

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 31, 2010

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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 2010 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 2003-2004 saw their wages jump from \$25,856 (for the last year before receipt of the award) to \$57,594 three years after earning their degree (2007), an increase of over 100 percent.
- A large number of Californians access and use the CCC system; participation rates are high, with almost 90 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2008-2009.
- The system enrolls almost one-fourth of all 20- to 24-year olds in California, with participation rates of 243.1 per 1,000 for 2008-2009.
- In 2008-2009, the system transferred 99,583 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 49,770 students from the community colleges. Over 14,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.
- Transfers during 2008-2009 to in-state-private institutions and all out-of-state institutions account for 19,827 and 15,927 transfers, respectively.

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- In 2008-2009, the system contributed to the state’s critical health care labor force, as 8,515 students earned degrees or certificates in nursing.
- The system’s contribution in 2008-2009 to the state’s workforce included 64,617 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 CCCCO 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 (2003-04 to 2008-09)	52.3%
2. Completed 30 or More Units (2003-04 to 2008-09)	72.4%
3. Fall to Fall Persistence (Fall 2007 to Fall 2008)	68.7%
4. Vocational Course Completion (2008-09)	77.5%
5. Basic Skills Course Completion (2008-09)	61.5%
6. ESL Course Improvement (2006-07 to 2008-09)	50.1%
7. Basic Skills Course Improvement (2006-07 to 2008-09)	53.2%

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

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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 fourth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges have already shared the 2009 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 reports for 2011 and 2012 will probably capture college performances more precisely than the 2010 report because the colleges will have completed extensive data quality improvement efforts (budgets permitting).

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Introduction to the 2010 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 2010 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 2010 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.

Introduction to the 2010 ARCC Report

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 2010 peer groups will remain the same as they were in the 2009 ARCC report. 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

Introduction to the 2010 ARCC Report

the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay 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 2010 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 2010 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 2010 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 originally attended a California Community College
2. The annual number of Community College transfers to baccalaureate granting institutions
3. The transfer rate to baccalaureate granting institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in total personal income following completion of a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates (by selected demographics).

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

The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure.

For the 2010 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

An Introduction to the Systemwide Indicators

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 between, or concurrently attend courses at, multiple community colleges during their studies, and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Additional analysis for the 2010 ARCC report revealed that 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.

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ARCC 2010 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 2003-2004 to 2008-2009 Who Attended a California Community College (CCC)

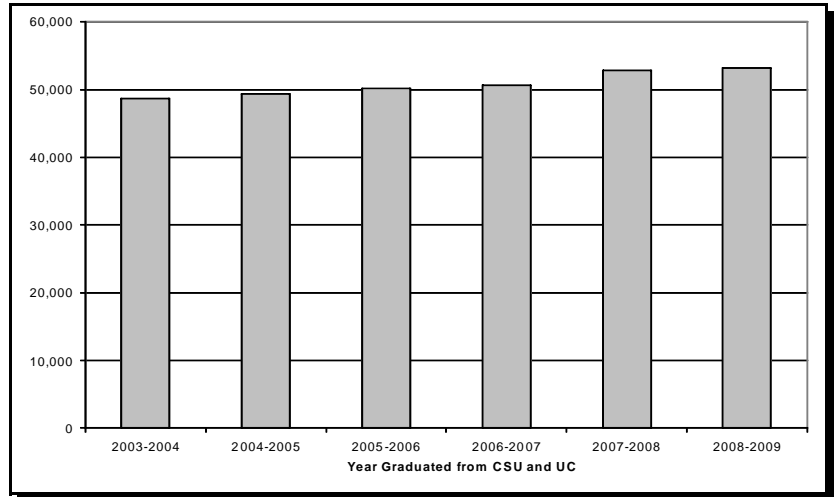


Table 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2003-2004 to 2008-2009 Who Attended a California Community College (CCC)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total BA/BS (CSU & UC)	104,320	107,630	110,990	112,464	115,548	117,309
Total Who Attended CCC	48,657	49,439	50,248	50,611	52,825	53,238
CSU and UC Percent	46.6%	45.9%	45.3%	45.0%	45.3%	45.4%

Table 2:

Annual Number and Percentage of CSU Baccalaureate Students from 2003-2004 to 2008-2009 Who Attended a CCC

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total BA/BS from CSU	65,741	66,768	69,350	70,877	73,132	74,643
Total Who Attended CCC	37,329	37,316	38,365	38,827	40,337	40,968
CSU Percent	56.8%	55.9%	55.3%	54.8%	55.3%	54.9%

Table 3:

Annual Number and Percentage of UC Baccalaureate Students from 2003-2004 to 2008-2009 Who Attended a CCC

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total BA/BS from UC	38,579	40,862	41,640	41,587	42,416	42,666
Total Who Attended CCC	11,328	12,123	11,883	11,784	12,488	12,270
UC Percent	29.4%	29.7%	28.5%	28.3%	29.4%	28.8%

Results:

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC). Table 1 shows the number of CSU and UC baccalaureate students, and of those, the total who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. 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.



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ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

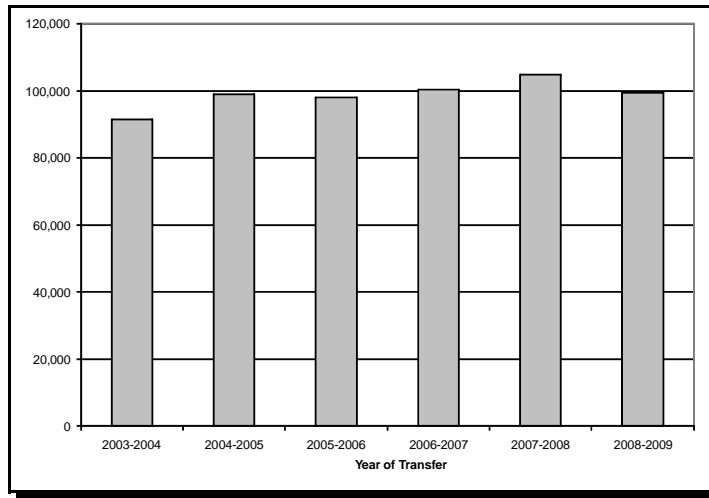


Table 4:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

	Year of Transfer					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Transfers	91,443	99,034	98,113	100,529	104,855	99,583

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					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
CSU Transfers	48,321	53,695	52,641	54,391	54,971	49,770
UC Transfers	12,539	13,114	13,510	13,871	13,909	14,059
ISP Transfers	19,311	20,000	19,429	19,312	21,927	19,827
OOS Transfers	11,272	12,225	12,533	12,955	14,048	15,927

Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Although there is a general increase over time, the overall number of transfers declines in 2005-2006 and 2008-2009. Table 5 displays the annual number of transfers for four segments; California State University (CSU), University of California (UC), In-State Private and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.



Figure 3:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2003-2004 to 2008-2009

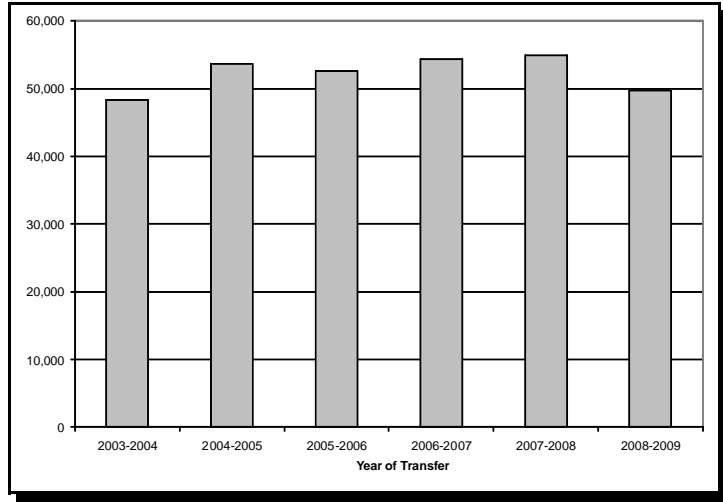


Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2003-2004 to 2008-2009

	Year of Transfer					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
CSU Transfers	48,321	53,695	52,641	54,391	54,971	49,770

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.

For Methodology and Data Source, see Appendix B.



ARCC 2010 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 2003-2004 to 2008-2009

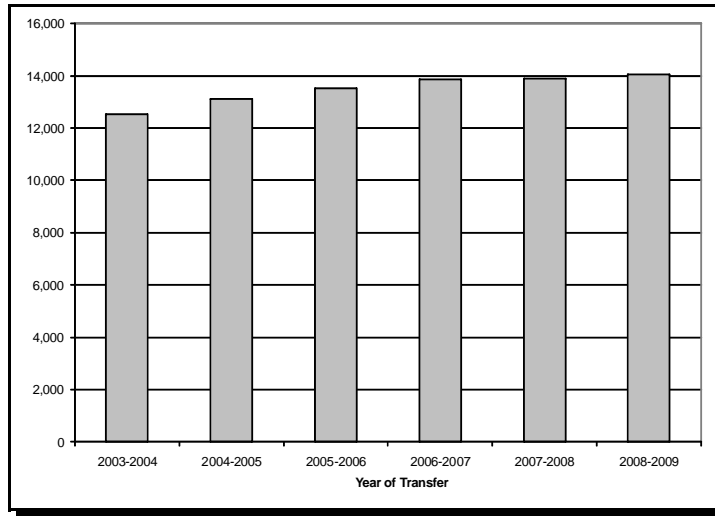


Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2003-2004 to 2008-2009

	Year of Transfer					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
UC Transfers	12,539	13,114	13,510	13,874	13,909	14,059

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.



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 2003-2004 to 2008-2009

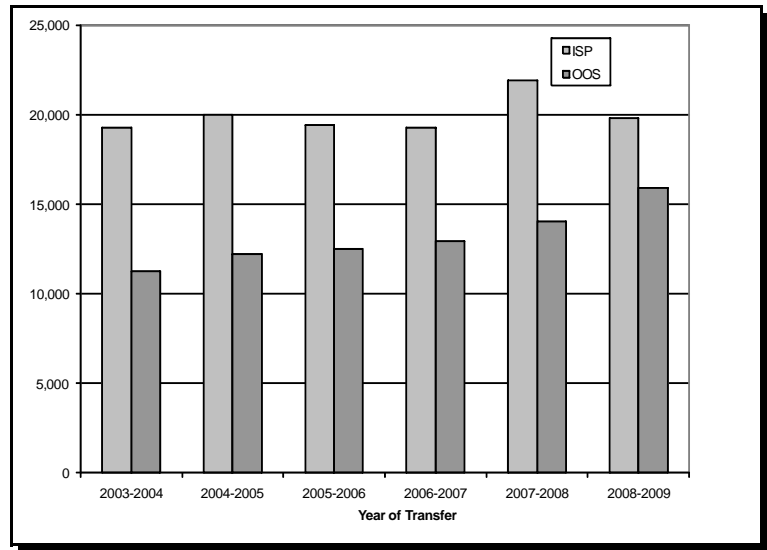


Table 8:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

	Year of Transfer					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
ISP Transfers	19,311	20,000	19,429	19,312	21,927	19,827
OOS Transfers	11,272	12,225	12,533	12,955	14,048	15,927

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 decreases for ISP four-year institutions and increases for OOS four-year institutions for the most recent academic year, 2008-2009.

For Methodology and Data Source, see Appendix B.



ARCC 2010 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.

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Transfer Rate	40.2%	40.5%	40.9%

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 slightly over time, with the rate of transfer to four-year institutions for the 2003-2004 cohort at 40.9%.

For Methodology and Data Source, see Appendix B



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 10: Annual Number of Vocational Awards by Program from 2006-2007 to 2008-2009
(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)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Accounting	2,487	2,431	2,548	1,012	1,018	1,038	1,475	1,413	1,510
Administration of Justice	6,980	6,414	6,180	1,834	1,800	2,074	5,146	4,614	4,106
Aeronautical and Aviation Technology	403	311	332	79	68	51	324	243	281
Agricultural Power Equipment Technology	56	87	97	9	7	14	47	80	83
Agriculture Business, Sales and Service	76	62	98	68	53	63	8	9	35
Agriculture Technology and Sciences, General	24	29	50	19	17	26	5	12	24
Animal Science	463	467	456	310	288	286	153	179	170
Applied Photography	179	215	148	65	80	66	114	135	82
Architecture and Architectural Technology	313	460	442	138	198	211	175	262	231
Athletic Training and Sports Medicine	20	15	21	14	15	17	6	0	4
Automotive Collision Repair	134	114	173	11	22	27	123	92	146
Automotive Technology	2,011	2,157	1,885	290	304	326	1,721	1,853	1,559
Aviation and Airport Management and	204	209	173	138	144	116	66	65	57
Banking and Finance	68	53	57	36	20	34	32	33	23
Biotechnology and Biomedical Technology	204	173	99	47	35	27	157	138	72
Business Administration	2,433	2,652	2,701	2,113	2,284	2,358	320	368	343
Business and Commerce, General	1,260	1,433	1,456	1,092	1,195	1,292	168	238	164
Business Management	2,036	1,518	2,091	854	822	881	1,182	696	1,210
Cardiovascular Technician	152	119	142	49	47	62	103	72	80
Chemical Technology	13	15	3	4	2	1	9	13	2
Child Development/Early Care and Education	7,766	7,090	7,130	1,916	1,821	1,890	5,850	5,269	5,240
Civil and Construction Management	410	410	552	85	117	120	325	293	432
Commercial Art	44	80	55	30	64	39	14	16	16
Commercial Music	179	228	311	38	53	56	141	175	255
Community Health Care Worker	5	7	8	0	1	3	5	6	5
Computer Information Systems	630	593	575	323	311	314	307	282	261
Computer Infrastructure and Support	527	663	561	171	172	201	356	491	360
Computer Software Development	370	309	357	126	115	92	244	194	265
Construction Crafts Technology	904	1,155	1,168	87	107	130	817	1,048	1,038



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Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Cosmetology and Barbering	1,546	1,495	1,538	59	89	91	1,487	1,406	1,447
Customer Service	3	2	5	0	0	1	3	2	4
Dental Occupations	875	802	915	353	368	414	522	434	501
Diagnostic Medical Sonography	88	64	74	23	35	47	65	29	27
Diesel Technology	179	279	261	36	45	49	143	234	212
Digital Media	602	529	558	233	205	241	369	324	317
Drafting Technology	473	539	519	171	178	171	302	361	348
Educational Aide (Teacher Assistant)	53	58	103	21	12	22	32	46	81
Educational Technology	2	3	2	2	2	1	0	1	1
Electro-Mechanical Technology	26	35	25	8	12	5	18	23	20
Electro-Neurodiagnostic Technology	6	15		5	15		1	0	
Electrocardiography	18	19	20	0	0	0	18	19	20
Electronics and Electric Technology	1,089	888	954	262	236	231	827	652	723
Emergency Medical Services	1,712	1,347	1,934	4	4	6	1,708	1,343	1,928
Engineering Technology, General (requires Trigonometry)	20	16	20	14	10	12	6	6	8
Environmental Control Technology	315	423	480	49	51	57	266	372	423
Environmental Technology	238	183	120	24	35	10	214	148	110
Family and Consumer Sciences, General	117	110	116	106	107	115	11	3	1
Family Studies	13	42	43	9	39	42	4	3	1
Fashion	354	379	407	109	152	120	245	227	287
Fire Technology	3,373	3,073	2,759	908	934	883	2,465	2,139	1,876
Food Processing and Related Technologies	1			1			0		
Forestry	76	54	50	30	26	21	46	28	29
Gerontology	46	38	75	16	19	16	30	19	59
Graphic Art and Design	387	352	350	194	162	160	193	190	190
Health Information Technology	323	301	175	102	92	49	221	209	126
Health Occupations, General	30	33	59	6	4	46	24	29	13
Health Professions, Transfer Core Curriculum	196	191	290	189	187	285	7	4	5
Horticulture	478	356	346	113	111	121	365	245	225
Hospital and Health Care Administration	2	2		1	1		1	1	
Hospital Central Service Technician	9	17	36	0	0	0	9	17	36



ARCC 2010 Report: Systemwide Indicators

Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Hospitality	370	380	403	96	101	116	274	279	287
Human Services	1,548	1,547	1,476	466	452	442	1,082	1,095	1,034
Industrial Systems Technology and Maintenance	108	81	89	10	9	7	98	72	82
Information Technology, General	209	116	156	3	9	2	206	107	154
Instrumentation Technology	2	5	2	1	1	1	1	4	1
Insurance		1	7		0	2		1	5
Interior Design and Merchandising	491	561	414	155	188	161	336	373	253
International Business and Trade	306	164	296	39	56	47	267	108	249
Journalism	74	85	90	58	67	66	16	18	24
Labor and Industrial Relations	17	24	11	2	2	3	15	22	8
Laboratory Science Technology	11	28	15	6	10	7	5	18	8
Legal and Community Interpretation	29	20	50	4	5	9	25	15	41
Library Technician (Aide)	117	155	143	25	36	32	92	119	111
Logistics and Materials Transportation	62	51	37	7	0	3	55	51	34
Manufacturing and Industrial Technology	917	774	888	128	126	145	789	648	743
Marine Technology	21	31		3	1		18	30	
Marketing and Distribution	317	265	228	125	103	103	192	162	125
Mass Communications	4	4	5	1	2	4	3	2	1
Massage Therapy	32	31	40	9	9	9	23	22	31
Medical Assisting	971	837	922	152	146	130	819	691	792
Medical Laboratory Technology	143	123	126	13	20	16	130	103	110
Mortuary Science	39	47	51	39	47	51	0	0	0
Natural Resources	64	62	63	35	44	38	29	18	25
Nursing	7,782	8,262	8,515	5,168	5,742	5,970	2,614	2,520	2,545
Nutrition, Foods, and Culinary Arts	1,181	1,339	1,228	186	192	157	995	1,147	1,071
Occupational Therapy Technology	32	43	66	32	43	65	0	0	1
Ocean Technology	9	15	6	4	2	4	5	13	2
Office Technology/Office Computer Applications	1,838	1,747	1,546	479	482	427	1,359	1,265	1,119
Orthopedic Assistant	6	9	12	2	5	5	4	4	7
Other Agriculture and Natural Resources	8	5	11	2	2	7	6	3	4
Other Architecture and Environmental Design	4	1	2	0	1	0	4	0	2



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Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Other Business and Management	268	330	290	190	237	258	78	93	32
Other Commercial Services	3	0	0	0	0	0	3	0	0
Other Education		1			0			1	
Other Engineering and Related Industrial Technology	48	56	111	30	25	39	18	31	72
Other Family and Consumer Sciences			1			0			1
Other Fine and Applied Arts	8	12	6	2	2	2	6	10	4
Other Health Occupations	115	93	89	0	0	0	115	93	89
Other Information Technology	81	86	126	1	1	0	80	85	126
Other Media and Communications	8	4	4	0	0	0	8	4	4
Other Public and Protective Services	100	53	95	0	0	2	100	53	93
Paralegal	941	911	841	439	389	357	502	522	484
Paramedic	535	450	439	86	95	73	449	355	366
Pharmacy Technology	161	163	188	45	46	53	116	117	135
Physical Therapist Assistant	66	116	103	65	116	103	1	0	0
Physicians Assistant	64	73	69	6	9	10	58	64	59
Plant Science	8	14	35	5	10	14	3	4	21
Polysomnography	15	2	8	9	2	8	6	0	0
Printing and Lithography	98	73	47	10	15	9	88	58	38
Psychiatric Technician	335	431	563	60	45	56	275	386	507
Public Administration	32	30	34	7	9	14	25	21	20
Public Relations	4	5	3	0	1	1	4	4	2
Radiation Therapy Technician	11	14	9	11	13	7	0	1	2
Radio and Television	245	242	242	130	127	105	115	115	137
Radio, Motion Picture and Television		2	1		0	0		2	1
Radiologic Technology	687	621	575	462	427	387	225	194	188
Real Estate	668	567	444	221	224	180	447	343	264
Respiratory Care/Therapy	537	528	587	399	411	423	138	117	164
Special Education	38	42	34	14	11	19	24	31	15
Speech/Language Pathology and Audiology	84	79	126	51	59	82	33	20	44
Surgical Technician	30	40	49	7	14	10	23	26	39
Technical Communication	16	14	14	7	2	3	9	12	11



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Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Technical Theater	27	20	34	12	8	8	15	12	26
Travel Services and Tourism	228	239	153	53	34	44	175	205	109
Viticulture, Enology, and Wine Business	40	22	29	18	13	18	22	9	11
Water and Wastewater Technology	174	159	225	47	52	70	127	107	155
World Wide Web Administration	49	49	42	7	6	7	42	43	35
Total	65,437	63,468	64,617	23,650	24,617	25,422	41,787	38,851	39,195

Results:

Table 10 shows the numbers of awards issued by 127 vocational programs across the three most recent academic years, organized alphabetically by program title. The columns under "Total Credit Awards" (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years. Totals for all programs are presented in the last row of the table. Degrees make up about 36 to 39 percent of the credit awards issued, with certificates making up the remaining 61 to 64 percent.

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2008-2009, 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 2008-2009	AA/AS Degrees 2008-2009	All Certificates (Credit) 2008-2009
1	Nursing	8,515	5,970	2,545
2	Child Development/Early Care and Education	7,130	1,890	5,240
3	Administration of Justice	6,180	2,074	4,106
4	Fire Technology	2,759	883	1,876
5	Business Administration	2,701	2,358	343
6	Accounting	2,548	1,038	1,510
7	Business Management	2,091	881	1,210
8	Emergency Medical Services	1,934	6	1,928
9	Automotive Technology	1,885	326	1,559
10	Office Technology/Office Computer Applications	1,546	427	1,119
11	Cosmetology and Barbering	1,538	91	1,447
12	Human Services	1,476	442	1,034
13	Business and Commerce, General	1,456	1,292	164
14	Nutrition, Foods, and Culinary Arts	1,228	157	1,071
15	Construction Crafts Technology	1,168	130	1,038
16	Electronics and Electric Technology	954	231	723
17	Medical Assisting	922	130	792
18	Dental Occupations	915	414	501
19	Manufacturing and Industrial Technology	888	145	743
20	Paralegal	841	357	484
21	Respiratory Care/Therapy	587	423	164
22	Computer Information Systems	575	314	261
23	Radiologic Technology	575	387	188
24	Psychiatric Technician	563	56	507
25	Computer Infrastructure and Support	561	201	360

Results:

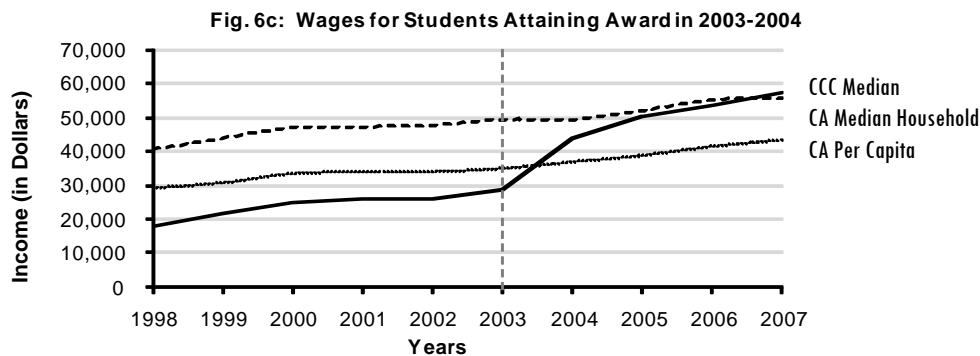
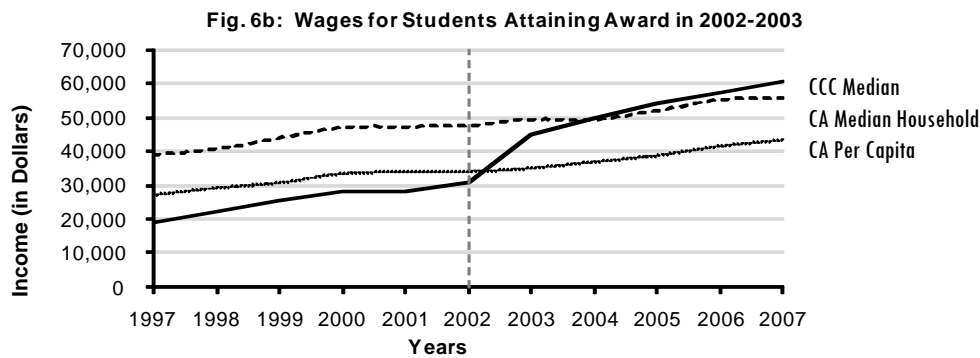
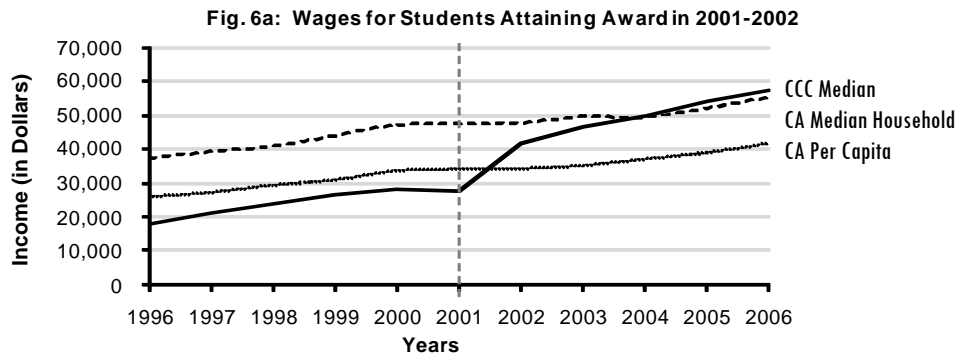
As shown in Table 11, Nursing programs issued the highest total number of awards in 2008-2009 (i.e., degrees plus certificates), primarily in the form of AA/AS degrees. Child Development/Early Care and Education programs issued the second highest total number of awards, primarily certificates, followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development



Results:

Figures 6a, 6b, and 6c represent income trends for students attaining a degree or certificate in (a) 2001-2002, (b) 2002-2003, and (c) 2003-2004. The dashed vertical line in each figure signifies the award year for each cohort. The trend lines for CCC Median Income in Figure 6 (solid line) suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. We include trend lines for California Median Household Income (dashed line) and California Per Capita Income (dotted line) to provide additional perspective.

While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This jump takes place for all three wage cohorts (2001-2002, 2002-2003, and 2003-2004). 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 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 12a: Income for Students Attaining a Degree or Certificate in 2001-2002

(N = 4,936)
(Data for Figure 6a)

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
CA Median Household Income	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000
CA Per Capita Income	25,788	27,063	29,195	30,679	33,394	33,869	34,006	34,922	36,830	38,670	41,404
CCC Median Income	17,930	20,830	23,619	26,421	27,887	27,724	41,797	46,621	50,005	54,190	57,390

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

(N = 5,939)
(Data for Figure 6b)

	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	27,063	29,195	30,679	33,394	33,869	34,006	34,922	36,830	38,670	41,404	43,221
CCC Median Income	18,669	22,047	25,415	28,083	28,215	31,022	44,843	49,711	54,386	57,370	60,880

Table 12c: Income for Students Attaining a Degree or Certificate in 2003-2004

(N = 4,933)
(Data for Figure 6c)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
CA Median Household Income	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	33,394	33,869	34,006	34,922	36,830	38,670	41,404	43,221
CCC Median Income	17,788	21,685	25,082	26,212	25,856	28,828	43,760	50,502	53,784	57,594

Results:

The income data in Tables 12a, 12b, and 12c above were used to develop the trend lines depicted in Figures 6a, 6b, and 6c of this report. The last data row of each table, CCC Median Income, contains the annual median income for a cohort of students who received any award during a particular cohort year (2001-2002, 2002-2003, 2003-2004). 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 2010 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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
Number of Students	92,620	93,284	96,075

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 slightly from the first cohort (2004-2005 to 2006-2007) to the second cohort (2005-2006 to 2007-2008), with a relatively larger increase from the second cohort to the most recent cohort (2006-2007 to 2008-2009).

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2006-2007	2007-2008	2008-2009
Systemwide Participation Rate	85.5	87.6	89.9

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

	2006-2007	2007-2008	2008-2009
18 to 19	327.3	332.4	340.0
20 to 24	229.7	235.2	243.1
25 to 29	116.8	121.4	124.8
30 to 34	72.1	75.6	78.7
35 to 39	54.1	55.2	55.9
40 to 49	42.3	42.5	42.4
50 to 65	29.7	29.8	29.1

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

	2006-2007	2007-2008	2008-2009
Female	95.3	97.0	98.5
Male	75.9	78.5	81.4

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

	2006-2007	2007-2008	2008-2009
Asian	115.0	116.1	116.1
Black/African American	116.9	122.9	128.2
Hispanic	88.2	91.0	92.9
Native American	132.2	135.3	137.9
Pacific Islander	180.0	191.7	211.0
White	72.6	73.9	76.2
Multirace	0.0	0.0	2.2

Results:

Tables 14 to 18 show how the community colleges provide access to higher education for all segments of the state's population. The participants include substantial numbers from all categories of age, gender, and race/ethnicity. For an explanation of population rates exceeding 1,000, see the Introduction to the Systemwide Indicators.

For Methodology and Data Source, See Appendix B.



ARCC 2010 Report: Systemwide Indicators

Participation Rates

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

Age	Gender	Ethnicity	2006-2007	2007-2008	2008-2009
18 to 19	Female	Asian	505.0	508.6	506.5
18 to 19	Female	Black/African American	400.6	410.2	418.8
18 to 19	Female	Hispanic	338.6	344.3	352.8
18 to 19	Female	Native American	493.7	487.9	508.6
18 to 19	Female	Pacific Islander	874.3	934.0	1,029.4
18 to 19	Female	White	320.0	321.2	329.1
18 to 19	Female	Multirace	0.0	0.0	9.9
18 to 19	Male	Asian	489.8	495.6	499.2
18 to 19	Male	Black/African American	360.4	371.5	384.2
18 to 19	Male	Hispanic	282.2	289.0	298.3
18 to 19	Male	Native American	366.9	407.7	431.4
18 to 19	Male	Pacific Islander	910.3	984.5	1,030.5
18 to 19	Male	White	286.2	290.6	299.2
18 to 19	Male	Multirace	0.0	0.0	8.1
20 to 24	Female	Asian	377.3	388.7	394.3
20 to 24	Female	Black/African American	287.9	301.0	316.1
20 to 24	Female	Hispanic	235.4	240.6	244.7
20 to 24	Female	Native American	324.7	345.9	352.0
20 to 24	Female	Pacific Islander	533.4	591.4	653.8
20 to 24	Female	White	231.5	232.4	238.7
20 to 24	Female	Multirace	0.0	0.0	5.0
20 to 24	Male	Asian	341.3	353.8	368.5
20 to 24	Male	Black/African American	224.0	237.7	255.0
20 to 24	Male	Hispanic	185.7	192.7	200.6
20 to 24	Male	Native American	257.6	258.8	274.4
20 to 24	Male	Pacific Islander	487.8	533.0	610.7
20 to 24	Male	White	202.4	206.0	215.8
20 to 24	Male	Multirace	0.0	0.0	4.8



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2006-2007	2007-2008	2008-2009
25 to 29	Female	Asian	177.1	184.4	187.8
25 to 29	Female	Black/African American	181.7	188.9	191.1
25 to 29	Female	Hispanic	121.9	125.2	126.8
25 to 29	Female	Native American	210.1	209.4	215.7
25 to 29	Female	Pacific Islander	208.5	226.4	262.5
25 to 29	Female	White	124.8	127.9	131.6
25 to 29	Female	Multirace	0.0	0.0	2.1
25 to 29	Male	Asian	135.4	142.6	147.3
25 to 29	Male	Black/African American	120.2	129.2	137.7
25 to 29	Male	Hispanic	89.2	93.4	95.6
25 to 29	Male	Native American	160.3	165.0	173.7
25 to 29	Male	Pacific Islander	182.8	195.1	229.4
25 to 29	Male	White	105.6	111.3	116.5
25 to 29	Male	Multirace	0.0	0.0	1.9
30 to 34	Female	Asian	105.9	106.7	106.7
30 to 34	Female	Black/African American	132.8	141.4	143.5
30 to 34	Female	Hispanic	79.3	82.2	82.8
30 to 34	Female	Native American	145.9	160.6	153.6
30 to 34	Female	Pacific Islander	113.7	124.4	135.8
30 to 34	Female	White	71.2	74.0	79.7
30 to 34	Female	Multirace	0.0	0.0	1.2
30 to 34	Male	Asian	72.9	75.6	76.6
30 to 34	Male	Black/African American	86.1	96.8	105.0
30 to 34	Male	Hispanic	56.5	60.3	61.8
30 to 34	Male	Native American	126.4	132.9	138.5
30 to 34	Male	Pacific Islander	108.2	115.6	121.5
30 to 34	Male	White	61.3	65.2	71.7
30 to 34	Male	Multirace	0.0	0.0	0.8



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2006-2007	2007-2008	2008-2009
35 to 39	Female	Asian	81.7	81.3	78.4
35 to 39	Female	Black/African American	105.9	108.1	108.7
35 to 39	Female	Hispanic	60.0	61.3	60.7
35 to 39	Female	Native American	119.2	118.6	116.0
35 to 39	Female	Pacific Islander	85.8	88.3	98.9
35 to 39	Female	White	55.1	54.7	55.2
35 to 39	Female	Multirace	0.0	0.0	1.0
35 to 39	Male	Asian	52.6	52.6	52.2
35 to 39	Male	Black/African American	70.3	76.5	82.4
35 to 39	Male	Hispanic	39.3	41.7	42.8
35 to 39	Male	Native American	104.0	95.1	101.8
35 to 39	Male	Pacific Islander	87.0	89.9	93.5
35 to 39	Male	White	45.2	46.4	48.7
35 to 39	Male	Multirace	0.0	0.0	0.6
40 to 49	Female	Asian	62.8	62.4	61.1
40 to 49	Female	Black/African American	82.3	83.2	82.7
40 to 49	Female	Hispanic	47.7	48.5	0.0
40 to 49	Female	Native American	88.2	85.6	84.0
40 to 49	Female	Pacific Islander	68.2	69.6	74.7
40 to 49	Female	White	46.9	46.3	45.9
40 to 49	Female	Multirace	0.0	0.0	0.6
40 to 49	Male	Asian	36.3	36.8	36.3
40 to 49	Male	Black/African American	55.2	57.6	61.2
40 to 49	Male	Hispanic	29.6	30.7	30.0
40 to 49	Male	Native American	69.8	71.5	74.5
40 to 49	Male	Pacific Islander	60.3	61.7	66.2
40 to 49	Male	White	32.7	32.9	33.8
40 to 49	Male	Multirace	0.0	0.0	0.4



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

Age	Gender	Ethnicity	2006-2007	2007-2008	2008-2009
50 to 65	Female	Asian	42.1	40.7	40.1
50 to 65	Female	Black/African American	46.1	47.3	47.0
50 to 65	Female	Hispanic	29.0	30.2	29.1
50 to 65	Female	Native American	58.3	59.9	54.7
50 to 65	Female	Pacific Islander	42.9	42.1	46.8
50 to 65	Female	White	37.3	37.2	36.3
50 to 65	Female	Multirace	0.0	0.0	0.6
50 to 65	Male	Asian	26.4	25.4	25.1
50 to 65	Male	Black/African American	33.8	35.1	35.6
50 to 65	Male	Hispanic	18.2	18.9	18.5
50 to 65	Male	Native American	43.2	44.3	43.0
50 to 65	Male	Pacific Islander	31.9	33.9	33.8
50 to 65	Male	White	22.7	22.8	22.3
50 to 65	Male	Multirace	0.0	0.0	0.1

Results:

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 2010 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 2010 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 for the 2010 report; prior ARCC report demographics came from the Chancellor’s Office MIS
10. Summary of the college’s peer groups for each indicator

An Introduction to the College Level Indicators

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 (2003-04 to 2008-09)	52.3%
2. Completed 30 or More Units (2003-04 to 2008-09)	72.4%
3. Fall to Fall Persistence (Fall 2007 to Fall 2008)	68.7%
4. Vocational Course Completion (2008-09)	77.5%
5. Basic Skills Course Completion (2008-09)	61.5%
6. ESL Course Improvement (2006-07 to 2008-09)	50.1%
7. Basic Skills Course Improvement (2006-07 to 2008-09)	53.2%

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

An Introduction to the College Level Indicators

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 2010 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 1.10 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 2010 ARCC Report

The 2010 ARCC report uses the same peer groups identified for the 2009 ARCC report. That is, unlike the three previous ARCC reports, the 2010 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 foregoing new peer group formation for this year’s ARCC report. Table 1.11 in the 2010 ARCC report retains the peer groups identified for the 2009 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 2010 ARCC report, appears with the following special warning. Our exploratory statistical analysis of the indicator for basic skills improvement has discovered a recent shift in the college-level data for this specific performance indicator compared to last year (the 2009 ARCC report). Therefore, 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 2010 ARCC report.

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

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ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	53.0%	49.6%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.1%	67.2%	68.6%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.8%	69.1%	70.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.3%	78.6%	78.2%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.5%	64.2%	63.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	10.7%	17.3%	17.2%
Basic Skills Improvement Rate	46.0%	48.3%	53.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.2%	2.1%	1.6%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	25,599	26,795	26,486
Full-Time Equivalent Students (FTES)*	9,580	9,885	10,126

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	18.0%	18.2%	19.4%
20 - 24	21.0%	21.6%	22.5%
25 - 49	42.2%	41.3%	39.6%
Over 49	18.7%	18.8%	18.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.4%	52.6%	54.7%
Male	45.2%	46.9%	44.6%
Unknown	0.4%	0.5%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.5%	2.6%	2.6%
American Indian/Alaskan Native	1.2%	1.1%	0.9%
Asian	2.1%	2.1%	2.4%
Filipino	1.9%	1.9%	1.8%
Hispanic	32.4%	32.6%	35.9%
Pacific Islander	0.5%	0.5%	0.4%
Unknown/Non-Respondent	18.9%	19.4%	17.3%
White Non-Hispanic	40.5%	39.8%	38.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	49.9	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	68.6	68.3	52.2	77.3	B1
C	Persistence Rate	70.3	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.2	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.3	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	53.0	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	17.2	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Allan Hancock College

Allan Hancock Joint Community College District

College Self-Assessment

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

Like many other California community colleges, Allan Hancock College has experienced record enrollment growth from 2007-08 to 2009-10, primarily fueled by the effects of the poor economy. While unemployment in Santa Barbara County has not been as severe as in other counties, much of the economic growth in north Santa Barbara County was based on housing construction for commuters to Santa Barbara city and San Luis Obispo. Thus the drop in housing prices, cessation of new home construction and large jump in foreclosures has hit our service area population very hard.

Enrollment at Hancock College has grown about 18% compared to fall 2006, particularly in the under 24 year old age category (23%). Day time students (25%), full-time students (41%) and Hispanic students (28%) have all seen large increases in enrollments. These categories imply that job loss may be behind the enrollment pressure.

Allan Hancock is quite proud of its "university transfer ready" (30 units) and persistence rates. While our rates are higher than our peer group average, considering that the college is situated in a city that is 65% Latino and has a high poverty rate, a 50% transfer rate is fairly remarkable, particularly since only 33% of our students enter with a goal to transfer. These rates are a testament to our quality instruction and superb student support programs such as the University Transfer Center, Counseling, EOPS and the MESA Center.

The improvement rate for credit ESL is the only measure significantly below our peer group average. At 17%, it is below the average of 34% and well below the high of 64%. But as we mentioned in previous assessments, the Chancellor's coding system had severe limitations that led to inaccurate measures of the ESL improvement rate. The correct value for Allan Hancock College has been about 67%. Thankfully, the Chancellor's office has created a new coding for "below college placement" that will lead to accurate measures in the future.

Overall, Allan Hancock College's performance rates have remained consistent over recent years. The levels are quite high, given our local context. But the college will focus on bringing the lowest areas closer to the peer group high. Student progress and achievement rates are at about 50%, but we believe they can reach 55-60%. Similarly, credit basic skills improvement rates (which has shown solid growth in recent years) are at 53%, but we will strive for 63%. Unfortunately, state cut-backs in categorical programs may severely strain our efforts in these areas.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	43.9%	46.7%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.7%	68.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	69.1%	70.1%	68.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	86.7%	83.3%	79.1%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	69.4%	67.3%	66.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	70.2%	69.5%	71.4%
Basic Skills Improvement Rate	47.4%	49.1%	48.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	53,721	55,275	56,400
Full-Time Equivalent Students (FTES)*	21,668	21,597	24,751

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	15.8%	15.8%	17.3%
20 - 24	26.8%	27.4%	28.0%
25 - 49	49.0%	48.7%	46.9%
Over 49	8.3%	8.0%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	48.5%	49.7%	50.8%
Male	50.5%	49.3%	48.1%
Unknown	0.9%	1.0%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

American River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	8.4%	9.1%	9.5%
American Indian/Alaskan Native	1.3%	1.3%	1.2%
Asian	8.8%	9.1%	8.5%
Filipino	2.4%	2.6%	2.5%
Hispanic	13.9%	13.9%	11.4%
Pacific Islander	1.1%	1.1%	1.3%
Unknown/Non-Respondent	16.1%	14.9%	14.1%
White Non-Hispanic	48.0%	48.1%	51.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.0	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	70.1	75.0	68.1	83.8	B4
C	Persistence Rate	68.1	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.1	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.8	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	48.9	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	71.4	50.7	34.1	71.4	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 2010 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 1,500 full-time and adjunct faculty members, classified staff members, and administrators address the educational needs of an unduplicated annual student enrollment of greater than 51,000. 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 two factors. First, the 2-3% decreases in the 2007-08 year regarding course completion rates in vocational and basic skills are explained primarily by a change in methodology 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. 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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	52.5%	54.2%	55.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.3%	73.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.3%	67.1%	67.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.1%	73.6%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.3%	54.9%	56.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	31.6%	33.5%	39.4%
Basic Skills Improvement Rate	40.5%	46.2%	52.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	17.6%	10.0%	12.9%



Antelope Valley College

Antelope Valley Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,316	21,348	22,883
Full-Time Equivalent Students (FTES)*	10,804	11,401	12,919

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.3%	31.8%	31.4%
20 - 24	27.3%	26.8%	27.8%
25 - 49	34.0%	34.1%	34.0%
Over 49	6.4%	7.3%	6.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.9%	60.1%	59.0%
Male	38.1%	38.8%	39.8%
Unknown	1.1%	1.1%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Antelope Valley College

Antelope Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	19.4%	20.4%	21.7%
American Indian/Alaskan Native	1.1%	1.0%	1.0%
Asian	2.9%	2.8%	2.7%
Filipino	2.3%	2.3%	2.3%
Hispanic	28.9%	30.1%	30.8%
Pacific Islander	0.5%	0.4%	0.5%
Unknown/Non-Respondent	7.4%	7.7%	8.4%
White Non-Hispanic	37.5%	35.2%	32.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	55.8	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.1	72.1	63.0	81.7	B2
C	Persistence Rate	67.4	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.0	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	52.2	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	39.4	41.5	0.0	100.0	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 2010 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. Because of this, the district is expected to continue its rapid growth after state revenue allows for increases in enrollment. Enrollment is projected to grow from the current enrollment (Fall 2009) of 16,294 students to more than 20,000 students over the next decade as budgets return to normal and class offerings increase to adequate levels to meet demand. Over the past decade the average age of the student body has declined as the proportion of under 20 students has grown. This decline has slowed this year with an 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 2009 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Vocational Courses, the Persistence Rate, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, the ESL Improvement Rate and the Basic Skills Improvement Rate. The Percent of Students Who Earned at Least 30 Units, had a slight decline over last year (from 73.9% last year down to 73.1% in this years report).

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



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	47.0%	47.9%	47.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.1%	72.4%	73.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.6%	69.3%	67.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.1%	82.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.2%	60.0%	59.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	59.9%	68.6%	63.5%
Basic Skills Improvement Rate	51.6%	46.2%	44.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	23,942	26,314	28,761
Full-Time Equivalent Students (FTES)*	12,408	12,624	14,220

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.2%	28.7%	28.8%
20 - 24	29.7%	29.2%	29.9%
25 - 49	36.0%	36.5%	36.3%
Over 49	5.1%	5.6%	5.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.5%	55.6%	55.3%
Male	43.4%	44.0%	44.5%
Unknown	0.1%	0.3%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.5%	7.1%	7.4%
American Indian/Alaskan Native	1.5%	1.5%	1.4%
Asian	3.1%	3.0%	3.0%
Filipino	3.1%	3.0%	2.8%
Hispanic	42.5%	42.0%	44.3%
Pacific Islander	0.4%	0.4%	0.3%
Unknown/Non-Respondent	4.4%	6.8%	7.2%
White Non-Hispanic	38.5%	36.2%	33.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.8	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.8	72.1	63.0	81.7	B2
C	Persistence Rate	67.2	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.5	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	44.8	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	63.5	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Bakersfield College

Kern Community College District

College Self-Assessment

Bakersfield College (BC), founded in 1913, is one of the oldest California community colleges. Within a 5000 square mile geographic area, its service areas include the main Panorama campus, a campus in rural Delano 35 miles north, and several outreach centers. BC is a comprehensive college offering general education degree-applicable lower division transfer courses and programs in career and technical education. In 2008-2009, BC served over 28,000 ethnically diverse students, and the largest group was 44% Hispanic.

Overall, BC's performance on the ARCC College Level Indicators for student progress, achievement, and persistence equaled or exceeded peer and statewide rates with one exception. The Student Progress and Achievement Rate (SPAR), while the same as our peer group average (48%), remains 3% below the statewide average. Census-based indicators confirm that compared to statewide peers, Kern County high school graduates complete fewer college preparatory courses, have lower entry rates to CSU or UC, and lower post-secondary educational attainment rates. To help address these challenges, educational advisors are available upon request to visit high schools and assist students with matriculation prior to entering college.

BC's performance on the Annual Successful Course Completion Rate for Credit Vocational Courses (VCC rate) was among the highest in its peer group. BC attributes this to outstanding nursing, child development, human services, culinary arts, and industrial technology programs with active advisory committees and strong community partnerships. The VCC rate decreased about 5% in 2008-2009 due to BC's implementation of "DR" grades. In the past "DR" (dropping between the first census date and the first withdraw date) records were excluded in enrollment counts for grades. Review of vocational grade distributions by term for summer 2006 through fall 2009 revealed 4-6% DR grades in the denominator each term beginning summer 2008; this coding change resulted in an overall 5% decrease in the VCC rate in 2008-2009. We are reviewing our census and drop-for-no-show practices to improve the quality of our student records.

BC's performance on the Basic Skills and English as a Second Language (ESL) improvement rates appears very different from the peer group averages. BC is participating in the statewide CB21 (Course-Prior-To-College-Level) coding initiative to more accurately code Basic Skills and ESL courses as well as examining some anomalies in the scheduling patterns that affect the student progress indicators. BC is involving faculty, researchers, and administrators in reviewing the coding, correcting errors, and assessing the effectiveness of Basic Skills and ESL sequences. BC is further examining student success and progress in Basic Skills through the CLASS initiative.

The Career Development and College Preparation Progress and Achievement Rate is not yet available, however BC has received approval for two ESL Certificate groups. BC's Institutional Research office will be examining the data for these non-credit courses to see how students progress from non-credit to credit courses.

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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.9%	50.0%	52.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	54.8%	59.7%	62.2%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	44.4%	42.8%	43.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	65.9%	68.4%	71.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.6%	60.9%	63.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	16.7%	16.7%	8.3%
Basic Skills Improvement Rate	46.7%	51.3%	50.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	4,872	5,341	6,310
Full-Time Equivalent Students (FTES)*	2,293	2,310	2,675

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	17.7%	17.5%	17.9%
20 - 24	24.2%	24.6%	24.2%
25 - 49	50.0%	49.3%	50.0%
Over 49	7.6%	8.2%	7.6%
Unknown	0.5%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.1%	58.2%	57.8%
Male	41.8%	40.3%	40.0%
Unknown	1.1%	1.5%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	14.8%	14.2%	12.9%
American Indian/Alaskan Native	1.7%	1.7%	1.6%
Asian	2.8%	2.9%	2.9%
Filipino	1.6%	1.4%	2.1%
Hispanic	26.0%	25.1%	24.3%
Pacific Islander	0.9%	1.1%	1.3%
Unknown/Non-Respondent	6.9%	9.9%	13.3%
White Non-Hispanic	45.2%	43.6%	41.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.4	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	62.2	68.3	52.2	77.3	B1
C	Persistence Rate	43.3	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	50.1	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	8.3	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Barstow Community College

Barstow Community College District

College Self-Assessment

Barstow Community College (BCC) has served the educational needs of the high desert region for a half century. The college's educational programs include lower-division course work, general education offerings for transfer to baccalaureate degree institutions, basic skills courses, and career and technical education (CTE). Self-enrichment classes are also offered to the community to help foster an appreciation of life-long learning.

The college continues to augment the quality of instructional programs and has recently updated its mission statement to better align master plan goals and to reflect the institution's increased commitment to CTE and distance education.

The 2010 report revealed noticeable improvement in the percent of students earning at least thirty units. Previous self-assessment of this indicator has resulted in more coordinated outreach efforts in the instructional and student service divisions. While the rate has increased longitudinally, the college remains below the peer group average. The institution's efforts appear to be working, but future results will need to be monitored to assure growth targets are met.

BCC is encouraged by the increase in the student progress and achievement rate after a modest decline last year. The college is above the peer group average in this performance indicator, and tracking of student progress towards educational objectives continues.

The student persistence rate increased only slightly over last year and the college remains below its peer average in the area of California community college re-enrollment. BCC's high percentage of military, online, reverse transfer and out-of-state students may impact the success in this category. Additional analysis continues on ways to improve the persistence rate as defined, but also to create an internal persistence indicator that includes the enrollment data for nonlocal students.

The vocational course success rate continues to improve and is particularly strong relative to peer institutions. As the CTE programs mature, the vocational success rate is expected to stabilize, especially in light of the institution's acquisition of grant funding to expand workforce development in the high desert.

The basic skills success rate also increased this past year, but the basic skills improvement rate declined slightly. Of particular note is the clear difference between the basic skills success rate and the basic skills improvement rate. The college will review the exit and entry level student learning outcomes expectations in the basic skills pathway courses to assure a more fluid vertical movement through the program.

As expected, the ESL success rate remains low and well below the peer average. In the past year, the college has hired full-time faculty, developed new curriculum and aligned ESL and college-level English student learning outcomes. These critical steps are expected to yield an improved success rate, but results may not become apparent for a few years.

