 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)

For step-by-step improvement logic: See the MIS spreadsheet at:

[http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI ESL Specs February 2011.xls](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI%20ESL%20Specs%20February%202011.xls)

Cohort

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL =A, B, C, D, E, F
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For the ESL Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 1501.** , 1503.** , 1504.** , 1507.** ,1520.00
-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.85, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Listening and Speaking Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.86, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Integrated Cohort: For Integrated ESL (TOP Code 4930.87), improvement is signaled by progress in higher level Integrated ESL or a higher level ESL course in writing or reading or listening/speaking, or English or Reading courses (as designated by TOP Codes).

Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87, 1501.**, 1503.**, 1504.**,
1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

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 Reading, Writing, 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. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). 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 Pass (P).

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 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)

For step-by-step improvement logic: See the MIS spreadsheet at:

http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI_ESL_Specs_February_2011.xls

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: 1701.00
For Writing: 1501.00
For Reading: 1520.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For Math Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

CB03 COURSE-TOP-CODE = 17**.**

- AND -

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort
qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment
(i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

CB03 COURSE-TOP-CODE = 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

- AND –

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort
qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment
(i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

CB03 COURSE-TOP-CODE = 1520.00, 1501.**, 1503.**, 1504.**, 1507.**

- AND –

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort
qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) 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 Career Development and College Preparation (CDCP) course or series of CDCP 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 CDCP (AKA: Transition to credit).
- Earned a CDCP certificate (data not yet available as of January 2011 ARCC draft).
- 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 2005-2006 (Cohort 1), 2006-2007 (Cohort 2) and 2007-2008 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2), and 2009-2010 (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 CDCP only or CDCP 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 CDCP 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 course(s) designated as CDCP via a course control number or course ID by the CCCCO Academic Affairs Division, within two successive terms (e.g., if the student enrolled in more than one CDCP course, the sum of attendance hours for all CDCP 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 CDCP (i.e., began in CDCP only or CDCP and other noncredit).

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) 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 CDCP attendance

CB03COURSE-TOP- CODE NE 0835.**
CB04 COURSE-CREDIT STATUS = D
SX04 ENROLLMENT-GRADE = A, B, C, P

2. Became Transfer Directed

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P

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, P

4. Earned Associate of Arts or Sciences Degree

SP02 STUDENT-PROGRAM-AWARD = A, S

5. Earned Credit Certificate

SP02 STUDENT-PROGRAM-AWARD = B, E, L, T, F, O

6. Transferred to Four-Year Institution

Match with NSC, UC, CSU files

Note: The January 2011 ARCC report draft does not include CDCP Certificates in the outcome data. Data for CDCP certificates were not available at the time this report was published. Analysis of CDCP outcomes will include CDCP Certificates of Completion and Competency when certificate data become available.

Calculation: CDCP Progress and Achievement Rate = Outcome/Cohort

**TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP)
PROGRESS AND ACHIEVEMENT RATE (continued)**

NOTE:

As of January 2011, data were available for one or more of the ARCC CDCP cohorts for the 37 colleges listed below.

Allan Hancock	Merced
Antelope Valley	Modesto
Butte	Mt. San Antonio
Canyons	Mt. San Jacinto
Cerritos	Napa Valley
Citrus	North Orange Continuing Education
Cuesta	Palomar
Desert	Pasadena City
East L.A.	Rancho Santiago CED
Gavilan	Rio Hondo
Glendale	Saddleback
Imperial Valley	San Diego Continuing Education
L.A. City	San Francisco Continuing Education
L.A. Mission	Santa Barbara CED
L.A. Trade-Tech	Santa Monica City
L.A. Valley	Santa Rosa
Lake Tahoe	Southwest L.A.
Long Beach City	Southwestern
Mendocino	

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 2006 and at American River College in Spring 2007, that student would be counted once at Yuba and once at American River for the 2006-2007 academic year. Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query. The full-term reporting criteria is defined as student headcount status ([STD7](#)) of A, B, C or F.

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) Data Mart for academic years 2007-2008, 2008-2009, and 2009-2010 (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 numbers 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 is 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) Data Mart

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) Data Mart for academic years 2007-2008, 2008-2009, and 2009-2010.

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. We apply the age categories that the Data Mart uses.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

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) Data Mart for academic years 2007-2008, 2008-2009, and 2009-2010.

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) Data Mart

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 2007-2008, 2008-2009, and 2009-2010.

NOTE: As of the date that demographic data were available for the 2011 ARCC report, COMIS had added a new category, "Two or More Races."

