Focus On Results

Accountability Reporting for the California Community Colleges

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

California Community Colleges Chancellor's Office

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California Community Colleges Chancellor's Office

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Table of Contents

**College Performance Indicators and Profile Summary
(Alphabetical by College)**

Appendices

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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 CCCCO 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 CCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2009 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 2002-2003 year saw their wages jump from $28,087 (for the last year before receipt of the award) to $55,828 three years after earning their degree (2006), an increase of 98.6%.

- A large number of Californians access and use the CCC system; participation rates are high, with 75 out of every 1,000 people in the state enrolled in a CCC in 2007-2008.

- The system enrolls more than one-fourth of all 20- to 24-year olds in California, with participation rates of 272.6 per 1,000 for 2007-2008.

- In 2007-2008, the system transferred 106,666 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 54,971 students from the community colleges. Nearly 14,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.

- Transfers during 2007-2008 to in-state-private institutions and all out-of-state institutions account for 23,322 and 13,755 transfers, respectively.

Executive Summary

- In 2007-2008, the system contributed to the state's critical health care labor force, as more than 8,200 students earned degrees or certificates in nursing.

- The system's contribution in 2007-2008 to the state's workforce included more than 63,468 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	51.8%
2. Completed 30 or More Units	71.2%
3. Fall to Fall Persistence	69.2%
4. Vocational Course Completion	77.7%
5. Basic Skills Course Completion	60.5%
6. ESL Course Improvement	50.1%
7. Basic Skills Course Improvement	51.2%

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

Executive Summary

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

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

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 15, 2010, documentation of interaction by each local board of trustees with the 2009 ARCC report.

Conclusion

This third 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 2008 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. With this second report, the ARCC project continues to further the state's mission in higher education by enabling and prompting college efforts to promote student success.

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Introduction to the 2009 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 it 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 2009 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 CCCCO 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 these important roles in helping to formulate the ARCC.

How to Use This Report
We acknowledge that a variety of people will see this report, and we recognize that these individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

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

Introduction to the 2009 ARCC Report

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

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

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because the data from the colleges may have changed since the analysis shown in the 2008 report, colleges may fall into new peer groups in this report. The developmental nature of the indicator for CDCP (or Enhanced Noncredit) courses again compels us to omit college peer-grouping for this indicator.

The sixth page for a college shows that college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it 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 this report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

Introduction to the 2009 ARCC Report

The 2009 report will contain numerous data changes for past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2009 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.

Recognizing how important it is to have accurate data, the Chancellor's Office MIS unit offered college districts the opportunity to review and correct their historical course data. In October of 2006, this unit launched a statewide project to clean-up course data that had been reported to the COMIS (Chancellor's Office MIS) system over the years. In conjunction with the clean-up project, much more stringent data quality requirements were implemented especially for basic skills courses. The official course clean-up project concluded in October 2007, but the review and correction process is ongoing. The MIS unit installed a course master file process that allows the colleges to correct their course data whenever they discover a problem. TOP code (CB03), Basic skills status (CB08), and Prior to College Level (CB21) are three COMIS data elements critical to Basic Skills courses. These three data elements are continually being reviewed and corrected by the colleges. As a result of these efforts, data for a performance indicator in the 2009 ARCC report will differ from the figures for the corresponding indicator that appeared in the 2008 ARCC Report.

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 2009 Report:
An Introduction to the Systemwide Indicators

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

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

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

The seven performance indicators presented in this section are:

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

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

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

We updated the wage data presented in Figures 6a to 6c and Tables 12a to 12c. The systemwide participation rate is now based on data from the Chancellor's Office Data Mart.

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

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ARCC 2009 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 2002-2003 to 2007-2008 Who Attended a California Community College (CCC)

Table 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a California Community College (CCC)

Year Graduated From CSU or UC

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total BA/BS (CSU & UC)	98,837	104,320	107,630	110,990	112,464	115,548
Total Who Attended CCC	45,826	48,657	49,439	50,248	50,611	52,825
CSU and UC Percent	46.4%	46.6%	45.9%	45.3%	45.0%	45.7%

Table 2:

Annual Number and Percentage of CSU Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a CCC

Year Graduated From CSU

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total BA/BS from CSU	61,712	65,741	66,768	69,350	70,877	73,132
Total Who Attended CCC	35,315	37,329	37,316	38,365	38,827	40,337
CSU Percent	57.2%	56.8%	55.9%	55.3%	54.8%	55.3%

Table 3:

Annual Number and Percentage of UC Baccalaureate Students from 2002-2003 to 2007-2008 Who Attended a CCC

Year Graduated From UC

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total BA/BS from UC	37,125	38,579	40,862	41,640	41,587	42,416
Total Who Attended CCC	10,511	11,328	12,123	11,883	11,784	12,488
UC Percent	28.3%	29.4%	29.7%	28.5%	28.3%	29.4%

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 the total number of baccalaureate students who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. The percentage slightly decreases over time beginning in 2004-2005. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2002-2003 to 2007-2008

Table 4:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2002-2003 to 2007-2008

Year of Transfer

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total Transfers	91,114	92,469	99,450	98,382	101,482	105,957

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

Year of Transfer

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CSU	50,746	48,321	53,695	52,641	54,391	54,971
UC	12,275	12,539	13,114	13,510	13,874	13,909
ISP	17,038	19,673	20,174	19,530	20,071	23,322
OOS	11,055	11,936	12,467	12,701	13,146	13,755

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 increases in 2006-2007. Table 5 displays the annual number of transfers for four segments; California State University (CSU), University of California (UC), In-State Private and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.

ARCC 2009 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2002-2003 to 2007-2008

Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2002-2003 to 2007-2008

Year of Transfer

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CSU Transfers	50,746	48,321	53,695	52,641	54,391	54,971

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 2003-2004, and again decreases in 2005-2006 before increasing in 2006-2007.

For Methodology and Data Source, see Appendix B.

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Page 9

State of California

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2002-2003 to 2007-2008

Year of Transfer

Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2002-2003 to 2007-2008

Year of Transfer

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
UC Transfers	12,275	12,539	13,114	13,510	13,874	13,909

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.