With respect to the CDCP rate, a new noncredit ESL program was introduced in spring 2010 with full implementation expected in fall 2010. It is anticipated that this program will produce an enhanced noncredit cohort which can be monitored in future years.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	57.3%	56.9%	55.2%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	62.7%	64.3%	69.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	58.7%	63.3%	49.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	65.9%	62.3%	63.6%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	49.7%	46.2%	43.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	3.6%	47.3%
Basic Skills Improvement Rate	38.2%	50.3%	41.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	7,876	9,808	11,572
Full-Time Equivalent Students (FTES)*	2,628	3,289	3,850

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	15.0%	17.4%	22.0%
20 - 24	27.3%	28.2%	28.6%
25 - 49	43.4%	41.9%	38.6%
Over 49	14.3%	12.4%	10.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.6%	59.8%	55.5%
Male	39.5%	39.8%	38.7%
Unknown	0.9%	0.5%	5.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	22.7%	20.9%	19.5%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	14.7%	16.2%	15.8%
Filipino	1.6%	1.9%	1.8%
Hispanic	12.4%	13.4%	13.5%
Pacific Islander	0.6%	0.7%	0.6%
Unknown/Non-Respondent	14.3%	14.2%	21.5%
White Non-Hispanic	33.1%	32.0%	26.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	55.2	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	69.0	68.3	52.2	77.3	B1
C	Persistence Rate	49.2	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	63.6	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	43.3	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	41.7	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	47.3	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Berkeley City College

Peralta Community College District

College Self-Assessment

Berkeley City College, a relatively new college, is continuing to experience high enrollment growth. From 2006/07 to 2008/09 both the headcount and FTES increased by 47%. During this same time period, the students the proportion of students 19 or younger has increased from 15% to 22%. The largest ethnic/racial groups are White, Asian/Pacific Islander, African American and Hispanic, in that order.

With the exception of English and mathematics, the highest enrolled subjects in Fall 2009 (500 or more enrollments) were: multimedia art, art, Spanish, psychology, ESL, history, communications and anthropology. It is not surprising that highest enrolled programs are transfer oriented. Berkeley City College (BCC) is next door to the University of California, Berkeley. Over the past few years, though external funding, BCC has developed a number of new programs that support students in obtaining degrees and certificates as well as transfer. Some of these programs are: the Basic Skill initiative, a cross-disciplinary project that tracks students from basic skills to transfer and the workforce: PACE, an accelerated Liberal Arts degree program; the Ambassador Program, which assists high performing students in transfer tracks who reach out to high schools; and biotechnology majors supported by the CHORI stem-cell research grant. BCC was awarded standalone accreditation in 2009.

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

- The student progress and achievement rate (SPAR) peaked for the 2000/01 cohort but subsequent cohorts' rates have been declining slightly.
- On the other hand, the percentages of student cohorts earning 30 or more credits have increased from 59% for the 1998-99 cohort to 69% for the 2003-04 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 fluctuates around 62% but dropped to 49% for the most recent year to year measure. Since this drop is 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.
- Over the past five years basic skills course success rate has declined from 55% to 43%, a very substantial and disturbing decline.
- The basic skills improvement rate fluctuates but otherwise shows no trend while the ESL improvement rate is obviously miscoded for one year leaving only one year, the latest, of accurate data. The ESL program is new at BCC.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.9%	49.7%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.9%	69.3%	73.3%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	59.3%	59.6%	59.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.2%	77.0%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.3%	57.3%	59.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	38.5%	21.4%	0.0%
Basic Skills Improvement Rate	60.2%	57.8%	57.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	3.5%	3.0%	7.7%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,014	21,364	21,349
Full-Time Equivalent Students (FTES)*	11,016	10,773	11,681

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	24.6%	25.7%	25.1%
20 - 24	30.2%	29.9%	30.8%
25 - 49	32.1%	32.5%	32.6%
Over 49	13.0%	11.9%	11.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.0%	55.3%	53.6%
Male	44.0%	43.6%	45.3%
Unknown	1.0%	1.1%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Butte College

Butte-Glenn Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.6%	2.8%	2.7%
American Indian/Alaskan Native	2.1%	2.5%	2.5%
Asian	5.0%	5.2%	5.4%
Filipino	0.5%	0.5%	0.6%
Hispanic	13.8%	14.5%	13.8%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	9.9%	9.6%	9.2%
White Non-Hispanic	65.5%	64.5%	65.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	51.8	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.3	69.6	53.9	78.2	B3
C	Persistence Rate	59.0	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	57.7	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	0.0	41.5	0.0	100.0	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 2010 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, produces half of its electricity from on-site solar, and operates the largest community college transportation system in California. The college is a national leader in sustainability and, over the last year, received the Environmental Protection Agency (EPA) Green Power Partnership Award and the Association for the Advancement of Sustainability in Higher Education (AASHE) Campus Leadership Award.

With an unduplicated headcount of over 20,000 students per year, the college's demographics closely mirror its service area, with 62.36% White, 13.48% Hispanic, 5.28% Asian, 2.69% Black and 2.45% Native American. Butte College continues its commitment to student learning through quality instruction 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.

Butte College is implementing a number of strategies to improve student success. These include moving forward on the Basic Skills Initiative, establishing a Student Success Committee, expanding learning communities, establishing a First-year Experience program, increasing supplemental instruction, implementing a mentorship program for students, and implementing the "On-Course" student-centered teaching model. In 2008 the college acquired a \$2 million Federal Title III grant to sustain these efforts and to leverage technology to support student success by implementing a student information portal, degree audit, e-advising, and online case management. Based largely on these strategies the college has exceeded the average performance of its peer group in four of the seven College Level Performance Indicators in the ARCC 2010 report. These include: student progress and achievement rate, percentage of students who earned at least 30 units, annual successful course completion rate for credit vocational courses, and improvement rate for credit Basic Skills courses.

There are rational explanations for why Butte College scored below its peer group in two indicators. The improvement rate for credit ESL was based on a sample size of one student. The successful completion rate for credit basic skills was only slightly below the peer group average and the rigor in these courses may be a factor in the college's outstanding performance in the improvement rate for credit basic skills.

The persistence rate remains a concern and the college is refocusing its schedule around core transfer, career and technical and basic skills programs. Additionally, the college is realigning its curriculum between basic skills and content courses to improve student success and to ensure that course content flows logically from one course to the next.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.4%	51.7%	50.7%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.2%	70.8%	71.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.9%	72.8%	73.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.6%	74.0%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.5%	65.8%	67.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	49.4%	43.4%	44.1%
Basic Skills Improvement Rate	50.9%	52.9%	51.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	22,645	23,491	24,170
Full-Time Equivalent Students (FTES)*	11,462	11,610	13,472

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.1%	25.1%	25.2%
20 - 24	24.3%	24.3%	25.2%
25 - 49	36.8%	35.7%	35.0%
Over 49	13.7%	14.9%	14.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.6%	54.9%	54.0%
Male	44.6%	44.3%	45.1%
Unknown	0.8%	0.8%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.5%	1.4%	1.5%
American Indian/Alaskan Native	0.9%	0.9%	1.0%
Asian	3.0%	3.1%	3.0%
Filipino	1.3%	1.3%	1.3%
Hispanic	24.7%	24.4%	24.6%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	7.6%	7.2%	8.4%
White Non-Hispanic	60.6%	61.2%	59.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cabrillo College

Cabrillo Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	71.0	72.1	63.0	81.7	B2
C	Persistence Rate	73.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.2	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.4	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.3	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	44.1	41.5	0.0	100.0	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 2010 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 incorporates ARCC indicators into our planning processes. For example, ARCC metrics are used 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. Both the student progress and achievement rate (SPAR) and the percentage of students achieving 30+ units have been fairly stable for the past three years. Cabrillo is adapting to a changing student body with appropriate strategies, such as developing new learning communities and strengthening our focus on transfer, such as by developing an Honors Transfer Program. Unfortunately, UCs and CSUs are restricting admissions of transfer students which may negatively impact our students who aspire to transfer to Baccalaureate-granting institutions.

Table 1.2 Persistence Rate. Cabrillo students' persistence rate continues to be very high, indicating that the opportunities for student learning and the excellent student support resources that are available at Cabrillo assist 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 three quarters of students continue to pass credit vocational coursework at Cabrillo; the rate has been fairly stable over the past three years with a slight upward trend. 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. The annual successful completion rate for credit basic skills courses indicator continues to improve and continues to be far above the state average. Our basic skills initiative (ACES) is creating a collaborative focus on basic skills courses and has resulted in the development of specialized learning communities. These initiatives are bearing fruit as the successful completion rate for credit basic skills has climbed appreciably over the past three years.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. Currently, our reported ESL progress rate compares favorably with our peer group average. A recent recoding of ESL courses' MIS data element CB-21 (level prior to college) resulted in a dramatic transformation in Cabrillo's reported ESL progress rate. When the second phase of this recoding effort is complete we expect to see further improvements in the accuracy of our reported ESL progress rate, hopefully in time for next year's ARCC report. Our basic skills course improvement rate is higher than it was two years ago but lower than it was last year. The fluctuations are fairly small, however. Given that basic skills pass rates have been improving over the past three years, we expect that the current project to improve CB-21 coding (affecting math, English, reading, and ESL) will result in more accurate reporting of Cabrillo's basic skills progress rate and a higher overall reported progress rate for basic skills courses.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.3%	53.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.5%	72.3%	73.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	67.2%	65.1%	67.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.2%	77.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.2%	60.2%	57.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	42.4%	40.8%	39.5%
Basic Skills Improvement Rate	48.7%	53.5%	50.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,104	10,355	10,865
Full-Time Equivalent Students (FTES)*	4,551	4,018	4,703

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	19.6%	20.3%	22.2%
20 - 24	23.4%	22.8%	22.8%
25 - 49	44.3%	43.8%	42.9%
Over 49	12.7%	13.1%	12.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.7%	62.5%	63.1%
Male	34.2%	34.7%	34.7%
Unknown	2.1%	2.7%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	3.4%	3.4%
American Indian/Alaskan Native	0.4%	0.3%	0.4%
Asian	8.1%	7.8%	7.2%
Filipino	3.7%	3.9%	3.7%
Hispanic	40.6%	40.4%	41.4%
Pacific Islander	1.7%	1.6%	1.7%
Unknown/Non-Respondent	8.6%	9.4%	10.6%
White Non-Hispanic	33.5%	33.1%	31.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	49.0	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	73.8	74.6	69.7	77.8	B6
C	Persistence Rate	67.3	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.3	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	50.4	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	39.5	33.8	0.0	67.0	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.



Canada College

San Mateo County Community College District

College Self-Assessment

Students Served

Cañada College is one of the fastest growing community colleges in the San Francisco Bay Area, now serving approximately 11,700 students per year. During this period of accelerated growth Cañada has made similarly impressive gains in operational efficiency while maintaining high levels of student achievement. The college's Silicon Valley service area is expected to fully recover from the current recession next year and experience 5% growth in overall employment over the subsequent five years. The largest job gains are projected to be in the professional and technical services industries. Cañada's portfolio of courses and programs are well positioned to support this growth in our community.

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 academic programs and robust service support.

Mission and Programs

Cañada's mission is 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.

ARCC Metrics

Cañada's performance in the 2010 ARCC Report highlights steady gains in the year-to-year percentage of students who have earned at least 30 credits and a 2.2% gain in student persistence over last year. Cañada scores well 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 invested significant resources into support systems to help identify warning signs that 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. In recent years, the college has worked to strengthened its transfer program and improve sequence completion rates for students in basic skills courses. We expect to observe improved performance over the next reporting cycle.

The report also identifies a modest drop in improvement rates for ESL students. While the college's performance still exceeds its peer group average, the college has embarked on efforts to completely revamped its ESL programming and we anticipate a reversal in this trend next year.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	43.5%	43.4%	39.9%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.6%	71.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.1%	73.4%	75.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.9%	70.5%	71.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	54.7%	58.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	46.7%	49.6%	49.5%
Basic Skills Improvement Rate	52.6%	55.1%	54.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	9.1%	4.9%	7.6%



ARCC 2010 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	34,949	35,045	38,030
Full-Time Equivalent Students (FTES)*	16,580	17,173	17,359

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.6%	26.6%	27.6%
20 - 24	30.5%	30.5%	30.4%
25 - 49	34.0%	33.1%	32.7%
Over 49	9.7%	9.5%	9.2%
Unknown	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.5%	54.1%	53.0%
Male	43.9%	44.3%	44.0%
Unknown	1.6%	1.6%	3.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	7.6%	7.5%	7.9%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	10.0%	10.4%	9.8%
Filipino	3.2%	3.1%	3.3%
Hispanic	49.6%	51.2%	53.2%
Pacific Islander	0.5%	0.7%	0.7%
Unknown/Non-Respondent	15.0%	13.1%	11.5%
White Non-Hispanic	13.5%	13.5%	13.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	39.9	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.6	72.1	63.0	81.7	B2
C	Persistence Rate	75.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.4	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	54.4	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	49.5	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Cerritos College

Cerritos Community College District

College Self-Assessment

Areas of strength and weakness, and data trends for Cerritos College are specified below:

Performance Measures of areas showing improvement include:

Percent of Students Who Earned at Least 30 Units. The rate for the current (2003-04) cohort (71%) is comparable to the rate for the 2002-03 cohort and 4% higher than the 2001-02 cohort. However, the current rate is 2% lower than the peer group average.

Persistence Rate. The current rate (75%) has increased 4% over the previous two years and is 7% higher than the peer group average.

Annual Successful Course Completion Rate for Credit Basic Skills Courses. The current rate (58%) is 2% higher than two years prior but is 2% lower than the peer group average.

Basic Skills Improvement Rate. The rate for the current (2006-07) cohort (54%) is comparable to the rate for the 2005-06 cohort and 2% higher than the 2004-05 cohort. It is also 5% higher than the peer group average.

Improvement in the two basic skills measures may reflect the increased emphasis being placed upon supporting basic skills students.

Performance Measures of areas that have been stable or variable include:

ESL Improvement Rate. The rate for the current cohort (50%) is comparable to the rate for the previous cohort but is 10% lower than the peer group average.

Career Development and College Preparation. The rate for the current (2006-07) cohort (8%) is 3% higher than the rate for the 2005-06 cohort but 2% lower than the rate for the 2004-05 cohort.

Performance Measures of areas that have decreased and need improvement include:

Student Progress and Achievement Rate. The current rate (40%) has decreased by 4% compared to the previous two cohorts and is 8% lower than the peer group average.

Limited resources devoted to academic support, like tutoring and supplemental instruction, and the limited availability of counseling may have contributed to this decline.

Annual Successful Course Completion Rate for Credit Vocational Courses. The current rate (71%) is 3% lower than the rate two years prior and is 5% lower than the peer group.

Enrollment. The large increase in total enrollment (9%) and in the proportion of students age 19 and younger over the past two years likely reflect the increased demand resulting from the downturn in the economy and enrollment restrictions at CSU and UC. However, the 4% increase in the proportion of students who are Hispanic mirrors the demographic changes within the district.

College Response. To enhance student success and improve performance on the ARCC outcome measures, a Student Success Plan has been developed and a Student Success Committee has been formed to implement the plan. In addition, college goals have been established and a Title V grant funded project is being implemented to encourage student behaviors associated with student success. Other planned activities to enhance the performance of math basic skills students include continuing the use of in-class tutors and focusing on meta-cognitive approaches. However, a reduction in services due to budget cuts may negatively impact future gains.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	48.5%	49.9%	50.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	61.8%	63.0%	62.9%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	54.2%	52.8%	53.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	74.6%	73.1%	65.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	55.8%	54.8%	55.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	12.5%	0.0%	0.0%
Basic Skills Improvement Rate	46.0%	49.8%	52.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	8,765	8,566	8,568
Full-Time Equivalent Students (FTES)*	2,902	3,261	3,140

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	15.8%	16.5%	19.9%
20 - 24	16.9%	18.2%	19.5%
25 - 49	48.2%	47.4%	43.4%
Over 49	18.9%	17.9%	17.3%
Unknown	0.2%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.3%	58.5%	61.1%
Male	40.3%	41.1%	38.6%
Unknown	0.3%	0.4%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cerro Coso Community College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.9%	3.9%	4.3%
American Indian/Alaskan Native	3.1%	2.7%	3.1%
Asian	2.6%	2.8%	3.2%
Filipino	1.3%	1.2%	1.7%
Hispanic	12.6%	13.1%	13.2%
Pacific Islander	0.5%	0.4%	0.5%
Unknown/Non-Respondent	5.2%	6.3%	7.7%
White Non-Hispanic	70.8%	69.5%	66.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	50.0	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	62.9	68.3	52.2	77.3	B1
C	Persistence Rate	53.8	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.1	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.1	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	52.9	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	0.0	33.8	0.0	67.0	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 2010 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. Students are provided parallel student services and can complete nine degree programs online. The two closest Universities to Cerro Coso are CSU San Bernardino, 110 miles away, and UC Riverside 124 miles away.

The College's demographics are less ethnically diverse than the state as a whole and the College's enrollment reflects the makeup of the different communities it serves. The sharp reduction in ESL Improvement Rates reflect the college's temporary cessation of ESL courses due to the reduced need substantiated by low enrolled classes. The College's Basic Skills Improvement Rate continues to increase each year, however is still below their respective peer group average and statewide rate. The Basic Skills Success Rate increased slightly from the last year but is below both Bakersfield College and Porterville College. The College attributes the slight improvement to the recent implementation of Smartgrades, which has increased early conversations with students focusing on their academic aptitudes. Supportive data is being gathered for analysis to substantiate this assertion. Other contributing factors are the expansion of tutoring services and the increased faculty involvement in serving basic skills students.

The College is in its second year of partnering with feeder high schools, participating in the K-16 Bridge Program. These partnerships, in addition to the on-going implementation of a comprehensive region-wide High School Outreach and Recruitment Plan, have continued to increase the college-going rate of 19 to 24 year old students. While the College's unduplicated headcount is very similar over the past year, the College's FTES has increased to meet its target.

The College's Student Progress and Achievement Rate shows continuous improvement which can be linked to the ongoing expansion of learning support services at all sites. Cerro Coso did not apply for College Development and College Prep (CDCP) funding.

The Vocational Courses Completion Rate declined significantly the past three year period with the largest decline showing in the 2008-2009 cohort. It appears that this is largely due to the implementation of the DR grades effective summer 2008. Other contributing factors that may have affected this are the lack of validated prerequisites for some courses and a need by faculty to pay more attention to proper enrollment management. Both of these issues have been addressed recently through the assessment of program outcomes and the implementation guidelines for electronic wait listing during the 2010 spring registration period.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	54.4%	54.8%	53.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.5%	73.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.7%	72.7%	72.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.9%	70.1%	70.2%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	57.6%	59.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	43.7%	48.5%	48.7%
Basic Skills Improvement Rate	56.1%	57.8%	57.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	20,889	22,391	23,660
Full-Time Equivalent Students (FTES)*	10,313	10,420	10,912

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.1%	25.4%	25.3%
20 - 24	29.7%	30.2%	30.4%
25 - 49	35.4%	35.5%	36.4%
Over 49	9.9%	8.8%	7.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.4%	54.8%	54.1%
Male	42.2%	42.8%	43.7%
Unknown	2.4%	2.4%	2.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	14.3%	14.4%	15.4%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	17.9%	17.7%	18.0%
Filipino	9.3%	9.4%	9.0%
Hispanic	21.9%	23.6%	25.0%
Pacific Islander	2.6%	2.5%	2.5%
Unknown/Non-Respondent	10.1%	10.0%	8.6%
White Non-Hispanic	23.1%	21.6%	20.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	53.0	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	76.3	72.1	63.0	81.7	B2
C	Persistence Rate	72.4	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.2	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.5	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	48.7	41.5	0.0	100.0	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 2010 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 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, 9% Filipino, 25% Latino, 21% 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 above average performance on the rates for 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 expansion in the 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.



ARCC 2010 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	47.8%	45.8%	46.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.9%	68.2%	69.8%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.1%	67.9%	68.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.1%	73.9%	73.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.2%	61.0%	63.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.9%	39.1%	46.4%
Basic Skills Improvement Rate	50.5%	53.8%	58.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Chaffey College

Chaffey Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	27,185	28,222	29,323
Full-Time Equivalent Students (FTES)*	14,063	14,320	14,841

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	30.2%	29.7%	30.8%
20 - 24	32.1%	32.4%	32.2%
25 - 49	33.3%	33.5%	32.7%
Over 49	4.4%	4.4%	4.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.5%	59.7%	58.8%
Male	38.1%	38.8%	39.5%
Unknown	1.4%	1.4%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Chaffey College

Chaffey Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	12.2%	12.0%	11.5%
American Indian/Alaskan Native	0.6%	0.6%	0.7%
Asian	6.2%	5.8%	5.7%
Filipino	3.1%	2.9%	3.0%
Hispanic	41.9%	42.4%	42.9%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	8.3%	9.4%	10.4%
White Non-Hispanic	27.1%	26.2%	25.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	46.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	69.8	72.1	63.0	81.7	B2
C	Persistence Rate	68.8	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	58.7	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	46.4	59.3	36.2	78.4	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 2010 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 2009, 22,050 students generated over 64,000 enrollments, the most in the District's history. To meet the transfer, occupational, general education, and foundation skills needs of students, Chaffey offered 1,974 sections in 87 subject areas, providing 680 unique course offerings. Because of the proportion of low-income Hispanic Students served, the college has been designated a Hispanic Serving Institution; over 75% of Chaffey students are from historically underrepresented populations.

As part of its Strategic Planning Framework for Institutional Effectiveness, Chaffey incorporates findings from the Accountability Report for Community Colleges (ARCC) into a number of district functions. In addition to sharing ARCC outcomes with the Governing Board, all or parts of the ARCC report are inculcated within Instructional, Student Services, Occupational Education, Learning Outcomes, and Equity Council Governing Board monitoring reports. Numerous committees (e.g., Student Success Initiative, Equity Council, and Enrollment Management & Growth) utilize ARCC findings in their planning and evaluation processes.

In examining the 2009 ARCC outcomes, Chaffey College has demonstrated improvement on all but one of the accountability indicators. After a recent three-year decline, Student Progress and Achievement Rate (SPAR) demonstrated improvement in 2009. As discussed in a number of committees, it is the shared opinion of Chaffey College administration, faculty, and staff that the observed improvement in SPAR is the beginning of a long-term trend that reflects continuous and ongoing increases in other ARCC metrics, namely: percent of students who have earned 30 or more units (annual increases observed over the past four years); persistence rate (annual increases observed over the past three years); basic skills course completion rate (annual increases observed over the past four years); and basic skills improvement rate (annual increases observed over the past four years). All of these metrics are at their highest point since accountability reporting began, with the most pronounced improvement observed in basic skill improvement rate. Gains on these metrics reflect Chaffey's long-standing commitment to serving the holistic needs of the student. Through various processes such as Program & Services Review and Student Learning Outcomes, the district has exhibited a commitment to linking instructional and student support 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), and innovative student support services (e.g., Early Assessment, Opening Doors to Excellence, and the Smart Start Program).

The only metric where Chaffey College did not demonstrate improvement was in the area of credit vocational course success rate. For the second year in a row, Chaffey experienced a 73.9% completion rate in vocational courses. To invigorate performance in vocational courses, the district has successfully procured a Science, Technology, Engineering, and Mathematics (STEM) grant and is partnering with feeder K-12 districts to develop and research outreach strategies that address non-traditional student participation and completion rates.



ARCC 2010 Report: College Level Indicators

Citrus College

Citrus Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.5%	53.1%	54.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.9%	72.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.9%	64.2%	68.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.3%	79.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	63.5%	64.6%	70.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	80.6%	74.1%	76.2%
Basic Skills Improvement Rate	56.4%	62.0%	60.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	5.5%	2.9%	2.8%



ARCC 2010 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	20,525	23,410	21,564
Full-Time Equivalent Students (FTES)*	11,882	11,981	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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	36.8%	36.9%	32.3%
20 - 24	30.2%	29.7%	34.3%
25 - 49	23.5%	22.5%	24.4%
Over 49	8.3%	10.7%	9.0%
Unknown	1.3%	0.2%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.3%	55.1%	54.2%
Male	43.4%	43.6%	43.1%
Unknown	0.3%	1.4%	2.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.1%	6.0%	5.2%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	8.9%	7.6%	6.8%
Filipino	3.3%	2.9%	2.8%
Hispanic	39.5%	39.2%	38.5%
Pacific Islander	.%	0.6%	0.7%
Unknown/Non-Respondent	9.1%	12.8%	18.0%
White Non-Hispanic	32.4%	30.2%	27.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	54.5	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	75.2	72.1	63.0	81.7	B2
C	Persistence Rate	68.1	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.4	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	60.8	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	76.2	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Citrus College

Citrus Community College District

College Self-Assessment

Since 1915, Citrus College has earned an outstanding reputation as an educational institution fully dedicated to student success. Today, the college offers certificates of achievement in 46 career/technical programs including automotive technology, vocational nursing, and emergency management. Citrus College also offers 24 associate degree options in the areas of fine and performing arts, social and behavioral sciences, liberal arts, applied arts, natural sciences, physical education and registered nursing.

Citrus College recently received a six-year Reaffirmation of Accreditation from ACCJC/WASC. The college was commended for its inclusive governance structure, its ability to obtain external funding, its strong sense of community, and for the attractiveness of the campus and its facilities. These strengths reflect the college's strong commitment and stellar ability to educate its students and serve the community.

Per the ARCC 2010 report, Citrus College ranks above its peer group average in all seven accountability indicators: 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 Rate for Credit Basic Skills Courses; and 7) Improvement Rate for Credit ESL Courses. The college's most marked improvement was in Annual Successful Course Completion Rate for Credit Basic Skills Courses, which gained nearly six percentage points over the past year and demonstrated a consistent increase over the past three years. In addition, the college's Student Progress and Achievement Rate also increased each year over the past three years.

In this time of budget reductions, the college is attentive to offering an instructional program in alignment with its core mission and in support of meeting student needs in the areas of basic skills, transfer, and career and technical education. In spite of the college's best efforts, a reduction of course offerings was in order. It is believed that the reduction of course offerings may be a factor that contributed to the Basic Skills Improvement Rate decrease in the last cohort. The limited availability of class sections may have prevented students from taking their respective higher-level basic skills class in a timely manner.

Preparing students for the workforce is important to Citrus College's mission. The college has partnerships with local workforce advisory councils and K-12 districts. The advisory councils are comprised of community and business leaders who have expertise in their area's workforce needs. These partnerships with K-12 districts help to ensure that students are properly advised.

Citrus College has also received several grants enabling the college to better meet student needs through enhanced support services. The College Success Program provides programs that include, but are not limited to, learning communities and a college success center. In fall 2009, the college received a \$2.1 million United States Department of Education grant that will fund the "Bridge to Success" program, a project designed to increase the success, persistence, degree completion, and transfer rates of underrepresented, basic skills and ESL students.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	56.0%	54.0%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.6%	74.3%	71.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	72.7%	73.4%	76.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.2%	76.2%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.3%	64.2%	64.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	55.1%	58.1%	59.1%
Basic Skills Improvement Rate	53.6%	58.3%	64.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	46,401	49,047	51,530
Full-Time Equivalent Students (FTES)*	36,404	37,319	38,019

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	14.5%	15.0%	15.2%
20 - 24	26.4%	26.6%	27.3%
25 - 49	48.6%	47.8%	47.3%
Over 49	10.4%	10.6%	10.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.8%	55.1%	54.4%
Male	43.8%	44.6%	44.6%
Unknown	0.5%	0.3%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	8.6%	8.1%	8.2%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	29.8%	29.5%	29.7%
Filipino	7.2%	7.0%	6.8%
Hispanic	15.0%	15.2%	15.4%
Pacific Islander	0.9%	0.9%	1.0%
Unknown/Non-Respondent	10.4%	11.1%	12.0%
White Non-Hispanic	27.4%	27.5%	26.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	49.9	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	71.5	75.0	68.1	83.8	B4
C	Persistence Rate	76.2	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.8	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	64.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	59.1	50.7	34.1	71.4	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 2010 Report: College Level Indicators

City College of San Francisco

San Francisco Community College District

College Self-Assessment

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

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

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

Over a three year period CCSF showed improvement on five of the seven ARCC performance measures. Most important was a 5.5% increase in the Basic Skills improvement rate followed by a 2.8% increase in the persistence rate. Smaller rate increases occurred in the Vocational education and basic course completion rates. One rate was flat: the percent of students completing 30 or more units.

The only indicator that declined was the Student Progress and Achievement (SPAR) rate; it fell from 54.0% to 49.9% - a decline of 4.1%. This follows a similar decline the prior year. The most likely explanations for this decline were first a change in our coding of transferable English courses, second a sharp fall in the issuance of certificates and degrees, and third rising English and mathematics requirements for graduation and transfer. These changes caused a decline in the SPAR rate since they occurred over the time period of these cohorts. Over the next several years the SPAR rate will most likely continue to decline as more of our students are held to higher graduation and transfer standards and as the change in English course coding continues to affect later cohorts of students.

In a comparison to the statewide averages, CCSF was above average on four of the indicators, below average on two, and equivalent on one. The SPAR rate was below the statewide average.

In comparison to its peer groups, CCSF was above average on four measures, and below average on three.

Overall, the ARCC Report shows that College is performing well or very well in many areas especially Basic Skills and ESL improvement; however, the declining SPAR rate is worrisomely. It is recommended that the college investigate the fall off in degrees and certificates awarded. Nonetheless, as was the case last year, the 2009 ARCC report substantiates that CCSF provides a quality educational experience to its students.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.1%	57.4%	62.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	65.3%	66.3%	69.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	53.0%	53.8%	48.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	66.5%	71.9%	71.3%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.9%	68.3%	68.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	17.5%	17.8%	18.1%
Basic Skills Improvement Rate	36.5%	38.4%	42.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,329	22,128	22,768
Full-Time Equivalent Students (FTES)*	5,637	6,493	6,972

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	9.7%	10.9%	10.4%
20 - 24	18.4%	18.0%	19.0%
25 - 49	46.6%	46.7%	47.9%
Over 49	25.3%	24.3%	22.6%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.3%	54.8%	53.4%
Male	41.8%	44.1%	45.1%
Unknown	0.9%	1.2%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.9%	7.3%	7.5%
American Indian/Alaskan Native	1.1%	1.2%	1.2%
Asian	21.0%	21.4%	21.1%
Filipino	1.5%	1.5%	1.6%
Hispanic	14.0%	14.7%	13.9%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	15.5%	16.3%	18.2%
White Non-Hispanic	39.6%	37.2%	36.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	62.4	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	69.7	67.1	60.1	72.6	B5
C	Persistence Rate	48.3	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.3	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	42.1	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	18.1	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Self-Assessment

Coastline Community College was founded in 1976 with the specific mission of serving adult students through alternative delivery and scheduling formats. In addition to its classroom-based programs, the college has strong departments in distance education and instructional system design. The college has produced more than 60 internationally-distributed, award-winning tele-courses and online courses. The Distance Education department offers more than 125 different courses. Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles of working adults. Over Sixty eight percent of Coastline's students attend part time—taking fewer than 5 units per semester; the academic success of this population cannot be adequately captured through the six year cohort tracking timeframe observed by the architects of the ARCC reporting system.

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

Coastline College also is successfully serving a growing number of military students. In 2008-09, Coastline served 10,552 military students. The number of course enrollments (seats) by military program students grew from 3,235 in 1999-00 to 23,370 in 2008-09. When compared to most civilian students, military students' progress through our courses and programs at high rates, achieving a 91% rate of successful course completion; this success rate compares very favorably to the statewide distance education course success rate of 67%. Please note that military enrollment data are not included in all of Coastline's ARCC data tables. The college is working with the System's Office to include military enrollment data in future ARCC reports. As a result, of these efforts, we expect our program completion and transfer rates to reflect a steady increase over the coming years.

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



ARCC 2010 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.3%	54.9%	51.9%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.1%	67.8%	67.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.4%	74.1%	65.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	66.4%	65.9%	64.5%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	63.2%	62.1%	60.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	49.1%	56.7%	60.7%
Basic Skills Improvement Rate	42.5%	42.4%	41.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,555	10,570	11,525
Full-Time Equivalent Students (FTES)*	3,605	3,558	3,791

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	23.2%	24.2%	23.4%
20 - 24	28.8%	29.0%	30.5%
25 - 49	40.2%	38.7%	39.3%
Over 49	7.7%	8.1%	6.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.5%	57.5%	54.0%
Male	42.7%	42.0%	41.2%
Unknown	0.8%	0.5%	4.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	23.8%	23.8%	21.8%
American Indian/Alaskan Native	0.5%	0.5%	0.7%
Asian	34.1%	33.3%	29.5%
Filipino	4.3%	3.8%	3.8%
Hispanic	12.1%	13.1%	12.5%
Pacific Islander	0.9%	0.9%	0.9%
Unknown/Non-Respondent	8.5%	8.9%	16.8%
White Non-Hispanic	15.8%	15.6%	13.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	51.9	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	67.9	68.3	52.2	77.3	B1
C	Persistence Rate	65.8	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.5	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.6	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	41.8	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	60.7	41.5	0.0	100.0	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 2010 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Self-Assessment

The College of Alameda (COA), with about 6,500 students, is experiencing moderate enrollment growth. From 2006/07 to 2008/09 the headcount increased by 9% while FTES increased by 5%. During this same period, the proportion of students younger than 25 has increased slightly. The dominant ethnic/racial groups are Asian/Pacific Islanders and African American, with 33% and 25% of the student body, respectively.

With the exception of English and mathematics, the highest enrolled subjects in Fall 2009 (duplicated headcounts at 500 or more students) were: psychology, ESL, business, physical education, history, biology, communications and computer information services. 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. Three of these programs are: The Alameda Science and Technology Institute; the Oakland Aviation High School; and the Youth Empowerment Strategies for Successful-Independent Living Program (YESS-IL) supporting pre-collegiate youth and special populations. The SSPIRE program (funded by a James Irvine Grant) along with the state Basic Skills Initiative developed and spawned several learning community programs incorporating tutoring and counseling services. A number of grant initiatives are currently assisting COA's programs in auto, diesel, 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 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 67%.
- 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 65% in 2008/09. 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 2008/09 the rate was 61%. 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 42% from 2003-04 to 2007-08. This represents a substantial improvement.
- During in the same period, the ESL improvement rate has improved by 10 percentage points (from 51% to 61%). This is a 20 percent increase and a very large 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	57.5%	58.0%	59.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.0%	73.3%	69.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.5%	62.8%	48.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.9%	77.9%	82.9%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	61.7%	71.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	34.5%	43.6%	45.1%
Basic Skills Improvement Rate	44.9%	51.3%	54.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,205	10,144	11,731
Full-Time Equivalent Students (FTES)*	4,343	4,456	4,662

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.1 %	20.0%	17.7%
20 - 24	21.3%	21.2%	20.6%
25 - 49	38.1 %	38.6%	38.7%
Over 49	20.5%	20.2%	22.7%
Unknown	0.0%	0.0%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.8%	59.6%	58.4%
Male	41.2%	40.4%	40.6%
Unknown	0.0%	0.0%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of Marin

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.5%	4.7%	4.4%
American Indian/Alaskan Native	0.4%	0.5%	0.4%
Asian	7.0%	7.6%	6.7%
Filipino	1.4%	1.3%	1.1%
Hispanic	11.7%	12.4%	14.5%
Pacific Islander	0.6%	0.5%	0.5%
Unknown/Non-Respondent	8.5%	8.6%	18.5%
White Non-Hispanic	65.9%	64.4%	53.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	59.3	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	69.7	74.6	69.7	77.8	B6
C	Persistence Rate	48.0	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.9	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.2	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	45.1	33.8	0.0	67.0	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 2010 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. The college is undergoing an ambitious multi-year building modernization project, and recently acquired a new integrated enterprise management system (Banner) that was implemented in May 2008.

When compared to its peer group, the college is above the average on four measures and close to the peer group average on one measure. The above average measures are: Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses. The Improvement Rate for Credit Basic Skills Courses indicator is similar to the 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. Some of this can be explained by implementing a new computer system beginning with the summer 2008 term. Students who had a college assigned identification number on the legacy system instead of a social security number have a different identification number on the new system; therefore once the computer conversion was complete, students who had a college assigned identification number could not be electronically tracked from the old computer system to the new computer system. This meant that some students could not be tracked from fall 2007 to fall 2008, and some students had less time to earn thirty units, because they could not be electronically tracked into the 2008-2009 year.

When students with college assigned identification numbers were tracked manually from fall 2007 to fall 2008, the Persistence Rate increased from 48.0% to 57.4%. In addition, 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.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	61.0%	59.7%	62.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.4%	73.3%	74.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	74.0%	69.1%	74.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.4%	80.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	58.5%	63.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	62.4%	61.4%	58.7%
Basic Skills Improvement Rate	53.3%	50.0%	52.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



College of San Mateo

San Mateo County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	17,725	18,094	18,647
Full-Time Equivalent Students (FTES)*	9,281	7,795	9,071

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	27.0%	27.8%	27.7%
20 - 24	25.2%	24.7%	24.3%
25 - 49	37.1%	36.8%	36.5%
Over 49	10.6%	10.7%	11.5%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	51.6%	50.6%	50.7%
Male	45.9%	46.8%	46.7%
Unknown	2.5%	2.6%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.5%	3.6%	3.6%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	19.0%	18.3%	16.9%
Filipino	6.2%	6.4%	6.1%
Hispanic	18.2%	18.4%	18.7%
Pacific Islander	2.1%	2.1%	2.2%
Unknown/Non-Respondent	12.0%	13.5%	15.6%
White Non-Hispanic	38.3%	37.2%	36.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	62.5	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	74.4	74.6	69.7	77.8	B6
C	Persistence Rate	74.9	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.9	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.4	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	58.7	41.5	0.0	100.0	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 2010 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Self-Assessment

College of San Mateo, the oldest of the three colleges in the San Mateo County Community College District, opened in 1922 with only 35 students. Located in a County with modest population growth, College of San Mateo's enrollment has slowly declined over the past few decades. More recently, student enrollments have increased. Between 2006-2007 and 2008-2009, the number of students enrolled (annual unduplicated headcount) increased +5.2%. During the same period of time, the number of Full-Time Equivalent students (FTES) at CSM decreased by -2.3%. These figures indicate that CSM students who enrolled in 2008 -2009 carried slightly lighter unit loads, on average, than their counterparts in 2006-2007. 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 has been noteworthy. Student progress and achievement have increased on the following: (1) First-time student progress and achievement rate; (2) Percent of first-time students who have earned at least 30 units; (3) Fall-to-Fall persistence rate; (4) Annual successful course completion rate for vocational courses; (5) Annual successful course completion rate for credit basic skills courses; and (6) Improvement rate for credit basic skills students. The only ARCC indicator that registered a modest decline was the overall ESL improvement rate. Comparatively speaking, CSM has performed above its peer group on 5 of the 7 ARCC indicators and above the Statewide average on 6 of the 7 ARCC indicators.

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 one-quarter (25.1%) 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. The College is vigorously addressing this issue 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 which will improve student academic achievement in below college-level coursework. As these statistics demonstrate, CSM's performance on has increased on nearly all ARCC accountability metrics. While CSM has a robust ESL curriculum, its progress is not consistently captured in the ESL improvement rate as defined by ARCC. ESL coursework with CSU transferable status is not included in the ARCC calculation.

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. Overall, CSM is proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	53.7%	53.3%	46.1%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	75.0%	73.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.8%	65.7%	70.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	97.1%	96.8%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	50.5%	53.9%	56.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	54.1%	45.7%	50.5%
Basic Skills Improvement Rate	53.3%	59.3%	54.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	2.0%	1.1%



College of the Canyons

Santa Clarita Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	30,286	35,405	39,746
Full-Time Equivalent Students (FTES)*	13,296	14,537	16,603

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.0%	26.9%	27.8%
20 - 24	19.9%	18.5%	18.7%
25 - 49	45.3%	45.3%	44.2%
Over 49	8.8%	9.2%	9.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	41.0%	41.2%	42.3%
Male	58.4%	58.1%	57.1%
Unknown	0.5%	0.7%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.8%	6.1%	6.2%
American Indian/Alaskan Native	0.7%	0.6%	0.6%
Asian	6.0%	6.3%	6.3%
Filipino	3.5%	3.5%	3.6%
Hispanic	24.9%	26.4%	27.6%
Pacific Islander	0.5%	0.5%	0.6%
Unknown/Non-Respondent	13.1%	12.9%	11.8%
White Non-Hispanic	45.5%	43.8%	43.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	46.1	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	70.7	72.1	63.0	81.7	B2
C	Persistence Rate	70.2	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	96.8	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.7	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	54.7	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	50.5	50.7	34.1	71.4	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 2010 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. College of the Canyons currently serves over 24,000 students. Over 1,100 degrees and certificates were awarded in 2008/09. Nearly 60 percent of the local high school graduates attend COC (Meuschke & Gribbons, 2006).

With regard to the accountability measures, COC was consistent with its peer group on many of the indicators. On two of the indicators where the College was within one percent of its peer group, Persistence Rate and Improvement Rate for ESL Courses, the College has shown an increase over the past two years. For two of the other indicators over the past two cohort years the College has shown a decrease, but was within one percent of its peer group (Percent of Students Who Earned at Least 30 Units and Improvement Rate for Credit Basic Skills Courses). With regard to these indicators, the College will be conducting additional research. Two indicators for considering interventions include the Student Progress and Achievement Rate and the Annual Successful Course Completion Rate for Credit Basic Skills Courses.

With regard to the Student Progress and Achievement Rate indicator, the College has shown a decrease over the past two cohort years and was lower than its peer group average. To help students achieve their educational goals the College has developed new student support programs including:

- The Adult Reentry program for returning students ages 28 years and
- The First-Year Experience (FYE) program to be launched in Fall 2010 for first-time students will enroll FYE students in general education courses taught by FYE faculty who will also serve as their mentor for the first year. In addition, FYE students will enroll in math and English classes designated as FYE during their first year.

While the College was significantly lower than its peer group average on the Annual Successful Completion Rate for Credit Basic Skills Courses indicator, it showed an increase over the past two years. The College is further responding by

- Engaging in ongoing evaluation and curriculum alignment using the CB21 rubric and internal research to analyze gaps in the current developmental course sequence in math, English and ESL, and will include analyses to correct the CB21 and TOP codes that are miscoded,
- Providing professional development to equip faculty with the tools to support and engage under prepared students through ongoing training and faculty development focused on addressing the needs of basic skills students, and
- Implementing a Supplemental Instruction program to support student success. This program provides study skills and academic enrichment workshops for students taught by faculty and guided learning activities for students who cannot attend a workshop.

The College is dedicated to helping students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.5%	42.1%	45.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.7%	72.2%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.2%	67.9%	67.5%



ARCC 2010 Report: College Level Indicators

College of the Desert

Desert Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.6%	72.0%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	57.7%	60.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	75.3%	71.5%	73.9%
Basic Skills Improvement Rate	51.4%	53.4%	57.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	0.0%	3.1%	1.8%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,503	15,046	16,084
Full-Time Equivalent Students (FTES)*	7,562	8,151	8,724

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	23.6%	24.2%	25.5%
20 - 24	28.9%	29.2%	28.7%
25 - 49	40.4%	39.6%	39.1%
Over 49	7.0%	6.9%	6.6%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.5%	57.7%	56.4%
Male	41.5%	42.3%	43.5%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of the Desert

Desert Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.3%	3.2%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	3.3%	3.2%	2.8%
Filipino	2.0%	1.8%	1.8%
Hispanic	54.8%	56.5%	54.8%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	5.6%	5.6%	7.3%
White Non-Hispanic	29.8%	28.5%	28.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.4	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	70.9	72.1	63.0	81.7	B2
C	Persistence Rate	67.5	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.7	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	57.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	73.9	54.8	8.6	78.4	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 2010 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 2009 headcount was 12,213 students: 32% of the students take a full load of classes and the remaining students attend part-time. The average age of the students is 27.2 years. College of the Desert has since 1962 prepared students for transfer and annually sends approximately 520 transfers to UC, CSU, private and out-of-state universities and colleges. The college offers a comprehensive vocational program with both degree and certificate outcomes, a well populated non-credit program, and numerous lifelong learning opportunities.

In 2004, voters approved a \$346.5 million bond issue to enable the college to upgrade its facilities. A new Nursing Building and a Public Safety Academy complex have been completed, and a Student Services building is nearing completion. Thanks to the bond, the college has started to offer classes at a new Mecca-Thermal site last Spring 2009, approximately 30 miles from the main campus. There are also future plans being developed for a similar site to serve the Western Valley.

In the ARCC 2010 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 transfer-directed services for students. The percentage of students earning at least 30 units, course completion rate for credit basic skills, and ESL / Basic Skills improvement rate have increased over the past year. The college is especially proud of its pre-collegiate programs which give students the necessary preparation for succeeding in the college level curriculum: the college is one of the few California community colleges to have English prerequisites, not advisories, on its General Education courses.

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



College of the Redwoods

Redwoods Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	57.1%	53.1%	54.9%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	76.7%	75.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	56.9%	57.4%	60.8%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.9%	79.5%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.0%	59.1%	56.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	60.0%	66.7%	100.0%
Basic Skills Improvement Rate	52.9%	53.7%	52.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	8,341	8,907	9,595
Full-Time Equivalent Students (FTES)*	4,495	4,755	5,273

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	22.7%	23.5%	23.0%
20 - 24	27.7%	26.2%	27.4%
25 - 49	38.1%	38.5%	38.2%
Over 49	11.4%	11.7%	11.2%
Unknown	0.1%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.4%	55.8%	56.7%
Male	43.5%	44.1%	43.3%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.8%	2.2%	2.4%
American Indian/Alaskan Native	6.8%	6.8%	7.4%
Asian	2.3%	2.4%	2.3%
Filipino	0.2%	0.3%	0.3%
Hispanic	7.6%	7.6%	7.6%
Pacific Islander	0.8%	0.7%	0.8%
Unknown/Non-Respondent	11.3%	10.8%	13.0%
White Non-Hispanic	69.3%	69.2%	66.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	54.9	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	76.4	69.6	53.9	78.2	B3
C	Persistence Rate	60.8	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	82.5	78.3	85.5	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.5	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	52.4	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	100.0	41.5	0.0	100.0	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 2010 Report: College Level Indicators

College of the Redwoods

Redwoods Community College District

College Self-Assessment

The 2010 ARCC report reflects College performance during the 2008–2009 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 has expanded from 6 to 13 instructional sites in the following locations: Eureka, Eureka Downtown, campus sites, Arcata, McKinleyville, Del Norte, Del Norte Off Campus, Klamath-Trinity, Mendocino Coast, Fort Bragg, and the newest site, Southern Humboldt in Garberville. College of the Redwoods offers 22 certificates and 45 associate degrees, providing educational opportunity to the diverse population of the north coast of California.

In January 2009, the College was removed from warning status with the requirement that the college complete a follow-up report by October 15, 2010, followed by a visit of Commission representatives. The follow-up report concerns the recommendation CR received on Governance. The recommendation that CR received on program review was fully met. The College is now in the process of preparing a self study for the next WASC accreditation visit, designing an integrated planning process, and rewriting policies and procedures.

For 2008–2009, enrollment increased 8% compared to 2007–2008 and FTES increased 11%. For a second year in a row declining job opportunities and the continued economic problems in northern California have encouraged a return to school. Marketing based on an analysis of the needs of the 4 county District contributed to an increase in enrollment and FTES.

For the 2010 ARCC report compared to the 2009 report, CR has improved in 4 of the 7 system indicators: progress and achievement by 3.4%, earning 30 credits by .7%, persistence by 5.9%, and the improvement rate for ESL. The ESL improvement of 100% is misleading, because it is the result of very low ESL enrollment. Indicators for basic skills course success and basic skills improvement have declined by 4.4% and 2.4% respectively.

CR's indicators exceed State indicators with the exception of persistence and basic skills course success. While CR is in the 4th quartile, persistence has improved slightly each year with a ~3% increase from 2009 to 2010. This improvement in persistence may be the result of new advisory initiatives. CR has hired new advisors and continues to expand the advisor program so that each new student will have an assigned advisor by fall 2010.

Of the 861 new students tested in fall 2008, 80% tested into basic skills English and 85% tested into basic skills math. Basic skills course success has declined for the last 3 years by ~5%. Clearly, new initiatives are needed in order to increase basic skills success and improvement.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.7%	47.9%	48.6%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.0%	69.1%	70.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	62.4%	63.2%	65.7%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.2%	75.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.7%	55.5%	56.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	47.9%	41.1%	47.0%
Basic Skills Improvement Rate	44.9%	44.3%	42.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	16,115	17,561	19,367
Full-Time Equivalent Students (FTES)*	8,930	8,210	10,160

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	34.6%	35.2%	35.8%
20 - 24	25.7%	24.9%	25.0%
25 - 49	34.1%	34.2%	34.2%
Over 49	5.6%	5.8%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.3%	55.2%	55.0%
Male	43.4%	43.8%	44.0%
Unknown	1.3%	1.0%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of the Sequoias

Sequoias Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.1%	3.7%	3.3%
American Indian/Alaskan Native	1.2%	1.4%	1.3%
Asian	3.8%	3.4%	3.4%
Filipino	1.5%	1.5%	1.5%
Hispanic	42.1%	44.3%	45.0%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	9.9%	9.8%	12.4%
White Non-Hispanic	37.0%	35.5%	32.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	48.6	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.0	69.6	53.9	78.2	B3
C	Persistence Rate	65.7	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.7	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	42.1	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	47.0	54.8	8.6	78.4	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.



College of the Sequoias

Sequoias Community College District

College Self-Assessment

The 2010 ARCC report for the College of the Sequoias includes seven Performance Indicators of student success. The College of the Sequoias has improved success rates in five of the seven Indicators from those in 2009.

Three Indicators focus on 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 (“persistence rate”).

For the first two Indicators COS rates increased over 2009, and are above the “average” for its peer groups. This is significant. The state’s regression model produces adjusted r-square rates of .703 and .457 for the two, meaning the colleges in peer groups which we are being compared to are similar to us.

On the “persistence rate” for first time students Indicator, COS averaged 63-64% for the past three years. For 2010, the persistence rate rose to 65.7% percent, near the average for our peer group and the state.

Raising the persistence rate to state and peer levels is a significant achievement, because COS students face severe economic and educational challenges. A 2006 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.” 65% of newly entering students at COS need remediation in Math and/or English. Males under 25 – perhaps the most “vulnerable” of all students – have been enrolling at COS in increasing numbers since Fall, 2004, and now outnumber entering first time females under 25 each Fall.

To meet the challenge the College has filled counselor, tutoring, and placement positions lost due to financial constriction, and expanded learning community-type programs such as Puente, EOPS/CARE, and First Year Experience (FYE). Increasing the persistence rates suggests these initiatives are working.

The COS success rate in vocational courses is above the peer college average and slightly below the state average. On the other hand, our success rate in vocational courses dropped 1.5% from 2007-8 to 2008-9. Why did this occur?

- An increasing percentage (4% from 2008 to 2009) of students enrolling in vocational courses are males under 25; and
- Over time, males under 25 have a 4% lower success rate in vocational courses than other students.

The college might consider additional support initiatives for vocational students.

Two Basic Skills Indicator rates, Basic Skills Course completion and ESL Improvement, increased from 2009. The college’s active basic skills program (ELI), enhanced faculty training, and innovative instruction and curricula design assist basic skill students to be successful.