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

This section describes the basic methodology for work that research staff at the Chancellor's Office performed for the 2009, 2008, and 2007 ARCC reports. As noted in the introduction to Appendix A of the 2011 ARCC report, the Chancellor's Office has re-used the peer groupings that it produced for the 2009 ARCC report. Because the 2011 ARCC report relies upon the peer groupings previously produced for the 2009 ARCC report, the Chancellor's Office did not conduct new regression analyses for the 2011 ARCC report. Interested readers may wish to refer to Appendix A of this report for the detailed explanation.

The following text details the methodology used for the 2009, 2010, and 2011 ARCC reports. As a preliminary step to finding the peer group for each college and for each college performance indicator, the Chancellor's Office developed regression models to identify a parsimonious set of uncontrollable factors that predicted each college performance indicator. The Chancellor's 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.

Chancellor's Office researchers employed a hierarchical regression approach to identify the best set of uncontrollable factors that predict each of the seven college level performance indicators. 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 and higher education 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 as of the 2009 ARCC report) 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 ESL Improvement Rate covered the years 2005-06 to 2007-08, so we selected predictor variable data from the "middle years" of the cohort (e.g. Student Headcount as of Fall 2006).

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 Chancellor's 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 Chancellor's 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 estimating the regression equation.

The tables in Appendix C reflect regression models developed with the data that became available within the 2009 ARCC timeframe, including data resubmitted during the college data review period (October to December 2008). Use of the most recent data was important in the 2009 report, as it was with the 2008 ARCC report, given the effects of the Chancellor's Office's data quality efforts such as master course file update and student identifier clean-up.

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 Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
1	Student Count Fall 2004	o	o	o				
2	Student Count Fall 2005	o	X	o				
3	Student Count Fall 2006	o	o	X			o	X
4	Student Count Fall 2007					X		
5	Average Unit Load for Fall 2004		X					
6	Average Unit Load for Fall 2005		o					
7	Average Unit Load for Fall 2006		o	o			X	
8	Average Unit Load for Fall 2007							
9	Percent Male Students Fall 2005							
10	Percent Male Students Fall 2006							
11	Percent Male Students Fall 2007				X			
12	Percent of Students Age 25+ Fall 2004	o	o	o				
13	Percent of Students Age 25+ Fall 2005	X	o	o				
14	Percent of Students Age 25+ Fall 2006	o	o	X				o
15	Percent of Students Age 25+ Fall 2007				o			
16	Percent of Students Age 30+ Fall 2004		o					
17	Percent of Students Age 30+ Fall 2005		o					
18	Percent of Students Age 30+ Fall 2006		o					X
19	Percent of Students Age 30+ Fall 2007				X			
20	Percent of Basic Skills Students Fall 2004	o						
21	Percent of Basic Skills Students Fall 2005	X						
22	Percent of Basic Skills Students Fall 2006	o						o
23	Percent of Basic Skills Students Fall 2007					o		
24	Percent of Students on Financial Aid Fall 2004	o		o				
25	Percent of Students on Financial Aid Fall 2005	o						
26	Percent of Students on Financial Aid Fall 2006	o					X	
27	Percent of Students on Financial Aid Fall 2007					o		
28	Percent Bachelor (25 plus) Index (Census)	X	o	o		o	o	
29	Percent Foreign Born Index (Census)							o
30	Percent Unemployed Index (Census)	o	o	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 Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
31	Percent Below Poverty Index (Census)	o	o	o		X	o	
32	English Speaking Index (Census)							o
33	English Second Language Index (Census)							o
34	English Not Spoken Well Index (Census)	o						X
35	Economic Service Area Index (Household)	o	o	X		o	o	
36	Economic Service Area Index (Per Capita)	o	X	o		o	o	
37	Student Average Academic Preparation Index	o	o	o		o	o	
38	Miles from College to the Nearest UC	o		o	X			o
39	Miles from College to the Nearest CSU	o		o				o
40	Miles from College to the Nearest 4-Year	o		o	o			o
41	Selectivity of the Nearest UC (2004)							
42	Selectivity of the Nearest CSU (2004)							
43	Selectivity of the Nearest 4-Year (2004)							
44	Selectivity of the Nearest UC (2005)							
45	Selectivity of the Nearest CSU (2005)							
46	Selectivity of Nearest 4-Year (2005)							
47	Selectivity of the Nearest UC (2006)							
48	Selectivity of the Nearest CSU (2006)							
49	Selectivity of Nearest 4-Year (2006)						X	
50	Selectivity of the Nearest UC (2007)							
51	Selectivity of the Nearest CSU (2007)					o		
52	Selectivity of Nearest 4-Year (2007)				o			
53	Selectivity of CCC to Nearest UC (2004)							
54	Selectivity of CCC to Nearest CSU (2004)							
55	Selectivity of CCC to Nearest 4Year (2004)							
56	Selectivity of CCC to Nearest UC (2005)							
57	Selectivity of CCC to Nearest CSU (2005)							
58	Selectivity of CCC to Nearest 4Year (2005)		o					
59	Selectivity of CCC to Nearest UC (2006)							
60	Selectivity of CCC to Nearest CSU (2006)							