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State of California

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 5:
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2002-2003 to 2007-2008

Table 8:
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2002-2003 to 2007-2008

Year of Transfer

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
ISP Transfers	17,038	19,673	20,174	19,530	20,071	23,322
OOS Transfers	11,638	12,618	13,140	13,399	13,952	14,464

Results:

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The transfer volume increases for ISP four-year institutions, with the exception of 2005-2006. For CCC transfers, the numbers increase over time.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Four-Year Institutions

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Transfer Rate	40.9%	40.1%	40.3%

Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students who earned at least 12 units and who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate decreases in the 2001-2002 cohort, but increases for the 2002-2003 cohort.

For Methodology and Data Source, see Appendix B

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Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 10: Annual Number of Vocational Awards by Program from 2005-2006 to 2007-2008
(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)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Accounting	2,503	2,487	2,431	997	1,012	1,018	1,506	1,475	1,413
Administration of Justice	5,658	6,980	6,414	1,757	1,834	1,800	3,901	5,146	4,614
Aeronautical and Aviation Technology	383	403	311	59	79	68	324	324	243
Agricultural Power Equipment Technology	39	56	87	11	9	7	28	47	80
Agriculture Business, Sales and Service	44	76	62	38	68	53	6	8	9
Agriculture Technology and Sciences, General	37	24	29	18	19	17	19	5	12
Animal Science	502	463	467	317	310	288	185	153	179
Applied Photography	191	179	215	63	65	80	128	114	135
Architecture and Architectural Technology	305	313	460	128	138	198	177	175	262
Athletic Training and Sports Medicine	16	20	15	15	14	15	1	6	
Automotive Collision Repair	133	134	114	16	11	22	117	123	92
Automotive Technology	2,077	2,011	2,157	299	290	304	1,778	1,721	1,853
Aviation and Airport Management and Services	223	204	209	139	138	144	84	66	65
Banking and Finance	71	68	53	29	36	20	42	32	33
Biotechnology and Biomedical Technology	167	204	173	36	47	35	131	157	138
Business Administration	2,418	2,433	2,652	2,127	2,113	2,284	291	320	368
Business and Commerce, General	1,223	1,260	1,433	978	1,092	1,195	245	168	238
Business Management	1,737	2,036	1,518	919	854	822	818	1,182	696
Cardiovascular Technician	152	152	119	29	49	47	123	103	72
Chemical Technology	15	13	15		4	2	15	9	13
Child Development/Early Care and Education	7,976	7,766	7,090	1,933	1,916	1,821	6,043	5,850	5,269
Civil and Construction Management Technology	416	410	410	82	85	117	334	325	293
Commercial Art	27	44	80	15	30	64	12	14	16
Commercial Music	265	179	228	48	38	53	217	141	175
Community Health Care Worker	2	5	7			1	2	5	6
Computer Information Systems	619	630	593	412	323	311	207	307	282
Computer Infrastructure and Support	562	527	663	230	171	172	332	356	491
Computer Software Development	350	370	309	133	126	115	217	244	194
Construction Crafts Technology	911	904	1,155	92	87	107	819	817	1,048

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Cosmetology and Barbering	1,362	1,546	1,495	71	59	89	1,291	1,487	1,406
Customer Service		3	2					3	2
Dental Occupations	833	875	802	336	353	368	497	522	434
Diagnostic Medical Sonography	55	88	64	13	23	35	42	65	29
Diesel Technology	195	179	279	43	36	45	152	143	234
Digital Media	537	602	529	203	233	205	334	369	324
Drafting Technology	579	473	539	190	171	178	389	302	361
Educational Aide (Teacher Assistant)	55	53	58	17	21	12	38	32	46
Educational Technology	4	2	3	2	2	2	2		1
Electro-Mechanical Technology	33	26	35	6	8	12	27	18	23
Electro-Neurodiagnostic Technology	11	6	15		5	15	11	1	
Electrocardiography	23	18	19				23	18	19
Electronics and Electric Technology	991	1,089	888	287	262	236	704	827	652
Emergency Medical Services	1,895	1,712	1,347	2	4	4	1,893	1,708	1,343
Engineering Technology, General	36	20	16	28	14	10	8	6	6
Environmental Control Technology	341	315	423	50	49	51	291	266	372
Environmental Technology	268	238	183	23	24	35	245	214	148
Family and Consumer Sciences, General	108	117	110	108	106	107		11	3
Family Studies	16	13	42	10	9	39	6	4	3
Fashion	422	354	379	135	109	152	287	245	227
Fire Technology	2,911	3,373	3,073	897	908	934	2,014	2,465	2,139
Food Processing and Related Technologies	64	1		32	1		32		
Forestry	48	76	54	27	30	26	21	46	28
Gerontology	45	46	38	15	16	19	30	30	19
Graphic Art and Design	391	387	352	167	194	162	224	193	190
Health Information Technology	278	323	301	90	102	92	188	221	209
Health Occupations, General	30	30	33	2	6	4	28	24	29
Health Professions, Transfer Core Curriculum	150	196	191	146	189	187	4	7	4
Horticulture	517	478	356	141	113	111	376	365	245
Hospital and Health Care Administration	1	2	2		1	1	1	1	1
Hospital Central Service Technician	18	9	17				18	9	17

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Hospitality	325	370	380	83	96	101	242	274	279
Human Services	1,644	1,548	1,547	464	466	452	1,180	1,082	1,095
Industrial Systems Technology and Maintenance	68	108	81	8	10	9	60	98	72
Information Technology, General	218	209	116	6	3	9	212	206	107
Instrumentation Technology	3	2	5	1	1	1	2	1	4
Insurance			1						1
Interior Design and Merchandising	432	491	561	149	155	188	283	336	373
International Business and Trade	166	306	164	47	39	56	119	267	108
Journalism	77	74	85	55	58	67	22	16	18
Labor and Industrial Relations	17	17	24	6	2	2	11	15	22
Laboratory Science Technology	20	11	28	11	6	10	9	5	18
Legal and Community Interpretation	25	29	20	1	4	5	24	25	15
Library Technician (Aide)	154	117	155	39	25	36	115	92	119
Logistics and Materials Transportation	60	62	51	1	7		59	55	51
Manufacturing and Industrial Technology	829	917	774	121	128	126	708	789	648
Marine Technology	33	21	31	7	3	1	26	18	30
Marketing and Distribution	288	317	265	104	125	103	184	192	162
Mass Communications	3	4	4	2	1	2	1	3	2
Massage Therapy	66	32	31	16	9	9	50	23	22
Medical Assisting	925	971	837	124	152	146	801	819	691
Medical Laboratory Technology	62	143	123	18	13	20	44	130	103
Mortuary Science	58	39	47	23	39	47	35		
Natural Resources	48	64	62	29	35	44	19	29	18
Nursing	7,079	7,782	8,262	4,721	5,168	5,742	2,358	2,614	2,520
Nutrition, Foods, and Culinary Arts	1,194	1,181	1,339	139	186	192	1,055	995	1,147
Occupational Therapy Technology	21	32	43	21	32	43			
Ocean Technology	9	9	15	4	4	2	5	5	13
Office Technology/Office Computer Applications	2,137	1,838	1,747	547	479	482	1,590	1,359	1,265
Optical Technology	1						1		
Orthopedic Assistant	6	6	9	2	2	5	4	4	4
Other Agriculture and Natural Resources	4	8	5	1	2	2	3	6	3