The college’s score for Basic Skills Improvement (i.e., persistence) as reported in ARCC decreased 2% from 2009 to 2010. This figure is misleading. This calculation includes classes in Nursing, Administration of Justice, Business, and other areas that are not strictly “core” Basic Skills. Using the ARCC methodology, persistence for Math 360 and English 251 over the three cohort years was 52%, and for the final year 56.8%.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.2%	47.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.5%	67.3%	64.6%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	58.2%	59.3%	63.4%



ARCC 2010 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.0%	84.3%	85.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	37.4%	46.0%	50.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	0.0%	0.0%	18.2%
Basic Skills Improvement Rate	53.1%	39.8%	40.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	5,502	5,795	6,772
Full-Time Equivalent Students (FTES)*	2,346	2,432	2,671

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	17.8%	19.2%	17.2%
20 - 24	16.0%	16.2%	15.9%
25 - 49	36.9%	36.6%	37.1%
Over 49	28.9%	27.9%	29.7%
Unknown	0.4%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.0%	52.3%	48.9%
Male	45.3%	47.3%	50.9%
Unknown	0.7%	0.3%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of the Siskiyous

Siskiyou Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.1%	3.3%	3.1%
American Indian/Alaskan Native	3.8%	3.8%	4.6%
Asian	1.8%	1.8%	1.8%
Filipino	0.4%	0.5%	0.4%
Hispanic	7.5%	8.3%	7.5%
Pacific Islander	0.7%	0.8%	0.9%
Unknown/Non-Respondent	9.0%	8.1%	9.1%
White Non-Hispanic	73.6%	73.4%	72.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	44.3	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	64.6	68.3	52.2	77.3	B1
C	Persistence Rate	63.4	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.5	82.5	78.3	85.5	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.4	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	40.6	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	18.2	33.8	0.0	67.0	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 2010 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 seen continued growth in enrollment and FTES.

The vocational education programs at COS have trained nurses, firefighters, emergency medical services personnel, and other skilled workers for the county. Leading the peer group for the Annual Successful Completion Rate for Credit Vocational Courses, COS has consistently exhibited excellence for the past years. The new state-of-art facility, Rural Health Science Institute, situated in Yreka, started serving Nursing students in Fall 2009. A new program approved last Fall, the Environmental Resources program, which offers degrees and certificates in Environmental Resources Technology, Power Generation, and Sustainable Communities, will further expand training and educational opportunities in Siskiyou County.

College of the Siskiyous performed well across most of the ARCC indicators. The Annual Successful Course Completion Rate for Basic Skills Courses and Persistent Rate continued to improve at COS. The improvement reflects the efforts from the College as a whole in focusing on student retention and success.

The Basic Skills Improvement Rate is still relatively low for 2008-09. Our administrators are working with faculty and staff to identify the factors that impede basic skills students' success and to implement changes from curriculum to facilities to student services. COS is providing more basic skills professional development for faculty through the Basic Skill Initiative. The recently completed CB 21 Re-coding project followed State curriculum guideline to ensure that the course data elements reflect the pedagogical principles and that the levels of these courses are appropriate to help students progress more smoothly from basic skills to college level courses. COS recognizes that there is still a tremendous amount of work in this area to be done and is working hard towards more improvement in the future.

College of the Siskiyous is dedicated to educational excellence. Much thoughtful discussion has been taking place here regarding the College's vision and its vital role in Siskiyou County. COS will continue to provide learning opportunities that satisfy the diverse student population in Siskiyou County, and to expand the partnership with the local community to better serve our students.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.8%	43.9%	49.2%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.4%	65.1%	69.6%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.8%	62.6%	62.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.1%	75.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.7%	49.5%	58.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	41.9%	50.6%	50.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	5,204	5,860	7,081
Full-Time Equivalent Students (FTES)*	2,165	2,252	2,468

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	24.3%	23.2%	20.1%
20 - 24	21.2%	20.4%	20.6%
25 - 49	28.5%	32.6%	39.0%
Over 49	26.0%	23.7%	20.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.8%	50.6%	43.9%
Male	43.1%	48.9%	55.4%
Unknown	1.1%	0.5%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.2%	3.3%	5.7%
American Indian/Alaskan Native	2.0%	1.9%	2.2%
Asian	0.9%	1.0%	1.1%
Filipino	0.6%	0.4%	0.4%
Hispanic	6.6%	8.7%	12.4%
Pacific Islander	0.4%	0.4%	0.6%
Unknown/Non-Respondent	21.0%	28.6%	22.5%
White Non-Hispanic	67.4%	55.8%	55.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.2	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	69.6	68.3	52.2	77.3	B1
C	Persistence Rate	62.5	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.8	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	50.8	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	.	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Columbia College

Yosemite Community College District

College Self-Assessment

Columbia College is located in the Central Sierra foothills. Over the 3-year period shown in the report, headcount increased by 26.51% and FTES increased by 12.28%. These increases were largest in the most recent reporting year, 2008-2009.

Ethnic diversity is slowly increasing in a local population that tends to be a decade older than the nearby Central Valley counties. The Hispanic and African American student populations continue to increase relative to other groups.

The 2008-2009 year saw a 6.5% increase in the male student population (following a 5.8% increase the previous year) coupled with a 6.4% increase in the number of students ages 25-49. These changing demographics may be influenced by the economic downturn as workers return to school to update their skills or train for new careers.

Student Progress and Achievement Rate and Percent of Students Earning 30 Units increased by 5.3% and 4.5% respectively. These rates are each 1.3% higher than those of the college's peer averages. The increased rates do not consider that a majority of Columbia's certificates are under 18 units and, therefore, are not included in the ARCC report.

Persistence Rate was virtually unchanged from the previous reporting period, and continued to be about 2% (62.5%) above the peer average.

The Successful Course Completion Rate for Vocational Courses increased by 2.7% in 2008-2009 and, at 77.8%, ranks 2.7% above the peer average. The addition of "DR" grades began with the 2007-2008 data, allowing for a fair comparison between academic years for the first time.

The Basic Skills Successful Credit Course Completion rate increased by 9.3% for 2008-2009 (2.5% above the peer average.) These results are encouraging given the efforts of the Academic Wellness Educators (AWE) steering committee to support Basic Skills Initiative projects across the college. A portion of this rate increase may also be due to the CRCC course data and Student Identifier cleanup projects and college efforts to increase the accuracy of coding basic skills courses and levels below transfer.

The Credit Basic Skills Improvement Rate is virtually unchanged for this reporting period and at 50.8% is 3.4% below the peer average. The nearly 10% increase in this rate for 2005-06 through 2007-08 was likely due to a combination of efforts including coding cleanup done at the college. The college will continue to direct its efforts towards improving student success by strengthening the essential skills for all students at the college.

Columbia College has only one credit ESL course, and is currently focused on building a non-credit ESL program which is more economical for the population it serves. The non-credit ESL program currently offers seven multi-level courses at multiple locations throughout Columbia College's primary service area. The ARCC report does not address non-credit ESL.



ARCC 2010 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	25.1%	26.2%	26.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	54.3%	61.1%	53.9%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	33.8%	45.2%	55.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.9%	67.1%	64.5%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.5%	46.2%	46.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	23.2%	17.3%	42.9%
Basic Skills Improvement Rate	35.0%	37.3%	35.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,726	7,683	10,060
Full-Time Equivalent Students (FTES)*	2,695	3,347	5,000

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.2%	28.5%	29.3%
20 - 24	24.7%	26.7%	27.5%
25 - 49	40.4%	39.4%	37.7%
Over 49	5.5%	5.5%	5.3%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.6%	65.1%	62.9%
Male	34.5%	34.6%	36.9%
Unknown	2.0%	0.2%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	48.3%	49.2%	49.5%
American Indian/Alaskan Native	0.2%	0.2%	0.3%
Asian	2.9%	3.0%	3.0%
Filipino	1.8%	1.9%	2.0%
Hispanic	36.6%	36.8%	35.6%
Pacific Islander	1.0%	1.4%	1.7%
Unknown/Non-Respondent	7.3%	4.8%	5.0%
White Non-Hispanic	1.8%	2.7%	3.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	26.0	42.5	26.0	54.1	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	53.9	69.6	53.9	78.2	<i>B3</i>
C	Persistence Rate	55.0	59.9	39.8	74.9	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.5	74.7	64.5	81.9	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.7	52.7	46.7	58.5	<i>E6</i>
F	Improvement Rate for Credit Basic Skills Courses	35.3	49.2	32.9	64.2	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	42.9	54.8	8.6	78.4	<i>G3</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 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 (Compton Center) since August 2006. A short drive from El Camino College's main campus in Torrance, the Compton Center sits on an 83-acre campus and serves a population of primarily the African-American and Latino communities of Carson, Compton, Lynwood, Paramount, and surrounding areas.

Since the sharp decline experienced in 2006-07, enrollment has increased dramatically in the past 2 years, with headcount growing by 50% and FTES nearly doubling. The percentage of younger students and male students grew in 2008-09, the result of recent outreach efforts to high schools and special programs to attract more men to college. The Center experienced a decline in Latino students in 2008-09, despite continuing growth of this population in the service area. Recent community and student survey results suggest new approaches that may attract more Latinos.

The 2010 ARCC report for the Compton Center captures recent institutional improvements, dampened by the long-term effects of the accreditation revocation and early partnership with ECC. Nearly all longitudinal rates in this report are influenced by this history. The most recent year shows increases in three measures and declines in three measures, with one remaining stable. Compton Center's rates represent the peer group low on four of the seven rates; but two still span the years before and after the partnership began.

The Persistence rate underscores the importance of maintaining an institution of higher learning in the Compton community. The rate during the transition year was the peer group low. Two years later, persistence has grown by 21 points. And the Center is now near the peer group average.

Low course success rates still challenge the Compton Center, with no major increases in these rates over the past three years. Improving these rates is now a chief institutional priority, resulting in faculty reassignments for improving basic skills instruction and new leadership at both the main campus and the Center. The Center has expanded its research into successful interventions that enhance student success among its basic skills students.

The ESL improvement rate has varied dramatically due to curriculum changes necessitated by the partnership and a unique population of ESL students who are predominantly non-credit students (and are thus excluded from the rate). Therefore, the rate may not be a valid measure of institutional quality at this time. And while the latest cohort rate appears promising, it is based on extremely low numbers of students. Nonetheless, Compton Center acknowledges the need to expand the credit ESL program to better serve community needs and will explore approaches and resources directed specifically at ESL recruitment and counseling to increase enrollment in the credit ESL program.

In recent surveys, 85% of students and 71% of community members felt that a Compton Center education was as good as or better than at other institutions. Several recent initiatives should continue to enhance the success of students at the Center, such as a First Year Experience program and learning communities.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	46.7%	47.5%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	63.9%	67.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	64.8%	68.2%	67.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.9%	75.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.3%	57.0%	61.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	54.7%	52.4%	57.4%
Basic Skills Improvement Rate	44.3%	47.5%	47.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	12,625	13,337	13,683
Full-Time Equivalent Students (FTES)*	5,463	6,429	5,831

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.6%	31.5%	31.1%
20 - 24	21.3%	22.0%	22.5%
25 - 49	35.3%	33.2%	33.7%
Over 49	14.4%	13.0%	12.5%
Unknown	0.3%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.9%	58.9%	58.8%
Male	35.5%	36.5%	36.6%
Unknown	5.6%	4.5%	4.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	25.2%	25.4%	24.3%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	14.0%	14.8%	14.2%
Filipino	7.0%	7.3%	7.2%
Hispanic	25.2%	25.9%	26.9%
Pacific Islander	0.7%	0.8%	0.9%
Unknown/Non-Respondent	9.5%	8.8%	10.9%
White Non-Hispanic	18.0%	16.5%	15.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	48.3	47.9	39.0	55.8	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	69.5	68.3	52.2	77.3	<i>B1</i>
C	Persistence Rate	67.6	59.9	39.8	74.9	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	75.1	63.6	87.3	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.3	63.8	55.0	74.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	47.7	49.2	32.9	64.2	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	57.4	33.8	0.0	67.0	<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 2010 Report: College Level Indicators

Contra Costa College

Contra Costa Community College District

College Self-Assessment

Contra Costa College is a comprehensive, urban college that is now registered as a Hispanic Serving Institution. The college is ethnically and linguistically diverse. Because of increased housing and living costs, lack of employment and ever diminishing student support resources, the majority of enrolled students struggle to meet the financial demands of attending college. Against this backdrop of economic downturns and budget cuts the college remains strong and resilient even with reduced course offerings of approximately 10% from 2008/09 and a 2.2 million dollar reduction in operating budget for 2010/11.

Even though it faces a severe budget crisis, the college continues to make improvements in institutional effectiveness as evidenced by the 2010 ARCC Report. The percent of increase ranges from a modest 2% for the student progress and achievement rate to a major increase of 10% for the ESL Improvement Rate. The later ESL improvement rate most certainly is a result of a recoding effort that was conducted to separate degree applicable courses from non-degree applicable courses during the 2009/2010 year. All but one of the indicators of the ARCC report demonstrate improvement. The only indicator that showed little change was the persistence rate which if "rounded" would still be the same percentage as was reported for the 2008/09 year. Despite the economic challenges that faced the college during this period, funds were made available to support tutoring, supplemental learning, several cohort-based learning communities, and additional counseling for students enrolled in Career Technical Education courses.

Employees at the college are passionate about student success. Faculty, staff and administrators have risen to the challenge to go above and beyond minimal efforts to help students. This passion is exemplified by the college's strategic planning initiatives. A large part of the planning focus has been to incorporate the metrics of the ARCC report into the action plans for the 5-year strategic initiatives and basic skills initiatives (BSI). Action plans, which are internal elements of the strategic initiatives, are designed, assessed and reviewed on a regular basis. Many of these plans focus on student cohorts that are challenged by barriers to their academic success. Evidence of student learning outcomes is now forthcoming and openly discussed within the college's division structure.

As with the 2008/09 ARCC Report, where the college made considerable strides in student's academic improvement, the same is evident in the current report. These improvements were enjoyed because the college designated resources to enhance student success. However, for 2010/11, the college must severely curtail tutoring, decrease library operating hours, and limit matriculation services and counseling hours. Supplemental instruction, particularly to English and math sections, has been eliminated. Given these steep or significant reductions, the college may not be able to demonstrate the same level of institutional improvement it has enjoyed for the last two years. The current challenge is to continue the high level of commitment to student success in spite of the diminished level of 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	46.3%	49.5%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	65.7%	72.4%	62.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	37.6%	44.4%	52.2%



ARCC 2010 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	84.0%	85.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.8%	57.4%	57.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	54.8%	55.2%	56.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	2,865	2,939	3,330
Full-Time Equivalent Students (FTES)*	1,346	1,427	1,580

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	18.6%	20.2%	21.1%
20 - 24	33.4%	29.5%	30.5%
25 - 49	37.5%	39.7%	37.5%
Over 49	8.3%	8.2%	8.8%
Unknown	2.2%	2.3%	2.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.5%	62.2%	52.8%
Male	39.5%	35.4%	30.5%
Unknown	1.0%	2.4%	16.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Copper Mountain College

Copper Mountain Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.4%	6.9%	4.5%
American Indian/Alaskan Native	2.7%	2.3%	1.2%
Asian	1.8%	2.1%	1.2%
Filipino	2.4%	2.3%	1.6%
Hispanic	15.8%	15.4%	9.6%
Pacific Islander	1.0%	1.0%	0.6%
Unknown/Non-Respondent	11.1%	12.6%	41.1%
White Non-Hispanic	58.8%	57.4%	40.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	37.8	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	62.5	69.6	53.9	78.2	B3
C	Persistence Rate	52.2	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.8	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	56.8	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	.	41.5	0.0	100.0	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

Final Data from February, 2010

There are eight College Performance Indicators, six of which are applicable to Copper Mountain College. The college shows increases in three of the six indicators and declines in three indicators. Though the college had a three year increasing trend in Student Progress and Achievement, there is a substantial drop reflected in this year's measure. Also the percentage of students earning 30 units had a three year increasing trend, which also dropped this year. Student Persistence Rate is up from last year's measure to 52.2%. The rising trend in the college's Annual Successful Course Completion Rate for Credit Vocational Courses was reversed, showing a 6% decline. The Annual Successful Course Completion Rate for Basic Skills Courses increased slightly this year (.4%). The Basic Skills Improvement Rate continued a three year increase, showing an increase of 1.6%. Regarding student demographics, the college grew in both head count (13.3%) and FTE (10.7%), when compared to the previous year. Student gender information is somewhat suspect, as 16.7% of the students did not answer and remain unknown. Ethnicity figures also may not be representative, as 41.1% of the students declined to respond. 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 drop in the Student Progress and Achievement Rate may be indicative of students staying closer to home. This hypothesis may be supported by the year to year increase in the Persistence Rate, measuring first-time students' Fall to Fall return. The reduction in the Annual Successful Course Completion Rate for Vocational Courses is an indicator worthy of further investigation and observation. The 6% decline may be an aberration. Regarding Basic Skills, there was a slight increase in the Basic Skills course completion rate, coupled with an increase in the Basic Skills Improvement Rate, which represents a three year trend on the latter indicator. A 16.2% increase in headcount supports an increasing awareness and presence in the community. A troublesome factor this year is the number of students who have not reported gender or ethnicity. Two factors may be playing a role. With the advent of the new data system, the college imports the students' admission application information electronically. Where the admissions staff had input each application in the past and checked for errors or incomplete data, we no longer have paper to check. Also, there appears to be a societal trend for students to not identify gender or race. However, that trend would not account for the large numbers by itself, so the combination of factors is likely. Several measures deserve some continued attention. As the college's data system and processes with students change, our ability to monitor the change factors is expected to be enhanced. As additional research capabilities are enhanced, the college will also be able to identify critical elements for change.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.2%	51.6%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.2%	71.3%	70.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.8%	73.0%	72.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.1%	62.8%	62.2%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	66.1%	60.7%	64.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	73.8%	66.3%	75.4%
Basic Skills Improvement Rate	54.4%	56.8%	59.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,560	20,109	21,815
Full-Time Equivalent Students (FTES)*	8,392	8,797	10,408

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.4%	26.2%	27.1%
20 - 24	31.1%	31.6%	31.6%
25 - 49	36.3%	36.2%	35.2%
Over 49	6.1%	6.0%	6.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.6%	57.4%	57.0%
Male	41.5%	41.8%	42.1%
Unknown	0.9%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	14.5%	14.6%	14.0%
American Indian/Alaskan Native	1.0%	0.8%	0.7%
Asian	23.2%	23.7%	22.0%
Filipino	5.8%	5.6%	5.6%
Hispanic	15.0%	15.5%	12.7%
Pacific Islander	1.9%	2.0%	2.7%
Unknown/Non-Respondent	8.6%	8.3%	9.6%
White Non-Hispanic	30.2%	29.6%	32.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	49.7	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.3	72.1	63.0	81.7	B2
C	Persistence Rate	72.6	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.2	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.7	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	59.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	75.4	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Self-Assessment

The 2010 Cosumnes River College (CRC) ARCC report indicates substantial improvement in the Basic Skills and ESL improvement rates (1.5), Basic Skills course completion rates (1.6), and a trend of overall improvement in the fall-to-fall persistence rate (1.2). The college is generally pleased with its performance in these areas, which is above average in the peer groups for these metrics.

The college is analyzing the decreasing trend in the student progress and achievement rate; although this metric is affected by the inclusion of Folsom Lake College students in the cohorts and the fact that CRC offers many certificates of completion that are less than 18 units. This metric is also affected by the following factors, which combine to impede a student's ability to obtain courses, and inhibit the timely completion of his/her educational goals:

- Significant growth at the college (19% over the past two years);
- limited growth and/or reductions in FTE;
- the implementation of block scheduling; and
- a fall 2008 student population with a 66% employment rate; 76% of whom work half-time or more.

Despite a modest increase this year, CRC remains concerned about its vocational course completion rates, which are below the peer group average. Research has shown that this metric is particularly impacted by the inclusion of DR* students because CRC has a higher percentage of DR students compared with other colleges. CRC anticipates that its CTE course completion rates will improve more significantly next year due to recent leadership changes, the infusion of federal grant dollars, the implementation of different class management strategies for online students, and enhanced professional development for CTE faculty. Because the VTEA technical skill attainment core indicator indicates that 90% of students who have completed 12 units in vocational programs perform above the state average, the college is also focusing on interventions designed to particularly support the success of students in entry-level CTE courses.

In addition to the rapid growth described previously, CRC continues to experience demographic change. The following data illustrate key aspects of CRC's fall 2008 demographic profile:

- 41% first-generation students;
- 50% living in households that were low income or below the poverty line;
- 34% between the ages of 18 and 20;
- 35% African American, Latino or Native American students;
- 33% Asian/Pacific Islander students;
- 22% non-English first-language students; over 90 first languages spoken by CRC students;
- 29% placement into basic skills writing; and
- 36% 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.

* DR grades are assigned to students who drop between census and the last day to drop without notation



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	52.3%	51.3%	53.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.0%	70.0%	71.1%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	67.3%	66.9%	65.7%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.2%	78.0%	78.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.0%	55.4%	59.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	53.0%	59.5%	64.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	8,539	8,845	9,339
Full-Time Equivalent Students (FTES)*	4,359	4,246	4,586

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.6%	28.5%	29.4%
20 - 24	30.4%	31.6%	32.4%
25 - 49	35.4%	34.7%	33.6%
Over 49	5.3%	5.0%	4.6%
Unknown	0.3%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	49.0%	50.1%	51.2%
Male	49.4%	48.1%	47.6%
Unknown	1.6%	1.8%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Crafton Hills College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.2%	4.1%	4.7%
American Indian/Alaskan Native	1.4%	1.4%	1.1%
Asian	4.1%	3.8%	4.3%
Filipino	1.7%	1.8%	1.8%
Hispanic	24.4%	25.4%	25.9%
Pacific Islander	0.5%	0.6%	0.6%
Unknown/Non-Respondent	7.7%	7.1%	7.6%
White Non-Hispanic	56.0%	55.8%	54.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	53.5	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	71.1	69.6	53.9	78.2	B3
C	Persistence Rate	65.7	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.9	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	64.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	.	41.5	0.0	100.0	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.



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 like the college's fire academy and emergency medical services/paramedic programs which are considered to be some of the finest community college emergency services programs in the state. In Fall 2009, Crafton offered over 600 sections of approximately 250 courses to a diverse student population of 6,445 students, an increase of 5% over Fall 2008. 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 2008 – 2009 academic year, 6,010 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 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 slightly below the peer group average on the persistence rate, and even though the Student Progress and Achievement Rate (SPAR) is lower than the peer group average it is not the lowest in the peer group. In addition, Crafton has also had a substantial increase in the SPAR rate from the prior cohort year.

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 Basic Skills Initiative has supported the implementation of learning communities, early alert, and professional development. The college is also in the process of seeking a Title V Grant to expand student engagement. Crafton Hills College is proud of its performance and its continued effort to increase student success.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	56.2%	59.1%	58.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	78.0%	75.7%	75.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	70.5%	67.8%	66.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.2%	75.6%	75.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	57.0%	55.8%	58.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	25.6%	18.8%	17.7%
Basic Skills Improvement Rate	50.5%	55.4%	52.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	0.4%	0.6%	0.3%



Cuesta College

San Luis Obispo County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,133	19,189	20,398
Full-Time Equivalent Students (FTES)*	9,247	9,374	10,040

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	30.1%	30.0%	28.7%
20 - 24	30.7%	29.8%	29.1%
25 - 49	25.9%	25.7%	24.2%
Over 49	13.4%	14.4%	17.9%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.1%	54.8%	54.2%
Male	43.8%	44.2%	44.5%
Unknown	1.1%	0.9%	1.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.4%	1.3%	1.2%
American Indian/Alaskan Native	1.3%	1.3%	1.3%
Asian	2.3%	2.5%	2.6%
Filipino	1.1%	1.1%	1.1%
Hispanic	19.5%	20.1%	18.3%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	13.1%	13.6%	17.8%
White Non-Hispanic	60.9%	59.5%	57.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	58.6	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	75.3	72.1	63.0	81.7	B2
C	Persistence Rate	66.9	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.8	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	17.7	41.5	0.0	100.0	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 2010 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 a 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 demographic shifts and reduced state funding, Cuesta College has experienced a 45% growth in headcount over the last 10 years, resulting in an annual unduplicated headcount of more than 20,000 students in the most recent academic year (2008/09).

With respect to the ARCC indicators, Cuesta College continues to perform above its peer groups except in the areas of Student Progress and Achievement, Annual Successful Course Completion Rate for Credit Basic Skills Courses and Improvement Rate for Credit ESL Courses. Cuesta College is strongly committed to improving its performance with respect to all ARCC indicators, especially in areas where the college falls below the peer group average.

First, Cuesta's slight decrease in the Student Progress and Achievement rate is directly attributable to changes in the transfer admission policy of our local CSU - Cal Poly, San Luis Obispo. Already the most selective postsecondary institution in the state of California, Cal Poly has further reduced transfer admission slots in response to state budget cuts. This change is clearly evidenced by the disaggregated student progress and achievement rate data, which show that our rates of degree and certificate completion, transfer direction, and transfer readiness have all increased year over year, while actual transfers to four-year institutions have decreased significantly. To meet the decreased local opportunities for transfer, Cuesta College has entered into several private university partnerships in order to provide additional opportunities for transfer ready students to attend a four-year institution within the county.

Second, 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, have implemented mandatory advising for developmental students, additional tutoring opportunities, in-class teaching assistants, and modularized computer-mediated content delivery. In addition to these promising interventions, Cuesta College applied for a federal Strengthening Student Services grant aimed at increasing outcomes for low-income, first-generation, developmental students. With these and other concerted efforts, we are confident that we will see improvement in our Basic Skills and ESL ARCC outcomes.

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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	53.3%	56.3%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.6%	70.9%	71.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.3%	70.8%	65.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.9%	68.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.7%	59.6%	63.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	65.6%	70.5%	67.0%
Basic Skills Improvement Rate	57.4%	59.8%	61.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,222	19,859	22,433
Full-Time Equivalent Students (FTES)*	5,533	5,694	6,484

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.5%	22.8%	22.3%
20 - 24	21.3%	22.1%	21.4%
25 - 49	30.7%	31.6%	28.0%
Over 49	23.4%	21.0%	17.4%
Unknown	4.1%	2.5%	11.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.3%	55.5%	50.5%
Male	36.4%	37.3%	34.6%
Unknown	9.2%	7.2%	14.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.0%	6.6%	6.1%
American Indian/Alaskan Native	1.1%	1.1%	0.8%
Asian	2.7%	3.0%	3.1%
Filipino	2.6%	3.1%	2.5%
Hispanic	17.8%	18.6%	17.7%
Pacific Islander	0.8%	1.0%	0.9%
Unknown/Non-Respondent	18.9%	16.8%	24.4%
White Non-Hispanic	50.1%	49.8%	44.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	54.3	47.9	39.0	55.8	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	71.4	68.3	52.2	77.3	<i>B1</i>
C	Persistence Rate	65.9	59.9	39.8	74.9	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.7	75.1	63.6	87.3	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	63.8	55.0	74.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	61.2	49.2	32.9	64.2	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	67.0	33.8	0.0	67.0	<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 2010 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Self-Assessment

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

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

Most noteworthy is that Cuyamaca College's Improvement Rate for Credit ESL Courses is THE Peer Group's High Score! This increase is a direct result of the collective efforts of Student Services and Instruction, specifically, tutoring, Title III, faculty development programs, the Basic Skills Initiative and open tutoring labs.

The ARCC Indicators gather data over such an extensive time period (6 years) that determining any single causal effect, either positive or negative, proves elusive, although some external dynamics affecting student progress and achievement during this time include state budget cuts, a change in CSU and UC transfer policies and the past increase in unit fees.

For the Successful Course Completion Rate for Credit Vocational Courses, the aggregate core indicator information provided by Cuyamaca College for VTEA IC reporting for 2009-2010 indicates that the college meets or exceeds state negotiated levels for college performance in the area of course completion. Given that the college's total enrollment in credit vocational programs is very small, any decrease in the completers for a particular class translates to a comparatively large percentage. Additionally, due to high unemployment, students are taking as few job retraining courses as possible to return to the workforce, particularly in a number of college career programs.

Regarding Completion Rate for Credit Basic Skills Courses, under the past Title III grant and the current comprehensive Basic Skills plan, the college has implemented numerous strategies focusing on student retention which is why the college has a slight improvement over time and our peer group comparison improved considerably.

Finally, Budget cuts have affected the college's ability to replace retired faculty, especially vocational faculty, and provide critical academic support services. Also, vacancies in student services in both counseling and staff have made it more difficult to provide student support services.

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



Cypress College

North Orange County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.6%	50.7%	52.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.8%	74.4%	74.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.4%	73.8%	74.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.4%	71.5%	72.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	64.7%	64.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	59.0%	64.2%	64.9%
Basic Skills Improvement Rate	56.5%	58.6%	59.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Cypress College

North Orange County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,085	20,502	21,410
Full-Time Equivalent Students (FTES)*	10,408	11,226	11,803

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.6%	26.3%	27.1%
20 - 24	36.5%	36.6%	36.5%
25 - 49	33.3%	32.8%	32.1%
Over 49	4.5%	4.3%	4.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.7%	56.4%	55.2%
Male	42.5%	42.5%	43.4%
Unknown	0.8%	1.2%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.4%	5.8%	5.5%
American Indian/Alaskan Native	0.5%	0.6%	0.6%
Asian	19.8%	20.3%	20.0%
Filipino	8.2%	7.5%	7.6%
Hispanic	26.6%	27.4%	28.2%
Pacific Islander	0.9%	1.0%	1.0%
Unknown/Non-Respondent	8.4%	9.2%	9.7%
White Non-Hispanic	30.3%	28.1%	27.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.5	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	74.9	72.1	63.0	81.7	B2
C	Persistence Rate	74.6	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.6	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	59.4	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	64.9	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Self-Assessment

Cypress College has maintained its commitment to student success in the current financially challenging times by allocating resources through analysis of student outcomes in academic and student services areas. The College has responded to high demand for seats with careful analysis of demand; number of sections had been reduced in 2008-09 although more students (both headcount and FTES) enrolled, thereby broadening access. The increase of Hispanic students at the campus has been consistent with the overall population growth in Orange County. To reaffirm its commitment to minorities and academically challenged students during this time of enrollment growth, the College has revised its Student Equity Plan.

The Student Progress and Achievement Rate (SPAR) has shown a noticeable improvement after declining in the previous year. The College introduced several measures such as increasing matriculation services, promoting awareness of academic support services, and expanding the availability of the academic infrastructure. The increase in the SPAR appears to indicate that the initiatives taken by the College have yielded positive results. In a survey conducted by a national agency, students also expressed satisfaction over the available academic infrastructure. Cypress College is exploring ways to further improve the SPAR and overall student success. Two areas identified for improvement via the student survey are academic advising and an early alert system.

With the exception of credit vocational course completion, Cypress College is ahead of its peer group average in six other accountability measures. The completion rate for credit vocational courses was lower than peer group average during last year also. Two contributing factors were lower success rate in online courses and availability of jobs before completion of courses. The success rate in online courses has consistently improved since 2007-08. Anecdotal evidence suggests that students continue to leave before course completion as they get opportunities in the job market. In the current economic situation, it is difficult for students to postpone earning potential. Among the six other measures that the College is ahead of its peer group average, persistence rate deserves a special mention: it is the highest among its peer groups.

Cypress College has developed a culture of evidence to utilize its scarce resources effectively. All programs are evaluated regularly to determine if they are meeting their goals. Both quantitative and qualitative analyses are conducted to determine the impact of programs on student success. Student Learning Outcomes are identified for courses and programs, and periodic evaluations are made. Strategic decisions are based on the findings to improve the courses and programs. Also, overall effectiveness of the instruments used to evaluate programs are reviewed and updated regularly. In the most recent revision, achievement of Student Learning Outcomes was emphasized as a central element in all program review forms.

In addition to pursuing its vision to be a premier learning community, Cypress College also strives to create a safe and welcoming campus. The results of the bi-annual survey of students and employees indicate that the College atmosphere is perceived to be friendly and conducive to learning.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	66.6%	69.8%	70.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	81.0%	82.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.8%	69.9%	69.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	85.2%	83.4%	81.9%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	82.4%	78.6%	77.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	61.3%	62.3%	66.1%
Basic Skills Improvement Rate	62.3%	63.3%	69.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	40,529	41,235	43,294
Full-Time Equivalent Students (FTES)*	19,215	19,766	20,087

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.9%	32.9%	32.0%
20 - 24	28.0%	27.7%	27.7%
25 - 49	33.4%	33.5%	34.0%
Over 49	5.8%	5.8%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	51.7%	51.6%	51.3%
Male	48.3%	48.4%	48.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.8%	5.4%	5.0%
American Indian/Alaskan Native	0.5%	0.6%	0.8%
Asian	36.5%	37.7%	35.7%
Filipino	4.9%	4.8%	4.6%
Hispanic	14.9%	16.4%	15.2%
Pacific Islander	0.9%	0.9%	0.9%
Unknown/Non-Respondent	11.9%	9.3%	13.8%
White Non-Hispanic	24.6%	24.8%	24.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	70.5	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	83.8	75.0	68.1	83.8	B4
C	Persistence Rate	69.4	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.9	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.8	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	69.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	66.1	59.3	36.2	78.4	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.



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. De Anza's Silicon Valley service area population is growing at about 1% per year while the number of feeder high school graduates is not expected to grow over the next five years. Excluding those not reporting, the proportion of African American, Asian/Pacific Islander and Native American students at De Anza is substantially greater than their proportion in the population. De Anza has a strategic initiative aimed at increasing the proportion of historically underrepresented students. The college was also a pioneer in providing access through distance learning. Students may complete more than half their coursework in 111 degree and 29 certificate programs through distance learning.

De Anza offers 111 certificate and degree programs. The college's transfer program is among the top five 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. De Anza also provides strong career and workforce education. The college awards approximately 500 career certificates and 1,200 associate degrees each year.

Local citizen support for bond measures enabled De Anza to embark upon a multimillion-dollar construction program. Three new buildings have recently been completed, including a state-of-the-art Visual and Performing Arts Center. The Mediated Learning Center is scheduled for completion by 2011. The accreditation reaffirmation commended De Anza for the success of basic skills improvement projects and its "vibrant, dynamic learning environment." The college was also honored by the Hewlett Leaders in Student Success initiative for its work in basic skills.

De Anza, compared to its peers, ranked the highest in four of the seven accountability indicators, substantially above average in two, and just slightly below average on a seventh. De Anza's Persistence Rate ranking held steady from last year to this year and stands at just below the peer group average. The Student Progress and Achievement rate dropped one percentage point but is still ranked highest compared to peers. De Anza's Percent of Students Who Earned at Least 30 Units has improved slightly and is also highest compared to peers. The Credit Basic Skills Improvement Rate is the highest for the peer group. The Successful Course Completion Rates for Basic Skills rate dropped slightly but remains above the peer group average.

De Anza's strategic plan has four major goals; these include reaching out to historically underrepresented populations in its service area and improving student success and retention. Among many new initiatives are new programs to improve success in basic skills and to ease the transition to college.

In sum, De Anza College accountability results display high levels of performance compared to peer institutions. De Anza has put in place and is planning initiatives that are intended to result in further upward trends in these measures, with the obvious caveat that dramatic cuts in state funding threaten all achievement.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	65.3%	66.4%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.4%	74.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.0%	75.6%	74.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.9%	80.2%	79.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	68.8%	65.7%	66.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	38.7%	32.7%	28.3%
Basic Skills Improvement Rate	40.7%	49.9%	50.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Diablo Valley College

Contra Costa Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	32,207	32,930	34,346
Full-Time Equivalent Students (FTES)*	13,797	16,655	14,642

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	34.3%	33.3%	32.2%
20 - 24	29.1%	29.2%	30.0%
25 - 49	28.3%	29.2%	29.3%
Over 49	8.2%	8.3%	8.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.0%	52.7%	50.9%
Male	44.2%	45.0%	44.4%
Unknown	2.8%	2.3%	4.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.8%	5.8%	5.8%
American Indian/Alaskan Native	0.7%	0.6%	0.7%
Asian	13.0%	13.3%	13.1%
Filipino	5.6%	5.4%	5.2%
Hispanic	12.9%	13.0%	13.6%
Pacific Islander	0.7%	0.9%	0.9%
Unknown/Non-Respondent	12.9%	13.7%	13.6%
White Non-Hispanic	48.5%	47.3%	47.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	64.1	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	74.5	75.0	68.1	83.8	B4
C	Persistence Rate	74.6	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.9	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.6	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	50.1	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	28.3	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Self-Assessment

Diablo Valley College, regionally recognized for academic excellence, serves approximately 22,000 students in the fall term. The college has grown steadily in size and reputation since its establishment 60 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 1,200 courses are offered in traditional formats and online. Online instruction has expanded significantly in the past ten years, and by spring 2010, almost 5,000 students (21% of the headcount) are enrolled in one or more 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 five 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 146 certificate and associate degree programs. DVC awards approximately 500 career certificates and 600 associate degrees each year.

Student diversity has increased steadily. While the proportion of White students declined, the proportions of other ethnic groups increased and currently match or exceed their respective representations in the service area population. The college attracts young learners; almost five out of each eight 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 1,300 international students from more than 50 countries. This diversity enriches students' educational and cultural experiences and enhances learning. The college continues to address faculty and staff diversity to reflect the composition of the student body.

With the enhancement of student learning and success as its central mission, the college currently focuses its energy on implementing an integrated planning process in which program review and strategic planning are linked to resource allocation. In the past two years, the college made significant strides in improving communication and collaboration among constituent groups and created a healthy dialogue among members of the campus community.

The value-added educational services provided by DVC are apparent in the ARCC 2010 indicators report. DVC has 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 and basic skills, and the improvement rate for basic skills. The ESL improvement rate is below the peer group average due to coding anomalies. It is expected that the rates for 2011 will reflect the corrections made in summer 2009.

In summary, DVC takes great pride in maintaining high standards, expanding access, embracing diversity, enhancing student learning, serving its community, and preparing students to become responsible citizens of the world.



ARCC 2010 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.1%	43.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.1%	70.5%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	69.6%	61.4%	66.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	88.8%	88.0%	88.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	57.6%	60.1%	61.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.2%	56.9%	48.9%
Basic Skills Improvement Rate	51.7%	51.8%	50.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	20.1%	19.3%	16.5%



East Los Angeles College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	50,816	52,936	61,787
Full-Time Equivalent Students (FTES)*	22,693	22,695	23,158

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.4%	28.3%	31.2%
20 - 24	24.0%	24.0%	23.5%
25 - 49	44.0%	41.5%	39.3%
Over 49	6.6%	6.3%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	51.9%	52.1%	52.4%
Male	48.1%	47.9%	47.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.3%	3.9%	3.4%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	14.2%	14.5%	13.5%
Filipino	1.4%	1.5%	1.3%
Hispanic	56.2%	56.3%	55.5%
Pacific Islander	0.3%	0.3%	0.3%
Unknown/Non-Respondent	13.2%	14.2%	18.3%
White Non-Hispanic	10.0%	9.0%	7.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.7	72.1	63.0	81.7	B2
C	Persistence Rate	66.9	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.8	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	50.8	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	48.9	51.6	37.0	68.8	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 2010 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 Hispanic/Latino students annually than any other community college in the system. In fall 2009, over 35,000 students enrolled in ELAC's academic, career technical, noncredit, and Public Service Academy programs. The college serves a predominantly Latino community with a great number of immigrants and English language learners. ELAC's primarily Latino and Asian student population reflects its service area and is indicative of the college's dedication to increasing 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-level indicators show ELAC performing above the peer group average on basic skills course completion and completion of vocational/career technical courses. Over eighty-five percent of ELAC students need basic skills coursework. As a result, the College has identified basic skills as a core area in its Educational Master Plan. The ARCC results are indicative of the College's focus on student success and improvement in basic skills programming. Continued success in career technical programming highlights ELAC's ability to respond to the needs of the community and offer course work that allows students to reach their educational and career technical goals.

The College reviews ARCC and college indicators of success regularly and continues to seek improvement on these measures of student achievement. The current ARCC report indicates improvement in areas of student progress and achievement, persistence, and successful course completion. While ELAC is pleased with the improvements of these indicators, the College continues to seek ways to improve success for all students. Factors such as high poverty rates, attendance in low-performing schools, and low educational attainment make it difficult for our students to maintain traditional full-time college attendance. Nearly three quarters of ELAC students enroll in fewer than twelve units. ELAC's Educational Master Plan seeks to address these unique characteristics and improve programming through data-driven planning and the continual assessment of student learning. The recent reduction in the College's allocation has made it difficult to maintain an optimal level of service and to continue to develop promising academic programs. Despite these circumstances, ELAC has continued to work to improve student services through an evaluation of system barriers and to enhance academic programming to better meet student needs. In addition, ELAC regularly seeks grants to develop innovative programs and student services.

ELAC plans to continue efforts to improve student learning and we are positioned to launch several renovations and building projects, including the Library renovation and construction of the Student Success Building. These projects will offer students the opportunity to learn in state-of-the-art facilities using modern educational technologies. ELAC's focus on the Basic Skills Initiative, creating data-driven planning and the implementation of our grants will support the College's efforts to continue to improve all of our 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.7%	49.0%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.9%	69.0%	68.1%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.3%	74.0%	76.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.1%	71.6%	73.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.7%	53.8%	54.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	67.5%	65.2%	63.7%
Basic Skills Improvement Rate	44.2%	43.8%	45.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	35,652	39,388	41,700
Full-Time Equivalent Students (FTES)*	19,312	19,337	20,472

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	31.4%	32.8%	32.8%
20 - 24	31.6%	30.9%	31.5%
25 - 49	31.8%	30.8%	30.0%
Over 49	5.3%	5.5%	5.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.8%	54.4%	53.6%
Male	45.2%	45.5%	46.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	19.4%	19.4%	19.3%
American Indian/Alaskan Native	0.4%	0.5%	0.5%
Asian	14.2%	13.9%	14.1%
Filipino	3.7%	4.0%	4.0%
Hispanic	30.8%	31.0%	31.8%
Pacific Islander	0.9%	1.0%	1.0%
Unknown/Non-Respondent	10.3%	10.4%	10.1%
White Non-Hispanic	20.2%	19.9%	19.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	50.1	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	68.1	75.0	68.1	83.8	B4
C	Persistence Rate	76.9	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	45.4	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	63.7	59.3	36.2	78.4	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 2010 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

Located in southwest Los Angeles County, El Camino College (ECC) serves a large population of students, both at 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 – among top California transfer colleges, ECC has the highest admission rate to UCLA.

In terms of ARCC performance indicators, the most recent year shows increases across five measures and modest declines on two measures. The Student Progress and Achievement Rate (SPAR) rebounded after a one-year dip and remains above the peer group average. While many ECC students continue to complete degrees and transfer, other students take advantage of new skill-based certificates designed to translate into job opportunities. In 2008-09 alone, certificates awarded increased by 20 percent, building confidence and careers for area students.

However, the same cohort of students that is above average on SPAR is below average in earning 30 or more units in six years. The College has already taken steps to examine this trend, including a comprehensive class schedule review to identify issues of adequate course offerings. And a recent survey showed that about 40 percent of students attribute a lack of college success skills as a potential barrier to success. Research has focused recently on evaluating college success programs to determine which could be scaled up to serve more students.

Persistence remains well above average, suggesting that quality curriculum, instruction, and student support services enable students to continue their education.

The successful course completion rate for vocational courses continued to increase in 2008-09 and is close to the peer group average. The addition of more lower-unit, skill-based certificates may be keeping students more motivated to succeed.

The ESL improvement rate remains well above average but has declined for the last two years. The declines are likely an artifact of course and coding changes associated with this rate during the period. These coding issues should be resolved by the statewide recoding project currently underway.

The latest data show that the basic skills completion rate witnessed a slight uptick while the improvement rate through the basic skills series increased by nearly two points, but both rates remain below average. In response, El Camino College continues to explore bold interventions that assist students in meeting their educational goals, particularly the third of our students who begin at the basic skills level. Initiatives aimed at these students include intrusive counseling; teaching that supports participative learning; academic support labs; and college success courses. A goal of basic skills administrators and faculty is that those pilot projects shown by campus research to enhance success and persistence might be institutionalized.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.7%	52.3%	51.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.9%	68.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	76.6%	77.6%	76.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	82.1%	84.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	66.3%	71.8%	73.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.9%	61.2%	56.8%
Basic Skills Improvement Rate	49.8%	46.0%	54.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	17,331	18,280	18,160
Full-Time Equivalent Students (FTES)*	7,278	7,116	7,385

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.6%	25.8%	26.6%
20 - 24	25.7%	25.3%	26.6%
25 - 49	40.8%	40.7%	37.9%
Over 49	7.7%	8.2%	8.8%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	49.2%	47.4%	48.3%
Male	48.2%	49.9%	50.7%
Unknown	2.6%	2.8%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.7%	5.2%	4.7%
American Indian/Alaskan Native	0.6%	0.6%	0.6%
Asian	27.4%	27.0%	27.6%
Filipino	8.6%	7.5%	7.1%
Hispanic	26.8%	28.3%	28.3%
Pacific Islander	1.0%	1.0%	0.9%
Unknown/Non-Respondent	12.8%	15.0%	17.5%
White Non-Hispanic	17.1%	15.3%	13.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	51.5	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.2	68.3	52.2	77.3	B1
C	Persistence Rate	76.5	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.3	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	73.0	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	56.8	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Self-Assessment

Established in 1975, at the foothills of Evergreen Valley in East San Jose, Evergreen Valley College (EVC) has served a progressively diverse student population. Roughly 80% of our student population is students of color representing 33% Latino, 18% Vietnamese, 19% Asian, 4% African American, and 1% Native American while 10% identify as White students and 10% other/unknown. EVC is a federally identified Hispanic Serving Institution and has received a Title V grant for two consecutive terms since 2002. During 2005-2006, EVC welcomed a new Executive Team, consisting of: the President, Vice Presidents of Academic Affairs and Student Affairs and Chancellor. During 2007-2008, EVC welcomed 6 new Academic Deans who with faculty, staff, and students have led the college to successfully accomplish the Accreditation Midterm Report in fall 2007, implemented a collaborative and analytical student-centered enrollment management practice that increased the college's enrollment and productivity, established various effective institutional procedures, and developed a college-wide ongoing strategic planning process—Integrated Planning and Institutional Transformation as of spring 2007 which will be reviewed and renewed in April 2010.

EVC offers a wide-range of courses in various disciplines, certificate programs, and degrees. A majority of EVC's students attend school in the day-time (82%) and the majority attended on a part-time basis (63%), primarily receiving AA/AS degrees with a transfer focus. EVC is in the process of increasing the number of vocational programs that will serve our students' needs as well as the demands of industry. The Certified Nursing Assistant Program was successfully developed and the first cohort of students began their courses in spring 2010.

EVC demonstrates above average or good levels of performance on the majority of accountability indicators except in the area of credit basic skills courses. As the college's Basic Skills Initiative, EVC engaged in the Equity Scorecard and Benchmarking project in collaboration with the Center for Urban Education at University of Southern California which produced a comprehensive final report in June 2009 that included concrete recommended action plans that will ensure decreasing gaps in student success. EVC and the San Jose Evergreen Community College District became one of the two California Community College districts that were invited to be part of the national initiative for Student Success, Achieving the Dream, during the 2009 academic year. EVC is completing its first of the five-year plan which will also integrate the work of the Equity Scorecard and Benchmarking Project.

In addition to the opening of the Center for the Arts building in fall 2009, a modernization project of the 30+ year old buildings continues with the Cedro building completed in spring 2010.

EVC is currently in the process of completing the Accreditation Self Study. With roughly 35 Steering Committee members forming the leadership, the self-study process—supported by the Educational and Facilities Master Plan and renewal of the Strategic Plan—is moving steadily forward and a positive outcome is anticipated.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	56.9%	64.5%	57.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.5%	74.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	62.2%	77.7%	57.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	83.8%	82.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	75.6%	63.5%	46.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	26.3%	30.9%	62.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	3,274	3,753	4,027
Full-Time Equivalent Students (FTES)*	1,335	1,539	1,792

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	31.9%	31.3%	28.7%
20 - 24	24.2%	22.4%	21.6%
25 - 49	25.2%	29.2%	34.5%
Over 49	18.1%	15.6%	14.5%
Unknown	0.6%	1.6%	0.8%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.6%	56.6%	53.5%
Male	42.3%	43.3%	46.0%
Unknown	0.1%	0.1%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Feather River College

Feather River Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.0%	6.2%	8.1%
American Indian/Alaskan Native	2.0%	2.6%	2.8%
Asian	1.8%	2.3%	2.0%
Filipino	0.6%	0.7%	0.4%
Hispanic	22.1%	18.8%	19.4%
Pacific Islander	0.7%	0.5%	0.5%
Unknown/Non-Respondent	9.5%	9.5%	10.5%
White Non-Hispanic	58.2%	59.5%	56.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Feather River College

Feather River Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.8	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	73.1	69.6	53.9	78.2	B3
C	Persistence Rate	57.5	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.9	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	62.8	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	.	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Feather River College

Feather River Community College District

College Self-Assessment

Feather River College's ARCC report was positive and showed progress. Four of the seven performance indicators show Feather River College as being above their peer group average and one did not have sufficient data to be measured (improvement rate for credit ESL courses). Notable changes in the student population during the study period include: 1) an increase in the percentage of African American students within the student population (from 5% to 8%), 2) a ten percent increase in the age range of students, 25-49, and 3) a significant drop in the percentage of 20-24 year old students.

The college demonstrated excellence in its student performance in the categories of "percent of students who earned at least 30 units" and "annual successful course completion rate for credit vocational courses". For both of these categories Feather River College (FRC) was significantly higher than their peer group average. The college scored the peer group high for "improvement rate for basic skills credit courses". The successful implementation of the Basic Skills Initiative (BSI) for community colleges has been key to this. FRC used BSI funding to develop improved curriculum in its basic skills courses; specifically, additional courses were added to provide more focus on topics.