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 Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
61	Selectivity of CCC to Nearest 4Year (2006)						o	
62	Selectivity of CCC to Nearest UC (2007)							
63	Selectivity of CCC to Nearest CSU (2007)							
64	Selectivity of CCC to Nearest 4Year (2007)							
65	SAT Verbal 25th Pct of Nearest UC (2004)							
66	SAT Verbal 75th Pct of Nearest UC (2004)							
67	SAT Math 25th Pct of Nearest UC (2004)							
68	SAT Math 75th Pct of Nearest UC (2004)							
69	SAT Verbal 25th Pct of Nearest CSU (2004)	o						
70	SAT Verbal 75th Pct of Nearest CSU (2004)	o						
71	SAT Math 25th Pct of Nearest CSU (2004)	o	o					
72	SAT Math 75th Pct of Nearest CSU (2004)	o	o					
73	SAT Verbal 25th Pct of Nearest 4Yr (2004)	o						
74	SAT Verbal 75th Pct of Nearest 4Yr (2004)	o						
75	SAT Math 25th Pct of Nearest 4Yr (2004)	o						
76	SAT Math 75th Pct of Nearest 4Yr (2004)	o						
77	SAT Verbal 25th Pct of Nearest UC (2005)							
78	SAT Verbal 75th Pct of Nearest UC (2005)							
79	SAT Math 25th Pct of Nearest UC (2005)							
80	SAT Math 75th Pct of Nearest UC (2005)							
81	SAT Verbal 25th Pct of Nearest CSU (2005)	o						
82	SAT Verbal 75th Pct of Nearest CSU (2005)	o						
83	SAT Math 25th Pct of Nearest CSU (2005)	o	o					
84	SAT Math 75th Pct of Nearest CSU (2005)	o	o					
85	SAT Verbal 25th Pct of Nearest 4Yr (2005)	o						
86	SAT Verbal 75th Pct of Nearest 4Yr (2005)	o						
87	SAT Math 25th Pct of Nearest 4Yr (2005)	o						
88	SAT Math 75th Pct of Nearest 4Yr (2005)	o						
89	SAT Verbal 25th Pct of Nearest UC (2006)							
90	SAT Verbal 75th Pct of Nearest UC (2006)							
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 Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
91	SAT Math 25th Pct of Nearest UC (2006)							
92	SAT Math 75th Pct of Nearest UC (2006)							
93	SAT Verbal 25th Pct of Nearest CSU (2006)	o						
94	SAT Verbal 75th Pct of Nearest CSU (2006)	o						
95	SAT Math 25th Pct of Nearest CSU (2006)	o	o					
96	SAT Math 75th Pct of Nearest CSU (2006)	o	o	o				
97	SAT Verbal 25th Pct of Nearest 4-Yr (2006)	o						
98	SAT Verbal 75th Pct of Nearest 4-Yr (2006)	o						
99	SAT Math 25th Pct of Nearest 4-Yr (2006)	o						
100	SAT Math 75th Pct of Nearest 4-Yr (2006)	o						
101	SAT Verbal 25th Pct of Nearest UC (2007)							
102	SAT Verbal 75th Pct of Nearest UC (2007)							
103	SAT Math 25th Pct of Nearest UC (2007)							
104	SAT Math 75th Pct of Nearest UC (2007)							
105	SAT Verbal 25th Pct of Nearest CSU (2007)					o		
106	SAT Verbal 75th Pct of Nearest CSU (2007)					o		
107	SAT Math 25th Pct of Nearest CSU (2007)					o		
108	SAT Math 75th Pct of Nearest CSU (2007)					X		
109	SAT Verbal 25th Pct of Nearest 4Yr (2007)					o		
110	SAT Verbal 75th Pct of Nearest 4Yr (2007)					o		
111	SAT Math 25th Pct of Nearest 4Yr (2007)					o		
112	SAT Math 75th Pct of Nearest 4Yr (2007)					o		
113	Carnegie Basic Classification (2003-04)							
114	Carnegie Size and Setting (2003-04)	o	o	o				
115	Carnegie Fall Headcount (2003-04)	o	o	o				
116	Carnegie Degree of Urbanization (2003-04)							
117	Carnegie Associate Degree Total (2003-04)	o	o	o				
118	Carnegie Two Digit Programs (2003-04)							
119	Carnegie Four Digit Programs (2003-04)			o				
120	Carnegie Pct Part-Time Students (2003-04)		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 Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
121	Carnegie FTE Enrollment (2003-04)	o		o				
122	Percent Foreign Born in County							
123	Below Poverty in County							
124	BA Plus in County							
125	Unemployment in County							
126	Educational Needs Index Score (ENI)	o	o	o		o		
127	Difference in College Attainment (ENI Indicator)							
128	Unemployment Rate-2003 (ENI Indicator)	o						
129	Pct of Under 65 in Poverty-2000 (ENI Indicator)	o		o		o		
130	Median Family Income-2000 (ENI Indicator)	o	o			o		
131	Per Capita Income-2000 (ENI Indicator)	o		o		o		
132	Educational Factors (ENI Factor)	o	o	o		o		
133	Economic Factors (ENI Factor)	o	o	o		o		
134	Market Demand Factors (ENI Factor)	o			o			
135	Rate 18-64 w ith HS Diploma (ENI Indicator)	o				o		
136	Rate 18-64 w ith AA Degree (ENI Indicator)	o						
137	Rate 18-64 w ith BA Degree (ENI Indicator)	o	o	o		o		
138	Rate of Manufacturing Employ(ENI Indicator)				o	o		
139	Pop Rate, Ages 0-19 (2000) (ENI Indicator)	o	o	o				
140	Pop Rate, Ages 20-44 (2000) (ENI Indicator)							o
141	Rate of Minority Pop (2000) (ENI Indicator)	o				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		0.703
<i>Progress Rate for 2007-08</i>	108	
Pct Students Age 25+ Fall 2005	109	
Pct Basic Skills Students Fall 2005	109	
Bachelor Plus Index	108	
Valid N (listwise)	108	
B: 30 Units Plus		0.457
<i>Plus 30 Units Rate for 2007-08</i>	108	
Student Count Fall 2005	109	
Average Unit Load for Fall 2004	109	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
C: Persistence		0.544
<i>Persistence Rate from Fall06 to Fall07</i>	110	
Pct Students Age 25+ Fall 2006	110	
Student Count Fall 2006	110	
ESAI Household Income	108	
Valid N (listwise)	107	
D: Voc Course Completion Rate		0.406
<i>Rate of Successful Vocational Course Completion 2007-2008</i>	110	
Pct Male Students Fall 2007	110	
Pct Students Age 30+ Fall 2007	110	
Miles to Nearest UC	110	
Valid N (listwise)	110	
E: Basic Skills Course Completion		0.248
<i>Rate of Successful Basic Skills Course Completion 2007-2008</i>	110	
Student Count Fall 2007	110	
Nearest CSU SAT Math 75th Percentile Fall 2007	109	
Poverty Index	108	
Valid N (listwise)	108	
F: Basic Skills Improvement Rate		0.231
<i>Basic Skills Improvement Rate 2005-06 to 2007-08</i>	107	
Pct Students on Need-Based Financial Aid Fall 2006	108	
Average Unit Load Fall 2006	108	
Selectivity of Nearest Four-Year Institution 2006	107	
Valid N (listwise)	107	
G: ESL Improvement Rate		0.311
<i>ESL Improvement Rate 2005-06 to 2007-08</i>	103	
Student Count Fall 2006	110	
Pct Students Age 30+ Fall 2006	110	
English Not Spoken Well Index	108	