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Other Architecture and Environmental Design	1	4	1			1	1	4	
Other Business and Management	285	268	330	225	190	237	60	78	93
Other Commercial Services	37	3					37	3	
Other Education	1		1	1					1
Other Engineering and Related Industrial Technology	49	48	56	31	30	25	18	18	31
Other Fine and Applied Arts	15	8	12	1	2	2	14	6	10
Other Health Occupations	104	115	93				104	115	93
Other Information Technology	96	81	86	4	1	1	92	80	85
Other Media and Communications	14	8	4				14	8	4
Other Public and Protective Services	61	100	53				61	100	53
Paralegal	888	941	911	398	439	389	490	502	522
Paramedic	417	535	450	75	86	95	342	449	355
Pharmacy Technology	174	161	163	50	45	46	124	116	117
Physical Therapist Assistant	67	66	116	66	65	116	1	1	
Physicians Assistant	67	64	73	18	6	9	49	58	64
Plant Science	14	8	14	10	5	10	4	3	4
Polysomnography	1	15	2		9	2	1	6	
Printing and Lithography	89	98	73	16	10	15	73	88	58
Psychiatric Technician	504	335	431	45	60	45	459	275	386
Public Administration	44	32	30	14	7	9	30	25	21
Public Relations		4	5			1		4	4
Radiation Therapy Technician	9	11	14	9	11	13			1
Radio and Television	310	245	242	152	130	127	158	115	115
Radio, Motion Picture and Television			2						2
Radiologic Technology	679	687	621	426	462	427	253	225	194
Real Estate	592	668	567	197	221	224	395	447	343
Respiratory Care/Therapy	511	537	528	353	399	411	158	138	117
Special Education	57	38	42	15	14	11	42	24	31
Speech/Language Pathology and Audiology	55	84	79	37	51	59	18	33	20
Surgical Technician	46	30	40	13	7	14	33	23	26
Technical Communication	19	16	14	4	7	2	15	9	12

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Technical Theater	30	27	20	9	12	8	21	15	12
Travel Services and Tourism	257	228	239	48	53	34	209	175	205
Viticulture, Enology, and Wine Business	28	40	22	18	18	13	10	22	9
Water and Wastewater Technology	169	174	159	44	47	52	125	127	107
World Wide Web Administration	67	49	49	16	7	6	51	42	43
Total	62,968	65,437	63,468	23,006	23,650	24,617	39,962	41,787	38,851

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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.

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 11: "Top 25" Vocational Programs in 2007-2008, 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 2007-2008	AA/AS Degrees 2007-2008	All Certificates (Credit) 2007-2008
1	Nursing	8,262	5,742	2,520
2	Child Development/Early Care and Education	7,090	1,821	5,269
3	Administration of Justice	6,414	1,800	4,614
4	Fire Technology	3,073	934	2,139
5	Business Administration	2,652	2,284	368
6	Accounting	2,431	1,018	1,413
7	Automotive Technology	2,157	304	1,853
8	Office Technology/Office Computer Applications	1,747	482	1,265
9	Human Services	1,547	452	1,095
10	Business Management	1,518	822	696
11	Cosmetology and Barbering	1,495	89	1,406
12	Business and Commerce, General	1,433	1,195	238
13	Emergency Medical Services	1,347	4	1,343
14	Nutrition, Foods, and Culinary Arts	1,339	192	1,147
15	Construction Crafts Technology	1,155	107	1,048
16	Paralegal	911	389	522
17	Electronics and Electric Technology	888	236	652
18	Medical Assisting	837	146	691
19	Dental Occupations	802	368	434
20	Manufacturing and Industrial Technology	774	126	648
21	Computer Infrastructure and Support	663	172	491
22	Radiologic Technology	621	427	194
23	Computer Information Systems	593	311	282
24	Real Estate	567	224	343
25	Interior Design and Merchandising	561	188	373

Results:

As shown in Table 11, Nursing programs issued the highest total number of awards in 2007-2008 (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.

Student Progress and Achievement: Vocational / Occupational / Workforce Development

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

Fig. 6b: Wages for Students Attaining Award in 2001-2002

Fig. 6c: Wages for Students Attaining Award in 2002-2003

Results:

Figures 6a, 6b, and 6c represent income trends for students attaining a degree or certificate in (a) 2000-2001, (b) 2001-2002, and (c) 2002-2003. 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 (2000-2001, 2001-2002, and 2002-2003). 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. The wage data for these figures are updated for the 2009 ARCC Report.

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 12a: Income for Students Attaining a Degree or Certificate in 2000-2001
(N = 4,562)
(Data for Figure 6a)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
CA Median Household Income	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831
CA Per Capita Income	24,161	25,312	26,490	28,374	29,828	32,462	32,883	32,826	33,554	35,440	37,311
CCC Median Income	17,212	19,750	22,306	24,252	25,709	29,541	41,109	45,610	48,058	50,794	54,613

Table 12b: Income for Students Attaining a Degree or Certificate in 2001-2002
(N = 4,976)
(Data for Figure 6b)

	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	25,312	26,490	28,374	29,828	32,462	32,883	32,826	33,554	35,440	37,311	39,871
CCC Median Income	17,927	20,820	23,606	26,394	27,903	27,588	41,910	46,798	50,035	54,251	57,398

Table 12c: Income for Students Attaining a Degree or Certificate in 2002-2003
(N = 6,232)
(Data for Figure 6c)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
CA Median Household Income	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000
CA Per Capita Income	26,490	28,374	29,828	32,462	32,883	32,826	33,554	35,440	37,311	39,871
CCC Median Income	18,580	21,930	25,305	27,887	28,087	30,878	44,418	48,966	53,721	55,828

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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 (2000-2001, 2001-2002, 2002-2003). Data on California Median Household Income and Per Capita Income are included to provide additional perspective on the income trends.