The 2010 ARCC report for FRC has one area that may appear contradictory, and further, worthy of discussion here. As noted above, FRC had a very 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. For the first indicator, the improvement rate for its basic skills courses, has a positive outcome if a student successfully completes one basic skills course and then completes a higher-level course in the same discipline within three years. It is believed that FRC scored high on this performance indicator due to its small student population that is given much individual attention. For the second indicator, a successful outcome was defined as a student taking a basic skills course and having earned a passing grade in that particular semester. As FRC has few basic skills courses in any particular discipline (which would make it easier to earn a passing grade as courses are much more limited in content scope), 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. The negative side of this is that the variation in skill ability of students in FRC basic skills courses is greater than that of larger colleges, but the positive side of this is that students will generally have the same instructor for longer periods of time. It is hypothesized that this longer time to "bond" and help track with a student is what provides the later, ultimate success of moving a basic skills student to the next level.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	69.0%	70.0%	71.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	74.9%	68.1%	70.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	70.2%	67.9%	65.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	63.5%	70.2%	63.9%
Basic Skills Improvement Rate	53.8%	64.6%	63.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Folsom Lake College

Los Rios Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	11,133	12,642	13,381
Full-Time Equivalent Students (FTES)*	4,598	5,183	5,898

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.4%	27.2%	27.6%
20 - 24	25.1%	26.4%	26.9%
25 - 49	36.8%	35.9%	34.6%
Over 49	11.7%	10.6%	10.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	62.4%	62.0%	60.7%
Male	36.7%	37.0%	38.4%
Unknown	0.9%	1.0%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.9%	2.3%	2.2%
American Indian/Alaskan Native	1.5%	1.5%	1.5%
Asian	7.2%	8.3%	6.8%
Filipino	1.7%	1.7%	1.7%
Hispanic	8.9%	9.3%	7.7%
Pacific Islander	0.6%	0.7%	1.0%
Unknown/Non-Respondent	11.2%	11.0%	10.9%
White Non-Hispanic	67.0%	65.3%	68.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	70.8	74.7	64.5	81.9	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.
F	Improvement Rate for Credit Basic Skills Courses	63.3	49.2	32.9	64.2	<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 2010 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 not available. Note however that between 2004-05 and 2008-09 degrees conferred increased from 293 to 582, certificates conferred increased from 101 to 163, and transfers increased from 128 to 315.

The continued improvement of FLC's fall-to-fall persistence (Table 1.2) reflects the maturation of a new campus both in terms of construction and the cumulative effect of its ongoing outreach, recruitment and retention efforts. Amenities particularly attractive to traditional students (e.g., cafeteria, theater, student activities, athletics programs, gymnasium) are now either fully operational, under construction, or in well publicized stages of planning. Additional persistence gains are expected with continued development of new programs, as existing programs become more comprehensive, and as greater numbers of course sections are offered throughout the week and across FLC's three sites.

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 also 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 2.7 percentage points. Further college research is now being conducted to determine the cause of the 2.6 percentage point decline in FLC's basic skills completion rate (Table 1.4).

The wide variability seen in the ESL improvement rates shown in Table 1.5 illustrates the statistical reliability issues associated with computing such rates for the relatively few students in this very small program. FLC's basic skills improvement rate has declined slightly but not statistically significantly 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 once again very nearly leads its basic skills course completion peer group and has moved from the bottom of last year's to the middle of this year's vocational course completion peer group.

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.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	67.2%	68.3%	67.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.1%	73.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.4%	70.8%	72.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	89.9%	89.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	83.9%	81.5%	84.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	60.3%	58.5%	54.0%
Basic Skills Improvement Rate	61.5%	58.6%	48.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	32,669	34,832	35,638
Full-Time Equivalent Students (FTES)*	13,146	13,610	14,157

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	18.0%	23.3%	22.7%
20 - 24	20.1%	20.5%	21.4%
25 - 49	37.7%	37.3%	37.5%
Over 49	19.0%	18.9%	18.3%
Unknown	5.2%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.5%	54.6%	53.4%
Male	45.4%	45.4%	46.5%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.3%	3.2%
American Indian/Alaskan Native	0.4%	0.4%	1.1%
Asian	24.2%	24.9%	23.5%
Filipino	2.6%	2.6%	2.6%
Hispanic	11.0%	10.9%	10.3%
Pacific Islander	0.8%	0.8%	0.9%
Unknown/Non-Respondent	16.7%	16.7%	19.5%
White Non-Hispanic	41.1%	40.4%	39.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	67.3	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	77.2	74.6	69.7	77.8	B6
C	Persistence Rate	72.2	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.0	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	84.1	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	48.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	54.0	50.7	34.1	71.4	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 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in innovation, serves approximately 20,000 students each fall. Foothill's northern Silicon Valley service area population is growing at about 1% per year while graduates of feeder high schools are expected to remain constant over the next five years. Excluding those not reporting, the proportion of African-American, Asian/Pacific Islander, Native American, and White students at Foothill is equal to or greater than the proportion in Santa Clara County. Recognizing that the proportion of Hispanic students is substantially less than that of the county—although it matches the surrounding communities of Los Altos and Palo Alto—Foothill has recently adopted a new Strategic Initiative focused on access and outreach.

Foothill has been a pioneer in providing access through online distance learning, with enrollments reaching 5,000 in Fall 2009. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill College currently offers eleven online degree programs. Foothill has one of the state's strongest transfer programs, including a renowned collaboration with UCLA which results in UCLA being the second-highest transfer destination behind nearby San Jose State University. Over one thousand students transfer each year to four-year colleges and universities, including over six hundred to UC and CSU universities. Foothill also provides strong career and workforce education. More than 700 students earn career Certificates and Associate Degrees each year in a wide variety of disciplines.

Foothill College ranked higher than the peer group average for six out of the seven accountability indicators, representing the highest rank for two of the indicators. These two indicators, Student Progress and Achievement Rate and Credit Basic Skills Successful Course Completion Rate, both show modest year-to-year increases. A notable increase is evident for the Percent of Students Who Earned At Least 30 units, which experienced a year-to-year growth from 73.6% to 77.2%. Improvement Rates for ESL and for Basic Skills both show declines as a result of dramatic program changes and recoding of basic skills courses. The 2006-07 cohort represents the first cohort of an innovative new program, Math My Way, which re-launched the entire entry level basic skills math program to provide students with a self-paced pathway suited to individual learning needs. These changes, along with changes within ESL, have altered course sequences and coding, resulting in a lack of continuity from previous ARCC reports. Foothill will continue to assess the effectiveness of these changes and make modifications as needed to sustain and improve student progress.

Foothill recently adopted an innovative integrated planning system that is built around the college's three strategic initiatives of student access, student success, and collaborative decision making. By making these initiatives the foundation of planning and assessment, Foothill will build upon its tradition of excellence and innovation as it continues to increase student success and achievement.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	48.4%	47.4%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.3%	72.9%	74.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.2%	65.6%	68.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.9%	78.3%	78.4%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.2%	63.5%	65.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	67.0%	65.7%	68.0%
Basic Skills Improvement Rate	46.0%	46.5%	50.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	31,401	33,069	36,504
Full-Time Equivalent Students (FTES)*	17,058	18,111	18,992

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	27.2%	26.9%	26.4%
20 - 24	32.4%	31.7%	31.6%
25 - 49	35.5%	36.4%	37.1%
Over 49	4.9%	5.0%	4.8%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	52.7%	52.2%	51.0%
Male	46.7%	46.8%	47.5%
Unknown	0.7%	1.0%	1.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Fresno City College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	8.0%	8.3%	8.5%
American Indian/Alaskan Native	1.2%	1.2%	1.3%
Asian	8.6%	9.2%	9.5%
Filipino	1.5%	1.5%	1.4%
Hispanic	39.2%	40.0%	40.2%
Pacific Islander	0.6%	0.6%	0.5%
Unknown/Non-Respondent	11.7%	11.2%	12.3%
White Non-Hispanic	29.3%	28.0%	26.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Fresno City College

State Center Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	74.1	72.1	63.0	81.7	B2
C	Persistence Rate	68.5	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.4	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.3	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	50.7	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	68.0	59.3	36.2	78.4	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 2010 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 also shifted slightly toward a younger student. However, the most recent data suggests a shift back to a slightly older student, with increases among students 25 to 49.

In the current economic downturn, unemployment has increased significantly in the FCC service area. FCC enrollments have risen dramatically over the last three years, with the addition of more than 5000 additional students (unduplicated headcount). Many programs and classes show enrollments at or near capacity.

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

FCC shows solid performance on most of the accountability indicators relative to its peers. The College is at or above the peer group average for all measures, with a particularly high score on the Improvement Rate for Credit ESL Courses.

In the past, FCC's persistence rate was the one area in which the College average was lower than that of its peers. However, the most recent data shows a strong improvement in this area, with a rate 5% higher than two years ago. Contributing to this increase are programs that target specific groups of students, including those currently enrolled. One example is an expanded Supplemental Instruction program, which provides tutorial services to Basic Skills and ESL students in their academic programs.

Another area where FCC shows clear improvement is 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 3% and 5% respectively. FCC's basic skills committee actively works to improve instruction to meet the needs of the basic skills student, providing professional development opportunities for basic skills instructors, and implementing specific action plans that focus on meeting the needs of the basic skills student.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	56.1%	56.6%	60.1%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	75.3%	75.8%	79.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	74.6%	77.3%	77.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.4%	67.1%	68.7%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	54.1%	56.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	57.6%	61.5%	59.7%
Basic Skills Improvement Rate	61.2%	63.0%	62.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Fullerton College

North Orange County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	29,548	31,235	32,241
Full-Time Equivalent Students (FTES)*	16,887	17,489	18,502

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.6%	32.8%	34.0%
20 - 24	38.5%	39.0%	38.3%
25 - 49	24.9%	24.2%	23.8%
Over 49	4.0%	4.0%	3.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.2%	52.2%	51.5%
Male	46.2%	46.5%	46.9%
Unknown	0.6%	1.3%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.5%	3.7%	3.7%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	17.0%	16.5%	15.7%
Filipino	3.4%	3.3%	3.1%
Hispanic	31.2%	32.5%	33.9%
Pacific Islander	0.7%	0.7%	0.7%
Unknown/Non-Respondent	8.0%	9.0%	9.3%
White Non-Hispanic	35.4%	33.7%	32.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	60.1	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	79.8	72.1	63.0	81.7	B2
C	Persistence Rate	77.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.7	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.6	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	62.8	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	59.7	59.3	36.2	78.4	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 2010 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 two years and served 32,241 students in 2008-09. 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. 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 increased in the past year to over 60%, the percent of students earning at least 30 units has increased to nearly 80% and the persistence rate remains above 70%. The vocational education successful course completion rate increased slightly to nearly 70%. The successful course completion rate in basic skills courses increased slightly. However, the ESL improvement rate and basic skills improvement rate have each declined slightly but remain around 60%. Fullerton College has instituted a number of projects through the Basic Skills Initiative 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 2009 ARCC report. For nearly all indicators, Fullerton College is above its peer group average and well above the peer group average for the percent of students who earned at least 30 units and the fall to fall persistence rate. But the successful course completion rates in both basic skills courses and vocational courses are below the average of the peer groups. Additional analyses of these success rates conducted through both the Basic Skills Initiative and the Student Equity Committee have led to the creation of a variety of interventions designed to improve these success rates. Performance on these indicators will increase only with the college's commitment to and success in serving students in developmental education.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.2%	47.2%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	74.4%	71.2%	77.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.3%	68.7%	69.7%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	86.1%	84.6%	87.3%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.6%	63.7%	55.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	32.5%	30.7%	25.1%
Basic Skills Improvement Rate	46.3%	46.7%	50.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	3.0%



ARCC 2010 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,989	11,948	16,350
Full-Time Equivalent Students (FTES)*	5,192	5,444	5,679

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	17.7%	17.7%	15.6%
20 - 24	19.6%	18.6%	16.8%
25 - 49	47.0%	46.5%	50.8%
Over 49	15.7%	17.2%	16.6%
Unknown	0.0%	0.0%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.9%	52.7%	46.4%
Male	45.6%	47.1%	52.4%
Unknown	0.5%	0.2%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	2.1%	3.1%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	4.1%	4.0%	3.9%
Filipino	2.0%	1.7%	1.9%
Hispanic	39.1%	37.2%	38.0%
Pacific Islander	0.6%	0.5%	0.6%
Unknown/Non-Respondent	8.6%	12.3%	14.5%
White Non-Hispanic	41.6%	41.4%	37.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.0	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	77.3	68.3	52.2	77.3	B1
C	Persistence Rate	69.7	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.3	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.0	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	50.3	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	25.1	33.8	0.0	67.0	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 2010 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. The service area has been affected of late by both high foreclosure and unemployment rates. Enrollment at the district has increased each year for the past five years and this trend continued over the 08/09 academic year. Annual unduplicated headcount for the 08/09 academic year increased 36.8% from the previous year and FTES increased 4.3%.

Along with significant headcount increases, the Gavilan District student population shifted slightly. The proportion of students who were 25-49 increased (+9.2%), while the proportion of female decreased (-12.9%). Increases in males and those students who are 25-49 may reflect the dramatic increases in unemployment for these service area sub-populations.

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, in Fall 07 the Gilroy Early College Academy was established in partnership with a local K-12 school district.

Gavilan's District-level ARCC performance indicators show mixed results. For the 08/09 academic year, Student Progress and Achievement rate decreased slightly, but was exactly at the Peer Group average, while Percentage of students who earned at least 30 units increased and was the peer group high. As in previous years, the successful course completion rate for credit vocational courses increased and was the highest in the peer group.

A main area of under-performance was Basic Skills course completion rate and improvement. Both were below the peer group averages with course completion rate the peer group low. These disappointing numbers correspond to findings from the initial phase of the California Leadership Alliance for Student Success (CLASS) study which found that only 31% of a Fall 06 cohort passed at least one Basic Skills course their first term. In an effort to address these findings, a campus-wide discussion on student success has occurred with a main emphasis being Basic Skills student success. Recent efforts as a part of U.S. Department of Education Science, Technology, Engineering & Math (STEM) grant have targeted curriculum and pedagogy in Basic Skills Math courses. Future work will strengthen current services for Basic Skills students and develop new prevention and intervention 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	58.9%	60.7%	61.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	78.5%	79.7%	81.7%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.6%	74.6%	73.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	80.1%	79.4%	78.2%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	68.1%	65.5%	60.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	74.0%	73.3%	71.5%
Basic Skills Improvement Rate	54.1%	52.6%	54.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	8.8%	9.9%	11.9%



Glendale Community College

Glendale Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	35,405	33,998	35,623
Full-Time Equivalent Students (FTES)*	14,696	16,569	18,612

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.3%	20.3%	20.7%
20 - 24	23.3%	22.3%	21.3%
25 - 49	37.4%	23.7%	23.4%
Over 49	13.5%	3.8%	3.5%
Unknown	4.5%	30.0%	31.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.3%	60.0%	59.2%
Male	37.0%	39.4%	40.2%
Unknown	1.7%	0.6%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.3%	2.4%	2.4%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	11.8%	10.5%	10.1%
Filipino	4.8%	4.9%	4.6%
Hispanic	24.2%	23.9%	22.9%
Pacific Islander	0.3%	0.4%	0.3%
Unknown/Non-Respondent	5.6%	3.6%	4.5%
White Non-Hispanic	50.5%	54.0%	54.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	61.7	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	81.7	72.1	63.0	81.7	B2
C	Persistence Rate	73.1	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.2	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	54.0	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	71.5	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Self-Assessment

Glendale Community College, located 11 miles north of downtown Los Angeles, has served students since 1927. It offers a comprehensive general education program, 91 vocational certificate and degree programs, and a large noncredit program covering basic skills, high school completion, and occupational education. 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. Of students entering the college directly from high school, approximately 80% place below transfer level in either English or mathematics.

Despite many challenges, Glendale Community College successfully prepared 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 most ARCC indicators. For the most recent data, Glendale's numbers are higher than its peer group averages for all seven indicators. On the percent of students earning at least 30 units indicator, Glendale ranks first in its peer group and second in the state. On the ESL improvement rate indicator, Glendale ranks eleventh in the state. On the student progress and achievement rate, persistence, vocational success, and basic skills improvement indicators, Glendale is above its peer group averages as well as the state averages. On the noncredit Career Development and College Preparation progress and achievement rate, for which peer groups are not provided, Glendale is above the state average and ranks fifth out of the 37 colleges for which data are reported.

The only measure for which Glendale is below the statewide average is basic skills success rate. Glendale's rate is 60.5% compared to the statewide average of 61.2%, a difference of 0.7 percentage points. Glendale's rate is slightly higher than its peer group average of 60.0%. The college recognizes the need to address basic skills success and aims to raise its basic skills success rate above the statewide average. Under the coordination of a Basic Skills Coordinator, a Foundational Skills Committee, and a Student Success Advisory Task force, the college is implementing programs designed to support basic skills students and improve basic skills success rates.

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 that the ARCC measures indicate are weaknesses.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	54.6%	55.9%	57.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.7%	75.0%	77.4%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	76.6%	78.0%	67.1%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.1%	76.7%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.8%	63.2%	63.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	41.2%	41.8%	45.6%
Basic Skills Improvement Rate	55.6%	56.9%	62.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Golden West College

Coast Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	20,111	21,309	20,883
Full-Time Equivalent Students (FTES)*	11,065	10,545	10,759

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.4%	25.2%	24.2%
20 - 24	36.2%	35.5%	35.9%
25 - 49	31.8%	33.0%	34.1%
Over 49	5.7%	6.3%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.8%	55.0%	54.4%
Male	44.8%	44.6%	44.7%
Unknown	0.4%	0.4%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Golden West College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.9%	1.8%	1.9%
American Indian/Alaskan Native	1.0%	0.9%	0.9%
Asian	30.1%	29.0%	27.9%
Filipino	2.8%	3.0%	2.9%
Hispanic	15.7%	16.7%	17.3%
Pacific Islander	0.7%	0.9%	1.0%
Unknown/Non-Respondent	8.6%	9.9%	10.8%
White Non-Hispanic	39.2%	37.8%	37.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	57.6	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	77.4	72.1	63.0	81.7	B2
C	Persistence Rate	67.1	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	45.6	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Golden West College

Coast Community College District

College Self-Assessment

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

Although transfer preparation and degree achievement are primary to the mission of Golden West College, our mission also includes 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, nearly one-third of our awards are for vocational certificates from our 23 Career Certificate programs. Additionally, the number of degrees and certificates awarded has increased over the last four years (20.6% and 47.6%, respectively).

Golden West College performed at or above state-wide averages on all accountability indicators except 'Fall to Fall Persistence' and 'Improvement Rate for ESL Courses'. However, we were encouraged that our 'Improvement Rate for ESL Courses' improved more than 4% over the last cohort. In addition, GWC's 'Fall to Fall Persistence Rate' has been well over 70% each of the last four years. The precipitous drop from last year, 78% to 67.1%, was unexpected. Further study has revealed a contributor to the drop was a computer coding error that occurred during the Banner student computer system conversion. The error has been corrected. However, the solution was discovered and applied too late to affect the numbers in this report. We will continue to monitor this metric to ensure the drop does not persist.

Thirty-five percent of Golden West College students are first-time students, and many come to our campus under-prepared academically and place into basic skills math and English. The Basic Skills Initiative and the associated funds have facilitated the College's focus on improving in the area of basic skills, and we are seeing the fruits of those efforts. The College's Basic Skills Improvement Rate was 62.5% while the state-wide rate was only 53.2%. The Student Success Committee continues to study issues that are barriers to student success and coordinate activities to mitigate these barriers. In addition, the District has launched a plan that will coordinate courses between the colleges to ensure common numbers and titles, and this project should help students move from course to course more seamlessly and produce higher improvement rates for ESL and Basic Skills courses. The college is encouraged that our scores in the Basic Skills indicators will continue to rise as a result of our ongoing efforts.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	56.1%	58.0%	59.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.0%	70.0%	74.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	70.7%	73.4%	65.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	74.5%	73.4%	72.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.8%	57.9%	59.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	69.2%	67.5%	62.0%
Basic Skills Improvement Rate	47.5%	54.8%	55.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	25,264	27,075	28,568
Full-Time Equivalent Students (FTES)*	12,516	12,864	13,523

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.4%	28.9%	28.4%
20 - 24	36.9%	37.1%	37.5%
25 - 49	29.8%	29.3%	29.3%
Over 49	4.8%	4.7%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.5%	57.0%	57.5%
Male	41.5%	41.9%	41.3%
Unknown	1.0%	1.1%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	7.9%	8.4%	8.3%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	6.8%	6.9%	7.0%
Filipino	4.2%	4.3%	4.7%
Hispanic	18.2%	18.9%	19.0%
Pacific Islander	1.5%	1.5%	1.5%
Unknown/Non-Respondent	10.2%	10.5%	11.2%
White Non-Hispanic	50.2%	48.4%	47.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	59.5	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	74.4	72.1	63.0	81.7	B2
C	Persistence Rate	65.4	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.6	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.3	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	62.0	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Grossmont College in El Cajon strives to change lives through education and offers more than 150 degree and certificate programs, including university transfer, workforce, and basic skills options. Offerings include a variety of workforce development programs, including Respiratory Therapy, Child Development, Nursing, Cardiovascular Technology, Administration of Justice, Orthopedic Technology, Culinary Arts, Digital Media, Occupational Therapy Assistant, Anesthesia Technologist, Telemetry/ EKG Technologist, Medical Office Administrative Assistant, Emergency Dispatcher, Security Academy and Personal Trainer. The College offers a full range of Student activities and clubs and 16 intercollegiate athletic teams.

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.

Enrollment for the Spring 2010 Semester was 20,793, the highest in school history. Over the past three years, the number of full-time equivalent students has increased 8%, while the unduplicated headcount has risen 13.1%. The student progress and achievement rate has increased 3.4%, 0.2% below the peer group average, while the number of students earning at least 30 units has improved 4.4%. The diversity of the college's student population also has increased consistent with a 5.8% decrease in white non-Hispanic students.

The three-year trend shows a 3.4% increase in achievement rate. The persistence rate of first-time students has fallen 5.3% over three years which is 3.4% below our peer group average. The completion rate for credit vocational courses has fallen 1.9% over three years which is due to changes in the job market, constriction of available jobs and relaxed entrance criteria for nursing programs. Completion rates for credit vocational courses are 2.1% less than the peer group average, and have experienced a 1.9% drop over three years. A number of potential interventions have been implemented that are expected to increase completion rates. Some of these include discipline specific tutoring and basic skills development embedded within vocational programs.

The ESL improvement rate has fallen 7.2% which could be explained by an increase of more than 30,000 refugees who relocated to East San Diego County, which resulted in a demographic shift of the area. Completion rates for credit basic skills courses are 4.3% below their peer group average. Grossmont College's participation in the California Leadership Alliance for Student Success (CLASS) initiative is an effort to address needs in the basic skills area. The college is currently assessing ways to improve course completion rates for basic skills courses through its Student Success Committee. Additionally, the state is finishing a comprehensive review of basic skills course coding which should provide an essential look at the courses and better comparisons.

The College continues to focus on student access and success at all levels. The students, faculty, staff and administration are working together and utilizing data and initiatives such as CLASS, CalPASS, and other student success programs to ensure that students have opportunities to improve themselves and the global society. Central to the vision of the College is "Changing Lives Through Education."



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.7%	41.7%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.1%	65.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.5%	73.7%	74.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.5%	80.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	49.0%	52.0%	58.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	80.8%	59.4%	74.1%
Basic Skills Improvement Rate	54.8%	54.6%	57.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	15,455	16,549	18,229
Full-Time Equivalent Students (FTES)*	6,501	6,586	7,624

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.5%	25.4%	24.3%
20 - 24	21.2%	20.3%	21.7%
25 - 49	42.8%	44.5%	43.7%
Over 49	9.3%	9.6%	9.8%
Unknown	0.3%	0.2%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	49.4%	48.2%	49.3%
Male	50.1%	49.9%	49.9%
Unknown	0.5%	1.9%	0.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.0%	2.8%
American Indian/Alaskan Native	0.8%	0.6%	0.7%
Asian	3.3%	3.2%	3.1%
Filipino	3.5%	3.6%	3.1%
Hispanic	53.1%	52.2%	49.5%
Pacific Islander	0.7%	0.6%	0.7%
Unknown/Non-Respondent	11.6%	13.0%	19.7%
White Non-Hispanic	23.9%	23.7%	20.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.0	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	69.5	68.3	52.2	77.3	B1
C	Persistence Rate	74.9	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.5	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.3	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.6	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	74.1	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Hartnell College

Hartnell Community College District

College Self-Assessment

Hartnell College experienced increases of 18% in annual unduplicated headcount and 17% in FTES. In order to meet the needs of an increase in students, Hartnell has implemented a redesign of its enrollment management activities such as a guaranteed schedule, time of day/day of week offerings and improvements in student services.

The proportion of students under the age of 19 decreased slightly while the percentage of students in all groupings over 25 increased. This is most likely the result of an increasingly difficult work environment.

The persistence rates for Hartnell students increased from 68.6% (fall 2005-2006) to 74.9% (fall 2007-2008). The peer group average was 59.9% and the state average was 68.7%. The change is the result of revising curriculum and programs, developing learning outcomes, and strategic course scheduling.

Compared to its peer group and the state average, Hartnell's annual successful course completion rate for credit vocational courses increased. The college revitalized vocational programs area by changing managers, adding new programs and forming new local and regional alliances.

The annual successful course completion rate for credit basic skills is below the peer group average and is being address with the help of the Title V and CCRAA (STEM) grants. The college allocated resources to meet and address completion rate through curriculum redesign, increased tutorial help and supplemental instruction. A Student Success Center has been formed that helps to focus faculty inquiry by proving analytical tools that provide data regarding various measures of student success.

The improvement rate for credit Basic Skills is the goal of the Basic Skills Initiative. The BSI has provided interventions such as aligning academic learning center curriculum with departments and developing Directed Learning Activities (DLA).

Hartnell's improvement rate for ESL is above their peer group and the state average. One of the methods employed to affect this change was to require students to spend a fixed amount of time in the language lab.

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.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	39.7%	37.0%	40.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	77.5%	78.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.3%	75.7%	74.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.5%	77.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.2%	64.3%	64.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	33.8%	31.4%	31.4%
Basic Skills Improvement Rate	59.6%	60.2%	57.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	3.4%



Imperial Valley College

Imperial Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	11,964	12,735	12,154
Full-Time Equivalent Students (FTES)*	6,672	7,086	7,426

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.2%	24.8%	28.1%
20 - 24	30.0%	29.0%	30.8%
25 - 49	37.2%	37.7%	34.9%
Over 49	7.6%	8.5%	6.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.6%	60.2%	58.1%
Male	37.8%	38.0%	40.4%
Unknown	1.6%	1.8%	1.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Imperial Valley College

Imperial Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.3%	1.2%	1.4%
American Indian/Alaskan Native	0.4%	0.3%	0.1%
Asian	1.3%	1.4%	1.2%
Filipino	0.5%	0.5%	0.4%
Hispanic	85.7%	84.6%	84.9%
Pacific Islander	0.1%	0.1%	4.8%
Unknown/Non-Respondent	3.3%	5.0%	4.7%
White Non-Hispanic	7.3%	6.9%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	40.0	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	78.2	69.6	53.9	78.2	B3
C	Persistence Rate	74.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	57.8	57.8	57.8	57.8	F3
G	Improvement Rate for Credit ESL Courses	31.4	54.8	8.6	78.4	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) was founded in 1959, and last year celebrated its 50th anniversary. IVC serves 181,000 residents over a large rural area comprised of more than 4,600 square miles. The college serves approximately 12,500 individual unduplicated headcount students each year and over 7200 full-time equivalent students. The college campus is located 14 miles from the city of Mexicali, Baja California, México and 65 miles from the border of Arizona at Yuma. Approximately 85% of IVC students are Hispanic and 5% white. Currently, IVC's enrollment is up by approximately 11% compared to last year at the same time. The college serves seven feeder high school districts, which yield approximately 2,000 graduates a year. The Imperial County college going rate is the third highest in the state. Approximately 60% of the graduating seniors enroll at IVC immediately after graduation.

Led by the Board of Trustees, Imperial Valley College is making a concerted effort to improve student progress and achievement scores. As a first step, the Board has adopted a goal to increase retention rates by 5% for the 2009 -- 2010 academic year. At the Board of Trustees Annual Retreat scheduled for late March 2010 the Board will review the progress towards this goal and expand goal attainment in student progress and achievement in 2010 – 2011. Additionally, the Board of Trustees has requested that every academic and service department of the college develop Student Learning and Service Area Outcomes.

IVC is experiencing improvement trends in student progress and achievement but is concerned about trends in ESL and basic skills improvement. Upward trends in Student Progress and Achievement Rate, percent of students who earned at least 30 units, and successful course completion in vocational courses are very encouraging. The percent of students successfully completing vocational courses has increased by 4% in three years to a very impressive 77.5% completion rate. A 1% decline in persistence rates from fall to fall will make persistence rates a target goal for the coming year. Imperial Valley College is pleased with the 2% increase in three years of successful course completion rates in basic skills courses but concerned about the decline in ESL and basic skills improvement rates. In 2009, Imperial Valley College initiated a new intensive learning program in summer and winter intersession for basic skills and ESL improvement. These 30 hours of intense classroom learning demonstrate great promise in improving both ESL and basic skills improvement rates.

Imperial Valley College recognizes the need to continuously improve all of the measurements of Student Progress and Achievement and not settle on current levels. When comparing IVC success to the peer groups, we find that we are above the average in five of the seven comparison categories. We rank at the top in two categories and next to the top in one other. However, we need to improve in the areas of success in Basic Skills and ESL. We believe the new intensive learning models we have in those areas will rapidly increase our scores.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	66.5%	64.2%	65.9%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.5%	72.7%	74.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.6%	70.2%	75.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.3%	71.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	72.3%	72.0%	74.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	39.4%	40.0%	37.1%
Basic Skills Improvement Rate	58.8%	61.1%	62.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Irvine Valley College

South Orange County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,673	22,649	24,673
Full-Time Equivalent Students (FTES)*	7,658	8,021	9,018

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.6%	23.0%	24.8%
20 - 24	26.6%	26.5%	25.3%
25 - 49	31.0%	29.5%	28.8%
Over 49	20.8%	21.0%	21.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.8%	58.8%	58.1%
Male	40.8%	40.5%	40.7%
Unknown	0.4%	0.7%	1.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.8%	1.9%	1.9%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	28.0%	27.5%	26.6%
Filipino	2.8%	2.7%	2.7%
Hispanic	10.2%	9.9%	10.4%
Pacific Islander	0.6%	0.6%	0.5%
Unknown/Non-Respondent	11.8%	12.7%	6.7%
White Non-Hispanic	44.4%	44.3%	50.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	65.9	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	74.1	68.3	52.2	77.3	B1
C	Persistence Rate	75.9	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	74.0	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.2	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	37.1	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Self-Assessment

Irvine Valley College serves a diverse population of students in an above average socio-economic region in South Orange County. Cities in the service area of the college include Laguna Beach, Aliso Viejo, Tustin, Lake Forest, as well as Irvine. The gender balance is stable—58% of the students are female. Age groupings show relatively stable shares in all groups. The enrollments of African-American, Asian/Pacific Islander, Hispanic, and Caucasian students at Irvine Valley College reflect the ethnic and cultural demographics of the service area—27% are Asian, 51% are Caucasian, 10% are Hispanic, and dozens of other cultures are pursuing educational opportunities at Irvine Valley College. FTES has experienced significant growth over the past few years. From 7,658 FTES in 2006-07, FTES increased to 8,021 (5%) in 2007-08, and to 9,018 (12%) in 2008-09. Irvine Valley College has established Early College programs at Beckman High School, Tustin High School, and at El Toro High School in Lake Forest, which began in summer 2009. A partnership with CSU-Fullerton has led to an agreement to offer lower division courses in the daytime at CSUF's Irvine Campus. Using the State System Office transfer rate methodology, Irvine Valley College's transfer rate to four-year institutions is 3rd highest in the California Community College System; it remains the highest for Orange County Community Colleges. Enrollment in distance education courses is growing rapidly as is the number of DE sections offered. Irvine Valley College currently offers 104 courses in 25 subject areas in the online mode of instruction. Online offerings are among the first courses to close due to high student demand. Currently, IVC has two A.S. Degrees and two occupational certificates whose major requirements can be earned completely online. Irvine Valley College's accountability indicators in the ARCC 2010 Report demonstrate above average performance on six out of seven indicators when compared to its peer institutions and is the peer group high in one indicator (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 ESL improvement rate have each remained stable and relatively high, the percentage of students completing at least 30 units, the persistence rate, completion rate for basic skills courses, and basic skills improvement rate have all steadily improved in the last few years. The Basic Skills Initiative process is addressing needs in ESL for staff development, curriculum redesign, and development of an ESL/World Languages Student Success Center. Inspired by the Accreditation Standards and the South Orange County Community District goals, the Irvine Valley College President and Administration, the Academic Senate, and all 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. In February of 2009, the College's 2008 Accreditation Progress Report was accepted without recommendations.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.7%	48.9%	53.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.9%	71.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	56.0%	52.4%	66.7%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	86.7%	81.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	71.5%	65.9%	70.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	45.8%	33.3%	.%
Basic Skills Improvement Rate	36.5%	47.8%	41.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	0.7%	2.3%	1.9%



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,792	6,918	7,105
Full-Time Equivalent Students (FTES)*	1,690	1,735	1,935

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	13.3%	14.5%	14.7%
20 - 24	16.0%	17.2%	17.6%
25 - 49	43.7%	42.5%	41.5%
Over 49	27.1%	25.6%	26.1%
Unknown	0.0%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.4%	57.3%	57.0%
Male	44.2%	42.6%	42.6%
Unknown	0.3%	0.1%	0.4%

Source: Chancellor's Office, Management Information System



Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	0.6%	0.7%	0.8%
American Indian/Alaskan Native	1.0%	1.1%	1.0%
Asian	2.3%	1.9%	2.3%
Filipino	1.0%	1.3%	1.1%
Hispanic	13.0%	14.5%	15.6%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	9.9%	10.9%	11.3%
White Non-Hispanic	71.7%	69.1%	67.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	53.0	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	72.6	67.1	60.1	72.6	B5
C	Persistence Rate	66.7	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.6	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	41.4	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	.	33.8	0.0	67.0	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 has contributed to an 11.3% increase in full-time equivalent students (FTES) between 2007-08 and 2008-09, as increasing numbers of individuals enroll at LTCC seeking the opportunities afforded by higher education. This growth is projected to continue through 2009-10, mainly stemming from part-time students enrolling full-time.

As one of the smallest of the California Community Colleges, LTCC faces significant challenges. Modern technology is expensive and systems to manage the operation of such an institution are extremely difficult to fund with such a limited budget. Snow removal and heating costs are uniquely high for a California community college, due to the alpine location. The local economy is based on tourism and recreation, which are highly sensitive to economic forces, resulting in wide fluctuations and the predominance of career fields that are generally low paying and seasonal. Despite these challenges the college is quite successful.

Lake Tahoe Community College has fared relatively well in the seven areas assessed in the ARCC 2010 Report. Small decreases in four of the seven performance indicators over the previous three years have been reversed, LTCC also leads in two of those four areas for the second year in a row: percent of students who earned at least 30 units and annual successful course completion rate for credit basic skills courses. Increase in performance on the latter indicator is likely due to LTCC's investment in a Basic Skills counselor and an Institutional Researcher, who have coordinated efforts to improve success in the basic skills.

Through their continued efforts, LTCC expects to better be able to promote basic skills improvement, which is an area deserving of increased attention, as evidenced by the report. In the remaining indicators, LTCC is above the average of the Peer Grouping.

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.6%	53.3%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.2%	68.1%	68.1%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.1%	68.6%	58.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	68.2%	68.0%	64.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	66.7%	65.5%	60.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.3%	58.5%	57.4%
Basic Skills Improvement Rate	33.1%	32.2%	32.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,220	22,309	23,010
Full-Time Equivalent Students (FTES)*	8,239	8,218	8,389

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.6%	22.5%	21.8%
20 - 24	24.5%	24.0%	25.3%
25 - 49	44.3%	43.2%	42.6%
Over 49	9.7%	10.3%	10.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.5%	55.9%	52.1%
Male	42.6%	43.6%	41.3%
Unknown	0.8%	0.5%	6.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Laney College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	29.0%	28.5%	25.7%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	30.8%	30.1%	27.0%
Filipino	2.0%	1.9%	2.0%
Hispanic	11.9%	12.7%	11.7%
Pacific Islander	0.7%	0.7%	0.8%
Unknown/Non-Respondent	9.7%	9.8%	18.5%
White Non-Hispanic	15.3%	15.9%	13.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Laney College

Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.2	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	68.1	68.3	52.2	77.3	B1
C	Persistence Rate	58.3	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	32.9	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	57.4	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Laney College

Peralta Community College District

College Self-Assessment

Laney College, in downtown Oakland, is experiencing medium-low enrollment growth. From 2006/07 to 2008/09 its headcount increased by 8% while FTES increased by 2%. During this same time period, the student age distribution has been holding steady. The dominant ethnic/racial groups are Asian/Pacific Islander and African American with 31% and 28% of the student body, respectively.

With the exception of English and mathematics, the highest enrolled subjects in Fall 2009 (course enrollments of 1000 or more students) were: physical education, ESL, business, music, culinary arts, biology, and art. There is a balance of enrollment between vocational and non-vocational classes. Over the past few years, through external funding including grants, Laney has developed a number of new programs to support students in obtaining degrees and certificates, attaining transfer and/or directly entering the workforce. Some of these programs are: The East Bay Career Advancement Academy; Project Bridge; Gateway to College; and the Exploring Pathways in Digital Media Initiative supporting pre-collegiate youth and special populations. The EDD Green Job Corps Program, the Bay Area Workforce Funding Collaborative, the Chancellor's Industry-Driven Regional Collaborative, the Peralta After School Initiatives, the Oakland Green Job Corps, the NSF-ATE and Community-based Jobs Training Grant programs all focus on workforce development in technical areas. The transfer function is supported by a transfer and career center as well as several college and university recruitment days. Laney was awarded accreditation renewal in 2009.

A six-year trend analysis of ARCC data performed by the Peralta Community College District institutional research office reveals the following:

- The student progress and achievement rate for the past five years has fluctuated between 50% and 54%.
- However, over the past six years the percentages of student cohorts earning 30 or more credits has steady increased by five percentage points.
- But the percentage of students taking at least six units persisting from Fall to Fall had been fluctuating from year to year from 64% to 68%. However, the rate dropped to 58% Fall 2008 period. The drop is so large and so sudden that it is probably due to poor data generated during the district's transition to new administrative software.
- From 2004-05 to 2007-08, student successful completion in vocational courses remained steady (67% to 69%) then in 2008-09 the rate dropped to 64%. This could be a one-time drop due to poor data or could be an outcome of external factors.
- A similar trend is found with the successful completion of basic skills courses where the rate is steady but with a one-time drop in during the 2008-09 year.
- Over the past three years, the proportion of students advancing from lower- to higher-level basic skills courses has remained steady at around 33%. This rate is, on average, ten percentage points lower than those of other three Peralta CCD colleges.
- The ESL improvement rate is higher than that of basic skills and has remained steady at around 58% for the past three years.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	59.2%	59.4%	60.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.5%	74.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	79.2%	78.1%	78.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.2%	74.1%	74.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	62.6%	62.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	49.1%	51.2%	52.0%
Basic Skills Improvement Rate	55.6%	60.6%	61.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	11,936	12,417	13,997
Full-Time Equivalent Students (FTES)*	7,089	7,186	6,591

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.5%	29.2%	28.2%
20 - 24	27.3%	28.1%	28.6%
25 - 49	33.6%	32.9%	34.0%
Over 49	10.6%	9.7%	9.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.7%	53.4%	53.2%
Male	43.1%	44.1%	44.6%
Unknown	2.1%	2.5%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.1%	4.5%	5.0%
American Indian/Alaskan Native	1.0%	1.0%	1.1%
Asian	11.1%	11.6%	12.9%
Filipino	3.5%	3.5%	3.8%
Hispanic	14.4%	15.4%	15.2%
Pacific Islander	0.9%	1.1%	1.0%
Unknown/Non-Respondent	10.9%	11.4%	11.0%
White Non-Hispanic	54.0%	51.6%	50.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	60.0	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	75.8	68.3	52.2	77.3	B1
C	Persistence Rate	78.8	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.8	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	61.7	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	52.0	41.5	0.0	100.0	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 2010 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 9,500 day and evening students who can choose any of 22 Occupational Associate Degrees, 16 Transfer Associate Degrees, and over 35 Certificate Programs. LPC continues to experience growth in both the number and diversity of our students. Due to this growing and changing demographic, LPC continues to hire new faculty members, expand our programs of study, and increase the quality, number and delivery methods of student services.

While we are gratified by the continued achievement of our students as evidenced by most of indicators, we also see opportunities for improvement. LPC is pleased with rates of: Student Progress and Achievement, Earned at Least 30 Units and Persistence which are above our peer-group averages. Additionally, our rates of Improvement in Basic Skills and ESL courses are both trending up and above our peer group average. While still somewhat below the peer group average, we are pleased to see our Vocational Course Completion increasing each year. Our Successful Course Completion Rate for Basic Skills has decreased slightly in the most recent year and is slightly below our peer group average. Major foci of improvement are: Basic Skills Course Completions the Vocation Course Completion Rate.

Addressing the possible factors that contribute to our Vocational Course Completion Rate, LPC made improvements to retention efforts in Distance Education career courses. We increased counseling to students enrolled in Distance Education Career courses 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. As part of our current Accreditation self-study we will use this and other data to ensure continued access, success, and equity in transfer, career and basic skills courses.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	47.4%	45.3%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.7%	69.1%	63.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	50.8%	47.7%	39.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.3%	80.4%	83.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.7%	53.4%	60.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	35.7%	47.5%	41.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	3,334	3,062	3,881
Full-Time Equivalent Students (FTES)*	1,471	1,304	1,567

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	19.5%	18.8%	14.7%
20 - 24	15.1%	14.4%	14.0%
25 - 49	43.8%	45.2%	45.0%
Over 49	21.5%	21.6%	26.0%
Unknown	0.1%	0.0%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	46.0%	45.0%	36.7%
Male	51.4%	54.8%	62.8%
Unknown	2.6%	0.2%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Lassen College

Lassen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.6%	5.3%	4.0%
American Indian/Alaskan Native	3.9%	3.8%	3.4%
Asian	1.3%	1.9%	1.0%
Filipino	0.5%	0.6%	0.4%
Hispanic	10.2%	10.8%	10.1%
Pacific Islander	1.3%	1.1%	1.0%
Unknown/Non-Respondent	4.9%	5.1%	4.7%
White Non-Hispanic	72.3%	71.5%	75.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.7	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	63.1	68.3	52.2	77.3	B1
C	Persistence Rate	39.8	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.8	82.5	78.3	85.5	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	41.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	.	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Lassen College

Lassen Community College District

College Self-Assessment

Established in 1925, Lassen Community College located in high mountain lake country, has a proud history as the most northeastern community college in the state. The college's district is primarily rural, serving a population of fewer than 50,000 in a vast geographical region. The college offers ski and cross country courses at one of the last rope tow mountain ski facilities in the western states. The districts' foundation runs a marina and camping facilities just 14 miles from campus at the southern end of the second largest natural lake in California, Eagle Lake. 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. LCC provides a broad range of educational opportunities critical to an area experiencing a 14.5% unemployment rate.

With dedicated faculty and staff and a low faculty to student ratio (16:1), LCC serves its community through transfer, vocational, basic skills, as well as special correspondence programs serving 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. To fulfill the college goal of student success, the College offers multiple study options including distance learning, short-term courses, evening and weekend courses, dual enrollment of High School students, honors program, independent study, and work experience/internships.

Comprehensive support services help students succeed at all levels, on-campus daycare and intercollegiate athletics enhance student life. Following a period of declining enrollment, college enrollment increased over 21% from the previous academic year to a total of 3,881 students served in AY08-09.

The ARCC report continues the positive trend for student progress and achievement and course completion rates for Basic Skills. In fact, one of the most exciting areas of growth has been in successful completion rates for credit Basic Skills courses. This improvement reflects deliberate efforts from the college as a whole in hiring a Basic Skills Coordinator and expanding support services, e.g., in the Learning Center. These efforts recognize the college's changing demographics as more underprepared incarcerated students and more students over 49 become a part of the student body.

Vocational programs are one of LCC's institutional strengths. In the vocational course completion indicator, LCC exceeds both the state and peer group average and continues to exhibit an increase over time. The Instructional Program Review process coupled with integrated student services is credited with supporting this ongoing increase.

The areas of concern as delineated in the report are those factors relating to percent of students who earn 30 units and persistence rate. While the rate for earning 30 units decreased moderately from a prior year increase, the persistence rate decreased 7.9%. Acknowledging this deficiency during the strategic planning process, the college identified multiple, measureable strategies to increase persistence, including more retention-related professional development and an early alert system. The college is confident the combination of these efforts will ultimately lead to improving outcomes for the student population.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.9%	41.6%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.2%	70.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.7%	74.3%	76.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.8%	67.8%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.5%	55.7%	55.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.5%	33.8%	36.2%
Basic Skills Improvement Rate	54.0%	59.1%	60.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	8.0%	5.9%	7.0%



Long Beach City College

Long Beach Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	39,104	41,138	42,973
Full-Time Equivalent Students (FTES)*	21,268	21,529	21,500

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.0%	20.8%	21.5%
20 - 24	29.0%	28.6%	29.2%
25 - 49	42.3%	42.7%	41.2%
Over 49	7.4%	7.6%	7.8%
Unknown	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.5%	53.0%	53.2%
Male	46.3%	46.9%	46.6%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	13.5%	14.4%	15.1%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	11.8%	11.2%	10.8%
Filipino	4.1%	4.2%	4.3%
Hispanic	35.0%	35.1%	35.8%
Pacific Islander	1.1%	1.1%	1.1%
Unknown/Non-Respondent	7.9%	6.4%	6.4%
White Non-Hispanic	25.7%	26.7%	25.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.1	75.0	68.1	83.8	B4
C	Persistence Rate	76.2	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	60.3	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	36.2	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Self-Assessment

The 2010 ARCC data for Long Beach City College (LBCC) shows, for the first time since the ARCC reporting began in 2007, trends of improvement for the latest cohorts compared to previous cohorts. This positive trend is evident for all of the college performance indicators except the annual successful course completion rate for basic skills courses. The college's strongest performance remains with student persistence, which exceeds the statewide average by 10.2% and LBCC's peer group average by 7.4%. Interestingly, despite relatively low annual successful course completion rates in credit basic skills courses (below the statewide average by 5.6% and the peer group average by 4.5%), the college's improvement rate for credit basic skills exceeds both the statewide average and its peer group average by 7.6% and 6.1% respectively. While LBCC exceeds slightly the statewide average for the percent of students who earned at least 30 units, it performed slightly below its peer group average for this indicator. Other comparatively low performance for LBCC appeared for the following indicators: student progress and achievement rate, which was below the statewide average by 5.8% and below its peer group average by 2.6%; and the annual successful course completion rate for credit vocational courses, which was below the statewide average by 5.7% and below its peer group average by 5.5%. The most disappointing comparative performance for LBCC is with its improvement rate for credit ESL courses. For this indicator the college performed below the statewide average by 11.3% and had the lowest rate among all colleges in its peer group.

On the one hand, the college is anxious to monitor any changes in its improvement rate for credit ESL courses that may result from the state's CB21 recoding project. Information submitted this year through the ARCC Basic Skills Assessment survey reveals that over half of LBCC students taking the ESL reading assessment place at 4 or more levels beneath transfer and 66% of students taking the ESL writing assessment place at equally low levels. Understanding the extent of this challenge, the college conducted a detailed study in spring 2009 of student progression through the ESL sequence of courses from term to subsequent term and noted similarly disappointing results wherein less than 6% of students were progressing from noncredit ESL to a credit-level ESL course during any of the terms in the study period. The college has responded to these data by initiating efforts to restructure its ESL program.

It appears that it is still too soon for any impact of LBCC's student success initiative, and more specifically the launching of four student success centers and the development of supplemental learning activities (SLAs) that are completed in the centers and part of the host course requirements for students, to reflect significant changes in this year's ARCC data. The college's internal evaluation of relative successful course completion for students who participate in the SLAs compared to those who do not is promising; over 6 percent gains on average emerge for those taking advantage of the SLAs.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.8%	43.4%	43.7%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.5%	70.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	60.4%	52.6%	61.4%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.2%	78.5%	77.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.8%	55.3%	53.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	69.9%	67.6%	68.8%
Basic Skills Improvement Rate	47.5%	46.8%	47.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	7.9%	8.3%	7.4%



Los Angeles City College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	29,881	32,614	33,726
Full-Time Equivalent Students (FTES)*	15,193	15,368	15,184

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.8%	23.7%	25.7%
20 - 24	24.2%	24.0%	24.7%
25 - 49	43.2%	41.0%	39.0%
Over 49	11.7%	11.2%	10.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.3%	59.4%	57.9%
Male	40.7%	40.6%	42.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	10.8%	10.4%	10.6%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	15.2%	14.0%	14.7%
Filipino	5.4%	5.4%	5.1%
Hispanic	41.1%	42.8%	40.6%
Pacific Islander	0.2%	0.3%	0.2%
Unknown/Non-Respondent	7.0%	8.0%	12.0%
White Non-Hispanic	19.9%	18.6%	16.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	43.7	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	72.6	72.1	63.0	81.7	B2
C	Persistence Rate	61.4	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	47.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	68.8	51.6	37.0	68.8	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 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Self-Assessment

Los Angeles City College (LACC) was established in 1928 and opened its doors in 1929. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC has one of the most diverse student populations of any college in America – over 40% of students speak a language other than English at home. The average age of the students is 30.1 years. Over 17% earned their secondary diplomas abroad and over 10% have already earned a Bachelor's degree. However, the academic preparation of many entering students is lacking: 91% of students assessed place into below college-level English; 97% place into below college-level mathematics. Approximately 74% of our students are first generation college students. Five of the 7 major feeder high schools fall into the lowest 10% of high schools Statewide based on the Academic Performance Index (API).

Our diversity has created great successes - LACC takes pride in the accomplishments of its students: the Theater program, Debate Team and the Math Club regularly bring home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs as well as extensive basic skills programs. The college offers programs for 66 associate's degrees, over 80 degree-applicable, career-technical and skills certificates and over 35 non-credit certificates of competency and completion.

LACC exceeds peer averages in 5 out of 7 ARCC measures and State averages in 3 of 7 measures. The College's performance is below peer averages in the Basic Skills Completion and Improvement measures. At the same time, the College's ESL Improvement and Vocational Completion rates are among the highest in the State. On a three year basis, LACC's performance increased in 3 of 7 measures; 4 of 7 measures show no increase or a less than 3% decline over the 3 years. This diversity of results reflects the special challenges that LACC faces in providing the high quality educational services. The College is actively addressing Basic Skills issues through the College's Student Success committee and partnerships with local and state initiatives and organizations.