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 (2002-2003 to 2007-2008) 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 $R^2 = .70$, $F(3, 104) = 85.49$, $p < .001$, 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 (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	59.70	3.34		
	Pct Age25+	-18.92	6.90	-.26	-.26
2	(Constant)	65.82	3.43		
	Pct Age25+	-19.47	6.42	-.27	-.26
	Pct Basic Skills	-41.85	9.96	-.37	-.36
3	(Constant)	49.54	2.39		
	Pct Age25+	-23.00	3.88	-.31	-.26
	Pct Basic Skills	-20.14	6.22	-.18	-.36
	BA Index	62.00	4.57	.74	.77

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 (2002-2003 to 2007-2008) are:

- Student Count: The unduplicated number of students taking credit courses attending the college during the Fall of 2005.
- Average Unit Load: The average number of units carried by students at each college in Fall 2004.
- ESAI - Per Capita: The Economic Service Area Index - Per Capita 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. There was no need to transform the outcome variables for this year's new cohort of data. The table also displays the zero-order correlation of the outcome variable with each predictor. The full model has an adjusted $R^2 = .46$, $F(3, 104) = 31.01$, $p < .001$, 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 (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	66.54	0.82		
	Student Count	0.00	0.00	.43	.43
2	(Constant)	55.50	2.73		
	Student Count	0.00	0.00	.37	.43
	Average Unit Load	1.46	0.35	.35	.41
3	(Constant)	45.90	2.90		
	Student Count	0.00	0.00	.29	.43
	Average Unit Load	1.83	0.31	.44	.41
	ESAI - Per Capita	0.00	0.00	.43	.40