For Methodology and Data Source, see Appendix B. Note that wage data in these tables are updated for the 2009 ARCC Report.

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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
Number of Students	88,826	88,595	89,696

Results:

As Table 13 indicates, the statewide annual number of students completing coursework at least one level above their prior credit basic skills enrollment coursework declined slightly from the first cohort (2003-2004 to 2005-2006) to the second cohort (2004-2005 to 2006-2007), but has risen slightly in the most recent cohort (2005-2006 to 2007-2008).

For Methodology and Data Source, see Appendix B.

Chancellor's Office
California Community Colleges

ARCC 2009 Report: Systemwide Indicators

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2005-2006	2006-2007	2007-2008
Systemwide Participation Rate	70.5	71.9	74.9

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

	2005-2006	2006-2007	2007-2008
19 or less	57.7	60.2	65.2
20 to 24	266.5	265.6	272.6
25 to 29	133.6	136.3	142.4
30 to 34	80.5	83.3	87.6
35 to 39	61.0	62.1	63.6
40 to 49	48.1	48.2	48.8
Over 50	30.5	31.3	31.5

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

	2005-2006	2006-2007	2007-2008
Female	77.3	78.6	81.5
Male	62.0	63.5	66.6

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

	2005-2006	2006-2007	2007-2008
Asian	93.9	95.0	96.4
Black/African American	86.5	87.3	92.3
Hispanic	56.4	57.6	60.5
Native American	102.3	102.5	104.1
Pacific Islander	136.2	138.6	149.3
White	56.1	56.6	58.0

Results:

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

For Methodology and Data Source, See Appendix B.

Participation Rates

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

Age	Gender	Ethnicity	2005-2006	2006-2007	2007-2008
19 or Less	Female	Asian	100.8	103.9	107.8
19 or Less	Female	Black/African American	73.3	75.3	83.1
19 or Less	Female	Hispanic	42.2	45.0	49.4
19 or Less	Female	Native American	97.4	104.4	111.0
19 or Less	Female	Pacific Islander	145.9	150.9	162.9
19 or Less	Female	White	59.7	60.4	63.0
19 or Less	Male	Asian	90.8	95.2	99.7
19 or Less	Male	Black/African American	61.4	65.3	72.0
19 or Less	Male	Hispanic	33.6	35.7	39.7
19 or Less	Male	Native American	70.9	76.7	84.5
19 or Less	Male	Pacific Islander	137.6	144.7	164.0
19 or Less	Male	White	50.5	52.2	54.6
20 to 24	Female	Asian	403.2	413.9	426.8
20 to 24	Female	Black/African American	310.3	302.9	314.4
20 to 24	Female	Hispanic	236.4	234.2	238.9
20 to 24	Female	Native American	328.6	330.8	339.2
20 to 24	Female	Pacific Islander	524.0	557.1	616.4
20 to 24	Female	White	242.9	237.4	237.8
20 to 24	Male	Asian	356.1	361.2	374.4
20 to 24	Male	Black/African American	227.6	228.0	242.2
20 to 24	Male	Hispanic	179.2	181.9	187.2
20 to 24	Male	Native American	259.7	257.2	254.9
20 to 24	Male	Pacific Islander	479.3	492.1	547.7
20 to 24	Male	White	209.8	204.6	208.3

Table 18 *(continued)*

Age	Gender	Ethnicity	2005-2006	2006-2007	2007-2008
25 to 29	Female	Asian	183.2	188.0	196.1
25 to 29	Female	Black/African American	198.3	192.8	199.2
25 to 29	Female	Hispanic	121.5	121.2	124.4
25 to 29	Female	Native American	230.4	214.8	216.0
25 to 29	Female	Pacific Islander	204.1	210.7	227.9
25 to 29	Female	White	125.3	127.7	131.2
25 to 29	Male	Asian	137.5	141.2	149.2
25 to 29	Male	Black/African American	124.5	124.6	130.6
25 to 29	Male	Hispanic	87.3	87.7	91.3
25 to 29	Male	Native American	173.9	160.6	162.8
25 to 29	Male	Pacific Islander	172.8	186.1	201.6
25 to 29	Male	White	106.4	109.1	113.6
30 to 34	Female	Asian	108.6	110.8	112.0
30 to 34	Female	Black/African American	142.7	141.8	147.5
30 to 34	Female	Hispanic	75.8	77.9	80.3
30 to 34	Female	Native American	141.7	145.4	154.9
30 to 34	Female	Pacific Islander	121.8	113.9	126.8
30 to 34	Female	White	69.9	72.0	74.9
30 to 34	Male	Asian	77.0	77.0	79.0
30 to 34	Male	Black/African American	87.5	89.1	96.3
30 to 34	Male	Hispanic	53.7	55.5	59.1
30 to 34	Male	Native American	133.4	130.0	133.6
30 to 34	Male	Pacific Islander	110.3	111.5	120.7
30 to 34	Male	White	61.7	64.1	67.5

Table 18 *(continued)*

Age	Gender	Ethnicity	2005-2006	2006-2007	2007-2008
35 to 39	Female	Asian	83.4	84.5	83.5
35 to 39	Female	Black/African American	115.7	111.4	113.3
35 to 39	Female	Hispanic	56.7	57.9	59.3
35 to 39	Female	Native American	119.8	119.6	115.7
35 to 39	Female	Pacific Islander	87.4	84.5	86.2
35 to 39	Female	White	56.0	55.6	55.1
35 to 39	Male	Asian	53.9	54.5	54.7
35 to 39	Male	Black/African American	70.9	72.4	77.4
35 to 39	Male	Hispanic	37.6	38.8	40.7
35 to 39	Male	Native American	106.9	105.4	91.8
35 to 39	Male	Pacific Islander	94.1	89.0	90.0
35 to 39	Male	White	46.4	47.2	48.3
40 to 49	Female	Asian	63.0	63.7	62.9
40 to 49	Female	Black/African American	84.7	84.7	85.7
40 to 49	Female	Hispanic	45.5	45.7	46.4
40 to 49	Female	Native American	84.0	88.3	84.5
40 to 49	Female	Pacific Islander	73.0	67.7	69.2
40 to 49	Female	White	47.7	46.6	45.8
40 to 49	Male	Asian	36.5	37.0	37.4
40 to 49	Male	Black/African American	55.0	55.7	58.1
40 to 49	Male	Hispanic	28.0	28.6	29.5
40 to 49	Male	Native American	72.0	70.8	72.3
40 to 49	Male	Pacific Islander	62.3	62.2	61.2
40 to 49	Male	White	33.4	33.2	33.6