As a result of recent bond measures, the College has opened a new science and technology building, a new library and new child development center and renovated 2 additional buildings and is currently in the process of building a student union, a student services center and more athletics facilities. All of these improvements enable LACC to be an urban oasis of learning that educates minds, opens hearts, and celebrates community.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.0%	48.5%	43.9%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.7%	68.0%	68.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.4%	60.1%	64.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.5%	76.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.6%	54.3%	58.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	68.0%	38.5%	58.3%
Basic Skills Improvement Rate	46.8%	49.4%	46.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,574	15,290	16,883
Full-Time Equivalent Students (FTES)*	6,964	6,923	7,466

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	34.4%	36.3%	37.5%
20 - 24	27.9%	27.5%	27.0%
25 - 49	32.7%	31.5%	30.6%
Over 49	5.0%	4.8%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.5%	61.1%	60.2%
Male	38.5%	38.9%	39.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	14.6%	15.3%	14.1%
American Indian/Alaskan Native	0.7%	0.6%	0.5%
Asian	8.9%	8.9%	8.3%
Filipino	9.7%	9.4%	8.5%
Hispanic	40.4%	40.7%	40.6%
Pacific Islander	1.4%	1.5%	1.6%
Unknown/Non-Respondent	7.5%	7.6%	10.6%
White Non-Hispanic	16.7%	16.0%	15.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.9	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	68.5	72.1	63.0	81.7	B2
C	Persistence Rate	64.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	52.7	46.7	58.5	E6
F	Improvement Rate for Credit Basic Skills Courses	46.4	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	58.3	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Los Angeles Harbor College

Los Angeles Community College District

College Self-Assessment

Since 1949 Los Angeles Harbor College has served the socio-economically and ethnically diverse communities adjacent to the Port of Los Angeles and the adjoining South Bay area of Los Angeles County. Our students represent proportions of African-American, Asian/Pacific Islander and Hispanic populations which exceed the equivalent proportions of the community. Each year the community population has continued to grow. Local feeder high schools have remained at or above their maximum capacity. After 5 years of enrollment decline, while undergoing major construction, the college experienced a 10% increase in enrollment in academic year 2008-9 and this trend is continuing in 2009-10.

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 41 A.S. degrees and 25 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 this fiscal year has been particularly difficult on our students. The college leadership is deeply concerned about the ongoing budget cuts for the foreseeable future.

In spite of these issues, there have been positive developments. Two new buildings opened for the spring 2010 semester. The new buildings changed the footprint of the college markedly. We have three new online degrees as well as a new Culinary Arts degree on campus.

With one exception, 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 but one measure are also encouraging: these are either constant over the past three years or show slight improvement.

The exception to these trends is the SPAR. This has declined slightly and the college's rate is 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 persistence rate.

These activities have focused on both the College's course offerings and student support services. In the area of course offerings, the college has continued to expand tutoring, including online tutoring, distance education and non-traditional programs (including a series of accelerated programs that allow students to complete the program in 18 months).

Counseling services are being expanded. In addition, the college will be setting up Student Success Centers and providing increased services and support to students who are planning to transfer.

The college's ESL improvement rate has increased significantly. However, this rate was based upon one class of 62 students and thus, 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 will be more meaningful in the future.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	41.6%	42.3%	41.1%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.5%	68.2%	67.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	62.4%	57.1%	61.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	70.8%	71.6%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	55.1%	54.5%	55.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	57.6%	69.9%	64.0%
Basic Skills Improvement Rate	43.5%	49.3%	55.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.9%	1.0%	1.4%



Los Angeles Mission College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	12,952	16,800	19,074
Full-Time Equivalent Students (FTES)*	6,018	6,774	7,134

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	34.6%	39.4%	38.9%
20 - 24	26.3%	24.4%	25.5%
25 - 49	33.5%	31.3%	30.8%
Over 49	5.6%	4.9%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.8%	62.6%	61.8%
Male	36.2%	37.4%	38.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.9%	4.7%	4.7%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	4.1%	3.5%	3.5%
Filipino	2.4%	2.2%	2.1%
Hispanic	67.0%	66.3%	62.4%
Pacific Islander	0.2%	0.3%	0.2%
Unknown/Non-Respondent	10.3%	13.1%	18.1%
White Non-Hispanic	10.6%	9.3%	8.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.1	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	67.3	68.3	52.2	77.3	B1
C	Persistence Rate	61.2	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	55.6	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	64.0	54.8	8.6	78.4	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 2010 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 10,000 students in fall 2009. The college serves an economically and socially diverse student population which is predominately Hispanic (70%). Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) declared a career educational goal. Over one-third (34%) of students work full-time.

Mission College's focus is student success, through both expanding access and attainment of students' educational goals. There are a number of challenges that the college has encountered in pursuit of its educational mission: nearly three-quarters of students place below college level English or Math and are drawn from high schools characterized by low academic performance; the service area population exhibits comparatively low levels of educational attainment; and, the college is striving to minimize disruptions to students and academic programs due to several major bond construction projects.

Over the period 2006-07 to 2008-09 Los Angeles Mission College experienced an increase in the improvement rate for students enrolled in Basic Skills courses. This rate also exceeded the peer group average. Annual successful course completion for credit vocational courses, annual successful course completion for credit basic skills courses, and fall-to-fall persistence also increased in 2008-09 compared to 2007-08, but were below the peer group average. The proportion of students who obtained a degree, certificate or transfer within six years and the percentage of students who earned at least 30 units, declined slightly from 2006-07 to 2008-09 and were below their respective peer group averages. The ESL improvement rate also declined slightly from 2006-07 to 2008-09, but remained nearly ten percentage points above the peer group average.

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 2007 to fall 2009 and the college has institutionalized a model which has resulted in higher completion rates in basic skills mathematics. Moreover, the college has also implemented programs to supplement and expand counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Strategic Master Plan, recently completed Accreditation Self-Study, 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	54.6%	54.2%	52.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.1%	71.1%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.6%	64.2%	72.1%



ARCC 2010 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.9%	78.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	65.1%	64.8%	66.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	50.8%	59.1%	58.0%
Basic Skills Improvement Rate	57.1%	59.8%	61.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	30,868	33,111	37,126
Full-Time Equivalent Students (FTES)*	14,460	14,930	16,079

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	35.9%	35.4%	35.5%
20 - 24	28.6%	29.2%	29.4%
25 - 49	26.8%	26.7%	26.7%
Over 49	8.6%	8.6%	8.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.0%	57.5%	56.4%
Male	42.0%	42.5%	43.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.5%	6.2%	5.9%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	12.3%	11.9%	9.9%
Filipino	4.8%	4.6%	4.0%
Hispanic	26.6%	27.6%	27.3%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	12.6%	13.4%	19.0%
White Non-Hispanic	36.2%	35.2%	33.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.4	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	71.1	72.1	63.0	81.7	B2
C	Persistence Rate	72.1	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.8	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	61.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	58.0	59.3	36.2	78.4	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.



Los Angeles Pierce College

Los Angeles Community College District

College Self-Assessment

In Fall 2009, Pierce College enrolled more than 22,000 credit students, which was consistent with the prior Fall enrollment, despite budget-driven course reductions. Its student population is young (two-thirds under the age of 25) and ethnically diverse, including 31% Latino, 16% Asian, and 6% African-American students. Transfer is the primary academic goal for the largest proportion of students, followed by career preparation. Most students require one or more basic skills classes. Therefore, the college is acutely aware of the importance of meeting the needs of students who enroll with a range of goals and preparation levels.

Pierce exceeds its peer group average on four of the seven college-level indicators, and exceeds the statewide average on five of the seven indicators. Over the last three years, Pierce's results have been relatively consistent, with scores varying by two percentage points or less on six of the seven indicators. The only substantial change this year was in the category of persistence rate, which rose from 64% to 72%.

In the area of basic skills completion and basic skills improvement, the college's results are between 5% and 7% above the average scores for its peer group and the state. Credit for these results may be partially attributed to the work of the college's student success committee and the associate dean for basic skills, who was hired in early 2009 using basic skills funds from the state. The student success committee has funded a number of innovative projects targeted toward this population, including learning communities, contextualized English and math classes, accelerated algebra classes, and software for improving student reading skills.

The student progress and achievement rate (SPAR) dropped slightly, from 54% to 52%. Transfer numbers from Pierce to the UC and CSU systems, a component of the SPAR, decreased by almost 7% from 2007-08 to 2008-09, largely the result of decreased capacity at the state's public universities. However, the college also experienced a drop in degrees and certificates earned in the past year. To address this issue, and to ensure that students are able to earn awards that will optimize their chances to transfer and find jobs in high-demand fields, the college has been engaged in a number of visioning processes to explore the development of new facilities and curriculum in the emerging areas of green technology, hybrid fuel technologies, and digital arts and media. New degrees, certificates, and transfer pathways are being developed in the most promising of these areas.

The college's commitment to student success is reflected in the measures presented in this report. The faculty and staff of the college continue to work toward improving students' outcomes on these and other important indicators.

Written by: Joy McCaslin, Interim President; David Folloso, Vice President, Student Services; Nabil Abu-Ghazaleh, Vice President, Academic Affairs; Carol Kozeracki, Dean, Research and Planning



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	40.3%	37.7%	39.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	63.8%	61.8%	67.4%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	50.3%	51.0%	58.5%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.1%	72.9%	72.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	50.5%	50.7%	51.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	60.7%	57.1%	56.6%
Basic Skills Improvement Rate	43.3%	41.8%	41.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	11.8%	0.0%	4.3%



Los Angeles Southwest College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	12,726	13,387	15,814
Full-Time Equivalent Students (FTES)*	5,408	5,049	5,723

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.9%	29.3%	32.9%
20 - 24	20.9%	19.8%	21.4%
25 - 49	45.3%	42.6%	38.8%
Over 49	7.9%	8.3%	6.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	70.9%	70.3%	68.3%
Male	29.1%	29.7%	31.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	63.1%	58.2%	54.3%
American Indian/Alaskan Native	0.2%	0.3%	0.2%
Asian	1.0%	1.0%	1.0%
Filipino	0.6%	0.6%	0.6%
Hispanic	30.5%	34.6%	33.7%
Pacific Islander	0.3%	0.2%	0.2%
Unknown/Non-Respondent	3.6%	4.1%	9.0%
White Non-Hispanic	0.7%	0.9%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	39.8	42.5	26.0	54.1	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	67.4	68.3	52.2	77.3	<i>B1</i>
C	Persistence Rate	58.5	59.9	39.8	74.9	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.4	75.1	63.6	87.3	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.9	52.7	46.7	58.5	<i>E6</i>
F	Improvement Rate for Credit Basic Skills Courses	41.7	49.2	32.9	64.2	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	56.6	54.8	8.6	78.4	<i>G3</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Self-Assessment

Los Angeles Southwest College is a comprehensive community college located in south Los Angeles. LASC is committed to providing an environment for quality learning which fosters successful pathways to enrich the lives of its diverse population of which many are working parents with financial responsibilities whose goal is to enhance their family's quality of life through education. In fall 2009 LASC educated 8,503 students, comprised of 54.2% Black/African-American, 33.5% Hispanic, and 12.3% other, with 11.4% of the student population non-credit and many assessed into basic skills (92% of English placements and 99% of math placements are below transfer level).

LASC has instituted many initiatives for students since the 2008 Self-Assessment for which the college is beginning to see positive results. The Basic Skills Plan instituted in 2006 has continued administrator, faculty, and staff support for students and has been instrumental in changing teaching methods in basic skills courses. As a result of its implementation of the college's Strategic Student Success Plan (in 2008), in conjunction with its participation in the California Benchmarking Project with USC, tracking student success in gatekeeper courses has become an institutional priority. The Learning Assistance Department's Academic Center for Excellence is committed to continuous improvement in supporting student learning. The Anytime Student Assistance Program (ASAP), a comprehensive early alert program, fosters student success using an early detection system and providing staff and online tools intended to increase student success.

The college believes the above efforts have helped to increase student progress and achievement rates (+2.1%), while the percent of students who earned at least 30 units improved by 5.6% and persistence rates increased by 7.5%. The Academic Center for Excellence's continued work of providing diagnostic assessment for students placing four levels below college level English and math, along with the basic skills support continues. Therefore, the completion rate for basic skills courses shows a 1.2% increase. 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.

LASC's recent selection as a participant in the RP Group's Bridging Research Information and Culture (BRIC) technical assistance pilot program will help to further institute classroom and programmatic changes designed to foster student success. The BRIC program participation will help LASC to strength its capacity to collaboratively analyze and act on information beyond the current institutional efforts by incorporating more faculty practitioners in studying the external, as well as classroom, factors which affect student success.

LASC continues to evaluate and update strategies to ensure that students will continue improving persistence, retention, and success. Consequently, the college is constantly looking for new tools to better support 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	37.4%	37.1%	37.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	64.9%	68.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	54.5%	52.0%	53.7%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	74.5%	75.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.0%	48.9%	49.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	40.0%	28.6%	37.0%
Basic Skills Improvement Rate	43.4%	42.3%	44.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	5.9%	7.9%	3.4%



Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	24,431	28,933	32,942
Full-Time Equivalent Students (FTES)*	12,002	12,436	13,178

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.0%	33.0%	33.4%
20 - 24	22.2%	20.5%	21.8%
25 - 49	43.8%	39.3%	38.3%
Over 49	8.0%	7.2%	6.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	50.6%	51.0%	48.0%
Male	49.4%	49.0%	52.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	28.7%	26.1%	24.6%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	5.3%	4.8%	4.3%
Filipino	1.9%	1.8%	1.7%
Hispanic	51.4%	52.4%	52.5%
Pacific Islander	0.3%	0.3%	0.2%
Unknown/Non-Respondent	5.7%	8.2%	10.5%
White Non-Hispanic	6.4%	6.1%	5.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	37.7	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	67.7	72.1	63.0	81.7	B2
C	Persistence Rate	53.7	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.0	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.5	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	44.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	37.0	51.6	37.0	68.8	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 2010 Report: College Level Indicators

Los Angeles Trade Technical College

Los Angeles Community College District

College Self-Assessment

Los Angeles Trade Technical College (LATTC), located just two (2) miles south of Downtown Los Angeles, sits on 23 acres of land, one of the smallest community college footprints in the state. Yet in 2009, it had one of the highest percentage unduplicated enrollment growth in the country among community colleges with 10,000 or more students. LATTC has offered General Education and Career-Technical courses for over 80 years, currently offers 56 different Associate Degrees and 164 Certificates.

Service area population demographics: Nearly one-third (32.4%) of the service area population lives at or below the Federal Poverty Level, almost 20% higher than L.A. County and California rates. Fifty five percent of the adult population does not possess a high school diploma or equivalency. According to the LAUSD's high schools performance list the three worst-performing schools are LATTC's feeder schools. Only 2% of incoming LATTC freshmen pass the proficiency assessment test in English and math.

The ARCC 2009 indicators represent both a challenge and opportunity for the college to launch new strategies for 2010-11. It is increasingly clear that the areas of credit basic skills and ESL require additional strategies and intervention. The college is proposing to launch the following new strategies for 2010-11 to address the ARCC college level indicators:

- Provide the faculty-led noncredit Introductory to Post-Secondary Education course to all first year students in lieu of the traditional College Orientation to better prepare students for instructor expectations and student success at LATTC.
- Expand the contextualized CTE Academies (e.g. Design Academy) to improve successful course completion rates for credit vocational courses as well as credit basic skills courses
- Strengthen and formalize the coordination between noncredit and credit basic skills courses to link the entry and exit skills of each area and provide new "bridge" opportunities to improve student success
- Increase professional development opportunities for CTE and Basic Skills faculty, staff and administrators to review, discuss and reflect on course, discipline and program data to determine and address the "stopgaps" to student success.

The college is currently conducting program viability on Credit English as a Second Language to determine how to provide best instruction to ESL students at LATTC. Finally, the college has reorganized its administrative structure to include a new Dean of Student Success that reports to both Vice Presidents of Student Services for Matriculation-related functions and to Academic Affairs for Basic Skills.

Currently, through the Perkins funding, the college is creating a web application capable of electronically compiling and reporting a CTE students' progress towards certificate and/or degree completion. The system will have the capability to generate information to assist students with completing graduation requirements. The system will be able to electronically update key performance and review indicators of CTE student success such as successful course completion, persistence from fall to fall, completion of 30 units, and certificate/degree completion.

With new processes and initiatives in place the college is confident the indicators will improve 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.9%	48.5%	47.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.5%	68.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	67.1%	58.2%	63.8%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.6%	77.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	68.7%	68.0%	67.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.4%	41.8%	40.5%
Basic Skills Improvement Rate	55.3%	54.3%	55.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	17.3%	13.7%	17.2%



Los Angeles Valley College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	28,335	30,543	33,979
Full-Time Equivalent Students (FTES)*	13,135	13,182	13,799

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.6%	31.1%	30.6%
20 - 24	28.3%	28.2%	28.1%
25 - 49	35.6%	34.6%	35.2%
Over 49	6.4%	6.1%	6.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.8%	59.9%	59.2%
Male	40.2%	40.1%	40.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.4%	6.3%	5.7%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	7.0%	6.5%	5.9%
Filipino	4.3%	4.2%	3.8%
Hispanic	39.2%	41.4%	39.1%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	11.0%	11.9%	17.8%
White Non-Hispanic	31.4%	28.9%	26.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.6	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.8	72.1	63.0	81.7	B2
C	Persistence Rate	63.8	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.1	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.8	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	55.7	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	40.5	54.8	8.6	78.4	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 2010 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 2009 with over 19,200 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 overall area of the San Fernando Valley and many LAVC students are economically and financially challenged. Most LAVC students are part-time (77%), employed (75%) and under-prepared. Challenges remain as feeder high school API scores are often low. The majority of LAVC students place into English and Math courses below transfer level.

LAVC's diverse student population includes many first-generation and returning students. The majority of students are female (58%), young (60% younger than 25) and from an ethnic minority group (62%). Forty-eight percent of LAVC students indicate an educational goal of transfer or obtaining an associate's degree and 26% indicate vocational skills or certificate; additionally, 10% indicate personal development reasons. The top award areas are Liberal Arts, Child Development, Nursing, Economics and Respiratory Therapy. Despite a slight decline in awards and UC/CSU transfers in 2008-09, LAVC continues to promote student academic goals and a learning-centered culture.

LAVC's performance on the ARCC College Level Indicators is mixed, exceeding both the peer group and state averages on three indicators (success in basic skills and vocational courses, and basic skills improvement). Our performance rates on the indicators have fluctuated over the report period. LAVC currently ranks below state and peer averages for student progress and achievement (SPAR), 30 units earned, persistence, and ESL Improvement. However, the most recent LAVC cohorts demonstrate improvement on 30 units earned, successful course completion of vocational and basic skills, and ESL and basic skills improvement.

Despite 84 AA/AS, 67 credit certificate, and 8 noncredit certificate options, SPAR and persistence remain challenges for the college. Increased noncredit certificate opportunities should positively impact the fluctuating CDCP progress and achievement rate. Additional online, hybrid and web-enhanced offerings increase students' enrollment and degree completion options. Federal and grant funding enhance job-related opportunities for students. However, continued assessment of these indicators is necessary for program improvement, student learning and success.

LAVC's positive outcomes are attributable to faculty, staff and administrative collaboration to make the campus a successful learning environment for all students through various student support services. Additionally, recent grants, including Title V for an online AA degree, Science Technology Engineering and Math (STEM), Solving the Math Achievement Gap, TRiO and CAHSEE, along with the District Student Success Initiative and the State's Basic Skills Initiative continue to assist our enrollment, retention, and achievement efforts. Special counseling services and embedded tutoring are among the services provided. As the campus continues to establish and assess student learning outcomes and institutional effectiveness, specific improvements are being incorporated to promote student achievement.

The accountability findings reveal achievements and challenges of our students. Despite adversity, LAVC students continue to earn degrees and certificates, transfer and receive the training necessary to be successful in their 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.1%	45.6%	40.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	62.7%	66.1%	66.6%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.3%	63.8%	65.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.0%	76.6%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.1%	55.7%	61.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	31.6%	36.0%	14.0%
Basic Skills Improvement Rate	47.7%	48.1%	51.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Los Medanos College

Contra Costa Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	13,619	14,652	16,610
Full-Time Equivalent Students (FTES)*	6,264	7,754	8,093

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	30.8%	32.6%	32.8%
20 - 24	25.1%	24.6%	25.2%
25 - 49	37.4%	36.3%	35.8%
Over 49	6.5%	6.3%	6.2%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.3%	54.7%	53.4%
Male	40.8%	41.5%	42.8%
Unknown	3.9%	3.8%	3.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	15.2%	16.1%	17.4%
American Indian/Alaskan Native	0.9%	0.8%	0.8%
Asian	5.2%	5.0%	4.8%
Filipino	5.9%	5.6%	5.6%
Hispanic	24.9%	26.2%	26.6%
Pacific Islander	0.9%	1.1%	1.0%
Unknown/Non-Respondent	7.7%	7.6%	7.9%
White Non-Hispanic	39.4%	37.7%	35.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	40.6	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	66.6	68.3	52.2	77.3	B1
C	Persistence Rate	65.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.0	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	14.0	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Los Medanos College

Contra Costa Community College District

College Self-Assessment

Increasingly, college-bound students in the area are choosing Los Medanos College instead of other colleges. 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.

Los Medanos College's student population increased 29% in FTES between 2006-2007 and 2008-2009, and the college expects growth of 16% in 2009-2010 despite reduced offerings. The college continues to experience increases in younger students, male students, and African American and Hispanic students fulfilling the accessibility goals of its Educational Master Plan.

Student Services staff is developing a First Year Experience plan and Freshman Seminar with projected implementation in fall 2010, which will improve the preparation of new students as they will have a better understanding of college resources that can improve their chances for success. College counselors are working on strengthening interventions for students on probation and dismissal, also to be implemented in fall 2010. These efforts should enhance student support and improve students' ability to persist, progress and attain their goals. While outcomes such as degree/certificate completion and transfer remain inadequate, new efforts to improve students' educational experience are being reviewed and introduced.

LMC's developmental education (DE) program is implementing an outcome-based curriculum and integrating student services into classroom activities. Through grant-funding, ESL has improved its curriculum and is now better tied to the developmental program. Developmental education now focuses more on professional development through "teaching communities" and systematic program review and planning. The college is piloting ways to "accelerate" students through the DE program. The assessment of student learning outcomes is underway and the analysis of the results will be used for improvement. Clearly, DE outcomes must be improved.

Last year, the ESL Program with HSI Grant funding focused particular attention to the development and implementation of retention and success strategies for ESL students, including: writing eleven new ESL courses; revising five existing courses; updating all course level student learning outcomes; enhanced advising with the addition of an ESL student liaison position to assist students in registering for the appropriate course levels; increasing numbers of student appointments with the ESL counselor; and training for students on the use of Web-Advisor (LMC's student registration portal). At the same time all ESL faculty are participating in a professional development teaching community centered on the use of software and other technology in the classroom. In fall 2009, all of the ESL TOP Codes were changed and aligned with the CB21 rubric to assure proper data tracking of ESL student progression.

Positive course completion rates for CTE courses are encouraging. The college has improved: both student outreach and "in reach"; professional development for high school and college counselors; career counseling; faculty advising; and bridge programs for incoming students. Career technical programs are updated, aligned, and more relevant, to industry needs. Program information is better "packaged" and more accessible. Progress on internships, cooperative education and job placement continues.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	NA %	NA %	NA %



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Marin Community Education

Marin Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	3,129	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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	5.7%	5.5%	%
20 - 24	17.7%	18.7%	%
25 - 49	39.1%	43.6%	%
Over 49	35.0%	30.3%	%
Unknown	2.5%	1.9%	%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.1%	56.2%	%
Male	42.9%	43.7%	%
Unknown	0.0%	0.1%	%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Marin Community Education

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.5%	1.3%	.%
American Indian/Alaskan Native	0.2%	0.2%	.%
Asian	7.3%	6.2%	.%
Filipino	0.4%	0.2%	.%
Hispanic	51.6%	57.8%	.%
Pacific Islander	0.4%	0.2%	.%
Unknown/Non-Respondent	7.1%	8.7%	.%
White Non-Hispanic	31.5%	25.4%	.%

Source: Chancellor's Office, Management Information System



ARCC 2010 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 2010 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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.3%	43.6%	45.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.8%	63.2%	64.2%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	59.2%	61.8%	60.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.7%	75.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.3%	60.5%	66.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	13.6%	34.7%	22.1%
Basic Skills Improvement Rate	44.9%	55.6%	46.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.0%	2.5%	1.9%



Mendocino College

Mendocino-Lake Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	7,746	7,944	8,381
Full-Time Equivalent Students (FTES)*	3,021	2,721	3,133

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.5%	26.6%	27.0%
20 - 24	15.5%	16.3%	16.3%
25 - 49	34.8%	33.9%	34.8%
Over 49	23.2%	23.3%	21.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	62.7%	62.0%	62.4%
Male	37.3%	38.0%	37.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.5%	1.5%	1.7%
American Indian/Alaskan Native	4.9%	4.8%	4.8%
Asian	1.7%	1.6%	1.8%
Filipino	0.5%	0.4%	0.3%
Hispanic	16.6%	16.6%	19.0%
Pacific Islander	0.3%	0.4%	0.4%
Unknown/Non-Respondent	7.6%	8.1%	8.8%
White Non-Hispanic	66.8%	66.6%	63.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.6	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	64.2	68.3	52.2	77.3	B1
C	Persistence Rate	60.5	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	46.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	22.1	33.8	0.0	67.0	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 2010 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 the three indicators of student achievement, Mendocino College has mixed results over the previous year. On the "Student Progress and Achievement Rate", the College is up about two percentage points over last year, and quite close to the peer group median (49.5%). Similarly, Mendocino College is up slightly (64.2%) on "Percent of Students Who Earned at Least 30 Units". While up slightly, this measure reflects the impact of the high proportion of part-time students at the College. Finally, the "Fall-to-Fall Persistence Rate" showed some erosion, from 61.8% to 60.5%; the College remains at the median value for the peer group.

This is a very volatile peer group, where members experienced annual swings ranging from a 20% decline to a 9.8% increase.

Similar mixed results emerge within the course-level achievement rates. The "Annual Successful Course Completion Rate for Credit Vocational Skills," at 75.2% is virtually unchanged from last year and is almost exactly at the peer group mean.

The "Annual Successful Course Completion Rate for Basic Skills," at 66.1% shows an almost 10% increase over the prior year's score and is the second-highest rate within the peer group. However, the "Basic Skills Improvement Rate" dropped from 55.6% to 44.3%, well into the second quartile of the peer group. While more students are successful in completing a basic skills course (Course Completion Rate), they are not persisting and enrolling in the next sequential course (Improvement Rate). Projects such as a more robust Early Alert system should have a positive effect.

Most disappointing is the decline in the "ESL Improvement Rate" from 34.7% in the previous years' cohort to 22.1% for the 2006-07 cohort. This is well below the mean (35.9%) and the median (33.3%) for the peer group and is at the lower end of the third quartile. Again, this may reflect the high proportion of part-time students, with limited goals. The recent addition of a full-time ESL instructor should lead to improvement in coming years.

Though age and gender distribution remain relatively the same as previous years, there is a growing proportion of Hispanic students, 19.0% (up from 16.6% the previous 2 years) and a slight growth in the proportion of other students of color. This reflects the College's dedication to serving the District's growing proportion of Native American and Hispanic students through targeted outreach and support services.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	41.8%	41.9%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.2%	64.4%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	70.0%	68.1%	66.5%



ARCC 2010 Report: College Level Indicators

Merced College

Merced Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.8%	79.1%	78.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	55.7%	51.5%	51.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	61.0%	67.6%	78.4%
Basic Skills Improvement Rate	51.0%	55.3%	54.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	12.5%	6.5%	6.0%



ARCC 2010 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,863	20,271	21,082
Full-Time Equivalent Students (FTES)*	9,225	10,094	10,290

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.5%	24.8%	25.6%
20 - 24	23.0%	22.8%	23.5%
25 - 49	33.7%	34.7%	34.6%
Over 49	16.7%	17.0%	15.6%
Unknown	1.1%	0.7%	0.7%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.4%	58.1%	58.0%
Male	36.9%	37.3%	38.9%
Unknown	3.7%	4.6%	3.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Merced College

Merced Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.2%	5.0%	4.7%
American Indian/Alaskan Native	1.0%	1.1%	1.1%
Asian	8.7%	8.1%	8.6%
Filipino	1.2%	1.1%	1.1%
Hispanic	36.9%	36.3%	38.0%
Pacific Islander	0.6%	0.7%	0.6%
Unknown/Non-Respondent	10.1%	11.9%	11.4%
White Non-Hispanic	36.2%	35.9%	34.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	41.0	42.5	26.0	54.1	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	69.1	72.1	63.0	81.7	<i>B2</i>
C	Persistence Rate	66.5	59.9	39.8	74.9	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	75.1	63.6	87.3	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.2	60.0	49.5	75.5	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	54.8	51.5	40.6	62.8	<i>F4</i>
G	Improvement Rate for Credit ESL Courses	78.4	54.8	8.6	78.4	<i>G3</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

Merced College

Merced Community College District

College Self-Assessment

Established in 1962, Merced College achieved a record-breaking enrollment of 10,290 full-time equivalent students (FTES) during 2008-2009, representing 21,082 unduplicated students.

A slight decrease of 4.38% in the 49 and older student population at 15.6% occurred during 2008-2009, compared with 17.0% during 2007-2008. Offsetting this was a slight increase in students 19 years or less at 25.6%, and students 20-24 years at 23.5% during 2008-2009. Enrollment among males was up slightly, at 38.9% during 2008-2009, compared with 37.3% during 2007-2008. Females comprised the larger proportion of students, at 58% during 2008-2009, compared with 58.1% during 2007-2008.

Serving a diverse population of Central Valley students, the College maintained its bi-ethnic majority of Hispanic (38.0%) and White Non-Hispanic (34.6%) students during 2008-2009. Other ethnicities included Asian (8.6%), African American (4.7%), American Indian/Alaskan Native (1.1%), Filipino (1.1%), Pacific Islander (0.6%), or were Unknown/Non-respondent (11.4%).

Despite being over one-third of the student population, Hispanics are not reflective of Merced County's overall Hispanic population of 52.9% (U.S. Census, 2008). A federally recognized Hispanic Serving Institution, 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 increased to 20.2% in March 2009. The county's average annual unemployment rate was 18.0% during 2009, compared with 12.7% during 2008. This increase represents 6,100 additional unemployed workers from 2008 to 2009. (Employment Development Department). The county has been affected by the recession and downturns in key industries, such as agriculture, food processing, and building and construction trades.

Given the poor economy, more students are attending Merced College for knowledge and skills to improve their employment opportunities. The College offers more than 100 transfer, career, and technical programs.

During 2008-2009, Merced College students earned 495 awards (386 associate degrees and 109 certificates) in 23 disciplines. This represents a 29.3% decrease or 205 fewer awards compared with a high of 700 awards during 2007-2008. The 2008-2009 decrease is a departure from the upward trend in awards earned, from 546 awards during 2005-2006, 557 during 2006-2007, and 700 during 2007-2008.

The 170 fewer associate degrees awarded during 2008-2009 were due primarily to discontinuation of our "University Studies" program. The 35 fewer certificates awarded were spread across several disciplines.

Merced College continues to focus on improving student outcomes and our 2008-2009 performance was within our peer group range on all key indicators of student success, and we exceeded our peer average on four indicators: Persistence, Vocational Course Completions, Improvement Rate for Basic Skills Courses, and Improvement Rate for English as a Second Language Courses.

Merced College takes pride in student achievement. As our mission states, "Students are our focus and we are known by their success."



ARCC 2010 Report: College Level Indicators

Merritt College

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.2%	47.6%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	62.5%	64.2%	62.7%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	64.2%	63.2%	53.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.6%	72.8%	67.2%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	54.9%	60.5%	49.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	29.6%	28.3%	32.5%
Basic Skills Improvement Rate	40.8%	43.0%	44.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	12,162	11,939	11,801
Full-Time Equivalent Students (FTES)*	4,586	4,348	4,329

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	13.1%	14.3%	15.8%
20 - 24	22.7%	22.6%	22.7%
25 - 49	50.4%	48.6%	48.1%
Over 49	13.8%	14.5%	13.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	67.3%	66.3%	61.5%
Male	31.9%	33.1%	31.6%
Unknown	0.9%	0.6%	6.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Merritt College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	35.0%	33.5%	28.5%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	15.9%	16.0%	15.3%
Filipino	3.1%	2.8%	2.5%
Hispanic	15.1%	15.9%	16.0%
Pacific Islander	0.9%	0.7%	0.6%
Unknown/Non-Respondent	9.0%	9.0%	18.0%
White Non-Hispanic	20.3%	21.4%	18.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.7	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	62.7	68.3	52.2	77.3	B1
C	Persistence Rate	53.0	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.2	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.8	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	44.5	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	32.5	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Merritt College

Peralta Community College District

College Self-Assessment

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings and within acclaimed programs. With approximately 7,000 students, each fall Merritt College has the second largest enrollment in the Peralta Community College District. Enrollment is projected to increase incrementally over the next ten years. 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 mixed results in student outcomes including 1) an increase in the basic skills improvement rate, 2) a nominal decline in the student progress achievement rate and a significant decline in the persistence rate, and lastly 3) small variability in the vocational and basic skills successful course completion rate and the percentage of students who earn at least 30 units over time. Outlined below are the trends for the time period 2006/07-2008/09:

Increase in Performance

- The basic skills improvement rate has increased steadily by 3.7 percentage points from 40.8% in 2006/07 to 44.5% in 2008/09.

Decline in Performance

- There has been a net 5.8 % point decline in the student progress and achievement rate. In 2006/07, the rate was 72.6% and by 2008/09 it was 67.2%.
- In 2005/06 the persistence rate was 64.2% and by 2008/09 it had decreased to 53% - a 10% percentage point decline.

Variability in Performance

- The percent of students who earned at least 30 units in 2006/07 improved slightly (1.7 percentage points) by 2007/08. Then in 2008/09, there was a slight decline (from 64.2% to 62.7%).
- There was an initial increase in the annual successful course completion rates of basic skills students. Between 2006/07 the rate increased by 5.6% points (54.9% to 60.5%). Then in 2008/09, the rate declined significantly by 10.7% points.
- The annual successful course completion rates for vocational courses initially increased by a nominal .2% points from 2006/07 (72.6%) to 2007/08 (72.8%). In 2008/09, there was a reversal resulting in a 5.6% point drop in the rate.
- The ESL improvement rate declined initially from 29.6% in 2006/07 to 28.3% in 2007/08. The rate then increased to 32.5% in 2008/09.

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 with activities designed to improve student performance

Maximum Achievement Project (MAP)-Improve the retention and persistence of African American males and other low income students



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	53.6%	59.9%	60.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.4%	73.0%	74.3%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.0%	65.0%	68.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.1%	70.7%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.9%	59.2%	60.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	69.3%	68.5%	66.2%
Basic Skills Improvement Rate	46.1%	49.0%	45.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,267	22,132	23,879
Full-Time Equivalent Students (FTES)*	8,026	8,537	9,441

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.9%	25.6%	24.6%
20 - 24	27.2%	27.4%	27.5%
25 - 49	32.4%	32.1%	32.6%
Over 49	14.3%	14.7%	15.3%
Unknown	0.3%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.1%	58.6%	58.6%
Male	40.7%	40.3%	39.6%
Unknown	1.2%	1.2%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.8%	3.8%	5.0%
American Indian/Alaskan Native	0.7%	0.9%	1.0%
Asian	5.7%	6.1%	5.5%
Filipino	2.6%	2.8%	3.0%
Hispanic	26.1%	26.4%	24.0%
Pacific Islander	0.8%	0.9%	1.1%
Unknown/Non-Respondent	8.2%	8.1%	9.8%
White Non-Hispanic	52.1%	51.1%	50.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	60.0	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	74.3	72.1	63.0	81.7	B2
C	Persistence Rate	68.8	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.1	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	45.2	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	66.2	41.5	0.0	100.0	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 2010 Report: College Level Indicators

MiraCosta College

MiraCosta Community College District

College Self-Assessment

MiraCosta College has served the coastal communities of North San Diego since 1934. Like most colleges statewide, MiraCosta has experienced recent unprecedented growth. A struggling economy and decreasing admissions opportunities at local four-year institutions has resulted in a 35% increase in the spring credit student population. This has resulted in the largest student body in the college's history and presents a multitude of new challenges as the college attempts to accommodate the needs of this growing population.

MiraCosta College is pleased with the upward trends seen in the Student Progress and Achievement Rate (SPAR), Vocational and Basic Skills Course Completion Rates, and the percentage of students who earned at least 30 units in the system. Within the peer groupings are three areas in which the college falls below the group average: Vocational Course Completion Rate, Basic Skills Completion rates and the Basic Skills Improvement Rates. These are the areas on which the college will continue to focus.

MiraCosta College has implemented several new programs targeted towards basic skills students. The Letters Department created a portfolio assessment for its developmental English and ESL composition program which has resulted in improved success, retention and completion rates. The program has recently received advanced certification from the National Association of Developmental Education (NADE) and serves more than 2,000 students each year.

The Tutoring and Academic Support Center has begun offering drop-in tutoring, and offers supplemental instruction and learning communities. The Academic Boot Camp is a program for basic skills students that prepares them for college during the summer prior to enrollment. The First Year Experience is a program that has students enrolling in blocks of Math, English and Foundation Skills courses. The Mathematics department has piloted a project that places teaching assistants in the classroom to help students with class assignments. These students will continue to be followed over time to assess the impact of these programs.

Data quality continues to be a main focus of the college. MiraCosta College faculty and staff in the credit and noncredit programs have attended many Chancellor's Office workshops on course coding and alignment to better understand the relationships among basic skills courses. This, in combination with the data contained in the ARCC has generated many valuable conversations within and across disciplines as the college reviews its curriculum.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	52.6%	52.5%	54.1%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.5%	68.6%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.5%	64.7%	63.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.2%	69.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.9%	62.0%	64.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	22.8%	23.1%	21.6%
Basic Skills Improvement Rate	55.1%	56.1%	55.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,177	19,965	21,167
Full-Time Equivalent Students (FTES)*	6,935	6,808	7,732

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	12.7%	12.6%	12.5%
20 - 24	21.5%	20.6%	19.8%
25 - 49	51.2%	49.8%	49.7%
Over 49	14.3%	16.7%	17.7%
Unknown	0.3%	0.3%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.0%	54.9%	54.7%
Male	42.2%	40.9%	40.0%
Unknown	2.7%	4.2%	5.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.3%	4.2%	4.0%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	35.4%	33.9%	33.5%
Filipino	9.1%	8.4%	8.8%
Hispanic	15.3%	15.0%	14.8%
Pacific Islander	0.8%	1.0%	0.9%
Unknown/Non-Respondent	10.3%	12.5%	14.3%
White Non-Hispanic	24.3%	24.5%	23.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	54.1	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	73.5	68.3	52.2	77.3	B1
C	Persistence Rate	63.2	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.7	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.6	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	21.6	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Self-Assessment

Mission College serves a diverse student body representative of the Silicon Valley, with 43% of the student body composed of Asian/Filipino/Pacific Islander students, 15% Hispanic, 4% African American and 23% White/Non-Hispanic. It is noted that a growing percentage of students (14.3%, 4.3% more than 2006-07) fall into the unknown/non-respondent category. The College's enrollment continues to grow, with an increase in annual unduplicated headcount of 6% and a 13.6% annual increase in FTES. The College is currently serving 10,735 students. Fifty-five percent of the students are female and the majority (50%) are between the ages of 25 and 49. The college continues to serve a large population of ESL students. Mission has seen a 3.4% increase in students over the age of 49. There is no doubt that the 11% regional unemployment rate has led to an increase in both enrollment and the number of units taken per student. The increase in students over age 49 is likely due to laid-off workers who are turning to the community college to enhance job skills or train for a new career.

In comparison, Mission College performed better than both the peer group and State in Student Performance and Achievement and Percent of Students Who Earned at Least 30 Units measures. The College performed better than the State average and comparable to its peer group in Annual Successful Completion Rate in Credit Basic Skills Courses and Improvement Rate in Basic Skills Courses. The College posted increases over last year in 4 of 6 measures (Student Progress and Achievement, Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate for Credit Vocational Courses, and Annual Successful Course Completion Rate for Credit Basic Skills Course).

Mission's performance was lower than both peer group and State averages in two measures: Persistence Rate and Annual Successful Course Completion Rate in Credit Vocational Courses. Our sister college, West Valley, also experienced a decrease in persistence. It is possible that this change for both colleges reflects instability in the local labor market and consequently, students' ability to stay enrolled. Mission is currently engaged in the systematic review of its programs and its educational plan, with particular focus on vocational programs. The region is undergoing considerable change as it reacts to the recession, and the College is analyzing those shifts as it attempts to determine how to update existing curricula and create new programs that lead to employment or transfer. As part of this effort, the College is in the process of doubling its research capacity to ensure that it has the necessary information to make strategic decisions.

It is noted that the CB-21 coding errors still affect the measure, Improvement Rate in Credit ESL Courses, which is a system wide issue. Master Course File coding corrections are to be submitted to the State in March, so corrected figures should be included in next year's report. Until then, this measure is not useful.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	45.3%	44.8%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.7%	72.9%	73.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	69.4%	72.1%	72.9%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.2%	72.7%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.8%	57.6%	57.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	46.5%	43.2%	46.2%
Basic Skills Improvement Rate	51.7%	47.5%	45.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	4.6%	7.0%	7.7%



Modesto Junior College

Yosemite Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	26,292	27,408	29,277
Full-Time Equivalent Students (FTES)*	14,479	15,191	15,796

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.8%	30.1%	30.3%
20 - 24	30.7%	29.1%	29.7%
25 - 49	34.1%	35.1%	34.7%
Over 49	5.5%	5.7%	5.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.1%	59.0%	57.6%
Male	40.5%	40.0%	39.9%
Unknown	0.4%	0.9%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.4%	3.6%
American Indian/Alaskan Native	1.2%	1.1%	1.1%
Asian	5.6%	5.2%	4.9%
Filipino	1.4%	1.3%	1.3%
Hispanic	27.3%	27.0%	28.1%
Pacific Islander	1.2%	1.1%	1.2%
Unknown/Non-Respondent	18.7%	22.7%	20.6%
White Non-Hispanic	41.3%	38.1%	39.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	73.8	72.1	63.0	81.7	B2
C	Persistence Rate	72.9	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.7	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	45.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	46.2	59.3	36.2	78.4	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.



Modesto Junior College

Yosemite Community College District

College Self-Assessment

Modesto Junior College continues to develop integrated planning, program review, assessment, and resource allocation processes, using data to inform decision making. A key part of the dialogue relative to the college's strategic planning goals involves student improvement rates in basic skills courses. During the 2009-2010 academic year, Modesto Junior College continued the dialogue concerning student improvement rates for credit ESL courses. Members of faculty, staff, and administration have also had discussions of the ARCC 2010 data indicators for Modesto Junior College during the review period.

Five of the seven College Performance Indicators' rates for MJC and its peer groups are comparable to each other. However, the CCCC acknowledges that they are able to explain only one-fourth of the differences in Basic Skills Course Completion Rate and Basic Skills Improvement Rate among colleges' peer groupings. Questions, therefore, remain regarding the meaning of differences between Modesto Junior College's rates, compared to its peers' rates in these areas. At this point with no clear answer, Modesto Junior College continues to search for ways to improve its rates in these areas.

Internal discussions have identified at least one major cause for the declines in student improvement rates for Credit Basic Skills and Credit ESL Courses. An overarching concern centers on the economic downturn and resultant drastic budget cuts, leaving unfilled faculty and support staff positions, which otherwise support basic skills and ESL students.

These losses in English and ESL include two full-time ESL professors, two full-time English professors, the Director of the Basic Skills Program, and two classified instructional assistants who worked directly with Basic Skills students. In addition, the Reading department's request for a faculty position to teach the new English 49/Reading 40 co-requisite has not been filled.

On a positive note, the ESL faculty and the Research and Planning Office are working together with appropriate administrators to select better assessment tests and scoring to help improve multiple measures for placement.

The staffing situation in Math is similar in scope. Three full-time Math professors have not been replaced, which translates to over 700 basic skills students who do not have access to the basic skills math courses they need.

College administrators, faculty, and staff are working diligently to shore up these gaps in instruction and support. However, under these current circumstances, the prospect for improvement does not look promising.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.2%	50.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.5%	66.4%	69.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	55.1%	66.3%	68.0%



ARCC 2010 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	82.4%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	68.0%	67.7%	64.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	52.4%	51.4%	54.0%
Basic Skills Improvement Rate	61.5%	55.4%	54.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,929	22,171	23,466
Full-Time Equivalent Students (FTES)*	8,380	8,227	8,536

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	16.3%	16.8%	16.0%
20 - 24	14.0%	14.2%	14.8%
25 - 49	42.7%	42.7%	44.4%
Over 49	27.1%	26.3%	24.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	52.3%	52.1%	51.3%
Male	47.6%	47.9%	48.7%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.5%	3.4%	3.7%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	6.3%	6.1%	6.1%
Filipino	2.6%	2.6%	2.8%
Hispanic	12.1%	16.7%	19.0%
Pacific Islander	1.0%	1.1%	1.2%
Unknown/Non-Respondent	16.7%	15.0%	13.8%
White Non-Hispanic	57.0%	54.2%	52.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	55.4	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	69.7	68.3	52.2	77.3	B1
C	Persistence Rate	68.0	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.5	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.8	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	54.0	33.8	0.0	67.0	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 2010 Report: College Level Indicators

Monterey Peninsula College

Monterey Peninsula Community College District

College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast, which is touted as a visitors' paradise; however, the reliance on tourism creates a seasonal, fluctuating economic and population base. The demographics on the peninsula illustrate a contrast between two diverse populations—a predominantly older, educated, white population in the south and a younger, more ethnically diverse, less educated populace in the north. MPC's student population reflects its diverse community. MPC 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 continue to be increases in two of the college level performance indicators—the persistence rate of first-time students and the percent of students who earned at least 30 units. We believe these increases are the result of the opening of the facilities in the north part of our district as well as efforts to expand the days and times that courses are offered.

We have been able to maintain our performance in two areas. The Student Progress and Achievement Rate (SPAR) has bounced back after a one year decline, primarily due to a decrease in transfers to the CSU and UC systems during 2007-08. However, budget cuts to UC and CSU during the current fiscal year may result in a decrease in the SPAR in next year's report. Two years ago, there was a slight decrease in successful completion rate for vocational courses; this was due to staffing challenges in the Computer Science and Information System program. Last year we were able to hire a new full-time instructor for that area, which helped to stabilize the successful completion rate for vocational courses.

There is one area where our performance declined. The annual successful course completion rate for credit basic skills courses dropped in 2008-09. This decrease is partly due to the Chancellor's Office inclusion of a new "DR" grade to account for drops that occur after the first census date; the addition of a new grade increased the denominator for this indicator, thereby decreasing the course completion rate. In addition, local staffing changes have occurred in the basic skills English and Study Skills area of the college. The new staff have changed the manner in which student drops are handled; specifically, more students are dropped from these courses now than in the past. This also caused our annual successful course completion rate for basic skills courses to decrease during 2008-09.

There is one performance indicator that appears to be a decline—basic skills improvement rate. However, the higher improvement rate for the 2004-05 cohort was merely an anomalous "spike" that year. The basic skills improvement rate for MPC has typically been around 55%.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	62.2%	63.9%	66.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	75.6%	74.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.4%	78.0%	77.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.7%	78.0%	77.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	63.7%	60.2%	62.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	60.9%
Basic Skills Improvement Rate	42.8%	47.5%	56.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	22,282	23,518	24,215
Full-Time Equivalent Students (FTES)*	11,166	11,688	12,801

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	38.5%	39.0%	39.0%
20 - 24	32.6%	32.5%	32.8%
25 - 49	24.1%	24.0%	23.8%
Over 49	4.8%	4.4%	4.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.1%	53.8%	54.4%
Male	43.2%	44.1%	45.1%
Unknown	2.7%	2.0%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.3%	2.4%	2.4%
American Indian/Alaskan Native	0.9%	0.9%	0.8%
Asian	8.1%	7.6%	8.0%
Filipino	2.3%	2.6%	2.6%
Hispanic	15.4%	16.3%	19.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	12.3%	13.0%	7.5%
White Non-Hispanic	58.0%	56.6%	59.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	66.4	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	77.0	75.0	68.1	83.8	B4
C	Persistence Rate	77.4	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.7	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	56.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	60.9	41.5	0.0	100.0	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 2010 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 24, a majority declaring transfer as their goal. 23% are between the ages of 25 and 49. Minority enrollment has held steady over time, reflecting the demographics of residents in our service area.

The enrollment trend reflects continued growth, with a 3% increase in unduplicated headcount in 2008-2009. The 9% rise in FTES reflects the high number of full-time students in our student profile, with many students increasing their unit-load in 2008-2009 as compared to 2007-2008.

Moorpark College performed above average in 5 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 4 years.

The college is striving for consistency in Annual Course Completion Rates for Basic Skills Courses. This category shows a current gain of 2.5% after a 3.5% drop in last year's report. The current trend upward might be attributed to the new strategies that went into place for basic skills curriculum and services delivery beginning fall 2008. As this work continues, the college hopes to maintain program improvement in this area for the next reporting cycle.

Our Basic Skills Improvement Rate has improved by nearly 10% and is now better aligned with our peer group average. With this 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.

Improvement Rate for ESL is being reported for the first time in ARCC due to a hiatus of the ESL program in 2004-2005. Our rate is above average as compared to our peer group average.

As with last year, the current ARCC data validate the Strategic Goals that emerged from the college's annual planning sessions each fall semester:

Flexible Options for Education (Goal: 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, PACE, and evening/weekend options to provide access for adults returning to college.

Basic Skills (Goal: 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.

Marketplace Responsiveness (Goal: Respond to the Marketplace through Career Training): The Vocational Education Course Completion Rate remained 3% over 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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	53.9%	52.5%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	74.8%	76.3%	77.4%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	77.2%	76.8%	77.7%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	74.0%	73.3%	75.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	57.8%	59.6%	61.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	71.5%	73.6%	74.8%
Basic Skills Improvement Rate	54.0%	51.9%	53.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	29.8%	14.4%	10.3%



Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	60,689	67,121	69,627
Full-Time Equivalent Students (FTES)*	29,886	31,934	32,685

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	37.5%	44.2%	43.1%
20 - 24	25.8%	23.6%	24.3%
25 - 49	25.6%	23.0%	23.1%
Over 49	11.2%	9.2%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.6%	53.9%	53.6%
Male	44.1%	45.5%	45.4%
Unknown	0.3%	0.5%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.1%	4.5%	4.6%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	21.6%	19.4%	19.6%
Filipino	4.8%	4.3%	4.5%
Hispanic	41.2%	38.8%	42.5%
Pacific Islander	0.6%	0.6%	0.8%
Unknown/Non-Respondent	8.6%	17.2%	13.5%
White Non-Hispanic	17.6%	14.7%	14.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	77.4	75.0	68.1	83.8	B4
C	Persistence Rate	77.7	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.5	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	53.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	74.8	59.3	36.2	78.4	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 2010 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 over 41,000 "traditional" students seek career/technical training, while others seek an associate degree and/or university transfer. Many are underprepared for the rigors of college and must begin by taking pre-collegiate English and mathematics courses, using tutorial and student support services to progress. 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 no matter the budgetary climate. Mt. SAC is encouraged to see its results improving each year. Overall, Mt. SAC students are above their peer college averages in most of the performance indicators cited in this report with the exception of one metric, Career Development of College Program (CDCP), showing a large decrease, but it is easily explained due to the increased enrollment in the Mt. SAC adult high school program. Based on the findings within this ARCC report, Mt. SAC will continue to provide and improve upon opportunities for students to achieve their goals. For example, the college continues to offer the bridge program that has been in existence for over ten years and provides evidence of student achievement with sometimes a 20% point improvement in success rates compared to students who are not in the similar bridge program courses.