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 Economic Service Area Index - 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 2006 to Fall 2007) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2006 that are age 25 years or older, obtained from the CCCCCO MIS.
- Student Count: The unduplicated number of students taking credit courses attending the college during Fall 2006.
- ESAI - Median HH: The Economic Service Area Index - Median Household Income represents the median household income of the population in a college's service area. This index, created by CCCCCO, 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+). In plotting the residuals, we noticed Feather River College as an outlier. We decided to delete the college from the final model but included the college in the cluster analysis. The full model has an adjusted $R^2 = .54$, $F(3, 103) = 43.12$, $p < .001$, 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 2006 to Fall 2007)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	6740.88	405.82		
	Pct Age25+	-4745.47	838.84	-.48	-.48
2	(Constant)	5558.85	449.04		
	Pct Age25+	-3741.42	796.05	-.38	-.48
	Student Count	0.05	0.01	.37	.48
3	(Constant)	3789.76	461.66		
	Pct Age25+	-3635.32	669.19	-.37	-.48
	Student Count	0.04	0.01	.30	.48
	ESAI - Median HH	0.04	0.01	.44	.52

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 Economic Service Area Index – Median Household Income 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 and 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 2007-2008 Vocational Course Completion Rate are:

- PctMale_F07: The percentage of males in each community college population as of Fall 2007, obtained from the CCCCCO MIS.
- Pct_30_F07_Root: The percentage of students age 30 years or older as of Fall 2007, 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 $R^2 = .41$, $F(3, 106) = 25.88$, $p < .001$, 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, with the exception of two “outlier” colleges which tended to have higher percentages of male students and students age 30 years or older. However, the residual statistics did not quite justify excluding these colleges or using another approach (e.g., weighted least squares).

Table C6: Hierarchical Regression Analysis Summary for Vocational Course Completion Rate 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	52.68	3.16		
	PctMale_F07	53.93	7.21	.58	.58
2	(Constant)	44.89	4.29		
	PctMale_F07	51.33	7.09	.56	.58
	Pct_30_F07_Root	15.34	5.88	.20	.28
3	(Constant)	41.37	4.35		
	PctMale_F07	51.40	6.88	.56	.58
	Pct_30_F07_Root	13.32	5.75	.17	.28
	DistUC_Log	3.14	1.13	.21	.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 does 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 2007-2008 Basic Skills Course Completion Rate are:

- **St_Cnt_F07_Root:** The student headcount for Fall 2007. 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.
- **CSU_SATMath75_07:** The Scholastic Aptitude Test (SAT) Math 75th Percentile score for the nearest CSU. Obtained from the Integrated Postsecondary Education Data System (IPEDS).
- **PovertyIndex_Root:** The Poverty Index represents the poverty rate of the population in a college's service area. This index, created by CCCCCO, 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 $R^2 = .25$, $F(3, 104) = 12.78$, $p < .001$. 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 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	55.20	2.13		
	St_Cnt_F07_Root	.04	.02	.22	.22
2	(Constant)	23.44	8.45		
	St_Cnt_F07_Root	.04	.02	.22	.22
	CSU_SATMath75_07	.06	.02	.34	.35
3	(Constant)	46.84	10.02		
	St_Cnt_F07_Root	.03	.02	.19	.22
	CSU_SATMath75_07	.04	.02	.22	.35
	PovertyIndex_Root	-32.00	8.35	-.35	-.44

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The proportion of individuals living in poverty in a college's service area (Poverty Index) had a moderately negative correlation with the college's Basic Skills Course Completion Rate. That is, the higher the poverty index the lower the basic skills course completion rate, in general. The Poverty Index most likely reflects uncontrollable factors (e.g., academic preparedness, parental education) that influence college success.

Regarding CSU SAT Math 75th percentile scores -- the higher the SAT score, the higher the basic skills course completion rate. Other research has shown that completing higher level math in high school correlates with ultimate degree completion (i.e., postsecondary success). In this analysis, the SAT math score for the nearest CSU may reflect academic preparedness, quality of high schools that send students to the community college, etc. -- all factors related to basic skills course completion. Alternatively, if students from the nearest CSU are attending the community college to obtain basic skills remediation/courses, those CSUs with higher SAT scores may be sending students that are relatively better prepared to succeed in basic skills courses.

The student headcount is positively correlated with basic skills course success. 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.

Although this year's adjusted R^2 exceeds last year's value as well as the adjusted R^2 in the 2007 ARCC report for this indicator, the adjusted R^2 value remains low. A consistently low adjusted R^2 for this model suggests the need for additional 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 (2005-2006 to 2007-2008) are:

- Pct_FinAid_F06_Root: The percentage of students on need-based financial aid in Fall 2006, 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.
- AvgUnitLd_F06_Sqr: The average unit load at the community college as of 2006 calculated by summing the units attempted (by credit students) for the period of interest (Fall 2006) and dividing by the total count of credit students for this period. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We squared the original data for the version of this variable included in the regression model.
- Select4year06: Selectivity of nearest four-year institution in 2006, calculated as the number of first-time, degree/certificate-seeking undergraduate students admitted to the institution, divided by the number of students who applied to that institution in Fall 2006.