Table 18 *(continued)*

Age	Gender	Ethnicity	2005-2006	2006-2007	2007-2008
Over 50	Female	Asian	33.1	34.3	33.5
Over 50	Female	Black/African American	33.9	34.8	35.5
Over 50	Female	Hispanic	21.3	22.2	22.9
Over 50	Female	Native American	45.9	45.9	47.2
Over 50	Female	Pacific Islander	30.6	33.4	33.9
Over 50	Female	White	32.0	32.9	32.8
Over 50	Male	Asian	23.0	23.3	22.5
Over 50	Male	Black/African American	25.1	26.2	26.9
Over 50	Male	Hispanic	13.9	14.5	15.1
Over 50	Male	Native American	34.5	33.6	34.2
Over 50	Male	Pacific Islander	27.1	24.6	26.7
Over 50	Male	White	20.0	20.1	20.1

Results:

For Methodology and Data Source, See Appendix B.

ARCC 2009 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 2009 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.

This year, we extracted demographic data for the college profiles from the Chancellor's Office DataMart. Therefore, the labels for Table 1.10 now 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 draft 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 CCCCO Data Mart for the 2009 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 three most recent academic years (2005-06, 2006-07, and 2007-2008); 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 (2002-03 to 2007-08)	51.8%
2. Completed 30 or More Units (2002-03 to 2007-08)	71.2%
3. Fall to Fall Persistence (Fall 2006 to Fall 2007)	69.2%
4. Vocational Course Completion (2007-08)	77.7%
5. Basic Skills Course Completion (2007-08)	60.5%
6. ESL Course Improvement (2005-06 to 2007-08)	50.1%
7. Basic Skills Course Improvement (2005-06 to 2007-08)	51.2%

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), known as the Enhanced Noncredit Progress and Achievement Rate in the 2008 ARCC report, 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).

An Introduction to the College Level Indicators

As of this report, we have partial or complete CDCP data for 32 community colleges/schools of continuing education. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Given that the CDCP data collection is still in its early stages, there will be no peer grouping for this indicator in the 2009 ARCC. However, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

Adding the CDCP Progress and Achievement Rate to the ARCC report also meant adding CDCP performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC indicators, Tables 1.1 through 1.5 and Table 1.11 are marked with "NA" (Not Applicable) for schools of continuing education. We have included demographic data for these schools in Tables 1.7 through 1.10.

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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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.5%	52.8%	49.6%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.9%	71.2%	67.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	66.8%	65.6%	69.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.3%	78.3%	78.6%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	61.5%	64.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	12.9%	11.1%	17.3%
Basic Skills Improvement Rate	45.6%	47.1%	49.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.1%	2.1%	2.0%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Allan Hancock College
Allan Hancock Joint Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	24,245	25,599	26,795
Full-Time Equivalent Students (FTES)*	9,630	9,580	9,885

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.6%	18.0%	18.2%
20 - 24	22.0%	21.0%	21.6%
25 - 49	40.3%	42.2%	41.3%
Over 49	19.0%	18.7%	18.8%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.3%	54.4%	52.6%
Male	44.1%	45.2%	46.9%
Unknown	0.5%	0.4%	0.5%

Source: Chancellor's Office, Management Information System

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.6%	2.5%	2.6%
American Indian/Alaskan Native	1.1%	1.2%	1.1%
Asian	1.9%	2.1%	2.1%
Filipino	1.8%	1.9%	1.9%
Hispanic	28.1%	32.4%	32.6%
Other Non-White	1.2%	1.2%	1.1%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	21.1%	17.7%	18.3%
White Non-Hispanic	41.7%	40.5%	39.8%

Source: Chancellor's Office, Management Information System

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	49.6	47.4	36.3	64.7	*A5*
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	56.2	74.0	*B1*
C	Persistence Rate	69.1	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	49.1	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	17.3	29.1	0.0	70.5	*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.

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 in 2007-08 and 2008-09, 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 has grown (about 8% compared to prior year), particularly in the under 24 year old range (12%). Day time students (11%), full-time students (15%) and Hispanic students (14%) 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 below our peer group average. At 17%, it is below the average of 29% and well below the high of 70%. However, the rate is misleadingly computed because the Chancellor's office uses a coding system that only permits three levels of "below college placement". Allan Hancock College has crafted an optimal ESL program for students, yielding a non-linear progression that is difficult to pick up with the Chancellor's office coding system. In fact, when analyzed locally, using actual course numbers, the true credit ESL improvement rate is 60.3% for the 03-04 cohort, 57.5% for the 04-05 cohort and 67.3% for the 05-06 cohort. This 67.3% advancement rate is well above the peer average and nearly matches the peer group maximum value.

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

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	48.0%	43.9%	46.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.3%	67.7%	67.9%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.5%	69.0%	70.1%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	86.9%	86.7%	83.3%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	68.5%	69.4%	67.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	69.6%	71.1%	68.2%
Basic Skills Improvement Rate	52.6%	51.5%	53.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

American River College
Los Rios Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	50,958	53,721	55,275
Full-Time Equivalent Students (FTES)*	20,812	21,668	21,597

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	16.4%	15.8%	15.8%
20 - 24	26.8%	26.8%	27.4%
25 - 49	48.4%	49.0%	48.7%
Over 49	8.5%	8.3%	8.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	48.7%	48.5%	49.7%
Male	50.4%	50.5%	49.3%
Unknown	0.9%	0.9%	1.0%

Source: Chancellor's Office, Management Information System

American River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.6%	8.4%	9.1%
American Indian/Alaskan Native	1.3%	1.3%	1.3%
Asian	8.6%	8.8%	9.1%
Filipino	2.4%	2.4%	2.6%
Hispanic	13.4%	13.9%	13.9%
Other Non-White	2.9%	2.8%	2.6%
Pacific Islander	1.0%	1.1%	1.1%
Unknown/Non-Respondent	12.5%	13.3%	12.3%
White Non-Hispanic	49.4%	48.0%	48.1%

Source: Chancellor's Office, Management Information System

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	46.4	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	67.9	73.9	67.9	82.7	B4
C	Persistence Rate	70.1	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.3	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.3	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	53.9	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	68.2	49.7	32.4	68.2	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.