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 statewide, national, and international distinction. For the fourth time in five years, a Mt. SAC scholar was among 20 students nationwide to be named to the prestigious All-USA Academic First Team. Journalism students won a record 28 state conference awards, while broadcasting students won six Golden Mikes. The Mt. SAC Athletics Program won the coveted NATYCAA Cup for overall program excellence.

The college offers programs and services through various grants to improve student success. Last year, Mt. SAC managed more than \$7 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 James Irvine Foundation, and the Bill and Melinda Gates Foundation. These and other efforts support the college's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.8%	45.5%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	60.5%	63.3%	64.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.8%	65.2%	63.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	66.8%	67.0%	68.6%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.6%	57.9%	59.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	27.3%	15.2%	17.5%
Basic Skills Improvement Rate	44.8%	44.0%	43.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	3.8%	4.0%	3.9%



Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	20,843	22,895	26,148
Full-Time Equivalent Students (FTES)*	9,672	10,205	11,631

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	27.9%	29.2%	30.8%
20 - 24	27.3%	27.7%	27.4%
25 - 49	37.0%	36.1%	35.1%
Over 49	7.7%	6.9%	6.7%
Unknown	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.9%	60.8%	59.4%
Male	37.1%	37.9%	38.7%
Unknown	1.0%	1.3%	1.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.6%	7.2%	7.9%
American Indian/Alaskan Native	1.3%	1.4%	1.3%
Asian	3.3%	3.1%	3.1%
Filipino	3.5%	3.8%	3.4%
Hispanic	28.4%	28.9%	29.0%
Pacific Islander	0.7%	0.8%	0.8%
Unknown/Non-Respondent	9.7%	9.8%	11.4%
White Non-Hispanic	46.5%	45.1%	43.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	48.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	64.5	72.1	63.0	81.7	B2
C	Persistence Rate	63.4	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.6	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	43.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	17.5	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Self-Assessment

As Mt. San Jacinto College continues to meet the rapid growth in enrollment across the district, the ARCC indicators continue as key performance markers in developing strategies within the educational master plan.

The conclusions reached after review of the indicators from the 2010 report reveal that the Student Progress and Achievement rate has reversed a downward trend and continues a modest increase. This is due to sustained and continuous implementation of strategies devoted to student success. This is the first year that MSJC has exceeded the peer group average. An active honors program which had been largely based at the Menifee Valley Campus but now has a significant cohort at the San Jacinto Campus and a very successful supplemental instruction program are two components that are contributing strategies.

The percentage of students earning at least 30 units also shows consistent and modest increase over other reporting periods but is still significantly below peer average. This is an area that still needs increased focus. The slowing and downward trend in the persistence rate is troublesome. However, coordinated strategies between instruction and student services division have already identified action plans which includes training in the establishment of learning communities and increased effectiveness in referring students to proper support services to assist students in pursuing their educational goals efficiently. The college has also identified that the number of students receiving a withdrawal semester after semester appears to be a contributing factor. Instruction and Student Services are developing student intervention plans to decrease the number of repeated course withdrawals.

The annual completion rate for vocational classes continues its modest upward trend. This confirms a strong career technical education program, but further review is in place to determine what resources and realignment of goals may be necessary to improve this rate.

The annual successful completion rate for credit basic skills courses and the basic skills improvement rate s are stable. The Basic Skills Initiative is extremely focused on activities and assessment of learning communities and other course sequences that can improve the completion rate. Supplemental Instruction (SI) combined with targeted workshops and tutoring continues to be an integral part of our college's program to increase student success.

The ESL improvement rate, while showing some increase over 2009 is still significantly lower than acceptable. A district wide assessment of the program is under way, from coding of courses to increased coordination between non-credit and credit sectors. A major commitment to the creation of an ESL lab at the Learning Resource Center on the San Jacinto Campus was delayed but is now on track for completion in the spring 2010 semester. One key element of the program includes focus on ESL tutor development, which includes development of an ESL tutoring manual and tutor coaching.

CDCP Progress and Achievement rate is being reviewed at the program and course levels.

Distance Education (DE) continues to be a significant share of our total FTES and the success rate is above the CCC state average.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	57.9%	56.0%	51.9%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.4%	70.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	69.3%	72.0%	68.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.5%	76.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	65.8%	62.5%	64.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	27.5%	23.3%	22.6%
Basic Skills Improvement Rate	49.3%	52.3%	50.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.4%	2.4%	0.5%



Napa Valley College

Napa Valley Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,494	14,714	15,142
Full-Time Equivalent Students (FTES)*	5,926	6,059	6,477

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	19.4%	20.4%	21.7%
20 - 24	17.8%	18.3%	19.5%
25 - 49	36.7%	36.2%	34.8%
Over 49	25.9%	24.8%	23.6%
Unknown	0.2%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.7%	56.6%	56.1%
Male	40.9%	41.5%	41.3%
Unknown	2.3%	2.0%	2.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Napa Valley College

Napa Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.4%	4.6%	4.8%
American Indian/Alaskan Native	0.7%	0.8%	0.8%
Asian	3.1%	2.8%	2.4%
Filipino	7.9%	7.9%	7.7%
Hispanic	19.0%	20.0%	20.7%
Pacific Islander	0.8%	0.7%	0.8%
Unknown/Non-Respondent	14.7%	15.8%	17.7%
White Non-Hispanic	49.4%	47.3%	45.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	51.9	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	68.9	68.3	52.2	77.3	B1
C	Persistence Rate	68.1	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.7	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	50.7	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	22.6	33.8	0.0	67.0	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 2010 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 increased by 4.5% (vs. 11.5% for the system), and the number of full-time-equivalent students has increased by 9.3% (vs. 15.1% 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 the student progress and achievement rate, the percent of students who earned at least 30 units, the persistence rate, and the successful course completion rate in credit basic skills courses. 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.

In 2006, NVC implemented its first learning communities linking pre-collegiate English courses with a counseling course (covering college success strategies) and required writing lab. In the three years prior to learning communities, the average successful course completion rate in basis skills courses was 62%. In the three years since the learning communities were implemented, the average rate has increased to 64.4%. Although successful course completion rates have improved, that success has yet to translate to the basic skills improvement rate, tracking students' progress through the math and English curriculum. 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. This focus applies to both the basic skills improvement rate and the ESL improvement rate (another indicator on which NVC's performance is below the peer group average). NVC is committed to continuous improvement in curriculum and identifies professional development needs based on findings from ARCC data.

ARCC and other reporting requirements (such as Perkins IV) have underscored the importance of data integrity in course codes. NVC continues its efforts in this area and recently identified some issues with codes describing some vocational courses. NVC's successful course completion rate among vocational courses falls within 0.4% of the peer group average. Until course codes have stabilized, it is premature to categorize vocational course completion as an area for concern.

To ensure that ARCC performance indicators are incorporated into NVC's planning processes, 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. ARCC data is shared with the campus community, 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	4.1%	6.6%	8.4%



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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	42,920	42,634	45,389
Full-Time Equivalent Students (FTES)*	7,530	7,829	8,247

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	16.4%	15.5%	18.3%
20 - 24	17.1%	17.1%	17.1%
25 - 49	33.0%	32.7%	31.4%
Over 49	33.2%	34.5%	33.1%
Unknown	0.3%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.8%	60.6%	60.3%
Male	37.0%	36.7%	36.8%
Unknown	2.3%	2.6%	2.9%

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

	2006-2007	2007-2008	2008-2009
African American	2.2%	2.3%	2.4%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	13.1%	13.6%	13.6%
Filipino	2.4%	2.3%	2.5%
Hispanic	34.8%	35.3%	37.5%
Pacific Islander	0.3%	0.4%	0.4%
Unknown/Non-Respondent	22.7%	21.4%	18.8%
White Non-Hispanic	24.1%	24.4%	24.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

North Orange School of Continuing Education

North Orange Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

North Orange School of Continuing Education

North Orange Community College District

College Self-Assessment

The School of Continuing Education (SCE) is a free-standing noncredit institution that is part of the North Orange County Community College District, and represents the fourth largest noncredit program in California. In 2008-2009, SCE served 45,389 diverse students at three major campuses and 150 community locations.

The ARCC report currently includes one noncredit student success indicator, the Career Development and College Preparation (CDCP) Progress and Achievement Rate. SCE's CDCP rate has increased across the cohort years, and the latest cohort has shown a dramatic improvement with a rate of 8.4%. The outcome most commonly achieved by this group, and indeed the largest increase compared to prior cohorts, represents students completing at least one degree-applicable credit course. The performance indicators for the latest cohort also reveal that a sizable number of students had become transfer-directed and transfer-prepared, while fewer students had completed a credit certificate or transferred to a 4-year institution.

This increased CDCP rate may be a result of several factors. First, though institutions were asked to retroactively code CDCP courses, it is likely that the most accurate course coding occurred in the 2006-2007 school year since this is when the state passed SB361 legislation. Thus, 2006-2007 represents the most precise representation of a cohort to date, and was also the first to experience partial effects of enhanced rate funding. We have confidence that this funding, combined with the excellence of our programs and support services, our college transition programs, and campaigns to increase the collection of students' social security numbers, has led to an increase in the number of students transferring to credit colleges and the ability to track those transfers.

We also surmise that the primary reason the most common outcome was completing a degree-applicable credit course was because the cohort was only tracked for 3 years. At SCE, students often take up to 2-3 years to complete a CDCP certificate; thus, it is reasonable that students would not have had enough time to achieve additional transfer outcomes beyond one credit course. Tracking the cohort for a longer time period may be more appropriate for studying noncredit students, who represent a diverse and often disadvantaged population that face barriers impeding a quick progression through the educational system.

Lastly, SCE's 8.4% CDCP rate continues to be an imprecise estimate, because the rate does not include the number of students who have completed a CDCP certificate. The number of certificates awarded has grown every year at SCE, with the 2008-2009 school year boasting 471 certificate completions. Furthermore, excluding students from the cohort that were not first-time students or that initially were enrolled in credit courses discounts the positive outcomes achieved by the sizable population that start in credit and subsequently enroll in noncredit for basic skills development or career preparation. Finally, an important goal of CDCP courses is to prepare students for employment, and many students will choose to enter the workforce rather than transfer. SCE's premiere training in high-demand industries has resulted in our students successfully obtaining such employment.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	61.9%	61.7%	64.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.1%	70.4%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.8%	78.0%	77.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	85.3%	81.7%	81.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	57.3%	60.8%	64.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	36.6%	40.6%	37.2%
Basic Skills Improvement Rate	50.3%	52.7%	54.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,802	18,097	19,532
Full-Time Equivalent Students (FTES)*	8,237	8,332	8,447

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	35.9%	36.8%	37.4%
20 - 24	18.8%	20.4%	21.1%
25 - 49	38.5%	35.7%	34.4%
Over 49	6.8%	7.1%	7.1%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	49.4%	50.7%	49.6%
Male	49.2%	47.6%	48.6%
Unknown	1.4%	1.7%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.5%	4.5%	4.3%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	35.0%	36.5%	36.5%
Filipino	6.7%	6.9%	7.1%
Hispanic	11.8%	11.4%	11.4%
Pacific Islander	1.2%	1.2%	1.4%
Unknown/Non-Respondent	11.8%	12.0%	14.3%
White Non-Hispanic	28.6%	26.9%	24.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	64.0	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	72.0	68.3	52.2	77.3	B1
C	Persistence Rate	77.0	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.1	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.6	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	37.2	41.5	0.0	100.0	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

1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's degree/certificate/transfer rate jumped 2.3% and remains 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 for the first time. 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 1.6% and is above both the peer group and statewide averages. Over the past three years, student headcount has declined while FTES has risen, 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 noticeable gains over the past four years in the ESL improvement rate, but the college remains below both the peer group and statewide averages. The upcoming CB21 recoding project should begin to accurately capture data on students who have improved but have not been reported. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, and as the recoding captures previously unreported improvement, the ESL improvement rate should increase.

7. Basic Skills Improvement Rate

An increase in the basic skills improvement rate for 2010 has also moved 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	64.1%	63.2%	63.2%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	78.8%	79.9%	81.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	79.1%	80.7%	72.3%



ARCC 2010 Report: College Level Indicators

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.8%	79.2%	79.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	65.7%	64.1%	67.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	77.8%	78.4%
Basic Skills Improvement Rate	46.7%	47.2%	53.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Orange Coast College

Coast Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	32,072	35,034	34,790
Full-Time Equivalent Students (FTES)*	18,079	18,345	19,587

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.4%	29.8%	31.1%
20 - 24	37.5%	36.6%	36.0%
25 - 49	28.4%	28.7%	28.3%
Over 49	4.8%	4.9%	4.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	50.4%	49.8%	48.9%
Male	49.3%	49.7%	49.5%
Unknown	0.3%	0.5%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.8%	1.8%	1.9%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	22.6%	23.0%	22.1%
Filipino	2.1%	2.1%	2.1%
Hispanic	18.1%	18.6%	18.9%
Pacific Islander	0.7%	0.9%	1.0%
Unknown/Non-Respondent	9.2%	9.9%	11.1%
White Non-Hispanic	44.8%	43.1%	42.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.2	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	81.1	75.0	68.1	83.8	B4
C	Persistence Rate	72.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.0	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.2	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	53.2	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	78.4	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948. 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 first statewide in the number of transfers to the California State University system and fifth to the University of California. Many also transfer to private colleges and universities.

OCC has demonstrated above average levels of performance on all accountability indicators, except our basic skills improvement rate. The college has remained fairly constant in its student progress and achievement rate (63.2%) and is above its peer group. An analysis of this rate indicates higher percentages of students obtaining AA/AS degrees and certificates or becoming either transfer directed or transfer prepared. Lower percentages were among transfers, showing the possible 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 (81.1%). Vocational course success rates have remained strong at 79.2%. Historically, OCC's persistence rate was the highest in its peer group. This year it dropped 80.7% to 72.3%. We feel this decline was due to the migration of data systems resulting in issues with reporting student IDs rather than a decline in the persistence of our students.

OCC has observed large increases of students entering below college level math, English and reading levels over the past five years. Compared to last year, we increased both our basic skills course success rate and basic skills improvement rate. The basic skills course success rate increased from 64.1% to 67.2% and is above our peer group. The basic skills improvement rate increased from 47.2% to 53.2%, but is still below our peer group (59.3%). An analysis of our basic skills improvement rates show improvement in both English and math over the prior year. We are addressing our students' continuing basic skills needs through a Title III Strengthening Institutions grant.

While the college has a robust ESL program, the ESL improvement rate reflects progress in one non-transferable course. Most of our ESL courses have CSU transfer status and are not included in this calculation. The 2005-2006 and 2006-2007 cohorts reported improvement rates of 66.7% and 78.4%, respectively. Our locally derived ESL improvement rate (irrespective of transfer status) was 52.1% in 2006-2007.

As these statistics demonstrate, our success and improvement rates remained fairly consistent 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.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	48.9%	49.8%	47.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.7%	67.2%	68.3%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.7%	63.4%	63.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.7%	77.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.8%	58.0%	61.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	44.2%	44.3%	37.2%
Basic Skills Improvement Rate	56.1%	54.9%	57.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,450	11,354	12,243
Full-Time Equivalent Students (FTES)*	4,534	4,689	5,405

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	33.2%	32.4%	31.8%
20 - 24	27.9%	28.6%	29.5%
25 - 49	33.8%	34.0%	33.7%
Over 49	5.0%	5.0%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.9%	56.7%	56.7%
Male	40.9%	42.2%	42.3%
Unknown	1.2%	1.1%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.1%	4.1%	3.8%
American Indian/Alaskan Native	0.9%	0.9%	0.7%
Asian	3.5%	3.3%	3.1%
Filipino	5.3%	5.3%	4.7%
Hispanic	60.9%	61.4%	64.3%
Pacific Islander	0.8%	1.0%	0.8%
Unknown/Non-Respondent	5.4%	5.8%	4.3%
White Non-Hispanic	19.1%	18.3%	18.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.7	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	68.3	68.3	52.2	77.3	B1
C	Persistence Rate	63.8	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.1	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	37.2	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Oxnard College

Ventura County Community College District

College Self-Assessment

Oxnard College is one of three colleges in the Ventura County Community College District. The college serves a diverse population of students that come primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 75% of the students are from ethnic minority groups with Hispanic students making up the largest group. This diversity is reflective of the population of the surrounding community.

Although Oxnard College's student progress and achievement rate is similar to its peer group average, there is concern that only about 50% of first-time students show progress in obtaining an associate's degree or certificate, completing transfer-level courses, or transferring to a four-year institution. We would also like to see improvement in the persistence rate of first-time students, as approximately one-third of the students do not return in the subsequent year. The college is pleased to see that the successful course completion rate for vocational courses remains high (approximately 80%). We also find that students receiving special support services, through programs such as EOPS and DSPS, tend to show greater levels of persistence and achievement. The Student Success Committee brings together key campus stakeholders from instructional, student services, and academic support areas to engage in ongoing dialogue on ways to increase student access, achievement, and success for all students.

Pre-collegiate improvement in Basic Skills and ESL are specific areas that Oxnard College has identified to better serve students. Although the percentage of students who successfully complete basic skills courses (reading, writing, math) and then go on to take higher level courses has increased in the last few years, there is still a great deal of work to be done. Under the guidance of the Transitional Studies Advisory Committee, the college is working to enhance delivery and coordination of ESL and basic skills, better align entry/exit skills and track student learning outcomes, and encourage innovation in developing new approaches to ESL and basic skills through providing professional development opportunities. The two-day Faculty Summer Institute 2009 focused on "Preparing for the Underprepared."

The college has been awarded two Hispanic-Serving Institution Program cooperative grants (Title V and CCRAA) in partnership with our local universities (CSU Channel Islands and UC Santa Barbara). These grants focus on developing and enhancing academic and student services to help students be successful at the college and then transfer to the university. The focus is on basic skills and also on science, technology, engineering, and mathematics (STEM) areas. Cooperative efforts are also underway with the high schools. The college is seeing that student success rates are increasing as a result of these efforts.

Oxnard College has experienced an increase in student enrollments in the last few years. We also have a number of facility and classroom technology improvements underway which have greatly enhanced the campus. These include the recent opening of a new Student Services building and construction of a new Library/Learning Resources Center. The college is committed to improving instructional, academic support, and student services to fully serve its diverse student population.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	43.4%	38.4%	37.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	54.5%	61.0%	60.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	30.4%	37.6%	34.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	92.6%	89.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.6%	42.8%	39.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	8.8%	6.1%	28.1%
Basic Skills Improvement Rate	47.1%	54.3%	48.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,793	6,563	6,290
Full-Time Equivalent Students (FTES)*	1,810	1,813	1,917

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	8.7%	9.3%	12.2%
20 - 24	9.1%	11.1%	11.5%
25 - 49	65.7%	63.4%	59.0%
Over 49	15.6%	15.7%	16.3%
Unknown	0.8%	0.6%	1.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	30.5%	30.6%	33.3%
Male	69.4%	69.3%	66.1%
Unknown	0.1%	0.0%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	7.7%	9.3%	9.7%
American Indian/Alaskan Native	1.7%	1.5%	1.4%
Asian	2.9%	3.6%	3.9%
Filipino	1.4%	1.4%	1.3%
Hispanic	25.4%	25.6%	27.0%
Pacific Islander	0.6%	0.8%	0.6%
Unknown/Non-Respondent	8.7%	8.1%	8.7%
White Non-Hispanic	51.7%	49.7%	47.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	37.7	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	60.1	67.1	60.1	72.6	B5
C	Persistence Rate	34.0	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.4	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	39.1	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	48.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	28.1	33.8	0.0	67.0	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 eleven other correctional facilities in California, students enrolled in noncredit programs in Blythe, and public safety personnel (through instructional service agreements) in Riverside and other locations in California.

Of nearly 8,000 students (unduplicated count), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 450; all prison facilities, 1,000; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 66%-34%, principally because of the preponderance of male public safety personnel enrolled through instructional services agreements, and the nearly-100% male population represented among incarcerated students. As for the Blythe main campus, Needles Center, and noncredit programs, the ratio of male to female students is approximately 45%-55%.

Here follows our analysis of the ARCC-2010 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. The percentages are low, but there has been marked improvement in this measure during the most recent three cohort groups, compared to the performance of the 2001-2005 cohort. We attribute these changes to continuously improving transfer staffing and advisement, revamping of certificates, and the growth in inmate student populations where there is strong commitment to program completion.

Table 1.1a Percent of Students Who Earned at Least 30 Units. The stability of rates evidenced in the most recent cohort groups gives us some encouragement, particularly when compared to that of the 2001-2006 cohort group. College personnel continue to seek ways to improve further our students' rates of retention and persistence through continuing implementation of the College's Enrollment Management Plan.

Table 1.2 Persistence Rate. This rate is an ongoing concern for us. We are seeking ways to improve this indicator through continuing implementation of the College's Enrollment Management Plan.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. We attribute this consistently high performance to the substantial motivation among students—public safety personnel seeking career advancement and skills upgrade—enrolled in the College's programs through instructional services agreements.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. The declining rate in this measure is of concern to the College; we are seeking to improve it through implementation of the Basic Skills Initiative and related programs.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. We are pleased with the significant improvement in the ESL rate, and we will continue our efforts in this area. We continue to address the Basic Skills Improvement rate through the Basic Skills Initiative and continuing implementation of the Enrollment Management Plan.



Palomar College

Palomar Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.7%	53.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.8%	70.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	70.1%	68.0%	67.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.3%	77.2%	78.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	54.5%	57.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	40.1%	45.9%	37.0%
Basic Skills Improvement Rate	51.3%	51.5%	52.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	7.6%	3.5%	2.2%



ARCC 2010 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	47,657	50,164	49,339
Full-Time Equivalent Students (FTES)*	19,406	19,942	20,461

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.7%	26.7%	27.9%
20 - 24	27.9%	27.6%	27.3%
25 - 49	31.0%	31.3%	30.7%
Over 49	14.3%	14.3%	13.9%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	52.1%	51.8%	51.6%
Male	47.1%	47.4%	47.4%
Unknown	0.8%	0.8%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Palomar College

Palomar Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	3.6%	3.5%
American Indian/Alaskan Native	1.3%	1.3%	1.1%
Asian	5.1%	5.2%	5.5%
Filipino	2.9%	2.9%	2.9%
Hispanic	27.0%	28.5%	29.4%
Pacific Islander	0.8%	0.8%	0.9%
Unknown/Non-Respondent	9.2%	8.7%	7.8%
White Non-Hispanic	50.4%	49.1%	48.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.9	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	70.9	75.0	68.1	83.8	B4
C	Persistence Rate	67.5	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	52.4	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	37.0	50.7	34.1	71.4	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 2010 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. More than 49,000 students attend the college taking classes at the San Marcos campus, one education center, and six outreach sites annually. Enrollments continue to increase. The San Marcos campus is at capacity. Access is a concern. The impact of state budget cuts threatens access, success, and timely completion for students.

Palomar's SPAR, 30+ Units, and Persistence Rates are stable but below our peer averages. 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. Palomar passed a bond and is increasing capacity. When the new science building opened, enrollments in science courses increased at a higher rate than enrollments in other courses. Increased capacity, appropriate number and sequencing of courses offerings, and aligned curriculum allows for timelier completion of studies.

Overall budget cuts to programs and services will continue to affect our students' ability to complete their studies. The college is taking steps to ensure that course reductions do not severely impact its core mission to provide transfer, workforce preparedness, and basic skills instruction. SDSU's decision to no longer consider Palomar students as local transfers is impacting the number of students who can transfer to this local university as their university of choice.

The Basic Skills Course Success Rate improved and the Vocational Course Success Rate is above our peer group's average. The college is concerned about its basic skills, ESL improvement rates, and CDCP rates. A coding issue is likely contributing to an undercount of student progression in ESL courses. The ESL department is reviewing its curriculum and course coding.

The college takes the ARCC outcomes data seriously and is implementing strategies to support our students. Palomar is using state and federal funds to implement a plan to enhance learning opportunities and support services for students enrolled in Basic Skills curriculum. Formative evaluation of these interventions and instructional strategies are positive.

In 2007, the college implemented an Early Acceptance Program that brings new students on campus for orientation, counseling, and registration. The program encourages students to complete an education plan and begin taking their mathematics and English course sequences in their first semester. Early evaluation of the program revealed that program participants were more likely than program non-participants to persist to the next semester and enroll in courses that put them on track to complete their studies in a timely manner. The program is serving 2,600 students annually but is new. It will take time for the program's impact to reflect in the ARCC outcome measures.

Palomar reviewed ARCC measures as part of its recent strategic plan development. Objectives in the new strategic plan seek to improve student outcomes and goal attainment. As Palomar funds the objectives in its strategic plan, the overarching goal is to improve student success.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	59.5%	58.4%	58.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	78.5%	77.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	76.1%	77.8%	76.9%



ARCC 2010 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.4%	72.2%	73.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.0%	63.8%	65.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	67.6%	69.2%	67.8%
Basic Skills Improvement Rate	55.1%	51.5%	53.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	7.6%	10.8%	9.3%



Pasadena City College

Pasadena Area Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	43,081	44,091	45,324
Full-Time Equivalent Students (FTES)*	22,290	23,017	24,055

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.7%	31.0%	31.3%
20 - 24	32.3%	31.6%	31.7%
25 - 49	32.4%	31.6%	31.6%
Over 49	5.7%	5.8%	5.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.3%	55.1%	54.1%
Male	44.3%	44.5%	45.3%
Unknown	0.4%	0.4%	0.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.7%	5.6%	5.9%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	27.7%	27.5%	26.6%
Filipino	4.0%	3.9%	3.8%
Hispanic	32.8%	33.4%	34.0%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	11.0%	11.1%	11.3%
White Non-Hispanic	17.8%	17.6%	17.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.8	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	80.5	75.0	68.1	83.8	B4
C	Persistence Rate	76.9	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.1	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.7	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	53.6	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	67.8	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Self-Assessment

Founded in 1924, Pasadena City College (PCC) is now in its 86th 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. Although this is a densely populated district, 64% of the enrolled credit students come from communities outside of 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. PCC offers two regular semesters, a summer and winter intersession, distance education, online 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 2010 ARCC report provides insight into the progress the college has made in addressing areas where improvement was warranted. The college initiated two collegewide goals for the 2009-2010 academic year that directly relate to the ARCC measures. First, the college set a goal to meet or exceed the peer group average on annual successful course completion rate for credit vocational courses. The 2010 ARCC report indicates the college is making progress. The overall college rate is up by 1% and within 2% of the peer group average. Second, the college set a goal to implement a comprehensive basic skills plan that would address remediation in Math, English and ESL. The college saw a 2% increase in the successful completion of basic skills courses but a 2% decrease in the basic skills improvement rate. The college is 6% above the peer group average in successful course completion rate of basic skills courses and is within 1 % point of the peer group high. Although this is encouraging the college does recognize the need to continue to focus on the overall improvement rate. Additionally the college is 8% above the peer group average on the ESL improvement rate but internally the college saw a one percent decline.

The college will also address basic skills through the implementation of a Basic Skills program review process that will specifically look at success and progression within basic skills coursework. Furthermore in Spring of 2009 the college opened an ESL tutoring center to focus on effectively moving students through the ESL course sequence.

As in previous years PCC continues to do very well in persistence from fall to fall and the percentage of students who earn at least thirty units. In this report the college persistence rate is 76.9%, within one percent of the peer group high and the percent of students who earn at least thirty units is 5% above the peer group average and up 3% internally. The college will continue to seek ways to improve the student progress and achievement rate by focusing on student pathways and core course offerings.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	43.4%	45.3%	42.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.8%	69.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	57.3%	60.1%	63.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.4%	80.3%	76.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.1%	60.0%	58.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	50.0%	55.0%	66.7%
Basic Skills Improvement Rate	49.8%	54.2%	57.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Porterville College

Kern Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	5,371	5,616	6,248
Full-Time Equivalent Students (FTES)*	2,978	3,182	3,150

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.4%	25.6%	26.3%
20 - 24	26.2%	26.1%	26.9%
25 - 49	36.4%	37.1%	37.1%
Over 49	10.9%	11.1%	9.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	66.0%	66.2%	64.1%
Male	33.5%	32.9%	35.4%
Unknown	0.5%	0.9%	0.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Porterville College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.8%	1.9%	1.9%
American Indian/Alaskan Native	2.0%	1.7%	2.0%
Asian	2.7%	2.2%	2.4%
Filipino	3.1%	3.8%	4.0%
Hispanic	50.0%	49.8%	51.5%
Pacific Islander	0.2%	0.3%	0.3%
Unknown/Non-Respondent	4.2%	6.7%	7.3%
White Non-Hispanic	35.8%	33.5%	30.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	42.4	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.9	69.6	53.9	78.2	B3
C	Persistence Rate	63.1	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.1	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	57.7	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	66.7	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Porterville College

Kern Community College District

College Self-Assessment

Open since 1927, Porterville College (PC) serves the diverse population of Porterville and southeastern Tulare County. Hispanic students account for over half the student body, and this trend is increasing. Further, the college serves an economically depressed area with over 17% unemployment and over two-thirds 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 to its students, 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), however, declined for the 2003-04 cohort after an increase the previous year. We believe our economically disadvantaged students are finding it increasingly difficult to identify affordable transportation to the nearest 4-year institution, 49 miles away. It is notable, however, that a study by the Center for Student Success in 2008 highlighted PC as one of seven colleges with consistently higher than expected transfer rates. We will continue to examine the data for this measure and will work on improvement.

Our fall persistence rate showed improvement for the second consecutive year. Enrollment has increased in the past two years, likely due to a high local unemployment rate. We also had improvement for the second straight year in the basic skills improvement rate which has been a recent focus at the college. The college has implemented several basic skills initiatives including increased tutoring and student peer mentoring through the Learning Center.

Our vocational and basic skills successful course completion rate showed a modest drop. We believe this is 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 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.

PC compares well to colleges in its peer groups. We are above peer group averages in course completion rate, the persistence rate, successful course completion rate for credit vocational courses, and improvement rate for credit basic skills. We are slightly above average for the percent of student earning at least 30 units and slightly below for the course completion rate for basic skills. We are below peer group average for the SPAR. 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.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	NA %	NA %	NA %



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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.9%	1.9%	1.0%



Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	43,290	44,581	46,044
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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.1%	21.1%	22.0%
20 - 24	16.3%	15.3%	14.0%
25 - 49	46.8%	47.0%	46.5%
Over 49	16.6%	16.4%	17.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	48.8%	50.5%	50.2%
Male	48.1%	48.6%	48.4%
Unknown	3.1%	0.9%	1.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	0.8%	0.8%	0.9%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	5.7%	5.1%	5.2%
Filipino	0.3%	0.4%	0.4%
Hispanic	63.1%	64.1%	59.8%
Pacific Islander	0.1%	0.2%	0.2%
Unknown/Non-Respondent	21.9%	20.1%	24.4%
White Non-Hispanic	7.8%	9.1%	8.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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.



Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at two major sites located in the cities of Orange and Santa Ana, along with 69 satellite locations throughout its service area to serve the needs of diverse communities. The RSCED offers free, noncredit classes in areas of English as a Second Language, Citizenship, Short-term Vocational Education, Adult Basic Education, High School Subjects, GED Preparation, Health and Safety Education, Parenting Education, Programs for Older Adults, and Programs for Persons with Substantial Disabilities. The RSCED strives to enable the 20,000+ annual adult students who attend to maximize their potential by gaining the necessary skills to reach their personal, educational, and vocational goals.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services continue to provide toward student success. RSCCD faculty and staff, therefore, continue to be concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates because the current measures do not accurately reflect the success of RSCED's CDCP programs for the following reasons:

- The measures do not include students who have successfully completed a CDCP program and earned CDCP certificates.
- Many students may try a credit course either before, or simultaneously, realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success.
- CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a timeline geared for the fully-prepared, full-time credit student.
- Students enrolling in continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high-cost housing market that has forced many residents to relocate before completing a program.
- The first CDCP courses were identified and approved in spring 2007. Since then, the guidelines have undergone several modifications. Measuring student success for students who attended prior to the spring 2007 is somewhat of an unreasonable task. As with most new programs, it will require several years to see measurable and meaningful results.
- RSCCD recently migrated to a new student information system. Staff is still cleaning student records and working on a mechanism that will reliably track student progress.

To improve student success, RSCED faculty and staff will continue collaborating to better align curriculum with appropriate student support services. Counselors will work with students to align their educational goals with appropriate CDCP-defined programs. Articulation between credit and noncredit programs will continue to ensure successful student transition between the credit and noncredit programs. To track student progress, efforts have begun to incorporate an effective student tracking subprogram into the new single enterprise system. In addition, all programs and services will continue to be assessed to ensure they serve the unique needs of the District's ever-changing community.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.1%	49.1%	49.1%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.2%	69.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	64.0%	67.8%	66.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.9%	71.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.1%	62.4%	62.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	33.2%	28.6%	33.3%
Basic Skills Improvement Rate	47.7%	45.2%	44.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,130	18,605	20,852
Full-Time Equivalent Students (FTES)*	9,132	9,494	10,702

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.5%	33.7%	33.6%
20 - 24	33.3%	32.2%	33.2%
25 - 49	30.0%	29.8%	29.4%
Over 49	4.2%	4.2%	3.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.2%	60.2%	58.4%
Male	38.3%	39.2%	40.9%
Unknown	0.5%	0.6%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Reedley College

State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.1%	3.0%
American Indian/Alaskan Native	1.3%	1.2%	1.2%
Asian	4.2%	4.7%	4.7%
Filipino	1.2%	1.4%	1.3%
Hispanic	44.3%	44.7%	45.1%
Pacific Islander	0.3%	0.4%	0.3%
Unknown/Non-Respondent	11.1%	10.8%	11.4%
White Non-Hispanic	34.4%	33.7%	32.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	49.1	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.6	72.1	63.0	81.7	B2
C	Persistence Rate	66.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.4	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.6	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	44.6	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	33.3	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Reedley College

State Center Community College District

College Self-Assessment

Reedley College, established in 1926, 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 8.6 units per semester.

Reedley recently enhanced and created services to positively impact student success rates including Extended Writing Centers, a new Math Skills Center, embedded tutors, Early Alert programs to identify students who need help early in the semester, and student workshops conducted in both English and Spanish.

Reedley's student progress and achievement rate is 1.2% above the peer-group average. In the most current cohort 910 students earned AA/AS degrees and 131 received a Certificate of Achievement. In this cohort 1231 transferred to a four year institution which is a slight increase from the last cohort. There is also a 2.1% increase in those students completing transfer level math or English; this year, 28.9% completed compared to 26.8% last year. The number of students completing 60 transferable units increased 1.5% with 26.0% completing this requirement.

Reedley remains slightly under the peer group average for students earning at least 30 units. This is expected given the ESAI Per Capita Income. However, this indicator increased 1.4% which is slightly more than the peer group's increase of 1.0%.

Reedley's persistence rate decreased from 67.8% to 66.3% which is still an increase from the 64% reported in the 2008 ARCC report and is slightly above the peer group rate. Reedley's younger than average college population may have influenced the persistence rate.

Reedley's successful course completion rate for credit vocational classes decreased from 71.9% to 70.4%. Overall, Reedley is below the peer group average 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 is inaccurate, and could undermine peer group placement.

Reedley has consistently been above the peer group average in annual successful course completion rate for credit basic skills courses and shows steady, positive growth.

Reedley's ESL improvement rate is considerably below the peer group average, but is showing improvement. A course coding error in CB 21 has been corrected which will make a difference in future reports. In addition, counselor support has been added specifically for ESL students with a focus on student success along with an early alert program to identify student needs. Additionally, ESL instructors are actively engaged in dialogue to identify curricular changes and methods to improve student success.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.6%	42.6%	47.6%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.6%	68.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.9%	68.9%	56.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	82.5%	84.1%	84.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	52.8%	48.6%	48.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	57.4%	59.5%	58.5%
Basic Skills Improvement Rate	56.4%	56.4%	59.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	2.2%



Rio Hondo College

Rio Hondo Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	35,304	38,714	37,861
Full-Time Equivalent Students (FTES)*	13,183	13,704	14,533

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	18.5%	18.4%	22.1%
20 - 24	25.3%	24.3%	25.1%
25 - 49	47.7%	48.3%	45.0%
Over 49	8.5%	9.0%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	41.5%	40.5%	40.7%
Male	58.5%	59.5%	59.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.1%	2.7%	2.6%
American Indian/Alaskan Native	0.5%	0.4%	0.4%
Asian	7.1%	6.1%	5.7%
Filipino	1.5%	1.3%	1.3%
Hispanic	48.2%	46.1%	48.0%
Pacific Islander	0.3%	0.3%	0.3%
Unknown/Non-Respondent	27.5%	32.7%	31.6%
White Non-Hispanic	11.9%	10.4%	10.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.6	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	71.3	72.1	63.0	81.7	B2
C	Persistence Rate	56.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.8	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.6	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	59.5	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	58.5	54.8	8.6	78.4	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 2010 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Self-Assessment

Rio Hondo Community College District (RHC) focuses on student transfer and career education, serving a close-knit metropolitan community since 1963. The college experienced a slight decline in the number of students served during the 2008-09 school year, but is still serving well above the numbers seen during the 2006-07 year. Despite the decline in headcount, Rio Hondo College increased by over 800 FTES compared to the previous school year, indicating that students are enrolling in more courses. This is important as supporting evidence suggests full time students are more likely to achieve a goal. Rio Hondo also experienced a decline in the enrollments of older students and an increase in the percentage of traditional age students. This may be related to the increased RHC feeder high school outreach efforts.

RHC experienced a 5% increase in Student Progress and Achievement and a 2.5% increase in Students Who Earned at Least 30 Units. Rio Hondo's Associate Degree Initiative seeks to increase the number of degree options available for students. This growth of associate degrees offered combined with the increase in focus on transfer has contributed to this important increase.

Rio Hondo Campus level data shows a first time student persistence rate greater than 70%, in stark contrast to the numbers reported in the ARCC, which indicates a 12% drop in persistence at the college. This may be due to a lack of system-wide data at the college or issues with data at Clearinghouse, but the local understanding is that persistence has been maintained at a steady level.

The college has achieved a consistently high Completion Rate for Credit Vocational Education Courses. As RHC has many strong vocational programs, such as nursing, automotive technology, public safety, and early childhood education, the college draws on the strengths of these programs to keep success and retention rates high.

Basic Skills completion rates have not changed in the last two years but improvement rates for those who do complete their Basic Skills courses have risen - indicating that more of those students who pass one level are better prepared for the next level. Added emphasis on SLO development and course alignment, as well as the institution of the Office of Student Success and Retention to oversee programs targeting Basic Skills students will help more students reach transfer level courses.

Rio Hondo College is a well established Hispanic Serving institution. ARCC ethnicity data shows only 48% Hispanic students and a consistently high rate of unknown/non-respondent students. Local demographics and college-level data suggests that most of these students are of Latino origins. The newly instituted Banner system and CCC Apply application system should provide more accurate ethnicity data in the future.

RHC implemented a new 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	47.1%	47.8%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.9%	69.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.3%	68.6%	66.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.3%	75.5%	75.7%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	60.4%	63.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	48.4%	56.3%	52.0%
Basic Skills Improvement Rate	56.0%	54.9%	55.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	47,838	52,163	58,834
Full-Time Equivalent Students (FTES)*	23,967	27,011	30,969

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.8%	29.4%	29.4%
20 - 24	30.7%	29.8%	29.6%
25 - 49	34.4%	33.3%	33.1%
Over 49	6.1%	7.5%	7.9%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.4%	54.9%	54.9%
Male	45.1%	44.3%	44.2%
Unknown	0.6%	0.7%	0.9%

Source: Chancellor's Office, Management Information System



Riverside Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	10.9%	10.9%	11.1%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	5.6%	5.4%	5.2%
Filipino	3.0%	3.0%	2.8%
Hispanic	35.6%	36.6%	36.7%
Pacific Islander	0.7%	0.7%	0.7%
Unknown/Non-Respondent	7.4%	8.2%	10.4%
White Non-Hispanic	36.1%	34.4%	32.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Riverside Community College

Riverside Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.8	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	71.0	75.0	68.1	83.8	B4
C	Persistence Rate	66.3	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.7	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	55.6	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	52.0	59.3	36.2	78.4	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 2010 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. The off campus sites are located at Ben Clark Training Center, Rubidoux Annex and March Education Center. In January, 2010 the Norco and Moreno Valley colleges were granted initial accreditation by the Accrediting Commission for Community and Junior Colleges.

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, as the recent district high school students remain under-prepared for college.

Enrollment during the 2008-09 academic year was 53,834 and the college granted over 2,500 AA/AS degrees and 2,680 certificates. During this same time period, RCCD transferred 335 students to the University of California and 964 students to the California State University.

On six of the seven ARCC measures, RCCD has remained stable (with differences between the highest and lowest measures being less than four percentage points for the years provided). In previous editions of the ARCC report, the sole indicator yielding inconsistent results has been the Improvement Rates for ESL Courses. Independent analysis of these data elements determined that the differences were attributable to the method used for coding ESL courses. The majority of RCCD's eligible ESL course enrollments are coded so that their successful sequential completion does not fit the criteria for success as designated by ARCC standards. However, for ESL courses coded to meet the ARCC improvement criteria, the independent analysis demonstrates that the ESL improvement rates stabilize at 48% (with less than a 3% year-to-year difference).

This year the Successful Basic Skills Course Completion Rate and Improvement Rate remained relatively stable. This indicates that students are successful in both individual basic skills classes, and making their way through the basic skills sequence. 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.

RCCD's accountability indicators also demonstrate good levels of performance when compared to their designated peer groups (RCCD was within five percentage points of all peer group averages, except for Fall to Fall Persistence Rate, where the difference was six percentage points).



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	54.5%	57.4%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.7%	70.0%	74.3%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.9%	70.6%	71.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	70.7%	67.2%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.2%	59.4%	61.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	71.4%	73.2%	70.3%
Basic Skills Improvement Rate	49.0%	45.4%	44.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Sacramento City College

Los Rios Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	36,190	38,393	40,307
Full-Time Equivalent Students (FTES)*	16,480	16,766	17,844

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.2%	27.2%	26.2%
20 - 24	30.9%	30.7%	31.1%
25 - 49	34.1%	35.0%	35.5%
Over 49	6.9%	7.1%	7.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.5%	58.8%	57.8%
Male	40.5%	40.3%	41.2%
Unknown	0.9%	0.9%	1.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	13.9%	14.3%	13.7%
American Indian/Alaskan Native	1.1%	1.0%	0.9%
Asian	21.7%	20.8%	18.8%
Filipino	3.6%	3.6%	3.3%
Hispanic	16.6%	17.1%	14.2%
Pacific Islander	1.3%	1.5%	1.9%
Unknown/Non-Respondent	9.9%	9.8%	10.6%
White Non-Hispanic	31.9%	32.0%	36.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.7	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	74.3	75.0	68.1	83.8	B4
C	Persistence Rate	71.0	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	44.4	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	70.3	59.3	36.2	78.4	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 very diverse population of students from the Sacramento metropolitan area. SCC students come from a wide range of backgrounds and cultures. No ethnic group makes up over 31% of the student body and SCC students speak over 50 different native languages.

Many SCC students have experienced factors that can act as barriers to success. According to Fall 2009 end of semester data, over half (56%) of SCC students are working, with over 40% of students working 20 or more hours per week. Almost a quarter of SCC students (24%) are not working but are looking for work. Over two-thirds of SCC students (70%) are enrolled part-time, carrying less than 12 units. About a third (33.8%) of SCC students report household incomes below the federally defined poverty level and another 19% are in the low income category. The majority of SCC students who are assessed place into developmental Mathematics and/or English.

Despite challenges facing the college and its students, SCC is committed to inspiring academic and economic success for all students. There is an indication that several initiatives to support student success are yielding positive results; this includes targeted support services for first-time 18-20 year old students and support for students in Basic Skills courses. For instance, college data indicate that fall to spring persistence of 18-20 year old first-time students increased from the 07-08 to the 08-09 academic year. The course retention rate across all basic skills courses was over 87% (Fall 2008) according to additional internal analyses. The majority of these courses are ESL—a further indication that SCC is creating an environment in which all students can learn.

The College recognizes the importance of strategies that will improve the achievement rates of all students. Trends shown in the ARCC data and comparisons to peer groups indicate progress in some areas. For example, SCC is substantially above the peer group mean for the ESL improvement rate. The percent of SCC students that complete at least 30 units has increased steadily over the past three reporting periods. Other areas do not indicate progress. For example, the student progress and achievement rate declined from 2007/08 to 2008/09 following an upward trend in previous years. This is interesting in light of the increase in the percent of students earning 30+ units, and may be related to the difficulties of transferring in the current economic situation in California. Trends in course completion rates in vocational and basic skills courses appear to be areas of concern, however the decreases in these metrics are primarily explained by a change in the methodology by which they are calculated that occurred beginning 2007/08. The College recognizes the importance of both developing strategies that will improve indicators of student achievement and continuing current efforts that contribute to student success.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	60.6%	60.8%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	76.9%	76.8%	76.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	72.3%	74.4%	75.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.9%	76.2%	76.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	64.0%	61.9%	64.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.0%	36.5%	34.1%
Basic Skills Improvement Rate	56.7%	60.0%	61.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	13.5%	14.0%	10.1%



ARCC 2010 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	33,957	35,655	38,240
Full-Time Equivalent Students (FTES)*	15,311	16,169	16,934

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	23.2%	23.8%	24.0%
20 - 24	25.3%	24.8%	24.9%
25 - 49	26.4%	26.5%	26.4%
Over 49	25.0%	24.9%	24.7%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.9%	59.9%	59.2%
Male	39.7%	39.5%	39.9%
Unknown	0.4%	0.6%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.6%	1.6%	1.6%
American Indian/Alaskan Native	0.7%	0.6%	0.7%
Asian	8.8%	8.9%	8.9%
Filipino	2.0%	1.9%	2.1%
Hispanic	12.6%	12.7%	12.7%
Pacific Islander	0.6%	0.6%	0.5%
Unknown/Non-Respondent	10.4%	11.7%	5.5%
White Non-Hispanic	63.3%	62.0%	68.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	60.9	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	76.9	75.0	68.1	83.8	B4
C	Persistence Rate	75.4	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	61.8	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	34.1	50.7	34.1	71.4	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 2010 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Self-Assessment

Saddleback College, located in Mission Viejo, is one of two colleges in the South Orange County Community College District, which serves the southern half of Orange County. The college offers a comprehensive array of programs in academic and vocational areas with a combined total of 300 degrees and certificates. The college student body is approximately 68% White, 12.7% Hispanic and 8.9% Asian. Furthermore, Filipino, American Indian/Alaskan Native, Pacific Islander, and African American students account for approximately less than 2 % each. The student body is well represented by all age groups ranging from "19 or Less" to "Over 49." Additionally, the student body has consisted of approximately 59% females and 39% males over the past three academic years.

When examining the college's data in the ARCC report, overall data on Student Progress and Achievement as well as the Percent of Students Who Earned at Least 30 units have remained somewhat consistent for the past three reporting periods. Moreover, there is a steady increase in the Persistence Rate for this same time periods. However, there is a slight decrease in the Annual Successful Course Completion Rate for Credit Vocational Courses. The college will remain committed to improving performance in this area throughout the development of the new Strategic Plan process.

With regard to the Pre-Collegiate Improvement area of the report, the overall Annual Successful Course Completion Rate for Credit Basic Skills Courses has remained somewhat consistent and the Basic Skills Improvement Rate has slightly increased over the last three reporting periods. However, there have been slight decreases in the ESL Improvement Rates as well as the Career Development and College Preparation Progress and Achievement Rate. This is an area of concern for the college and it is possible this is related to the coding of courses in this area. It was determined that the majority of courses in this area were coded at the same level, which made it difficult to identify student progress in these areas. The college is currently working on more precise coding of these courses in an effort to better identify student progress.

When comparing Saddleback College to its Peer Groups, Saddleback performs higher than the peer group average in all indicators except Annual Successful Course Completion Rate for Credit Basic Skills Courses as well as Improvement Rate for Credit ESL Courses. However, as mentioned before this may in part be due to the coding of certain courses in this area. Once the new coding has been established, additional steps toward improving these rates can then be explored. Moreover, the future of Saddleback College is supported by the consistent increase in The Annual Unduplicated Headcount and FTES over the past three academic years, which implies continued solid and healthy performance from Saddleback College.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	40.0%	41.4%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	63.7%	65.0%	63.0%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	56.7%	61.8%	61.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.9%	74.8%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	50.3%	51.9%	53.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.6%	44.9%	41.9%
Basic Skills Improvement Rate	49.7%	50.5%	53.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



San Bernardino Valley College

San Bernardino Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,420	20,802	22,494
Full-Time Equivalent Students (FTES)*	9,415	9,857	10,728

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.3%	20.0%	20.9%
20 - 24	26.9%	27.5%	27.8%
25 - 49	46.3%	46.1%	44.9%
Over 49	6.5%	6.4%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.3%	55.6%	55.5%
Male	42.6%	43.7%	43.9%
Unknown	1.0%	0.7%	0.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	20.2%	19.8%	19.4%
American Indian/Alaskan Native	1.0%	0.9%	0.9%
Asian	4.4%	4.7%	4.5%
Filipino	1.8%	1.8%	2.0%
Hispanic	41.1%	42.2%	43.9%
Pacific Islander	0.7%	0.7%	0.7%
Unknown/Non-Respondent	5.8%	5.5%	5.7%
White Non-Hispanic	24.8%	24.4%	23.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	38.5	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	63.0	72.1	63.0	81.7	B2
C	Persistence Rate	61.0	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	53.3	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	41.9	41.5	0.0	100.0	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 2010 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Self-Assessment

San Bernardino Valley College primarily serves communities in western San Bernardino County. The student population is one of the most diverse in the system. The high percentage of Hispanic students qualifies SBVC as a Hispanic-Serving Institution. Challenges in the community surrounding the campus include an average household income that is 75% of the state average, a high school dropout rate above the state average, a low CAHSEE pass rate, a low college going rate, and an economy particularly vulnerable to the current recession.

SBVC has remained steady in most areas of the Performance Indicators, with incremental increases in some. Drops in progress and achievement rates are due in part to changes in graduation requirements and a reduction in the number of sections offered; we are monitoring these changes to prevent them from becoming a trend. The dramatic change in ESL course completion rates can be attributed to a shift in the focus of the program from life-skills to composition oriented curriculum in order to facilitate ESL student enrollments in mainstream English courses. Noncredit ESL classes have also been created and when implemented will address the needs of ESL students who are unprepared to take current ESL offerings. While the improvement rate may continue to decline for the next year, we expect it will stabilize. SBVC faculty and staff have engaged in formal dialogue to identify changes that can be made to address the educational challenges facing our campus. Action taken in accordance with our plan includes improving the accuracy and accessibility of assessment/placement, moving closer to implementing noncredit courses for students with weak basic skills, improving access to tutorial support services, and expanding access to learning communities.