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 $R^2 = .23$, $F(3,103) = 11.63$, $p < .001$, with the regression weights for all predictors significant at the .05 level. We deleted two “outlier” colleges from the final regression model (Hair, et al., 2006), though they will still be included in the cluster analysis.

Based upon the standardized coefficients (beta), the percentage of students on need-based financial aid provides the largest contribution to the model relative to the other variables, followed by the selectivity of the nearest four-year college.

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 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	3488.00	240.99		
	Pct_Fin_Aid_F06_Root	-2700.06	779.84	-.32	-.32
2	(Constant)	3050.86	275.63		
	Pct_FinAid_F06_Root	-3611.79	813.40	-.43	-.32
	AvgUnitLd_F06_Sqr	11.28	3.82	.28	.12
3	(Constant)	2624.95	292.28		
	Pct_FinAid_F06_Root	-3793.30	778.19	-.45	-.32
	AvgUnitLd_F06_Sqr	10.21	3.66	.26	.12
	Select4year06	10.01	2.99	.29	.27

Discussion

The Percentage of Students on Need Based Financial Aid had the greatest impact in this model, and was negatively correlated with Basic Skills Improvement Rate. In general, the higher the percentage on need-based aid at the college, 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 receiving need-based financial aid show less improvement in basic skills courses than those not receiving such aid. The negative correlation between a college's Basic Skills Improvement Rate and its financial aid percentage 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 correlation between nearest four-year college selectivity (2006), a possible proxy measure of academic preparedness, and Basic Skills Improvement proves more puzzling and may indicate that the selectivity score serves as a moderator or mediator variable in a more complex model that exceeds the scope of the ARCC analysis.

Average unit load is positively correlated with Basic Skills Improvement indicating that colleges with higher average unit loads among their students tend to have higher improvement rates. However, this relationship is weak. For the current model, unit load may be serving as a proxy measure for a more individual-based predictor such as motivation or academic goal, or for a set of predictors in a more complex model.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

The relatively low adjusted R^2 for this model suggests the need for additional 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.

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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 (2005-2006 to 2007-2008) are:

- **St_Cnt_F06_Root:** The student headcount for Fall 2006, the “middle year” for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. Thus, we used a square root transformation for the version of this variable included in the regression model.
- **Pct_30_F06_Root:** The percentage of students age 30 years or older as of Fall 2006, the “middle year” for the ESL 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.
- **SpkEngNotWellIndex_Root:** 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 Census 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. We used a square root transformation for the version of this variable included in the regression 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 $R^2 = .31$, $F(3,98) = 16.22$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Student Count 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.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C9: Hierarchical Regression Analysis Summary for
ESL Improvement Rate 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	11.52	6.55		
	St_Cnt_F06_Root	.30	.05	.48	.48
2	(Constant)	54.06	15.90		
	St_Cnt_F06_Root	.24	.06	.39	.48
	Pct_30_F06_Root	-62.25	21.35	-.26	-.39
3	(Constant)	38.24	16.72		
	St_Cnt_F06_Root	.23	.05	.36	.48
	Pct_30_F06_Root	-57.52	20.89	-.24	-.39
	SpkEngNotWellIndex_Root	47.94	19.09	.21	.31

Discussion

This regression model indicates that a combination of college size, age of student population, and self-rated English-speaking ability of the population in the college's service area achieved low-to-moderate prediction of ESL improvement rates. Larger college size and higher proportions of those stating that they speak English "Not Well" or "Not At All" were correlated with higher ESL improvement rates. In contrast, the negative correlation between ESL improvement and the percentage of students age 30 years or older indicates that colleges with relatively younger student populations tend to have higher improvement rates.

The student headcount predictor reflects 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 – in this case, ESL improvement.

A number of socioeconomic theories might help explain the negative correlation between ESL improvement and colleges with larger percentages of students 30 and over. For example, colleges serving older ESL students might also be located in areas with fewer economic and educational advantages that contribute to academic success.

The English Not Spoken Well or Not At All Index was added for the 2008 ARCC report. This variable continues to contribute to the model and may be a fertile area for exploration beyond the need to select clustering variables for the ARCC peer groups.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Note: The adjusted R^2 for this year's ESL regression model is considerably lower than the adjusted R^2 from the 2008 ARCC analysis (adjusted $R^2 = .31$ versus $.47$). There are several possible explanations for this change, none of which takes precedence or precludes other explanations. First, the colleges' percentages of students age 30 or older replaced last year's BA+ Index as a better predictor in the model. Second, the 2009 model's other predictors remained the same as last year's, but the student count variable was updated to reflect more recent data. Those updates could affect the latest regression model. Third, heteroscedasticity in the residuals for last year's model justified a weighted least squares (WLS) adjustment that contributed to a higher R^2 . We did not detect heteroscedasticity this year and did not adjust the data.