American River College
Los Rios Community College District

College Self-Assessment

American River College (ARC) in Sacramento, California opened in 1955 and enrolls over 50,000 students a year in developmental education, career and technical education, general education, and lower division post-secondary education programs. The main campus serves over 60 percent of the student population with the remainder served across eight other locations, on-line, and in nine apprenticeship programs.

A lower than acceptable Student Progress and Achievement Rate reported in the 2008 ARCC Report prompted ARC to expand its inquiry processes to better understand the causal factors involved. In this dialogue it was recognized that the Student Progress and Achievement Rate could not increase without concomitant gains in basic skills, the percent of students who complete 30 units, persistence, and successful course completion rates for credit vocational and basic skills courses.

Though a 2.5 percent increase for the Student Progress and Achievement Rate for ARC in 2009 is positive, the College recognizes that it must intensify its focus on strategies that will impact all the performance indicators. As approximately 75 percent of all new students need to complete developmental level English and/or math when they begin, it follows that performance for all the ARCC Performance indicators will increase only with the College's commitment and success in serving students in developmental education.

As one looks at the ARC performance indicators, one should be aware that the decrease in the 2007-2008 year regarding course completion rates in vocational and basic skills results is primarily explained by a change in methodology by the System Office. Had the same methodology been used as in previous years, the ARC 2007-2008 course completion rates would have remained stable for vocational courses and increased slightly for basic skills.

With this understanding though, rather than single out those ARCC performance indicators where concern is warranted relative to state and peer group averages and applaud those indicators where higher averages warrant it, ARC recognizes that developmental level education ultimately is the critical underlying factor that must be addressed.

Evidence for the College's current commitment to developmental education can be seen in the newly revised Mission Statement, where it represents one of four primary dimensions that describe ARC's purpose, in the ARC Focus Areas where performance for critical developmental level English writing and math courses are now evaluated, and through the state-wide Basic Skills Initiative that has created the opportunity and resources for the College to implement necessary strategies to address this critical problem.

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.0%	52.5%	54.0%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.4%	72.2%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.3%	65.3%	67.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.4%	76.1%	73.6%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	48.8%	53.3%	54.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	17.1%	21.8%	24.8%
Basic Skills Improvement Rate	33.9%	40.5%	45.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Antelope Valley College
Antelope Valley Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,804	19,316	21,348
Full-Time Equivalent Students (FTES)*	9,922	10,804	11,401

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.6%	32.3%	31.8%
20 - 24	27.6%	27.3%	26.8%
25 - 49	34.6%	34.0%	34.1%
Over 49	6.2%	6.4%	7.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	60.6%	60.9%	60.1%
Male	38.5%	38.1%	38.8%
Unknown	0.9%	1.1%	1.1%

Source: Chancellor's Office, Management Information System

Antelope Valley College

Antelope Valley Community College District

College Profile

	2005-2006	2006-2007	2007-2008
African American	18.7%	19.4%	20.4%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	2.8%	2.9%	2.8%
Filipino	2.4%	2.3%	2.3%
Hispanic	26.9%	28.9%	30.1%
Other Non-White	1.7%	1.9%	1.8%
Pacific Islander	0.5%	0.5%	0.4%
Unknown/Non-Respondent	5.0%	5.6%	5.9%
White Non-Hispanic	41.0%	37.5%	35.2%

Source: Chancellor's Office, Management Information System

Antelope Valley College
Antelope Valley Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.0	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	73.8	71.1	63.2	78.4	B2
C	Persistence Rate	67.1	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.9	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	45.8	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	24.8	41.3	7.9	80.5	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.

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 for at least the next two years. Enrollment is projected to grow from the current enrollment of 15,500 students to more than 20,000 students over the next decade. Successful outreach efforts to the local high schools combined with the rapid growth of the high school-age population in the valley have led to a rapid decline in the median age of Antelope Valley College students over the past five years. 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 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, Percent of Students Who Earned at Least 30 Units, 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 Annual Successful Course Completion Rate for Vocational Courses had a slight decline over last year (from 76.1% last year down to 73.6% 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 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	48.7%	47.3%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.1%	71.7%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	70.6%	68.5%	69.3%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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Page 49

State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	80.4%	81.1%	82.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.1%	61.2%	60.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	54.5%	59.1%	68.6%
Basic Skills Improvement Rate	50.1%	51.5%	46.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Bakersfield College
Kern Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,847	23,942	26,314
Full-Time Equivalent Students (FTES)*	11,713	12,408	12,624

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.9%	29.2%	28.7%
20 - 24	30.5%	29.7%	29.2%
25 - 49	35.1%	36.0%	36.5%
Over 49	4.5%	5.1%	5.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.2%	56.5%	55.6%
Male	42.8%	43.4%	44.0%
Unknown	0.0%	0.1%	0.3%

Source: Chancellor's Office, Management Information System

Bakersfield College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.9%	6.5%	7.1%
American Indian/Alaskan Native	1.7%	1.5%	1.5%
Asian	3.0%	3.1%	3.0%
Filipino	3.0%	3.1%	3.0%
Hispanic	41.7%	42.5%	42.0%
Other Non-White	0.0%	0.0%	0.1%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	3.4%	4.4%	6.7%
White Non-Hispanic	39.9%	38.5%	36.2%

Source: Chancellor's Office, Management Information System

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	48.7	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	73.2	71.1	63.2	78.4	*B2*
C	Persistence Rate	69.3	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.4	74.5	66.1	82.4	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.0	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	46.3	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	68.6	58.4	33.1	79.2	*G5*

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

Bakersfield College
Kern Community College District

College Self-Assessment

Bakersfield College (BC), established in 1913, is a comprehensive college offering general education degree-applicable lower division transfer courses and programs in career and technical education. In 2007-2008, BC served over 26,000 ethnically diverse students -- 42% Hispanic and 15% Non-White Non-Hispanic.