Our basic skills committee identifies strategies to support student success and access. It has funded programmatic changes to increase basic skills course offerings, provide basic skills training to non-basic skills faculty, and increase student access to tutoring and counseling services. These efforts have contributed to increases in basic skills success (5.1% increase).

SBVC has a range of new and ongoing services which provide support and guidance to our students, including, Puente, Tumaini, CalWorks, STAR/TRIO, EOP&S/CARE, CAHSEE Support Project, and the Math and Science Student Success Center.

The college offers 60 AS/AA degree and 86 certificate programs and maintains one of the most diverse and comprehensive vocational programs in its region. SBVC offers flexible course scheduling nights and weekends and 165 distributed education courses and an Associate's Degree students can obtain solely through online/hybrid coursework. The college transfers almost 500 students annually to 4-year institutions: three-quarters to CSU institutions.

SBVC has partnerships with a variety of community and industry groups, including The Inland Empire Economic Partnership, the San Manuel Band of Mission Indians, Cisco Corp, and local high schools (with 2+2 vocational programs, adult schools, the Valley Bound Program, and a Middle College High School Program, one of the most successful of its type in the nation with a 100% CAHSEE pass rate and 90 percentile ranking on California Standards tests).



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	58.4%	50.9%	53.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	63.8%	63.8%	64.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	54.4%	53.8%	50.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.7%	70.6%	71.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	52.9%	52.7%	54.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	30.5%	37.0%	42.7%
Basic Skills Improvement Rate	41.0%	45.5%	46.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



San Diego City College

San Diego Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	27,179	28,913	29,836
Full-Time Equivalent Students (FTES)*	16,213	16,707	17,786

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.6%	23.1%	22.4%
20 - 24	30.7%	30.3%	30.5%
25 - 49	42.5%	41.4%	41.7%
Over 49	5.1%	5.1%	5.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.9%	55.1%	55.2%
Male	45.1%	44.9%	44.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Diego City College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	12.8%	12.3%	12.2%
American Indian/Alaskan Native	1.0%	0.9%	0.9%
Asian	6.9%	7.1%	7.0%
Filipino	4.8%	4.6%	4.6%
Hispanic	29.0%	30.1%	31.3%
Pacific Islander	1.1%	1.1%	0.9%
Unknown/Non-Respondent	12.5%	12.1%	12.2%
White Non-Hispanic	32.0%	31.7%	30.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	53.5	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	64.3	68.3	52.2	77.3	B1
C	Persistence Rate	50.1	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	46.5	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	42.7	59.3	36.2	78.4	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 2010 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 72 associate degree and 100 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-two percent of students are non-white, 30% care for dependents, 72% have low to moderate incomes, and 82% enroll part-time. Most students work at least part-time, and nearly half are first generation students. More than half of the student body assesses at the remedial level in Mathematics and/or English. Many are English-language learners. The most common student educational objective is the achievement of an associate degree and/or transfer (46%), while the majority of students are pursuing a variety of other educational goals.

The college has shown modest improvement in 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, and Improvement Rates for ESL and Credit Basic Skills Courses; a modest decline in Persistence Rate; 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, TRIO/Aspire Program, M.E.S.A. Program, a Umoja 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.
- **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.
- **Student Learning Outcomes:** City has formed an Institutional Assessment Committee to guide the development and measurement of student learning outcomes throughout the institution.



San Diego Continuing Education

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	7.1%	6.7%	5.8%



San Diego Continuing Education

San Diego Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	18,553	19,991	20,552
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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	5.0%	5.0%	4.9%
20 - 24	10.7%	10.0%	9.7%
25 - 49	42.7%	41.9%	42.8%
Over 49	41.6%	43.1%	42.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.4%	61.6%	61.1%
Male	38.9%	37.9%	38.6%
Unknown	0.7%	0.4%	0.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	9.1%	8.3%	9.6%
American Indian/Alaskan Native	0.7%	0.8%	0.7%
Asian	12.9%	13.2%	14.3%
Filipino	3.4%	2.9%	3.1%
Hispanic	32.0%	31.7%	30.0%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	5.2%	6.1%	5.6%
White Non-Hispanic	36.4%	36.4%	36.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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 (WASC) noncredit institution in the nation. The institution's service area encompasses San Diego metropolitan region with a population of 1.3 million, representing the largest border city in the U.S. Continuing Education serves nearly 50,000 students each primary semester from six campuses located strategically throughout the service area. Continuing Education offers 35 noncredit career technical education programs as well as basic skills, high school diploma/GED, ESL and other college preparation programs.

An ethnic breakdown comparison of Continuing Education and its service area showed that the Latino student population at Continuing Education (32%) was overrepresented proportional to the Latino general population within the Continuing Education service area (27%). Conversely, both White and Asian student populations at Continuing Education (34% and 13%, respectively) were underrepresented relative to the White and Asian general populations within the Continuing Education service area (45% and 15%, respectively). The African American student population at Continuing Education (8%) was on par with the African American general population within the service area (8%). All of this indicates that San Diego Continuing Education is a critical educational portal for students of color to enter a Career Development and/or College Preparation (CDCP) pathway.

The ARCC metric for noncredit is the "CDCP Progress and Achievement Rate." The parameters for this metric encompass a very narrow student population and demographic. Accordingly, based on this restricted cohort, San Diego Continuing Education's rate for the report timeframe was 4.2%. This is consistent with peer noncredit institutions across the state. To improve this rate, Continuing Education will redouble efforts and collaborations across the District to migrate noncredit students to credit programs. This includes continuing "CE Days," where noncredit students are hosted on college campuses for VIP tours. Continuing Education will also work to develop closer curricular alignment between noncredit and credit classes. Finally, Continuing Education will conduct a comprehensive review of CDCP Certificate programs, checking that the required hours are broken into reasonable hour blocks. The smaller hour blocks will make certificates as attainable as possible, enabling more students to achieve success.



ARCC 2010 Report: College Level Indicators

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	59.7%	64.0%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.9%	68.4%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	62.5%	65.9%	63.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.8%	68.7%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.4%	59.4%	62.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	55.6%	58.1%	53.9%
Basic Skills Improvement Rate	47.6%	45.2%	49.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	35,260	35,900	37,719
Full-Time Equivalent Students (FTES)*	17,454	17,456	18,481

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	23.7%	24.3%	23.9%
20 - 24	39.4%	38.8%	37.8%
25 - 49	33.7%	33.7%	34.7%
Over 49	3.3%	3.2%	3.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.6%	54.3%	54.4%
Male	45.4%	45.7%	45.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.3%	6.2%	6.3%
American Indian/Alaskan Native	0.9%	0.9%	0.8%
Asian	14.9%	14.6%	14.5%
Filipino	5.8%	5.5%	5.4%
Hispanic	17.7%	18.5%	19.1%
Pacific Islander	1.3%	1.3%	1.2%
Unknown/Non-Respondent	12.9%	13.0%	13.1%
White Non-Hispanic	40.3%	40.0%	39.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	60.9	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	70.9	72.1	63.0	81.7	B2
C	Persistence Rate	63.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.1	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.1	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	49.1	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	53.9	59.3	36.2	78.4	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 2010 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Self-Assessment

San Diego Mesa College's overall performance in the 2010 ARCC Report resonates with the theme of its Annual Report to the Community, "Lean and Green: Our Path to Sustainability and Stability in an Unstable Time," as the College has asked itself, "What can we do?", rather than "What can't we do?", during a time in which our enrollment is increasing (+7% change increase in headcount and +6% change increase in FTES over the past three years), our budget is diminishing, and our local four-year institutions are turning eligible students away.

In a time of fiscal uncertainty, Mesa strengthened and streamlined its strategic planning to be a more sustainable process of "continuous quality improvement" that uses performance indicators, including ARCC, to collectively set institutional goals. Overall, despite year-to-year fluctuation, Mesa made modest, positive gains over the past three cohorts/years on six of the seven ARCC indicators: SPAR, Percent of Students Who Earn At Least 30 Units, Persistence Rate, Annual Successful Course Completion Rates for Credit Vocational Courses and Credit Basic Skills, and Improvement Rate for Credit Basic Skills. Mesa's Improvement Rate for ESL saw a modest decrease over the past three cohorts. This, however, may be an artifact of the Basic Skills mis-codings in the MIS data used by ARCC.

One area for improvement is the College's performance on the peer-grouped indicators: Mesa performed above average on the SPAR and performed 0.1 to 5.5 percentage points below its peer group average on the remaining indicators. Mesa commits to improving performance on the peer-grouped indicators in upcoming years.

Mesa has undertaken several efforts to increase student success. In Basic Skills, the use of Instructional Assistants was expanded and members of the Basic Skills Committee participated in a District wide tutorial workshop to gather innovative methods that can be implemented in the Tutorial Center, which is now under the leadership of the Math and Science Dean to better integrate the Center with the campus community. The Tutorial Center has centralized its location and extended hours of operation, while the Writing Center is working with the Continuing Education Bridging Lab to develop approaches that will assist Basic Skills students. Student success is promoted by the Annual African-American and Latino Male Leadership Summit, specialized learning communities focused on student empowerment (Puente Program from a Latino/a perspective and Mesa Academy from an African-American perspective), Disability Support Programs and Services with a High Tech Center that has Assistive Computer Technology and Specialized Instructional Programs, and the FAST Scholars Summer Institute, a comprehensive summer bridge program for foster youth. Also, the College hosts Welcome Week at the beginning of each term; Fall Student Success Day, a full-day welcome/orientation for new students and parents; and Spring Student Services Fair, which acquaints students with available support systems. Despite funding cuts, Mesa's excellent Matriculation Program continues, Freshman Year Experience offers enhanced support mechanisms, and EOPS expanded its hours to serve evening students and initiated a Student Achievement Ceremony to encourage and recognize transfer and degree completion.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.6%	59.9%	57.8%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.3%	73.4%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	62.0%	67.9%	60.5%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.5%	82.7%	83.1%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	66.1%	61.8%	62.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	29.0%	36.2%	32.5%
Basic Skills Improvement Rate	51.6%	50.8%	47.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	20,041	21,058	21,224
Full-Time Equivalent Students (FTES)*	7,740	7,784	7,882

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	15.9%	16.5%	17.0%
20 - 24	32.3%	31.2%	31.7%
25 - 49	47.0%	46.7%	45.8%
Over 49	4.8%	5.5%	5.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	44.9%	44.2%	45.0%
Male	55.1%	55.7%	55.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.6%	5.3%	5.1%
American Indian/Alaskan Native	0.9%	0.8%	0.8%
Asian	14.1%	13.4%	13.8%
Filipino	9.4%	8.8%	8.7%
Hispanic	14.7%	14.9%	15.6%
Pacific Islander	1.3%	1.5%	1.5%
Unknown/Non-Respondent	12.4%	12.9%	12.8%
White Non-Hispanic	41.6%	42.4%	41.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	57.8	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	71.2	68.3	52.2	77.3	B1
C	Persistence Rate	60.5	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.1	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.9	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.3	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	32.5	41.5	0.0	100.0	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 2010 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Self-Assessment

San Diego Miramar College serves approximately 13,000 students and offers over 120 certificates, associate degrees and comprehensive transfer programs. Of the first-time to college students assessed in mathematics, approximately 31% place into a basic skills courses. Among the first-time to college students assessed in English, approximately 26% place into a basic skills English course. Of the first-time to college students assessed in ESOL, approximately 22% place into the first or second level of the ESOL sequence. In fall 2007, there were over 4,000 individual student enrollments in basic skills courses.

For the 2007-2008 reporting period, San Diego Miramar College improved performance rates on student progress and achievement (58.9%, a 3.5% improvement), intent to complete (72.3%, a 4.7% improvement), annual persistence rate (67.4%, a 5.6% improvement), and improvement rate for credit ESL courses, (35.9%, a 6.9% improvement). In an effort to increase achievement, the College initiated an online graduation petition in spring, 2009 to allow students easier access to the graduation process and encourage degree completion. The College also has on-line tutoring and supplemental instruction for ESOL and developmental math and English classes. In addition, the college has a basic skills initiative funded program entitled the Student Transfer and Enrichment Program (S.T.E.P.), uniquely designed for students currently enrolled in a Basic Skills course who have a goal of transferring from Miramar to a four-year institution. This year, the college recoded development courses to the correct level below college level work, so the performance rates for basic skills will be more accurate when the current cohort is assessed. Institutional research data, correcting for miscoding, shows rates significantly higher than the ARCC report data, but slightly lower than for the previous cohort: success rates for credit basic skills courses (61.8%, a 4.3% decline), and improvement rate for credit basic skills courses (47.2%, a 2.8% decline). The Basic Skills Committee is participating in campus based research to learn what factors that influence these outcomes and the effectiveness of measures to improve student outcomes. There is currently greater communication between faculty teaching the same levels of ESOL and basic skills English courses, with meetings before, during, and at the end of the semester. Curriculum was standardized by levels and all ESOL and developmental writing courses provided offer a similar writing midterm and final; these exams are graded by two faculty members for agreement.

Success rates for credit vocational courses remains at 82.7%. Data from program reviews and student learning outcomes have been used to strengthen programs for students in the Technical Careers and Workforce Initiatives (TCWI). The College continues to work on curriculum review and sequence of courses within programs and recently developed a Medical Laboratory Technician program. While the approval from the Chancellor's Office is still pending, with the outstanding track record of student success rates in the biotech program, the College is confident that should this program be approved, the students in the program will achieve similar success rates.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	6.3%	5.3%	7.1%



San Francisco Continuing Education

San Francisco Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	47,476	48,236	48,601
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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	7.8%	7.7%	7.3%
20 - 24	12.9%	12.6%	13.0%
25 - 49	43.3%	43.2%	42.8%
Over 49	35.7%	36.3%	36.6%
Unknown	0.4%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.9%	54.5%	54.3%
Male	37.2%	37.4%	37.5%
Unknown	8.9%	8.1%	8.2%

Source: Chancellor's Office, Management Information System



San Francisco Continuing Education

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.7%	5.3%	5.4%
American Indian/Alaskan Native	0.3%	0.2%	0.3%
Asian	39.8%	38.5%	36.4%
Filipino	2.9%	2.7%	2.6%
Hispanic	23.7%	24.1%	23.8%
Pacific Islander	0.4%	0.5%	0.4%
Unknown/Non-Respondent	16.1%	18.5%	21.1%
White Non-Hispanic	11.2%	10.3%	10.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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 2010 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 close to 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 roughly similar to that of the credit. In 2008-09, noncredit served the needs of 48,601 students. Its largest two ethnic populations were Latino (23.8%) and Asian (36.4%). Noncredit students also tended to be somewhat older than credit students.

The Career Development and College Preparation (CDCP) Progress and Achievement rate is the only measure of student success provided 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 CDCP 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 noncredit certificate recipients, our CDCP rate is quite low: 6.3% of the 2004-05 cohort, rising to 7.1% in 2006-07.

Our college is quite concerned that the current measures for CDCP 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 many 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 arbitrarily 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, in addition to being academically under-prepared, 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.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.0%	51.5%	52.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.8%	70.9%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.4%	74.7%	73.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.0%	73.9%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	63.3%	61.0%	61.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	40.8%	43.8%	51.0%
Basic Skills Improvement Rate	39.4%	41.8%	42.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	27,711	30,111	30,430
Full-Time Equivalent Students (FTES)*	15,777	17,011	17,740

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	31.4%	31.0%	32.0%
20 - 24	29.0%	29.1%	29.6%
25 - 49	33.6%	34.0%	33.0%
Over 49	6.0%	5.9%	5.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.3%	58.0%	57.0%
Male	40.3%	40.7%	41.2%
Unknown	1.4%	1.4%	1.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	10.4%	10.6%	11.0%
American Indian/Alaskan Native	1.3%	1.4%	1.5%
Asian	12.7%	12.4%	12.5%
Filipino	6.0%	6.0%	5.8%
Hispanic	27.7%	28.2%	28.6%
Pacific Islander	1.1%	1.2%	1.3%
Unknown/Non-Respondent	9.5%	9.7%	9.8%
White Non-Hispanic	31.2%	30.6%	29.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.4	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	72.4	72.1	63.0	81.7	B2
C	Persistence Rate	73.1	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.7	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	42.4	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	51.0	59.3	36.2	78.4	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 2010 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Self-Assessment

San Joaquin Delta College serves 30,000 students a year, with a disproportionately high number coming from under-educated families of marginal means. While the college ranks twenty-sixth in the state system in terms of enrollment, the college has the fourth largest total of Pell Grants awarded. Local unemployment rates have topped 17 percent in recent months, and the college has had to turn away hundreds of basic skills students because of reduced funding in the 2009-10 academic year. Poverty and low educational attainment rates in the district rival those found in Appalachian counties.

Despite these regional challenges, the ARCC data for 2010 indicate that the college has done well in meeting benchmarks for student progress and achievement in terms of degrees, certificates, and transfer readiness. The cohort of students entering the college in 2003-04 ranks four percentage points higher than students at peer institutions (52% versus a peer group average of 48% on so-called "SPAR" achievement scores). Similarly, the number of students completing 30 units or more is slightly above the peer group average. The college's success on these indicators can partly be attributed to interventions funded by Title V grant funds that have financed tutoring and supplemental instruction services. Additionally, the college used a special allocation of funding in the 2006-07 year to implement a "degree audit" program that notified students who were close to obtaining degrees and encourage them to complete their studies.

Rates of successful course completion in vocational and workforce development courses at the college declined by two percentage points in 2008-09, and the college was three points below the peer group average on this measure. College researchers believe that an understudied systemic factor may drive success rates down at San Joaquin Delta College vis-à-vis other peer group institutions, namely semester term lengths. The college utilizes a 17.5 week calendar for its instruction, while half the peer group institutions utilize compressed 16 or 16.5 week terms. Research has shown that shifting to a compressed calendar increases a California community college's success rate by almost one full percentage point. The college's recently completed educational master plan calls for the study and movement to a compressed calendar within two years.

In the areas focused on pre-collegiate basic skills and ESL improvement, the college has seen its data improve in the 2010 ARCC report. Despite these gains, ESL and basic skills improvement rates still remain below peer group averages. Regional economic and educational forces continue to hamper student achievements in the areas of basic skills and ESL. In recent years, grant funds have helped the college support the learning center and tutoring needs of these students, and gains have been made. Basic skills funding from the state has helped finance professional development for staff and faculty working with this population. The college has also sought out and obtained \$2 million in federal funds to improve the contextualized learning of Reading and Math in vocational courses. The economic downturn and reduced state funding have threatened to forestall this momentum.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	48.8%	48.6%	48.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.5%	70.7%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.2%	65.0%	66.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.1%	72.5%	70.5%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	63.5%	63.5%	65.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	42.8%	43.5%	47.1%
Basic Skills Improvement Rate	40.4%	42.7%	43.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



San Jose City College

San Jose-Evergreen Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	16,327	17,362	18,493
Full-Time Equivalent Students (FTES)*	7,292	7,708	8,115

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.1%	20.9%	21.1%
20 - 24	29.7%	29.1%	29.6%
25 - 49	41.8%	42.5%	42.1%
Over 49	7.4%	7.4%	7.1%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.1%	52.9%	55.4%
Male	42.0%	41.7%	43.7%
Unknown	3.9%	5.5%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	8.6%	8.9%	8.5%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	24.3%	23.3%	22.0%
Filipino	4.1%	4.3%	4.2%
Hispanic	31.5%	31.9%	32.8%
Pacific Islander	1.1%	1.0%	1.2%
Unknown/Non-Respondent	10.7%	10.5%	12.4%
White Non-Hispanic	18.8%	19.2%	18.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	48.7	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.7	68.3	52.2	77.3	B1
C	Persistence Rate	66.6	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.5	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.4	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	43.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	47.1	54.8	8.6	78.4	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 2010 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Self-Assessment

For over 85 years, San José City College has served as one of the Silicon Valley's premiere institutions of higher education. SJCC is a dynamic, exciting community of faculty, staff, and students. As a college of great diversity, we also bring a global perspective to both our students and our curriculum. Our campus continues to change as we construct new buildings and facilities to support our students and expand our programs. San José City College is now the "newest" traditional campus in the Silicon Valley. We have already completed new buildings for Science, Technology, Learning Resources, Construction Technology, Cosmetology, and Student Services.

Like many other California community colleges, San Jose City College has experienced enrollment growth in 2007-08 and 2008-09, primarily fueled by the effects of the poor economy and by the cap in growth of the California state universities. Unemployment in Santa Clara County has not been as severe as in other counties: the drop in housing price and a jump in foreclosures have had a mild impact in our service population. Enrollment has grown (about 5% compared to prior year), particularly in the under 24 year old range. Hispanic student enrollment continues to be the student population where the largest increase is seen.

On most of the ARCC measures, the College has seen improvements over the prior year. Rates of student progress and achievement in transfer to four-year colleges have remained constant or improved slightly, perhaps as more traditional college-age students choose the College for their lower division preparation. Term-to-term persistence rates have increased slightly but remain lower than rates at peer institutions. Annual course completion rates in basic skills courses have improved over the prior year (63.5% compared to 65.4%). Student progress and achievement rates have increased almost one percentage point over the prior year. Despite these gains the college is below peer group averages in some of these benchmarks such as persistence and credit basic skills and ESL courses rates. Since approximately 85% of all new students need to complete developmental level English and/or mathematics when they initially enroll in the college, it follows that performance for all the performance indicators will increase only with the College's commitment and success in serving students in developmental education.

The College has responded aggressively by revising its mission statement to include specifically its commitment to developmental education and by increasing mentoring and support programs: strategies supported by Title V funds and other resources include learning communities combining basic skills and guidance courses and financial support for expanded tutoring and supplemental instruction. The college has expanded its institutional research efforts focusing in student achievement in basic skills and ESL courses, including more targeted measures of institutional benchmarking. The college has also strengthened its student-centered philosophy, and it has begun a partnership with the CLASS and Achievement the Dream initiatives to develop action plans to improve developmental education outcomes and increase the pipeline to transfer level courses.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.8%	45.3%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.1%	72.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.7%	76.6%	74.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	88.5%	89.6%	89.7%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	60.5%	61.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	52.1%	58.9%	55.6%
Basic Skills Improvement Rate	50.3%	49.9%	51.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	49,414	50,881	51,325
Full-Time Equivalent Students (FTES)*	22,814	23,640	24,470

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	14.3%	14.7%	15.1%
20 - 24	20.8%	20.8%	21.6%
25 - 49	55.2%	54.3%	53.9%
Over 49	9.7%	10.1%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	37.5%	38.2%	37.9%
Male	62.5%	61.8%	62.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.1%	3.0%	2.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	11.0%	11.1%	10.9%
Filipino	1.5%	1.3%	1.3%
Hispanic	38.6%	40.2%	40.2%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	8.7%	8.8%	9.8%
White Non-Hispanic	36.0%	34.6%	34.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	43.3	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	69.1	75.0	68.1	83.8	B4
C	Persistence Rate	74.3	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.7	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	51.8	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	55.6	50.7	34.1	71.4	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 2010 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District located in an area with one of the largest populations of foreign-born residents and Spanish speakers. At 95 years old, SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program. SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards and where English is not the first language. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

The reputation of SAC has spread throughout Southern California. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control as well as courses that satisfy general education requirements of the four year universities. Almost half of the students are from outside the district boundaries. The courses and programs offered at SAC are why students travel from throughout Southern California and even from out of state for many of our distinguished programs.

In 2008-2009, SAC awarded 1,294 AA/AS degrees and 524 certificates, and 1,530 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

Within its peer group, SAC has demonstrated above average performance in three of the six indicators (student progress and achievement rates, persistence rates, and improvement rates for credit basic skills). SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses). The Basic Skills Task Force and faculty members have worked tirelessly throughout the college to implement many new innovations in the classroom and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. We are confident these efforts will provide additional success for our students.

Celebrating student success at SAC is a part of the college's culture. Changes made by faculty in curriculum and teaching techniques have helped to increase student achievement and success. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	59.9%	62.2%	62.2%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.6%	74.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	72.0%	70.4%	68.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.4%	80.0%	80.3%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	65.7%	66.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	57.0%	57.8%	59.0%
Basic Skills Improvement Rate	56.2%	59.8%	58.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	26,739	26,871	28,457
Full-Time Equivalent Students (FTES)*	15,569	15,833	16,097

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.3%	32.3%	32.0%
20 - 24	28.0%	28.5%	28.0%
25 - 49	31.4%	30.8%	31.7%
Over 49	8.3%	8.4%	8.2%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.4%	53.0%	52.5%
Male	45.5%	46.0%	45.9%
Unknown	0.1%	1.0%	1.6%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.6%	2.6%	2.9%
American Indian/Alaskan Native	0.9%	1.0%	1.0%
Asian	6.1%	6.5%	6.9%
Filipino	1.4%	1.5%	1.5%
Hispanic	27.8%	27.9%	27.6%
Pacific Islander	0.7%	0.7%	0.6%
Unknown/Non-Respondent	4.9%	7.4%	9.1%
White Non-Hispanic	55.5%	52.4%	50.3%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	62.2	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	71.3	72.1	63.0	81.7	B2
C	Persistence Rate	68.4	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.3	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.9	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	58.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	59.0	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Self-Assessment

Compared to the prior cohort, Santa Barbara City College has made improvements on two of the seven performance indicators, remained about the same on two of the measures, and declined on three of the performance indicators. When examining the college's performance over the three-year period, there were gains on five of the seven performance indicators, a slight variation on one of the indicators, and a decline on one of the performance indicators, Persistence Rate. Unlike the prior year, when the college's performance data was higher than its peer group on each of the seven indicators, the most recent cohort was higher on four of the performance measures, about the same on three of the measures, and lower on one indicator, Percent of Students Who Earned at Least 30 Units. A significant factor that may account for the college's not improving on several of the performance indicators is the dramatic increase in the number of students enrolled in distance education classes and the lower successful completion rates in these classes. The college has developed a comprehensive Distance Education Plan to increase student success rates in Distance Education classes.

While there was a decline from the prior year's cohort in the Percent of Students Who Earned At Least 30 Units, the percent who achieved this measure was about the same as it was for the baseline comparison cohort. The college's Persistence Rate declined slightly in each of the past two years. The college will continue to develop and implement specific initiatives to reverse this downward trend and to increase student success rates on each of the ARCC performance indicators.

One factor possibly affecting the college's Persistence Rate is the dramatic increase in the number of online students. The college will analyze the course-taking patterns and success of online students and develop appropriate strategies to increase the persistence rates of these students.

The college's efforts to increase the success rates of its students, particularly those that entered the institution in need of basic skills remedial instruction, began well before the ARCC initiative when the college noticed declines in student success, particularly among our basic skills students. In response, SBCC launched its Partnership for Student Success (PSS) initiative in 2006. The focus of the PSS is to provide assistance that helps increase success among all students, but especially those in need of remediation. In its first three years of existence, the PSS has received four statewide and national honors. The college is extremely encouraged by the improvements it has made in each of the past three years on the Annual Successful Course Completion Rate for Credit Basic Skills Courses and the ESL Improvement Rate performance indicators and the gains it made on the Basic Skills Improvement Rate indicator compared to the base cohort year.



ARCC 2010 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	NA %	NA %	NA %



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
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.

	2006-2007	2007-2008	2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	1.8%	3.3%	1.4%



Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	27,165	27,990	30,099
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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	5.3%	6.2%	6.2%
20 - 24	6.8%	6.6%	6.6%
25 - 49	33.0%	33.4%	34.5%
Over 49	47.6%	47.4%	48.5%
Unknown	7.3%	6.4%	4.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	62.7%	63.8%	63.1%
Male	32.1%	32.2%	33.8%
Unknown	5.2%	4.0%	3.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.1%	1.2%	1.2%
American Indian/Alaskan Native	1.0%	1.0%	1.2%
Asian	3.6%	3.6%	3.4%
Filipino	0.5%	0.5%	0.5%
Hispanic	24.4%	25.3%	27.4%
Pacific Islander	0.3%	0.3%	0.2%
Unknown/Non-Respondent	17.1%	16.3%	14.3%
White Non-Hispanic	52.1%	51.8%	51.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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 2010 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, founded in 1918, is part of the Santa Barbara Community College District. Nearly 50,000 people enroll in Continuing Education courses annually and classes are offered at over 80 community locations, including two county jails. Most classes are free or very low cost. The Continuing Education Division is committed to student success, offering student support services and non-credit instructional programs, including the funded areas of parenting, elementary and secondary basic skills, ESL, citizenship, short-term vocational programs, older adult education, home economics, health and safety, and workforce preparation for all who can benefit from lifelong learning.

In last year's Self-Assessment, we were pleased to note the positive 3-year trend in the Career Development and College Preparation (CDCP) Progress and Achievement Rates that appeared in Table 1.6. However, in the 2010 CDCP data, the rate drops sharply for the most recent cohort (2006-07 to 2008-09). We are currently examining possible causes of this change. As noted last year, we continue to face the challenge of identifying students who transition from the non-credit to the credit program at the College. 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 have recently implemented various manual inter-division tracking mechanisms, and are assessing their effectiveness, but they are too new to have any positive impact on the ARCC data. In addition, we are examining our processes and data to ensure we are accurately recording certificate completions. In a larger perspective, we are developing a comprehensive research agenda to assess the effectiveness of the Career Development and College Preparation programs and other non-credit matriculation interventions.

The College maintains a strong commitment to a quality educational experience for its Continuing Education students. While we know that the CDCP Progress and Achievement Rate trend has an overall positive effect on student success when viewed over all 4 cohorts, especially the first three, we will continue to seriously address the recent downturn in the CDCP rates as measured.

In Winter 2010, the Continuing Education Division implemented a new Medical Assistant Certificate program, a continuance of our program development in the area of short-term vocational certificates. This year, the Division continues its data collection work in the Career Development and College Preparation areas that will capture completion rates for three English as a Second language certificates, seven elementary or secondary basic skills certificates, and five short-term vocational certificates. The Continuing Education Division continues its overall dedication to student success.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	57.5%	57.7%	65.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	74.8%	74.7%	77.7%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.9%	73.2%	73.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.8%	67.1%	68.3%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.2%	54.8%	54.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	69.8%	71.9%	73.0%
Basic Skills Improvement Rate	61.1%	61.8%	64.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	15.3%	15.3%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	49,942	51,348	54,878
Full-Time Equivalent Students (FTES)*	22,074	18,843	23,662

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	30.4%	28.2%	27.7%
20 - 24	30.7%	31.5%	31.7%
25 - 49	28.6%	30.0%	30.6%
Over 49	10.2%	10.3%	10.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.8%	58.4%	57.8%
Male	41.2%	41.6%	42.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	10.2%	10.1%	9.9%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	16.0%	16.3%	16.0%
Filipino	2.5%	2.3%	2.2%
Hispanic	23.0%	22.3%	22.5%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	12.3%	12.7%	12.5%
White Non-Hispanic	35.0%	35.4%	35.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	65.3	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	77.7	75.0	68.1	83.8	B4
C	Persistence Rate	73.9	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.3	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.1	60.0	48.6	66.9	E5
F	Improvement Rate for Credit Basic Skills Courses	64.2	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	73.0	59.3	36.2	78.4	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 2010 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 approximately 51,000 students annually; including California residents, out-of-state, and international students. The college has one of the strongest reputations for transfer in California and transfers the highest number of students in total to the University of California, the University of Southern California, and other four-year universities.

Santa Monica College demonstrates above average performance in relation to the state on five of the seven college performance indicators. These include: student progress and achievement rate, percent of students earning 30 units, fall to fall persistence rate, ESL improvement rate, and the basic skills improvement rate. With regard to vocational course completion, in-depth analyses of college and state level data reveal substantive differences between the number and type of vocational offerings at SMC and that of the state. As a result, the college examines and assesses its performance on this measure in terms of improvement over time rather than in relation to the state benchmark.

The college also exhibits improved performance over its baseline year in all seven performance indicators. Substantive increases in performance are also observed in the student progress and achievement rate, the percent of students earning 30 units, the fall to fall persistence rate, the ESL improvement rate, and the Basic Skills improvement rate.

SMC's above average performance on the majority of measures is related to its 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 19 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.

Vocational education and Basic Skills remain areas of focus for SMC. The college is engaged in examining relevant student performance data in an effort to identify gateway courses and provide relevant and effective support services for students.

Positively, the college experienced a nearly three percent increase in the basic skills improvement rate over the baseline year and a nearly one percent improvement in the basic skills successful completion rate. The college is expanding access to instruction for developmental students and addressing student outcomes through various student support and instructional initiatives. Through its student success programs and Institutional Research Office the college is actively engaged in establishing outcomes assessment for the program components that are part of the Basic Skills Initiative. It is anticipated that high coordination, focused attention on these students' needs, and outcomes assessment of the BSI program components will result in improved outcomes for students. As well, the college is participating in the statewide initiative to examine and update course coding processes to ensure accuracy related to ARCC measures in the Basic Skills area.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.7%	54.6%	56.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	75.0%	76.1%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.6%	68.4%	72.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.5%	76.6%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	70.4%	71.9%	72.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	48.2%	43.1%	44.0%
Basic Skills Improvement Rate	60.2%	54.8%	56.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	1.7%	1.7%	1.4%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	47,974	48,930	49,234
Full-Time Equivalent Students (FTES)*	20,439	20,899	21,263

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	22.3%	22.8%	23.4%
20 - 24	21.1%	20.8%	21.6%
25 - 49	34.8%	34.5%	34.0%
Over 49	21.7%	21.9%	21.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.5%	57.7%	56.2%
Male	42.0%	41.7%	40.9%
Unknown	0.5%	0.5%	2.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.2%	2.2%	2.3%
American Indian/Alaskan Native	1.1%	1.1%	1.1%
Asian	3.7%	3.7%	3.6%
Filipino	0.9%	0.9%	0.9%
Hispanic	18.5%	18.8%	18.8%
Pacific Islander	0.5%	0.5%	0.6%
Unknown/Non-Respondent	13.3%	12.7%	15.3%
White Non-Hispanic	59.9%	60.1%	57.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	56.4	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	77.8	75.0	68.1	83.8	B4
C	Persistence Rate	72.2	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.8	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	56.4	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	44.0	50.7	34.1	71.4	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.



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, the Culinary Arts 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 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 students who earn a certificate or degree or become "transfer prepared" within a three-year period (by successfully completing 56 transferable units). SRJC's "Completion Rate" is 31 percent, significantly higher than the statewide rate of 24 percent.

SRJC's current student population closely mirrors the ethnicity of the College's service area, which includes all of Sonoma County and part of Mendocino and Marin counties. As with the overall 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. The district has responded to some of the findings of the report by expanding ESL courses and bilingual services, and by expanding on-line courses and services.

The 2010 "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 higher than the state average. The one measure where SRJC posts lower rates, the Improvement Rate for Credit ESL courses, is expected to increase as a result of the statewide MIS data element CB21 re-coding project.

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. In addition, the district has adopted eight Initiatives aimed to increase institutional effectiveness and improve student learning: Community Outreach, Development & Involvement; Student Learning Outcomes and Assessment; Multi-Campus Coordination; Institutional Planning; Accreditation; 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	45.0%	42.8%	39.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	56.7%	56.2%	52.2%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.8%	72.4%	62.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	87.2%	90.5%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.4%	61.8%	63.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	70.0%	76.7%	75.0%
Basic Skills Improvement Rate	59.6%	59.1%	65.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Santiago Canyon College

Rancho Santiago Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	21,356	23,974	24,671
Full-Time Equivalent Students (FTES)*	8,665	9,200	9,840

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.9%	19.7%	20.5%
20 - 24	29.8%	28.0%	27.5%
25 - 49	42.5%	44.6%	44.3%
Over 49	6.9%	7.6%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	33.7%	32.0%	31.2%
Male	66.3%	68.0%	68.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.4%	2.4%	2.3%
American Indian/Alaskan Native	1.1%	1.0%	1.0%
Asian	7.0%	6.6%	6.3%
Filipino	1.5%	1.6%	1.5%
Hispanic	37.9%	40.3%	41.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	8.7%	8.7%	8.3%
White Non-Hispanic	40.8%	38.7%	39.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	39.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	52.2	68.3	52.2	77.3	B1
C	Persistence Rate	62.9	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	91.3	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	65.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	75.0	54.8	8.6	78.4	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.



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, is celebrating its 10th anniversary. The college received full reaffirmation from the ACCJC in January 2010. SCC draws students from all over Orange County (41% from outside district boundaries), who find our location to be convenient, our faculty and staff helpful, and our programs aligned with their needs. Specifically, SCC's non-traditional programs comprised primarily (87%) of students residing outside district boundaries. In general, the students attending classes on campus reflect the diversity of our community; gender distributions are influenced by a large number of apprenticeship enrollments. These trends in student demographics have remained fairly constant over time.

Overall, the annual successful course completion rate for credit vocational courses, annual successful course completion rate (credit basic skills), and the improvement rates for ESL and credit basic skills courses has remained constant and/or increased over the three time periods AND exceeded that of our peer groups. SCC experienced a decrease in student progress and achievement rates and the percent of students earning at least thirty units. Nearly half of all course offerings are vocational due to our large apprenticeship program. The drop in fall to fall persistence rates may be a reflection of a decrease in course offerings made in the last two years due to continuing budget reductions.

Budget constraints have forced us to reduce course offerings overall but especially in avocational/recreational areas and to some extent transfer electives in a major not necessary to accomplish the AA degree. The college is presently focused on our core mission of transfer, vocational and basic skill offerings.

Budget reductions have also had an impact on student support services. None the less, SCC is committed to providing essential services critical to student success.

Some highlights in 2009 include:

- Vocational programs continue to serve our community and provide essential training needed for the workforce. SCC has focused on providing coursework that leads to jobs for our students.
- SCC has increased the frequency of group academic counseling followed by individual counseling to assist students with an individualized education plan as the semester progresses.
- The High School Early Decision Program continues focusing on our feeder high schools to help students make a smooth transition into college.
- Curriculum Development to enhance student success in the basic skill coursework is beginning to reap increased success for students.
- The Math Study Center has expanded space and hours for students and the new Writing Center is now part of the basic skills English curriculum to prepare students for transfer level English.

Our faculty, staff and administrators are dedicated and collectively focused on student learning and success. Students come first and foremost as the college continues to seek new and innovative ways to provide programs and services that impact student success in transfer, vocational programs and college readiness.



ARCC 2010 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	46.1%	43.7%	46.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.0%	64.7%	63.3%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	59.2%	61.2%	60.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.1%	72.0%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.7%	60.4%	62.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	22.2%	12.0%	26.3%
Basic Skills Improvement Rate	48.2%	49.6%	51.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	13,955	15,259	17,119
Full-Time Equivalent Students (FTES)*	7,265	7,562	7,935

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.7%	27.4%	27.5%
20 - 24	23.3%	23.3%	22.8%
25 - 49	35.8%	37.1%	37.4%
Over 49	11.9%	11.9%	11.9%
Unknown	0.3%	0.3%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	58.5%	58.8%	55.8%
Male	39.4%	39.7%	42.1%
Unknown	2.2%	1.5%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	1.2%	1.3%	1.3%
American Indian/Alaskan Native	3.5%	3.5%	3.9%
Asian	2.0%	2.5%	2.5%
Filipino	0.5%	0.6%	0.5%
Hispanic	7.6%	8.7%	8.7%
Pacific Islander	0.3%	0.4%	0.5%
Unknown/Non-Respondent	8.9%	8.1%	8.6%
White Non-Hispanic	75.9%	74.9%	74.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	46.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	63.3	69.6	53.9	78.2	B3
C	Persistence Rate	60.0	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.2	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.7	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.4	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	26.3	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Self-Assessment

Located at the northern end of California's central valley, the Shasta-Tehama-Trinity Joint Community College District comprises an area of nearly 10,000 square miles and serves a population of over 250,000. The District's college, Shasta College, enrolled over 17,000 students in 2008-2009, 12% above the year before, yet only 5% higher in FTES and 1% more offered course sections. The economic crisis and ensuing budget challenges have forced Shasta College to be more efficient, renewing its mission to provide quality transfer, credit basic skills and career technical education. Among the credit course offerings for Fall 2008, transfer education represented approximately 91% of sections and FTES generated; credit basic skills 4% of sections and FTES generated, and career technical education 43% of sections and 34% of FTES generated.

Shasta College's performance as reported in the ARCC continues to be at or below its peer group averages. We do not feel that this is an accurate reflection of the effort of our faculty and staff, or the outcomes of our students.

Accuracy of the reported outcomes requires accurate data. We continue to focus on improving data quality. One issue came to light that directly impacts many of the outcomes reported in the ARCC report that begin with the definition of a cohort of first-time freshmen. Our internal MIS has been classifying student type incorrectly with too few of our recent high school graduates being identified as first-time freshman. Many of these students take assessment tests, participate in orientation and have counseling visits prior to actually registering for classes, or they took classes while enrolled in high school. Our MIS classifies these students as continuing students, resulting in gross under-reporting of first-time freshmen and over-reporting of continuing students. CPEC reporting of the college-going rates for our district also depends on the accurate identification of first-time freshmen, and these rates have consequently been under-estimated. We are in the process of making custom changes to our MIS, and will resubmit data in preparation for next year's ARCC. We do not know the ultimate impact that these changes will have, but we do know that our data will be a truer reflection of our work at the college.

At Shasta College, we have also improved access to data as part of the program review process. While in-depth program reviews are conducted every five years, annual updates are required. A suite of reports that display division, department and course level student outcomes supports in-depth and annual reports. All faculty have access to this information, keeping them better informed of the progress and achievement of their students.

Shasta College continues to focus on improving instruction, particularly in the basic skills area. Since 2007, four new faculty (1 in English, 4 in Mathematics) were hired. A new Basic Skills Coordinator was hired to improve efforts across the program. The College also offers faculty development workshops to improve instruction. Finally, we have college-wide participation in assessing student learning outcomes. These combined efforts will strengthen and improve our students' learning.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	59.0%	57.0%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.9%	72.0%	73.0%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	74.5%	70.2%	72.3%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	79.7%	77.7%	78.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.7%	67.2%	68.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	56.0%	61.2%	62.0%
Basic Skills Improvement Rate	53.3%	55.6%	58.4%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	28,411	29,398	30,862
Full-Time Equivalent Students (FTES)*	14,444	15,195	15,763

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	28.7%	29.3%	29.4%
20 - 24	28.6%	29.1%	29.7%
25 - 49	31.4%	30.8%	30.9%
Over 49	11.3%	10.8%	10.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.3%	55.0%	53.4%
Male	43.2%	43.3%	44.3%
Unknown	1.5%	1.7%	2.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.1%	2.1%	2.1%
American Indian/Alaskan Native	1.5%	1.4%	1.3%
Asian	4.2%	4.5%	4.5%
Filipino	1.3%	1.4%	1.4%
Hispanic	8.2%	8.6%	8.7%
Pacific Islander	0.6%	0.7%	0.7%
Unknown/Non-Respondent	12.1%	11.9%	12.9%
White Non-Hispanic	70.0%	69.4%	68.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	57.3	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	73.0	72.1	63.0	81.7	B2
C	Persistence Rate	72.3	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.2	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	58.4	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	62.0	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Self-Assessment

Sierra College serves the growing and diversifying population of Placer and Nevada counties, enrolling over 30,000 students each year. In its efforts 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 our peer groups, and with our own efforts of the previous year.

In all seven areas measured in this 2010 report, Sierra shows improvement over its 2009 scores. The largest improvement is a 5% increase in the "Basic Skills Improvement Rate," a measure of basic skills students' progression to higher levels. Basic Skills has been a particular focus of the College in recent years and this result may be a result of that increase in attention.

When compared with its peer groups, (all of which tend to perform above the overall state rates), Sierra's results are above the peer average in six out of seven categories. Sierra's most successful area compared with other colleges is the "ESL Improvement Rate," which is 49% higher than its peer' average.

The one area where Sierra ranks slightly below its peers is in the "Student Progress and Achievement" rate. This score is a combination of measures of transfer status and receipt of degrees or certificates. Sierra's rate of awarding degrees and certificates is unchanged over the previous year, and is expected to remain so next year as well, as a result of a phase-out of the "General Studies" degree.

The College is now working 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. Also, the College has 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' ability to follow its motto of "Dream. Learn. Do."



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	58.9%	56.4%	54.9%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.3%	71.8%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	77.0%	74.8%	73.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.0%	73.5%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	65.9%	67.3%	61.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.2%	50.5%	49.1%
Basic Skills Improvement Rate	55.2%	52.1%	63.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,235	15,038	16,239
Full-Time Equivalent Students (FTES)*	7,408	6,497	8,076

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.3%	25.8%	26.5%
20 - 24	31.5%	31.1%	31.5%
25 - 49	35.0%	34.8%	34.0%
Over 49	8.2%	8.2%	8.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	52.6%	53.0%	53.3%
Male	45.8%	45.3%	44.6%
Unknown	1.6%	1.7%	2.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	3.6%	3.8%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	25.4%	24.5%	23.6%
Filipino	17.6%	18.1%	17.9%
Hispanic	18.4%	18.4%	18.6%
Pacific Islander	1.9%	2.1%	2.2%
Unknown/Non-Respondent	9.4%	10.0%	11.4%
White Non-Hispanic	23.5%	22.9%	22.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	54.9	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	74.2	68.3	52.2	77.3	B1
C	Persistence Rate	73.4	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	63.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	49.1	41.5	0.0	100.0	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 2010 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 is engaged in essential thinking about its future and its contributions to its service area, the State of California, the nation, and an increasingly global world. 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 - 24 percent Asian, 22 percent White, 19 percent Hispanic, and 19 percent Filipino in fall 2008. Skyline's Educational Master Plan suggests that the College will experience even more diversity in its service area in coming years, including growth from the Hispanic, Filipino and Asian/Pacific Islander populations. These populations disproportionately make up the extreme pockets of poverty in the county – and students from these communities who enroll at Skyline are clearly in need of services that would support economic sustainability.

Overall, Skyline's ARCC 2010 data suggest a strong, healthy campus, as evidenced by performance on the seven peer-grouped indicators. On four indicators – Percent of Students Who Earned at least 30 Units, Persistence Rate, Basic Skills Improvement Rate, and ESL Improvement rate, Skyline outperformed its peer average by six, seven, eight and eight percentage points, respectively. On two of the other three indicators - Vocational Course Completion & Basic Skills Improvement Rate - Skyline was within two points of the peer group average. Skyline's SPAR rate was five 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 relatively steady on most of its indicators. Noted above is a now two-year downward trend on the SPAR rate, from 59% in the first cohort to 55% in the third. Given its longitudinal nature, the SPAR metric is sometimes hard to unpack; the campus is exploring possible hypotheses to explain the trend.

Our other notable trend for 2008-09 was that Basic Skills course success rates dropped from 67% to 61%. This shift is puzzling, as the Basic Skills improvement rate increased from 52% to 63% in the same time period. Internal campus research has determined that the success rates in the key Basic Skills courses in the English, Math, and ESL sequences actually increased from 2007-08 to 2008-09 – 53% to 59% in English, 57% to 60% in ESL, and 55% to 58% in Math. These course success results are in line with the increase in the Basic Skills improvement rate; we expect that this apparent ARCC drop in Basic skills course success rates is likely explained by the re-coding that has been taking place at the local and state levels.

In sum, Skyline is healthy and eagerly engaged in the process of further improving our student outcomes, and expects the college's innovative programs will continue to help our students meet their goals and drive our ARCC indicators in a positive direction.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.4%	52.4%	52.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.5%	69.5%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.2%	70.2%	68.6%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.6%	73.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.9%	65.8%	68.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	31.9%	34.8%	41.9%
Basic Skills Improvement Rate	58.6%	59.2%	60.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Solano Community College

Solano Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	17,760	18,094	18,054
Full-Time Equivalent Students (FTES)*	8,810	9,100	9,314

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.1 %	32.4%	31.3%
20 - 24	26.4%	27.0%	28.1%
25 - 49	34.1 %	33.3%	33.5%
Over 49	7.4%	7.3%	7.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	60.3%	59.7%	59.0%
Male	39.7%	40.3%	39.2%
Unknown	0.0%	0.0%	1.8%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Solano Community College

Solano Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	17.1%	17.4%	16.7%
American Indian/Alaskan Native	0.9%	0.8%	1.0%
Asian	5.9%	6.1%	5.4%
Filipino	12.8%	12.4%	11.9%
Hispanic	15.3%	15.9%	14.9%
Pacific Islander	1.7%	2.1%	2.0%
Unknown/Non-Respondent	6.3%	6.0%	13.1%
White Non-Hispanic	40.0%	39.3%	35.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	52.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	69.9	72.1	63.0	81.7	B2
C	Persistence Rate	68.6	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.7	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	60.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	41.9	41.5	0.0	100.0	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.



Solano Community College

Solano Community College District

College Self-Assessment

In the 2008-9 academic year, Solano Community College saw four changeovers in its presidency at the same time that it was working to resolve accreditation sanctions of show cause from the regional accrediting body (WASC/ACCJC). Solano completed two semiannual, formal reports and underwent concomitant site visits. These accreditation activities demanded additional focus and change for its faculty, staff, and management team. Concurrently, the State moved deeper into financial crisis and projected severe cuts in funding for community colleges. Mid-year budget cuts included a reduction in the number of course sections offered, a hiring freeze on staff, and cutbacks in supplies and equipment purchases. Finally, the College re-implemented major portions of its integrated database system, with all the attendant extra work and glitches involved. Although these unusual factors all impacted on the stress and work levels of everyone at the institution, the relatively steady state of most college-level indicators demonstrate that, through the dedication and hard work of faculty and staff, students were shielded from negative impacts.

Over the past three years, Solano has been developing and implementing the categorically funded "Basic Skills Initiative (BSI)" program and is actively pursuing grants fundraising to expand this work. Annually, between 70-80% of Solano's new students enter with reading, writing, and math skills below college level. The basic skills needs of our students are very great. The remodel of the Reading/Writing labs has improved the learning environment and, modestly, increased the number of developmental English students we serve. "Focused Inquiry Groups (FIGs) have led participating faculty members to experiments with a new Basic Skills Composition course (ENGL 348E) that, if successful, is designed to permit SCC to serve more students. Ongoing developments in the basic skills Composition Course (ENGL 350/355), which is two levels below College Composition, builds stronger links between the co-requisite reading and writing lab exercises. The College has also conducted experiments in a "first-year experience" model with an English course and a Counseling course joined as a learning community. All these endeavors have laid the foundations for the creation of a Center for Academic Success that will offer SCC students workshops on all variety of topics related to successful learning outcomes in college classes across the curriculum. The steady (3%) increase in the annual successful course completion rate for basic skills courses demonstrates the initial success of the BSI program. (ESL and basic skills improvement rates have been re-benched from 2009 to 2010 and will need to be tracked for another year or so to determine validity and trends.)