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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 Chancellor's Office (CCCCO) 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 CCCCCO 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 CCCCCO 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, CCCCO 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 is popular 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

CCCCO 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 CCCCCO implemented the four steps listed above.

1. 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).
2. 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).

3. In the peer grouping for all seven of the outcomes, CCCCCO 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).

1. The CCCCO 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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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>Bachelor of Arts Degree</p> <p>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>Bachelor of Science Degree</p> <p>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
CDCP (Career Development and College Preparation) courses; referred to as Enhanced Noncredit courses (ENC) in the 2008 ARCC Report.	<p>CDCP courses are noncredit courses that receive additional funding. The CDCP 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. <p>(California Code of Regulations, Title 5, §55151)</p>
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)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
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	For the purpose of this report, we are using the MIS definition of a cohort, 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, for example 6 years..
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.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
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.
Enhanced noncredit courses (ENC)	See Career Development and College Preparation Definition
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 CCCCCO, 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 (four-year)
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 (4-year)
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
SAT	Scholastic Assessment Test Standardized test for college admissions in the United States.
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 CCCCCO 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

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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 Chancellor's 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 to review and comment

Appendix F: Legislation Summary

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 Chancellor's 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 chancellor to withhold, delay, or reduce specified funds provided in the annual Budget Act to encourage district-level accountability efforts.

Appendix F: Legislation Summary

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 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.

Appendix F: Legislation Summary

(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 Chancellor's 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, mathematics, decision-making,

Appendix F: Legislation Summary

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.

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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 2010 ARCC report to the colleges' boards of trustees. This documents the System's fulfillment of the above requirement for the 2010 ARCC Report.

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCCO System Office
1	Allan Hancock College	6/16/2010	11/10/2010
2	American River College	3/6/2010	1/18/2011
3	Antelope Valley College	5/10/2010	1/24/2011
4	Bakersfield College	4/8/2010	5/26/2010
5	Barstow Community College	1/12/2011	1/24/2011
6	Berkeley City College	1/18/2011	2/1/2011
7	Butte College	1/6/2011	1/27/2011
8	Cabrillo College	3/1/2010	1/18/2011
9	Canada College	1/26/2011	3/4/2011
10	Cerritos College	1/31/2011	2/1/2011
11	Cerro Coso Community College	4/8/2010	5/26/2010
12	Chabot College	6/1/2010	1/14/2011
13	Chaffey College	4/22/2010	1/24/2011
14	Citrus College	5/18/2010	8/18/2010
15	City College of San Francisco	12/16/2010	1/24/2011
16	Coastline Community College	2/2/2011	2/23/2011
17	College of Alameda	1/18/2011	2/1/2011
18	College of Marin	4/20/2010	6/8/2010
19	College of San Mateo	1/26/2011	3/4/2011
20	College of the Canyons	12/8/2010	1/20/2011
21	College of the Desert	9/17/2010	11/17/2010
22	College of the Redwoods	3/1/2011	3/10/2011
23	College of the Sequoias	2/14/2011	2/24/2011
24	College of the Siskiyous	5/4/2010	6/9/2010
25	Columbia College	10/13/2010	12/1/2010
26	Compton Community Educational Center	5/18/2010	8/2/2010
27	Contra Costa College	11/10/2010	1/14/2011
28	Copper Mountain College	3/10/2011	3/11/2011
29	Cosumnes River College	3/6/2010	1/18/2011
30	Crafton Hills College	2/3/2011	2/8/2011
31	Cuesta College	5/5/2010	3/4/2011
32	Cuyamaca College	5/18/2010	6/22/2010
33	Cypress College	11/9/2010	12/15/2010
34	DeAnza College	5/3/2010	1/14/2011
35	Diablo Valley College	11/10/2010	1/14/2011
36	East Los Angeles College	6/16/2010	1/14/2011
37	El Camino College	5/17/2010	8/2/2010
38	Evergreen Valley College	1/11/2011	1/24/2011
39	Feather River College	2/17/2011	3/4/2011
40	Folsom Lake College	3/6/2010	1/18/2011