Overall, BC's performance on ARCC indicators equaled or exceeded peer and statewide rates with one exception. The Student Progress and Achievement Rate (SPAR) is 48.7%, which is 3% below statewide but slightly higher than our peer group average. BC has a higher percent of students on need-based aid (14%) compared to our peer group. Census-based indicators confirm that compared to statewide peers, Kern County high school graduates complete fewer college preparatory courses and have lower entry rates to CSU or UC, and Kern County has lower post-secondary educational attainment rates. To address these challenges, BC has taken several initiatives and placed educational advisors in 19 high schools to assist students with matriculation prior to entering college.

The College's performance on Vocational Course Completion (VCC) was highest among peers and nearly 5% higher than statewide. BC attributes this to outstanding industrial technology programs with active advisory committees and strong community partnerships. For example, the Computer Aided Design and Drafting (CAD) program is nationally recognized, and the Autodesk Training Center has been an official training center for over 25 years. These programs offer students the most cutting edge design software available in the CAD, engineering, and architecture areas.

BC is proud to see our 2009 ARCC performance for ESL exceeded peer and statewide rates by 10% and 8%, respectively. Basic Skills Course Completion equaled peer and statewide rates. In contrast, the Basic Skills Improvement Rate (BSIR) was 6% and 5% below peer and statewide rates, respectively. To improve the BSIR BC faculty and staff will review and address course coding, placement levels, and financial aid data.

Another approach for improving the BSIR, recommended by our self-study with the National Council for Developmental Education, is to examine basic skills instruction and delivery. During 2007-2008 BC explored avenues to better direct students to appropriate classes and to provide skills review. Additionally, projects resulting from the nationally renowned Foundations of Excellence (FoE) program, which provides a blueprint for building the first year experience as the foundation for successful undergraduate education, began in fall 2008. BC expects FoE projects will help to improve the BSIR through support for first year students, many whom are unprepared for college and enroll in Basic Skills courses.

Bakersfield College has one ESL Certificate group (four courses) approved for enhanced funding and approval for a second ESL Certificate group in spring 2009. BC will submit a certificate program in occupational skills to begin fall 2009. Data collection will begin for Child Development and College Preparation (CDCP) indicators as students enroll.

The College is committed to using self-evaluation and performance indicators for continuous improvement. BC is pleased that, overall, its performance on current ARCC indicators meets or exceeds its peer groups, yet our goal is to exceed state performance rates.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	57.8%	55.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	58.8%	54.8%	59.5%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	46.2%	44.4%	42.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.2%	65.9%	68.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	55.9%	62.6%	60.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	16.7%	16.7%
Basic Skills Improvement Rate	47.7%	42.2%	49.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 56

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Barstow Community College
Barstow Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	4,967	4,872	5,341
Full-Time Equivalent Students (FTES)*	1,997	2,293	2,310

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	16.2%	17.7%	17.5%
20 - 24	25.7%	24.2%	24.6%
25 - 49	50.7%	50.0%	49.3%
Over 49	7.2%	7.6%	8.2%
Unknown	0.3%	0.5%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.1%	57.1%	58.2%
Male	42.5%	41.8%	40.3%
Unknown	0.4%	1.1%	1.5%

Source: Chancellor's Office, Management Information System

Barstow Community College

Barstow Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	16.6%	14.8%	14.2%
American Indian/Alaskan Native	1.7%	1.7%	1.7%
Asian	3.1%	2.8%	2.9%
Filipino	1.6%	1.6%	1.4%
Hispanic	27.8%	26.0%	25.1%
Other Non-White	2.5%	1.5%	1.5%
Pacific Islander	0.6%	0.9%	1.1%
Unknown/Non-Respondent	0.6%	5.4%	8.4%
White Non-Hispanic	45.5%	45.2%	43.6%

Source: Chancellor's Office, Management Information System

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	50.0	47.4	36.3	64.7	*A5*
B	Percent of Students Who Earned at Least 30 Units	59.5	67.0	56.2	74.0	*B1*
C	Persistence Rate	42.8	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.4	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.9	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	49.3	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	16.7	29.1	0.0	70.5	*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.

Barstow Community College
Barstow Community College District

College Self-Assessment

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

The college continues to improve its programs for the surrounding communities. New career and technical education (CTE) programs have become an important part of the curriculum, and improvements continue in the quality of online and traditional courses. In addition, the college has increased its commitment to improve student learning in basic skills. Actions that have been implemented include a restructuring of basic skills courses, and new teaching methods such as learning communities and a universal design for learning (UDL) classroom.

The 2009 report revealed positive results for these efforts in basic skills. The course completion rate is strong in relation to the college's peers, and has shown marked improvement over a two-year period. Although the improvement rate in basic skills courses dipped in 2008, the rate rebounded strongly in 2009. Besides the ongoing initiatives, BCC plans to further integrate basic skills development with career/technical programs. In addition, student learning outcomes will be linked between prerequisite and higher level courses, and course coding in math and English is being reviewed for improvements in course identification.

BCC is also encouraged by the increased completion rate for vocational courses. Several programs have now become established, and it was expected the trend in course completion rate would turn positive. Future results will be monitored to ensure this trend will continue, including a review of data to analyze the performance of individual CTE programs. In addition, the college continues to invest in career/technical development, and seeks additional programs and partnerships to provide workforce training and help improve the local and state economies.

While the results in the above categories are encouraging, the improvement rate for ESL courses remains at a low level. The college plans several actions to improve this result, including creating bridge courses to college level English courses, adding courses in ESL, and recoding courses based on state-level rubrics. These actions are expected to result in an increased rate, but it may not be realized for a few years.

BCC's results in the student progress and achievement, percent of students with thirty units, and persistence indicators are mixed. BCC hypothesizes that all three indicators are affected by similar factors, including the college's large online enrollment, its strong relationship with the military, and that the college is attracting students needing less than thirty units. Identified actions to improve these rates include tracking military and online students after enrollment, better identifying educational objectives when the student applies for admittance, and developing even stronger relationships with the military.