Over the past several years, Solano has run two model programs that have proven successful in addressing problems involving student retention, success, and persistence: MESA and Puente. In fall 2009, the College planned for and implemented a third program to support at-risk students: UMOJA. Solano is committed to continuing and expanding the support to these and to the general "learning communities" programs. The College anticipates that the impact of the learning communities program will continue to grow over the years.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	50.1%	50.7%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	74.5%	74.4%	75.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.0%	70.2%	69.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.1%	73.5%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	54.5%	54.5%	61.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	62.5%	62.3%	64.1%
Basic Skills Improvement Rate	32.0%	31.4%	34.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	3.9%	7.8%	10.2%



Southwestern College

Southwestern Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	31,073	32,030	29,620
Full-Time Equivalent Students (FTES)*	15,356	15,829	16,178

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	29.0%	30.1%	29.5%
20 - 24	29.7%	29.8%	31.2%
25 - 49	32.9%	31.7%	31.1%
Over 49	8.4%	8.5%	8.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.5%	57.3%	56.7%
Male	42.5%	42.7%	43.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.3%	5.5%	5.2%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	2.8%	2.7%	2.7%
Filipino	12.3%	12.2%	11.5%
Hispanic	56.9%	57.6%	60.3%
Pacific Islander	1.0%	1.0%	0.9%
Unknown/Non-Respondent	5.3%	5.3%	5.4%
White Non-Hispanic	15.8%	15.2%	13.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	51.1	47.0	37.8	54.9	A3
B	Percent of Students Who Earned at Least 30 Units	75.1	72.1	63.0	81.7	B2
C	Persistence Rate	69.0	68.8	50.1	77.3	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	34.9	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	64.1	59.3	36.2	78.4	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 2010 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Self-Assessment

Southwestern College, located near the U.S.-Mexico border, is comprised of a campus in Chula Vista and three satellite campuses in National City, Otay Mesa, and San Ysidro, as well as extension sites throughout the region. Credit enrollment has steadily increased each year, and exceeded 25,000 students in Fall 2008. The majority of students are female (57%), under the age of 25 (60%) and/or Hispanic (60%). The student population remains more diverse than the surrounding community, and the proportion of Hispanic students continues to increase.

Southwestern College shows ongoing above-average performance with respect to five of the established seven accountability indicators for which comparison group data are available. These include student progress and achievement rates, attainment of 30 units, persistence rates, vocational courses completion rate, and successful ESL course completion. Additionally, though no comparison data are available, the newest indicator on Career Development and College Preparation Progress and Achievement shows an overall increase over the years studied.

ESL courses have shown increased success as the program transitions into Content Based Instruction and new curriculum. The addition of Power Study Program Tutors, the ESL student advocate, and counselor in the evenings and San Ysidro programs, as well as the infusion of technology and college success skills have had a positive effect on student success.

While the College's Basic Skills Course Success and Improvement Rates remain lower than those of peer group averages, there is a positive trend over the last three years for both of these indicators. Improvements are likely due to targeted interventions such as departmental finals, final exam workshops, faculty development, etc.

Positive trends in English are attributed to curricular changes that took place in 2008-09. One example is the creation of English 61 and 62 through 64, which are .5 unit intensive grammar courses that supplement grammar instruction for all students, especially those in basic skills and ESL courses.

The positive trends may also be attributed in part to a curricular change that took place in 2008-09 in which Math 65 was split into two courses, Math 60 and Math 70. During this same year, the new degree requirement for math was changed from Math 45 to Math 60. Thus Math 45 was re-coded as a basic skills course. The percent retention in Math 45 is greater than in Math 20 or 35 and the course success rate would likely parallel this trend, therefore positively impacting the successful course completion rate. Students must now enroll in a Math class one level higher than Math 45 to earn an Associate's Degree, which is likely to positively impact the improvement rate.

The 2010 report also reflects that the College has improved over the last three years on all seven of the established accountability indicators. SWC is confident that this trend will continue as we direct resources for long-term improvement.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	33.6%	36.6%	37.5%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	61.4%	60.6%	66.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	60.8%	62.6%	57.2%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	97.1%	97.2%	95.8%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	60.5%	66.4%	63.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	42.9%	33.3%	60.0%
Basic Skills Improvement Rate	52.5%	51.6%	59.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Taft College

West Kern Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	22,674	24,405	19,442
Full-Time Equivalent Students (FTES)*	2,282	2,486	2,551

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	10.0%	10.9%	11.8%
20 - 24	21.8%	21.3%	22.3%
25 - 49	59.0%	58.0%	56.3%
Over 49	9.2%	9.8%	9.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	18.8%	18.8%	19.0%
Male	81.2%	81.2%	80.8%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Taft College

West Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	8.0%	7.6%	7.5%
American Indian/Alaskan Native	1.5%	1.6%	1.5%
Asian	1.2%	1.1%	1.4%
Filipino	1.3%	1.1%	1.1%
Hispanic	47.2%	48.5%	46.0%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	2.5%	2.6%	3.4%
White Non-Hispanic	37.9%	37.1%	38.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	37.5	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	66.2	67.1	60.1	72.6	B5
C	Persistence Rate	57.2	55.4	34.0	68.1	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	95.8	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.3	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	59.7	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	60.0	33.8	0.0	67.0	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 increase from 33.6% to 37.5% was most likely due to focused recruiting of traditional full-time college students.

Table 1.1a: Percent of Students Who Earned at Least 30 Units.

The 5 point increase shown across the three cohorts is most likely due to an increase in FT students, as indicated for Table 1.1. There was also a cohort project that positively affected the outcome for 03/04 to 08/09.

Table 1.2: Persistence Rate.

The persistence rate of Taft College is more than 20 points above the peer average. The small decrease shown in the Fall 07 to Fall 08 rate was most likely due to the loss of 200 students enrolled at the nearby prison.

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.

Taft College has consistently topped the state with its vocational course completion rates due to the highly selective nature of some of the programs. The small drop in the most recent course completion rates is explained by the loss of 200 students at the local prison.

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.

Taft College has show consistent strong improvement in Basic Skills after the implementation of numerous innovative programs. The termination of one of these programs, a cohort program, during the most recent time period was probably the cause of the 3 point drop in completion rates. Likewise, non-credit courses were introduced at the same time, thus drawing students out of the credit courses.

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

TC has almost doubled its improvement rates for ESL due to numerous changes, including moving to short term courses, more accurate placement, and introduction of new courses in the ESL sequence. The 7 point increase in BS course improvement rates is due to expanded tutoring/supplemental instruction programs and better placement.

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

The large disparity between headcount and FTES across all three time periods is due to the vast majority of students at Taft College being enrolled in one day oil field safety courses.

Table 1.8: Age of Students at Enrollment.

The age distribution tends to reflect the older age of the oil field safety program students mentioned in Table 1.7. The actual age distribution of on-campus and distance learning students is similar to statewide trends across all three time periods.

Table 1.9: Gender of Students. Same as Table 1.8.

Table 1.10: Ethnicity of Students. Same as Table 1.8.

Table 1.11: Peer Grouping.

TC has made substantial improvements in several key indicators relative to its peer grouping over the last several years. TC was above the average on six of the seven indicators. On the one indicator where TC was below average (Student Progress and Achievement Rate), TC tends to get very high percentages of underprepared students according to placement test results and working students. Consequently, it takes students somewhat longer to achieve transfer status.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	55.6%	53.8%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.7%	72.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.3%	68.9%	70.0%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	72.8%	69.4%	69.3%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	68.5%	65.8%	65.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	5.0%	7.9%	5.3%
Basic Skills Improvement Rate	55.4%	51.0%	55.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,951	21,318	22,846
Full-Time Equivalent Students (FTES)*	9,113	10,003	11,141

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.7%	33.8%	35.2%
20 - 24	27.3%	27.2%	27.4%
25 - 49	32.0%	31.2%	30.2%
Over 49	8.0%	7.8%	7.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	56.6%	56.9%	56.5%
Male	42.1%	42.0%	42.6%
Unknown	1.3%	1.0%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.4%	2.5%	2.8%
American Indian/Alaskan Native	1.3%	1.3%	1.1%
Asian	3.5%	3.4%	3.4%
Filipino	2.7%	2.6%	2.7%
Hispanic	38.9%	39.3%	43.0%
Pacific Islander	0.5%	0.6%	0.6%
Unknown/Non-Respondent	8.4%	8.7%	5.8%
White Non-Hispanic	42.4%	41.5%	40.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	71.4	72.1	63.0	81.7	B2
C	Persistence Rate	70.0	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.3	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.9	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.5	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	5.3	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Self-Assessment

The majority of the students attending Ventura College (VC) live in the County of Ventura. Students come from the cities of Ventura, Santa Paula, Fillmore, Ojai, Camarillo, Port Hueneme and portions of North and South Oxnard. Approximately 3% come from other counties in the state and less than 1% from foreign counties. ARCC data for 2008-2009 shows that approximately 63% of our students are 24 years of age or younger. From 2006 to 2009, VC experienced a 14.5% increase in unduplicated headcount and a 22% increase in FTES. The increase in headcount is due to dual enrolled high school students, university students enrolling in General Education classes and working adults. The increase in FTES was due to more students taking 12 or more units.

VC continues to maintain its category as a Hispanic Serving institution. During 2008-2009, the percentage of Hispanic students increased to 43% from approximately 39% in 2006-2007. By comparison, the number of white non-Hispanic students decreased by 2% over the same time period.

An analysis of the performance indicator for degree, certificate, and transfer shows modest progress in two of the three indicators and a slight decrease in the percentage of students who earned at least 30 units while in the California community college system. The college is in the process of reassessing the entire Student Services Division. One expected outcome is to provide new support strategies for students to declare a major or area of study during their orientation session.

For the performance indicator dealing with vocational, occupational, and workforce development, data shows a decrease of 3.5%. The Career Technical Education Division is now managed by two assistant deans. It is anticipated that this reorganization will continue for the next two to three years and this consistency in management will yield improved results.

An analysis of the performance indicator for basic skills, ESL, and noncredit, shows modest progress in improvement rates for ESL and credit basic skills courses, a 2.6% decrease in course completion rate for credit basic skills courses, and no data available for career development and college preparation. The college continues to leverage funds from the Basic Skills Initiative and a U.S. Department of Education Title V grant. The ESL curriculum has been completely rewritten and utilization of a new assessment tool. Mathematics courses from Basic Mathematics through Intermediate Algebra are now offered in an open entry/exit computer lab setting. Basic and composition English classes are taught with a thematic approach with classes in Child Development, Criminal Justice and Nursing. College data shows Supplemental Instruction has improved student success. Universal design is now utilized by some full-time faculty in ESL and English.

For the seven indicators in the Peer Grouping, the college's rate was above the peer group average in two and below in five. The largest increase occurred in the completion rate for credit vocation courses and the biggest decrease in improvement rate for credit ESL courses. To address this decline, the ESL Program will be reassessing its curriculum and assessment tool.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.3%	44.4%	45.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	66.1%	68.0%	70.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	56.3%	60.0%	60.9%



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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	68.6%	73.3%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	49.9%	54.3%	56.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	5.8%	14.6%	14.0%
Basic Skills Improvement Rate	43.3%	48.1%	50.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	17,020	18,639	20,820
Full-Time Equivalent Students (FTES)*	8,803	9,211	10,027

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	31.1%	32.5%	31.4%
20 - 24	24.4%	23.5%	23.7%
25 - 49	36.5%	36.1%	37.0%
Over 49	8.0%	7.8%	7.7%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.1%	57.2%	55.6%
Male	38.4%	40.4%	41.9%
Unknown	2.5%	2.4%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	11.3%	11.6%	12.3%
American Indian/Alaskan Native	1.0%	1.0%	1.0%
Asian	2.7%	2.6%	2.3%
Filipino	1.6%	1.6%	1.5%
Hispanic	30.8%	32.0%	32.6%
Pacific Islander	0.4%	0.6%	0.6%
Unknown/Non-Respondent	5.6%	7.1%	9.3%
White Non-Hispanic	46.6%	43.5%	40.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	45.4	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	70.0	72.1	63.0	81.7	B2
C	Persistence Rate	60.9	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.0	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	50.7	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	14.0	41.5	0.0	100.0	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 2010 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Self-Assessment

In response to a regional economic decline and a major expansion in student demand, VVCCD is increasingly focused upon enrollment management. Outreach and development efforts at remote sites, such as the Victorville Education Center and feeder high schools have improved community access while maintaining sustainable growth. Having achieved an annual unduplicated headcount of nearly 21,000 and FTES above 10,000, VVCCD is now a medium sized college. Substantial increases in the percentage of students between 25 and 49 years of age (0.9 percentage points) and males (38.4% in '06-'07 to 41.9% in '08-'09) reveal how the recent growth has been accompanied by significant student demographic changes. Both changes reflect a serious decline in housing industry employment and a need on the part of an increasing number of males to return to college for skill improvement and/or job retraining.

Data from the ARCC 2010 Report reveal the following progress toward the VVCCD goal to match or surpass peer averages on all indicators.

1. At 45.4%, VVCCD has improved 1.1 percentage points over the last two years on Student Progress and Achievement. However, performance remains 2.5 percentage points below the peer average.
2. VVCCD's Percentage of Students Who Earned at Least 30 Units improved 3.9% over 2006-07, but remains 2.1% below the peer average.
3. The Persistence Rate for VVCCD increased 4.6% over the last year two years, but remains 5.6 percentage points below the peer average.
4. The Vocational Course Completion Rate has increased from 68.6% to 71.5% in the last two years, but falls 3.2 percentage points below the peer average.
5. In the last two years, the Basic Skills Completion Rate improved dramatically by 6.1 percentage points and is now only 0.3% below the peer average of 56.3%.
6. The 2010 ESL Improvement Rate is virtually unchanged over last year and continues to be below the peer average. Important to note is that corrections to course basic data elements relevant to proper tracking on this indicator are not yet reflected in these data.
7. With an increase of 7.4 percentage points since 2006-07, the VVCCD Improvement Rate in Basic Skills has increased more than any other indicator and is now only 0.8% below the peer average of 51.5%.

VVCCD improved during the last year on six out of seven indicators and nearly reached its goal to match peer averages on Basic Skills Improvement and Completion. These successes followed implementation of a revised basic skills curriculum including face-to-face instruction, lecture and laboratory settings, and new learning software. The two areas in which ARCC 2010 data demonstrate the greatest need for improvement are Persistence and ESL Improvement. College administration, faculty and staff will work together to address these needs.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	45.8%	46.9%	50.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	65.3%	64.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	60.3%	65.8%	60.2%



ARCC 2010 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	64.7%	66.4%	71.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	70.1%	69.7%	75.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	18.2%	23.6%	8.6%
Basic Skills Improvement Rate	58.5%	58.9%	54.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



West Hills College Coalinga

West Hills Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	4,383	5,074	5,717
Full-Time Equivalent Students (FTES)*	2,036	2,097	2,286

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	34.4%	31.3%	30.2%
20 - 24	27.4%	28.3%	28.9%
25 - 49	34.9%	37.5%	37.0%
Over 49	3.4%	2.9%	3.8%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.3%	58.0%	58.2%
Male	40.1%	41.6%	40.9%
Unknown	0.7%	0.4%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

West Hills College Coalinga

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.7%	7.0%	6.9%
American Indian/Alaskan Native	1.2%	1.1%	1.1%
Asian	3.6%	4.3%	4.6%
Filipino	1.4%	1.4%	1.7%
Hispanic	53.0%	52.0%	50.3%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	5.7%	5.2%	7.4%
White Non-Hispanic	28.8%	28.6%	27.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	50.4	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	71.4	69.6	53.9	78.2	B3
C	Persistence Rate	60.2	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.4	74.0	66.3	77.5	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	75.5	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	54.0	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	8.6	54.8	8.6	78.4	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 2010 Report: College Level Indicators

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. It is noteworthy that the rate for student progress and achievement improved bringing the college above the peer group average. 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 is now also 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 was directed at aligning basic skills courses across the state in order that this measure might be more uniformly applied in future reports.

Both basic skills success and improvement rates for WHCC are above the peer-group averages. The WHCC basic skills success rate is the highest among its peer group. This success is attributed to strong faculty commitment and student engagement that support the college's goal to increase success rates among academically under-prepared students.

West Hills College Coalinga's administration is committed to ensuring that strategic planning is linked to the Accountability Reporting for the Community Colleges. WHCC has included ARCC measurements into its institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	. %	68.2%	61.4%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.0%	66.1%	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	64.0%	63.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	20.0%
Basic Skills Improvement Rate	.%	.%	50.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



West Hills College Lemoore

West Hills Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,417	6,914	7,372
Full-Time Equivalent Students (FTES)*	2,914	2,953	3,171

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.8%	27.9%	28.4%
20 - 24	30.9%	30.2%	30.1%
25 - 49	38.1%	37.6%	37.5%
Over 49	4.1%	4.3%	4.0%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.9%	61.9%	61.0%
Male	37.1%	37.4%	37.9%
Unknown	1.1%	0.7%	1.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.5%	7.8%	7.4%
American Indian/Alaskan Native	1.2%	1.2%	1.1%
Asian	5.7%	4.7%	3.8%
Filipino	3.7%	3.9%	3.8%
Hispanic	38.2%	39.4%	40.2%
Pacific Islander	0.4%	0.4%	0.6%
Unknown/Non-Respondent	6.8%	6.5%	8.1%
White Non-Hispanic	37.6%	36.1%	35.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	66.3	74.0	66.3	77.5	<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 2010 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 of Kings County for over 25 years. Formerly Kings County Center, full college standing was given in 2006 from the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges, thus becoming the second college in the West Hills Community College District (WHCCD).

WHCCD has received some prestigious recognition recently. In 2002, the MetLife Foundation named WHCCD as the best small community college in the nation for serving the diverse student population and moving people into "livable wage jobs." In 2004, the California Community Colleges Chancellor's Office Diversity Award was presented to WHCCD. WHCCD was selected in 2006 as a national model for student engagement by the Campus Compact. In 2007 and 2008, 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 successful completion rate of vocational courses. West Hills College Lemoore's annual successful completion rate for vocational courses is below the peer group average.

College administrators and the district researcher have reviewed success and retention rates for the 2008-2009 academic year for all vocational course sections. Contributing to the low successful completion rates is an open entry format of instruction for some business and computer science classes. During the previous three years, the college has implemented several specific strategies in hopes of altering the consistently low successful completion rates, for example, requiring regular work assignments be submitted. Still, the rates remain low. The program review process for business and computer science programs concluded that the open entry format be discontinued. The classes are now presented in a more traditional format with scheduled class times.

A second program with low successful completion rates is work experience. Recently, 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 staff 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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.0%	42.4%	42.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	62.8%	65.0%	65.8%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	52.5%	53.0%	56.8%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.0%	80.2%	79.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.2%	48.6%	53.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	34.9%	51.2%	34.6%
Basic Skills Improvement Rate	40.2%	39.5%	43.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	15,810	18,578	21,330
Full-Time Equivalent Students (FTES)*	6,672	7,266	8,209

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.8%	24.5%	26.7%
20 - 24	25.5%	24.3%	24.7%
25 - 49	44.4%	42.5%	40.1%
Over 49	9.2%	8.7%	8.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.0%	62.1%	61.6%
Male	37.0%	37.9%	38.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	41.5%	40.5%	35.5%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	7.1%	6.8%	6.4%
Filipino	1.6%	1.7%	1.6%
Hispanic	24.5%	24.6%	25.0%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	10.3%	11.7%	17.0%
White Non-Hispanic	14.1%	13.8%	13.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	42.3	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	65.8	68.3	52.2	77.3	B1
C	Persistence Rate	56.8	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.0	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.8	52.7	46.7	58.5	E6
F	Improvement Rate for Credit Basic Skills Courses	43.5	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	34.6	54.8	8.6	78.4	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 2010 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 main 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: 43% of students are African-American and 29% are Latino.

In 2006, the Accrediting Commission for Community and Junior Colleges reaffirmed West's accreditation for seven years. Among its four major commendations, the Commission cited the College's Accelerated College Transfer Program (ACT) for its creative and smart use of scheduling that provides students with the optimum chance for achieving an associate degree in two years. ACT is one example of the College's commitment to its mission of university transfer. West ranks 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 is 79.0%, above the average for its peer group. This excellent performance is due to a skilled and nurturing faculty and a curriculum of unique workforce programs such as aviation technology, entertainment industry trades training, ABA-approved paralegal, ADA-approved dental hygiene, and certified nursing assistant/geriatrics.

West's performance on other ARCC indicators is near its peer group averages. This is especially noteworthy given West's booming enrollment, up over 23% over the year 2006-2007. 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. Despite serving an additional 5,520 students over just two years ago our student progress indicators have held steady.

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 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	65.1%	61.3%	63.4%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	75.2%	73.0%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	74.8%	77.7%	70.9%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.2%	73.9%	75.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.2%	60.6%	62.8%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	28.7%	27.7%	30.6%
Basic Skills Improvement Rate	55.9%	57.6%	62.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	19,484	20,894	22,839
Full-Time Equivalent Students (FTES)*	9,017	9,112	10,035

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.1%	21.8%	21.5%
20 - 24	22.7%	21.8%	21.7%
25 - 49	30.4%	33.4%	34.0%
Over 49	21.2%	22.5%	22.3%
Unknown	0.6%	0.5%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	57.9%	56.0%	54.7%
Male	39.9%	41.9%	42.8%
Unknown	2.2%	2.1%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.0%	3.3%	3.2%
American Indian/Alaskan Native	0.7%	0.6%	0.6%
Asian	14.2%	14.1%	13.8%
Filipino	2.2%	2.2%	2.1%
Hispanic	13.7%	14.8%	14.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	12.8%	13.3%	15.4%
White Non-Hispanic	52.8%	51.1%	50.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	63.4	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	77.8	74.6	69.7	77.8	B6
C	Persistence Rate	70.9	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	30.6	33.8	0.0	67.0	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 2010 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Self-Assessment

West Valley College continues to perform well on the annual accountability measures, with increases this year in five of the seven indicators: Student Performance and Achievement, Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate in Credit Vocational Courses, Improvement Rate in Credit Basic Skills Courses, and Annual Successful Course Completion Rate in Credit Basic Skills Courses.

West Valley's performance on the Student Performance and Achievement measure is particularly noteworthy, with scores that were 7.7% and 12.3% higher than the peer group and statewide averages, respectively. This performance reflects a college-wide commitment to student success, from matriculation through completion. This commitment is further confirmed by the college's impressive 77.8% mark on the Percent of Students Who Earned at Least 30 Units. The college maintains a comparable dedication to its students in need of developmental education, and has posted increases in each year of the ARCC report on both the Annual Successful Course Completion Rate in Credit Basic Skills Courses, and the Improvement Rate in Credit Basic Skills Course measures.

West Valley performed 4.9% better than the state average, and comparable to its peer group, on the Persistence measure, although its performance declined from last year. This could be due to instability in the labor market and its corresponding effect on students' ability to stay enrolled.

MIS coding errors continue to affect the college's Improvement Rate in Credit ESL Courses – this is a system-wide issue, as reflected in the 67-point range within the peer group. West Valley College has completed its coding audit and will submit the Master Course File changes to the Chancellor's Office in March, with the expectation that next year's ARCC report will include corrected measurements.

Like community colleges across the state, West Valley College has experienced enrollment and demographic shifts as a result of the economic crisis; the 11% regional unemployment rate has resulted in a 17.2% annual increase in headcount, and a corresponding 11.3% increase in FTES. The recession is likely also responsible for the 3.6% increase in students aged 25 to 49, and a 2.9% increase in the population of male students, a group whose post-secondary enrollment has been in decline nationally for years.

Despite the severe fiscal challenges faced by both the California community college system and its students, West Valley continues to offer accessible, quality education to students from a variety of backgrounds and with a variety of needs. West Valley College is deeply committed to the academic and personal success of all our students.



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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	. %	. %	. %



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	. %	. %	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	. %	. %	62.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Woodland Community College

Yuba Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	.	.	4,367
Full-Time Equivalent Students (FTES)*	.	.	1,840

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	.%	.%	27.0%
20 - 24	.%	.%	31.4%
25 - 49	.%	.%	36.9%
Over 49	.%	.%	4.5%
Unknown	.%	.%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	.%	.%	64.3%
Male	.%	.%	35.7%
Unknown	.%	.%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Woodland Community College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	.%	.%	2.3%
American Indian/Alaskan Native	.%	.%	1.2%
Asian	.%	.%	8.4%
Filipino	.%	.%	1.2%
Hispanic	.%	.%	42.4%
Pacific Islander	.%	.%	0.6%
Unknown/Non-Respondent	.%	.%	8.1%
White Non-Hispanic	.%	.%	35.7%

Source: Chancellor's Office, Management Information System



ARCC 2010 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
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 2010 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 Woodland Community College which serves students from Yolo, Colusa, Sutter, Yuba, and even Sacramento and Solano. In May 2007, WCC opened its new 72,000 square foot 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 is currently underway, and will provide additional space for counselors and student services. Groundbreaking on an energy efficient outreach facility in Colusa County began in January 2010, and will be open 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.

Owing to the fact that this is the first year WCC's data has been presented apart from Yuba Community College District as a result of the college's recent accreditation, historical data is not presented in the ARCC Report. However, some statistics are presented in the following text. WCC's Fall 2007-2008 persistence rate was 40.1%, which is much lower than the system-wide average of 68.7%. Likewise, the transfer rate of Yuba Community College District students has also been found to be below average (data for WCC is not yet available). Efforts are currently underway to identify trends (such as inter-district students or a high percentage of working students) in order to address barriers for student persistence and success.

WCC's strong emphasis on vocational programs is noted with its successful course completion rate of 71.7%, which is on par with the system-wide average. Continuing its legacy of growth, in January of 2010 WCC was awarded a Career Technical Education Initiative Pathways grant, which will continue and expand the agriculture and natural resources programs to include integrated waste and water management.

Basic Skills Course completion was slightly above average at 62.1%, and comprises of 16.3% of WCC's FTEF – demonstrating the college's commitment to serve the large Hispanic and ESL student population. In January 2010, an ESL module was added to the placement assessment in order to improve the placement of ESL students.

Finally, in a survey administered during fall 2009 with over 400 responses, the majority of students said they were very-satisfied/satisfied with support services on campus, and cited the assistance from staff and faculty as crucial to their success.



ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	46.4%	43.1%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	68.3%	67.3%	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	63.5%	66.0%	62.1%



ARCC 2010 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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	73.5%	73.3%	73.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	57.2%	55.5%	57.2%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	30.2%	25.4%	28.2%
Basic Skills Improvement Rate	51.8%	49.3%	51.9%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,436	15,911	13,762
Full-Time Equivalent Students (FTES)*	7,878	8,035	6,621

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	27.5%	27.8%	27.3%
20 - 24	26.5%	26.4%	26.6%
25 - 49	39.0%	39.0%	39.3%
Over 49	6.9%	6.8%	6.6%
Unknown	0.1%	0.0%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.1%	62.0%	61.1%
Male	36.9%	37.9%	38.9%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Yuba College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	4.0%	4.3%	4.6%
American Indian/Alaskan Native	1.9%	2.0%	2.1%
Asian	9.8%	9.9%	10.4%
Filipino	1.5%	1.5%	1.5%
Hispanic	27.4%	27.9%	22.5%
Pacific Islander	0.9%	0.8%	0.8%
Unknown/Non-Respondent	4.4%	5.0%	6.9%
White Non-Hispanic	50.2%	48.8%	51.2%

Source: Chancellor's Office, Management Information System



ARCC 2010 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	47.3	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	71.2	69.6	53.9	78.2	B3
C	Persistence Rate	62.1	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.1	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.2	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	51.9	51.5	40.6	62.8	F4
G	Improvement Rate for Credit ESL Courses	28.2	41.5	0.0	100.0	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 2010 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, a new outreach center in Sutter County will break ground later this year.

Since the 2010 ARCC Report does not distinguish between Yuba College and Woodland College prior to the 2008-2009 school year, the College Profile is an amalgam of the demographics for the entire district and Yuba College. The transition from a single college to multi-college district has created several noticeable changes within the college's demographics. First, it appears the college lost over 2,000 students or approximately 1,400 FTES, but this decrease can be partially attributed to the students credited to Woodland College. Further, internal research shows a 20% increase in student headcount from the 2007-2008 school year to the 2008-2009 school year and a similar increase in FTES.

The student demographic information suffers from the same problem of continuity, and small changes in reported Ethnicity are not due to changing student demographics, which continue to mirror community demographics. Yuba College offers comprehensive assistance to students. Approximately 70 percent of Yuba College students receive some form of financial aid, including BOG Fee Waivers.

Yuba College displays a steady level or slight improvement in performance for most of the accountability measures. With the exception of improvement rates for ESL, Yuba College is within plus or minus 5% of the peer group averages in all areas. While this performance, compared to our peer groups, is similar to the past, it is worthwhile noting the peer group averages have nearly all increased over the previous year. Vocational Education, Basic Skills, and ESL programming are extremely important to Yuba College and we are continuing to explore ways to improve student success in these areas.

It is clear the economic troubles of the past two years have had large impacts on the student population at Yuba College. As note earlier, enrollment has grown in all areas, however, as the economic downturn continues we are experiencing decreased enrollment in ESL courses. At this point it is unclear what effect this will have on the improvement rate for ESL courses. Students are also facing impacted schedules that may affect their ability to progress in a timely manner.



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 2010 ARCC report uses the same peer groups that appeared in the 2009 ARCC report. That is, unlike the three previous reports, the 2010 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 stabilize 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 both the 2009 ARCC report and the 2010 ARCC report.

There are several reasons why the Chancellor's Office has retained the 2009 peer groupings for the 2010 report. Recent 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 created stability in the peer groups by retaining the 2009 report peer groupings for the 2010 report.

The Chancellor's Office will still need to update the peer groupings in a future 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 will be 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. A second event that will justify peer group updating will be the release of new data from the U.S. Census Bureau. Because ARCC peer grouping models use Census Bureau data for a number of important environmental factors, the Chancellor's Office will take advantage of the new population data to update its environmental factors. Considering the schedule for the public release of the new Census data, the Chancellor's Office could not update peer groups to reflect new Census data until it begins work on the ARCC reports of 2011 or 2012.

Because the Chancellor's Office strives for equity in between-college comparisons, the Chancellor's Office will continue to work on this important element of the ARCC report.

Appendix A: Peer Groups

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 2009 to ARCC 2010.

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 2010 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 2009 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 2010 report, only the statewide average for the performance indicator (e.g., Vocational Course Completion Rate in Table A4) has changed. Statewide averages for the predictors have not changed from 2009.

Appendix A: Peer Groups

We follow the approach described above primarily to facilitate any local efforts to compare peer group performances in the 2009 ARCC report to those in the 2010 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). In addition, the codes are not comparable to those in previous ARCC 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 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

Appendix A: Peer Groups

the state are not predictors of this outcome in our statistical analyses (see Appendix C). Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.11. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of this report's release. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups

Table A1: Student Progress & Achievement: Degree/Certificate/Transfer

Student Progress and Achievement Rate Peer Group

Peer Group Number	Means of Predictors			Student Progress and Achievement Rate*			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	39.0	55.8	47.9	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	52.4	70.5	59.7	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	37.8	54.9	47.0	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern.
A4	53%	11%	0.34	42.3	67.3	55.7	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	37.5	62.4	47.9	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	26.0	54.1	42.5	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			51.1	N = 108	

* Student Progress and Achievement Rates reported for 2003-04 to 2008-09

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	52.2	77.3	68.3	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	63.0	81.7	72.1	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	53.9	78.2	69.6	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	68.1	83.8	74.9	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	60.1	72.6	67.1	4	Coastline; Lake Tahoe; Palo Verde; Taft
B6	10,758	7.2	\$37,321	69.7	77.8	74.6	5	Canada; Foothill; Marin; San Mateo; West Valley.
Statewide Average	13,613	7.9	\$21,662			71.1	N = 108	

* Students Who Earned at Least 30 Units Rates reported for 2003-04 to 2008-09

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	39.8	74.9	59.9	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	66.3	77.7	72.6	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	50.1	77.3	68.8	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	34.0	68.1	55.4	9	Berkeley City College; Cerro Coso; Coastline; Lake Tahoe; Merritt; Monterey; Napa Valley; Palo Verde; Taft
C5	41%	10,547	\$45,974	59.0	74.6	66.5	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	48.0	78.8	71.1	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			66.0	N = 108	

* Persistence Rates reported for Fall 2007 to Fall 2008

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	63.6	87.3	75.1	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	64.5	81.9	74.7	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	66.3	77.5	74.0	10	Bakersfield, Butte, Coalinga, Cuesta, Imperial Valley, Lemoore, Porterville, Reedley, Sequoias, Shasta
D4	46%	34%	25.6	62.2	88.8	75.8	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	78.3	85.5	82.5	3	Lassen, Redwoods, Siskiyou
D6	65%	47%	60.9	84.4	96.8	90.5	6	Canyons, Palo Verde, Rio Hondo, Santa Ana, Santiago Canyon, Taft
Statewide Average	43%	34%	48.3			76.0	N = 110	

* Vocational Course Completion Rates reported for 2008-09.

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*			Number of Peers	Peer Group Colleges
	Student Count Fall 2007	Nearest CSU SAT Math 75th Pctl. 2007	Poverty Index	Low est Peer	Highest Peer	Average		
E1	11630	569.2	0.09	55.0	74.0	63.8	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	49.5	75.5	60.0	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	56.6	84.1	65.7	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	39.1	70.6	56.3	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	48.6	66.9	60.0	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	46.7	58.5	52.7	4	Compton, L.A. Harbor, Southwest L.A., West L.A.
Statewide Average	14512	546.1	0.13			61.1	N = 108	

* Basic Skills Course Completion Rates reported for 2008-09

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	32.9	64.2	49.2	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	34.9	69.5	54.2	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	57.8	57.8	57.8	1	Imperial Valley
F4	18.4%	8.9	67.1	40.6	62.8	51.5	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	44.0	65.0	55.0	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	41.4	59.7	48.8	4	Coastline, Lake Tahoe, Santa Ana, Taft
Statewide Average	9.8%	7.9	54.9			52.7	N = 109	

* Basic Skills Improvement Rates reported for 2006-07 to 2008-09

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	67.0	33.8	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	0.0	100.0	41.5	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	8.6	78.4	54.8	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	34.1	71.4	50.7	8	American River, Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa
G5	22833.0	25.5%	0.12	36.2	78.4	59.3	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	37.0	68.8	51.6	3	East L.A., L.A. City, L.A. Trade-Tech
Statewide Average	13788.3	35.1%	0.10			47.5	N = 108	

*ESL Improvement Rates reported for 2006-07 to 2008-09

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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 2003-2004 to 2008-2009 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 2002-2003 to 2007-2008 from the table titled: *Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2008-2009*.

Total from CCC:

Number of Baccalaureate students who attended a CCC from 2003-2004 to 2008-2009 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: California Postsecondary Education Commission (CPEC)

Total BA/BS:

Number of Bachelor degrees received at UC from 2003-2004 to 2008-2009 from the On-Line Data System reports: *Degrees/Completion-Total Degrees*.

Total from CCC:

Number of Bachelor degrees received at UC from 2003-2004 to 2008-2009 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, 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 2003-2004 to 2008-2009 were determined by aggregating a series of cohorts (1993-1994 to 2007-2008) 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 2008-2009.

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

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 2002-2003 to 2007-2008 were determined by aggregating a series of cohorts (1993-1994 to 2006-2007) consisting of first-time freshman within an academic year. The twelve aggregated cohorts represent students that completed at least 12 units in the community college system. The data was disaggregated by the academic year the students transferred (transfer year) to an independent or out-of-state four-year institution.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohorts

First-Time Students Who Showed Intent to Complete:

1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system.

Outcome

A student must successfully achieve the following outcome by 2007-2008.

1. Transferred to Four-Year Institution

Match with National Student Clearinghouse (NSC), UC, CSU files

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 9: TRANSFER RATE TO FOUR-YEAR INSTITUTIONS

Definition: The cohorts for the transfer rate consisted of first-time students with minimum of 12 units earned who attempted a transfer level Math or English course during enrollment and who transferred to a four-year institution within 6 years. The cohorts consisted of first-time students from 2001-2002 (Cohort 1), 2002-2003 (Cohort 2) and 2003-2004 (Cohort 3) who completed at least 12 units by 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First-Time Students

1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Math Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*

CB05 COURSE-TRANSFER-STATUS = A, B

2. English Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*

CB05 COURSE-TRANSFER-STATUS = A, B

Outcome

A student must successfully achieve the following outcome within six years:

1. Transferred to Four-Year Institution

Match with NSC, UC, and CSU files

Calculation: Transfer Rate = Outcome/Cohort

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 10 AND 11: ANNUAL NUMBER OF VOCATIONAL AWARDS BY PROGRAM AND “TOP 25” VOCATIONAL PROGRAMS BY VOLUME OF TOTAL AWARDS

Methodology: R&P (Research and Planning Unit) and the 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 (2006-2007, 2007-2008, and 2008-2009). 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 TOTAL PERSONAL INCOME AS A RESULT OF RECEIVING DEGREE/CERTIFICATE

Methodology: R&P (Research and Planning 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 2001-2002 (Cohort 1), 2002-2003 (Cohort 2), or 2003-2004 (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 2001-2002 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2002-2003 cohort, and four full years of post-award wage data were available for the 2003-2004 cohort.

From the combined COMIS and EDD wage data file, we selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation, but a more comprehensive wage analysis that includes various adjustments is planned as a separate paper.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 12a-12c: INCREASE IN TOTAL PERSONAL INCOME AS A RESULT OF RECEIVING DEGREE/CERTIFICATE

Methodology: R&P (Research and Planning Unit) and the 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 2001-2002 (Cohort 1), 2002-2003 (Cohort 2), or 2003-2004 (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 2001-2002 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2002-2003 cohort, and four full years of post-award wage data were available for the 2003-2004 cohort.

From the combined COMIS and EDD wage data file, we selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation, but a more comprehensive wage analysis that includes various adjustments is planned as a separate paper.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS

Methodology: R&P and the CCCCO MIS staff extracted the annual statewide number of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2004-2005 to 2006-2007, 2005-2006 to 2007-2008, and 2006-2007 to 2008-2009) 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.

R&P 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 2006, 2007, 2008, and 2009.

R&P extracted corresponding demographic data for 18 to 65 year olds for the statewide community college system through the Chancellor's Office Management Information System (COMIS) for Academic Years 2006-2007, 2007-08, and 2008-2009. While major efforts were made to obtain unique student counts (i.e., counted only once, even if the student took courses at different colleges in the same year), duplicate counts are possible given the lack of a unique systemwide identifier (e.g., Social Security Number) for some students.

R&P calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$$\frac{\text{Community College Enrollment for Academic Year}}{\text{DOF Population for Year}} \times 1,000$$

R&P used the DOF data that correspond to the Fall term of the academic year. For example, for CCCC academic year 2006-2007, we used DOF annual data for 2006.

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 2001-2002 (Cohort 1), 2002-2003 (Cohort 2) and 2003-2004 (Cohort 3) who achieved outcomes by 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First-Time Students Who Showed Intent to Complete:

1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED ≥ 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Transfer/Degree Intent

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*

CB04 COURSE-CREDIT-STATUS = D

2. Certificate Intent

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes

A student must successfully achieve one or more of the following outcomes:

1. Associate of Arts or Sciences Degree

SP02 STUDENT-PROGRAM-AWARD = A, S

2. Certificate (18 plus units)

SP02 STUDENT-PROGRAM-AWARD = L, T, F

3. Transfer Directed

CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR/P

AND

CB03 COURSE-TOP-CODE = 17*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR/P

4. Transfer Prepared

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED ≥ 60 at your college and/or anywhere in the system

SX04 ENROLLMENT-GRADE = A, B, C, CR/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 2001-2002 (Cohort 1), 2002-2003 (Cohort 2) and 2003-2004 (Cohort 3) who achieved outcomes by 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

First-Time Students Who Showed Intent to Complete:

1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED \geq 12 at your college and/or anywhere in the system

AND

3. One or more of the following:

1. Transfer/Degree Intent

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*

CB04 COURSE-CREDIT-STATUS = D

2. Certificate Intent

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

Outcome

A student must successfully achieve the following outcome:

At Least 30 Units

CB04 COURSE-CREDIT-STATUS = C, D

SX03 ENROLLMENT-UNITS-EARNED \geq 30 at your college and/or anywhere in the system

Calculation: Percent of Students Who Earned at Least 30 Units = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.2: PERSISTENCE RATE

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2005 (Cohort 1), Fall 2006 (Cohort 2) and Fall 2007 (Cohort 3). Persistence was measured by their enrollment in Fall 2006 (Cohort 1), Fall 2007 (Cohort 2) and Fall 2008 (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 (2006-2007, 2007-2008, 2008-2009). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR/P, NC/NP, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR/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 (2006-2007, 2007-2008, 2008-2009). 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). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under Title 5 or in COMIS and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR/P, NC/NP, I*, W, DR

Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR/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. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

Cohorts were developed and followed for academic years 2004-2005 to 2006-2007, 2005-2006 to 2007-2008, and 2006-2007 to 2008-2009.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true for cohort selection:

1. SB 11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.91, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.83, 4931.00, 1501.**, 1503.**,
1504.**, 1507.**

CB04 COURSE-CREDIT-STATUS = C, D

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course

SX04 ENROLLMENT-GRADE = A, B, C, CR/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 English or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under Title 5 or in COMIS and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2004-2005 to 2006-2007, 2005-2006 to 2007-2008, and 2006-2007 to 2008-2009.

Data Source: Chancellor’s Office Management Information System (COMIS)

Cohort

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE =
For Math: 4930.40, 4930.41, 4930.42
For English: 4930.21, 4930.70
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

- CB03 COURSE-TOP-CODE =
For Math: 17**.**, 4930.40, 4930.41, 4930.42
For English: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71
- CB04 COURSE-CREDIT-STATUS = C, D
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course.
SX04 ENROLLMENT-GRADE = A, B, C, CR/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 2010 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 2004-2005 (Cohort 1), 2005-2006 (Cohort 2), and 2006-2007 (Cohort 3) who achieved outcomes by 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (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, CR/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, CR/P
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, CR/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, CR/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 file

Note: The January 2010 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. Future analysis of CDCP outcomes will include CDCP Certificates of Completion and Competency.

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 2010, 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 Continuing Education
L.A. Trade-Tech	Santa Monica
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 criterion 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 2006-2007, 2007-2008, and 2008-2009 (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 2006-2007, 2007-2008, and 2008-2009.

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 are using 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 2006-2007, 2007-2008, and 2008-2009.

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) Data Mart for academic years 2006-2007, 2007-2008, and 2008-2009.

NOTE: As of the date that demographic data were available for the 2010 ARCC report, COMIS had consolidated the ethnic category "Other Non-White" with the "Unknown/Non-Respondent" category. These data are now reported in a single "Unknown/Non-Respondent" category. This consolidation should not affect performance data because race-ethnicity data appear only for the ARCC college profile--not for any of the comparative performance indicators.

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

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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 2010 ARCC report, the Chancellor's Office has re-used the peer groupings that it produced for the 2009 ARCC report. Because the 2010 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 2010 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 and 2010 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.

References

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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 CCCCCO 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 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.
- **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 CCCCCO, 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 has great popularity among researchers because researchers can use the computer-generated record of the entire “joining” process as a tool to evaluate the quality of the cluster groupings (Everitt, Landau, & Leese, 2001). The ARCC peer grouping used this well-established procedure.

Appendix D: Peer Grouping Methodology

Cluster Analysis in the ARCC Peer Grouping

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."

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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.

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(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 2009 ARCC report to the colleges' boards of trustees. This documents the System's fulfillment of the above requirement for the 2009 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	6/19/2009	8/17/2009
2	American River College	3/6/2009	5/12/2009
3	Antelope Valley College	6/8/2009	3/15/2010
4	Bakersfield College	4/2/2009	5/11/2009
5	Barstow Community College	1/27/2010	2/1/2010
6	Berkeley City College	2/23/2010	2/24/2010
7	Butte College	1/7/2010	2/1/2010
8	Cabrillo College	9/9/2009	3/9/2010
9	Canada College	1/27/2010	2/10/2010
10	Cerritos College	1/20/2010	2/5/2010
11	Cerro Coso Community College	4/2/2009	5/11/2009
12	Chabot College	11/17/2009	3/2/2010
13	Chaffey College	4/23/2009	12/9/2009
14	Citrus College	12/10/2009	5/19/2009
15	City College of San Francisco	4/30/2009	5/29/2009
16	Coastline Community College	2/17/2010	3/4/2010
17	College of Alameda	2/23/2010	2/24/2010
18	College of Marin	3/17/2009	5/4/2009
19	College of San Mateo	1/27/2010	2/10/2010
20	College of the Canyons	12/2/2009	3/3/2010
21	College of the Desert	7/16/2009	8/26/2009
22	College of the Redwoods	2/27/2009	12/10/2009
23	College of the Sequoias	9/14/2009	3/5/2010
24	College of the Siskiyous	3/3/2009	5/12/2009
25	Columbia College	2/13/2010	2/16/2010
26	Compton Community Educational Center	12/10/2009	4/21/2009
27	Contra Costa College	9/30/2009	11/13/2009
28	Copper Mountain College	12/10/2009	3/16/2010
29	Cosumnes River College	3/6/2009	5/12/2009
30	Crafton Hills College	2/11/2010	2/23/2010
31	Cuesta College	3/4/2009	3/4/2010
32	Cuyamaca College	12/15/2009	2/3/2010
33	Cypress College	12/10/2009	2/24/2009
34	DeAnza College	12/9/2009	10/5/2009
35	Diablo Valley College	9/30/2009	11/13/2009
36	East Los Angeles College	12/17/2009	12/17/2009
37	El Camino College	5/18/2009	12/9/2009
38	Evergreen Valley College	2/9/2010	3/16/2010
39	Feather River College	2/18/2010	3/9/2010
40	Folsom Lake College	3/6/2009	5/12/2009

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	12/9/2009	10/5/2009
42	Fresno City College	5/14/2009	5/15/2009
43	Fullerton College	12/10/2009	2/24/2009
44	Gavilan College	1/12/2010	1/22/2010
45	Glendale Community College	12/21/2009	1/28/2010
46	Golden West College	2/17/2010	3/4/2010
47	Grossmont College	12/15/2009	2/3/2010
48	Hartnell College	2/2/2010	3/15/2010
49	Imperial Valley College	3/18/2009	4/21/2009
50	Irvine Valley College	10/26/2009	9/24/2009
51	Lake Tahoe Community College	4/28/2009	1/27/2010
52	Laney College	2/23/2010	2/24/2010
53	Las Positas College	11/17/2009	3/2/2010
54	Lassen College	3/10/2010	3/11/2010
55	Long Beach City College	7/14/2009	12/10/2009
56	Los Angeles City College	12/17/2009	12/17/2009
57	Los Angeles Harbor College	12/17/2009	12/17/2009
58	Los Angeles Mission College	12/17/2009	12/17/2009
59	Los Angeles Pierce College	12/17/2009	12/17/2009
60	Los Angeles Southwest College	12/17/2009	12/17/2009
61	Los Angeles Trade-Technical College	12/17/2009	12/17/2009
62	Los Angeles Valley College	12/17/2009	12/17/2009
63	Los Medanos College	9/30/2009	11/13/2009
64	Marin Community Education	3/17/2009	5/4/2009
65	Mendocino College	6/3/2009	12/10/2009
66	Merced College	3/10/2010	2/3/2010
67	Merritt College	2/23/2010	2/24/2010
68	MiraCosta College	4/21/2009	9/3/2009
69	Mission College	9/17/2009	10/26/2009
70	Modesto Junior College	2/13/2010	2/16/2010
71	Monterey Peninsula College	4/28/2009	12/10/2009
72	Moorpark College	3/10/2009	11/24/2009
73	Mt. San Antonio College	5/27/2009	7/13/2009
74	Mt. San Jacinto College	2/11/2010	3/12/2010
75	Napa Valley College	11/12/2009	12/14/2009
76	North Orange School of Continuing Education	2/24/2009	12/11/2009
77	Ohlone College	10/14/2009	12/14/2009
78	Orange Coast College	2/17/2010	3/4/2010
79	Oxnard College	3/10/2009	11/24/2009
80	Palo Verde College	1/27/2010	1/27/2010
81	Palomar College	6/29/2009	9/10/2009
82	Pasadena City College	4/29/2009	8/14/2009

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 CCCCO System Office
83	Porterville College	4/2/2009	5/11/2009
84	Rancho Santiago Continuing Education Division	2/1/2010	2/24/2010
85	Reedley College	5/14/2009	5/15/2009
86	Rio Hondo College	11/11/2009	2/19/2010
87	Riverside Community College	8/11/2009	12/10/2009
88	Sacramento City College	3/6/2009	5/12/2009
89	Saddleback College	9/24/2009	10/26/2009
90	San Bernardino Valley College	2/11/2010	2/23/2010
91	San Diego City College	2/18/2010	2/26/2010
92	San Diego Continuing Education Division	2/18/2010	2/26/2010
93	San Diego Mesa College	2/18/2010	2/26/2010
94	San Diego Miramar College	2/18/2010	2/26/2010
95	San Francisco Continuing Education	4/30/2009	5/29/2009
96	San Joaquin Delta College	3/3/2009	12/10/2009
97	San Jose City College	2/9/2010	3/16/2010
98	Santa Ana College	2/1/2010	2/24/2010
99	Santa Barbara City College	11/5/2009	3/17/2010
100	Santa Barbara Continuing Education Division	11/5/2009	3/17/2010
101	Santa Monica College	11/3/2009	12/11/2009
102	Santa Rosa Junior College	3/10/2009	4/20/2009
103	Santiago Canyon College	2/1/2010	2/24/2010
104	Shasta College	10/14/2009	11/24/2009
105	Sierra College	4/14/2009	6/10/2009
106	Skyline College	1/27/2010	2/10/2010
107	Solano Community College	3/4/2009	12/14/2009
108	Southwestern College	8/12/2009	9/15/2009
109	Taft College	2/24/2009	3/10/2009
110	Ventura College	3/10/2009	11/24/2009
111	Victor Valley College	3/10/2009	12/14/2009
112	West Hills College-Coalinga	2/5/2010	2/24/2010
113	West Hills College-Lemoore	2/5/2010	2/24/2010
114	West Los Angeles College	12/17/2009	12/17/2009
115	Woodland Community College	n/a	n/a
116	West Valley College	9/17/2009	10/26/2009
117	Yuba College	8/5/2009	11/24/2009

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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.

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Research and Planning Group/Center for Student Success Panel for California Community College Performance Framework Study

Judith A. Beachler, Cosumnes River College
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Brad C. Phillips, Cal-PASS
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Patrick Perry, Chancellor's Office
Willard Hom, Chancellor's Office

After the RP Group met to develop the initial accountability framework, the Chancellor's Office obtained feedback from an external panel of nationwide researchers.

External Panel for California Community College Performance Framework Study

Trudy Bers, Oakton Community College, Illinois
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Peter Ewell, National Center for Higher Education Management Systems
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James Jacobs, Columbia University

Appendix H: Acknowledgements

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Thomas Todd, California Department of Finance

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