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
41	Foothill College	5/3/2010	1/14/2011
42	Fresno City College	4/6/2010	5/5/2010
43	Fullerton College	11/9/2010	12/15/2010
44	Gavilan College	4/13/2010	1/18/2011
45	Glendale Community College	11/15/2010	1/5/2011
46	Golden West College	2/2/2011	2/23/2011
47	Grossmont College	5/18/2010	6/22/2010
48	Hartnell College	10/5/2010	1/18/2011
49	Imperial Valley College	8/18/2010	1/14/2011
50	Irvine Valley College	12/6/2010	1/19/2011
51	Lake Tahoe Community College	6/22/2010	1/14/2010
52	Laney College	1/18/2011	2/1/2011
53	Las Positas College	6/1/2010	1/14/2011
54	Lassen College*	*	*
55	Long Beach City College	9/14/2010	1/18/2011
56	Los Angeles City College	6/16/2010	1/14/2011
57	Los Angeles Harbor College	6/16/2010	1/14/2011
58	Los Angeles Mission College	6/16/2010	1/14/2011
59	Los Angeles Pierce College	6/16/2010	1/14/2011
60	Los Angeles Southwest College	6/16/2010	1/14/2011
61	Los Angeles Trade-Technical College	6/16/2010	1/14/2011
62	Los Angeles Valley College	6/16/2010	1/14/2011
63	Los Medanos College	11/10/2010	1/14/2011
64	Marin Community Education	N/A	N/A
65	Mendocino College	4/14/2010	5/7/2010
66	Merced College	4/20/2010	1/18/2011
67	Merritt College	1/18/2011	2/1/2011
68	MiraCosta College	1/18/2011	2/23/2011
69	Mission College	4/20/2010	5/28/2010
70	Modesto Junior College	1/12/2011	2/22/2011
71	Monterey Peninsula College	5/25/2010	1/18/2011
72	Moorpark College	2/8/2011	3/7/2011
73	Mt. San Antonio College	5/26/2010	6/23/2010
74	Mt. San Jacinto College	1/20/2011	2/10/2011
75	Napa Valley College	12/8/2010	1/18/2011
76	North Orange School of Continuing Education	11/9/2010	12/15/2010
77	Ohlone College	5/12/2010	8/24/2010
78	Orange Coast College	2/2/2011	2/23/2011
79	Oxnard College	2/8/2011	3/7/2011
80	Palo Verde College	2/15/2011	2/16/2011

Notes:

(*) - Lassen College did not provide documentation of the board interaction in time for this report.

(N/A) - Marin Community Education no longer exists as a separate entity.

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
81	Palomar College	5/25/2010	1/19/2011
82	Pasadena City College	5/19/2010	6/10/2010
83	Porterville College	4/8/2010	5/26/2010
84	Rancho Santiago Continuing Education Division	2/7/2011	2/24/2011
85	Reedley College	4/6/2010	5/5/2010
86	Rio Hondo College	11/10/2010	3/3/2011
87	Riverside Community College	1/18/2011	2/2/2011
88	Sacramento City College	3/6/2010	1/18/2011
89	Saddleback College	12/6/2010	1/19/2011
90	San Bernardino Valley College	2/3/2011	2/8/2011
91	San Diego City College	10/14/2010	10/27/2010
92	San Diego Continuing Education Division	10/14/2010	10/27/2010
93	San Diego Mesa College	10/14/2010	10/27/2010
94	San Diego Miramar College	10/14/2010	10/27/2010
95	San Francisco Continuing Education	12/16/2010	1/24/2011
96	San Joaquin Delta College	3/2/2010	8/24/2010
97	San Jose City College	1/11/2011	1/24/2011
98	Santa Ana College	2/7/2011	2/24/2011
99	Santa Barbara City College	3/11/2010	2/15/2011
100	Santa Barbara Continuing Education Division	3/11/2010	2/15/2011
101	Santa Monica College	12/7/2010	1/19/2011
102	Santa Rosa Junior College	3/9/2010	5/25/2010
103	Santiago Canyon College	2/7/2011	2/24/2011
104	Shasta College	3/9/2011	3/10/2011
105	Sierra College	8/10/2010	9/20/2010
106	Skyline College	1/26/2011	3/4/2011
107	Solano Community College	12/1/2010	1/24/2011
108	Southwestern College	10/13/2010	11/11/2010
109	Taft College	2/10/2011	2/17/2011
110	Ventura College	2/8/2011	3/7/2011
111	Victor Valley College	3/8/2011	3/11/2011
112	West Hills College-Coalinga	8/24/2010	3/4/2011
113	West Hills College-Lemoore	8/24/2010	3/4/2011
114	West Los Angeles College	6/16/2010	1/14/2011
115	Woodland Community College	6/9/2010	8/24/2010
116	West Valley College	4/20/2010	5/28/2010
117	Yuba College	5/12/2010	1/25/2011

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Appendix H: Acknowledgements

We would like to acknowledge the following individuals who 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.

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Appendix H: Acknowledgements

The Chancellor's Office began the ARCC Technical Advisory Workgroup (TAG) in the fall of 2005. The ARCC TAG helped to refine the metrics and format for the ARCC report. The ARCC TAG included representatives from the community colleges, state government, and the Chancellor's Office.

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