The 2009 report reflects the college's improvements in basic skills and CTE programs. With increased focus on improving the ESL program, and further analysis of our distance education and military student populations, BCC is confident the remaining indicators will also result in long-term improvement.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	58.1%	57.1%	56.7%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	58.4%	62.7%	64.4%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	62.2%	58.6%	63.3%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 61

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.7%	65.9%	62.3%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	51.0%	49.7%	46.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	3.6%
Basic Skills Improvement Rate	41.3%	38.2%	50.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Berkeley City College
Peralta Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	6,921	7,876	9,808
Full-Time Equivalent Students (FTES)*	2,290	2,628	3,289

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	14.2%	15.0%	17.4%
20 - 24	27.7%	27.3%	28.2%
25 - 49	45.0%	43.4%	41.9%
Over 49	13.1%	14.3%	12.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	60.6%	59.6%	59.8%
Male	37.9%	39.5%	39.8%
Unknown	1.5%	0.9%	0.5%

Source: Chancellor's Office, Management Information System

Berkeley City College
Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	24.3%	22.7%	20.9%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	14.8%	14.7%	16.2%
Filipino	2.0%	1.6%	1.9%
Hispanic	12.8%	12.4%	13.4%
Other Non-White	2.4%	2.8%	2.7%
Pacific Islander	0.4%	0.6%	0.7%
Unknown/Non-Respondent	11.8%	11.5%	11.5%
White Non-Hispanic	30.7%	33.1%	32.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Berkeley City College
Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.7	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	64.4	67.0	56.2	74.0	B1
C	Persistence Rate	63.3	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.3	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.2	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	50.3	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	3.6	29.1	0.0	70.5	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.

Berkeley City College
Peralta Community College District

College Self-Assessment

College and Students. The college is continuing to experience high enrollment growth. Enrollment has increased close to 20% from Fall 2006 to Fall 2007. Sources of growth continue to include first-time young students as well as lifelong learners and students seeking special skills, such as technical or language skills. The college remains relatively small. Our educational promise attracts students of multiple languages, cultures and interests. Twenty-five percent (25%) of students already have a degree higher than the Associate.   Within the relatively affluent and educated service area, 40% of BCC students receive BOG waivers.

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

Programs and Services. Growth is promoted by distance learning and transfer coursework. Innovations abound in program delivery and curriculum. Growth across all student ages and aims also increases demands.

Transfer programs comprise the largest segment with 70% of enrollment. Social Sciences, English, Humanities and Art, and Math and Science prepare students for quality educational futures. PACE provides an accelerated Liberal Arts degree. Global Studies helps students understand global cultures and political economy.

Challenging vocational programs provide opportunities to enter and revive artistic, technical and service skill areas. ASL and Human Services programs train service providers. Multi-media Art dominates vocational areas, offering multiple skills, including web design, animation, and film/video production. Digital art and technical programs serve emerging media industries and other sectors where the labor market emphasizes talent and skills. BCC is developing added award and curricula options.

 Basic skill and ESL programs, also growing rapidly, serve students with multiple needs. ESL students are highly motivated to acquire language skills, showing a successful course completion rate of 74.4% in 2006-7. New initiatives in both areas include dedicated faculty, faculty development, added student services and enhanced program structure. Resources stretch to meet the intense demands.

Indicators. Indicators remain stable overall. College achievement, 1.1, remains constant and converges with the peer average. BCC transfer rate remains very high. Transfers represent 38% of the first-time SPAR cohort. The college Student Right to Know (SRTK) rate is third in the state. The ARCC 30-unit rate has increased 4%, but still trails the peer average. Persistence, 1.2, shows a downward trend over 3 years, but the college exceeded the peer average. Vocational course completion is stable, but below peers, perhaps related to challenging technical content and course browsing. Basic skills completion, 1.4, shows a slight downward trend over 3 years and remains below the peer average. Basic skills improvement, 1.5, shows a slight decline, falling below the peer average.

Indicators are expected to show improving student achievement with ongoing development of support services and programs to meet increased needs.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	53.1%	50.1%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.3%	69.1%	68.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	66.0%	64.2%	64.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	80.8%	79.2%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.7%	61.3%	57.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.9%	38.5%	26.7%
Basic Skills Improvement Rate	54.5%	53.4%	52.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	6.3%	3.6%	2.9%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Butte College

Butte-Glenn Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	22,080	20,107	20,461
Full-Time Equivalent Students (FTES)*	11,480	11,016	10,773

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	24.5%	24.8%	25.9%
20 - 24	29.9%	30.2%	29.9%
25 - 49	32.0%	31.9%	32.2%
Over 49	13.7%	13.0%	11.9%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	56.1%	55.0%	55.6%
Male	42.4%	44.0%	43.3%
Unknown	1.4%	1.0%	1.1%

Source: Chancellor's Office, Management Information System

Butte College

Butte-Glenn Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.5%	2.6%	2.8%
American Indian/Alaskan Native	2.1%	2.1%	2.4%
Asian	4.8%	5.1%	5.2%
Filipino	0.5%	0.5%	0.5%
Hispanic	12.9%	13.8%	14.7%
Other Non-White	1.0%	1.1%	1.2%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	9.2%	8.9%	8.4%
White Non-Hispanic	66.6%	65.4%	64.3%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Butte College
Butte-Glenn Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.1	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	68.2	69.6	61.2	78.3	B3
C	Persistence Rate	64.8	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.5	66.1	82.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	52.3	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	26.7	41.3	7.9	80.5	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.

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 main campus is situated on a 928 acre wildlife refuge at the geographical center of Butte County. The college 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 has built on this legacy of self-reliance to become a national leader in sustainability and is integrating sustainability into its instructional programs, student activities, and operations.

With an unduplicated headcount of over 20,000 students per year, the college's demographics closely mirror its service area, with 64% White, 15% Hispanic, 5% Asian and 3% Black. 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.

The ARCC 2009 College Level Performance Indicators reflect the college's focus on student success. In this report, Butte College's performance on three of the seven college-level indicators exceeds the average performance of its peer grouping. These include: student progress and achievement rate, annual successful course completion rate for credit vocational courses, and improvement rate for credit Basic Skills courses. Butte College was below its peer group average in the percent of students who earned at least 30 units, persistence rate, annual successful course completion rate for credit basic skills courses and improvement rate for credit ESL courses.

The Butte College Educational Master Plan establishes a number of strategies to improve the college's performance on the ARCC indicators. These include implementing the Basic Skills Initiative, establishing a Student Success Committee, expanding learning communities, establishing a First-year Experience program, 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. These strategies will provide basic skills students with the support they need while ensuring that all students have the tools necessary to meet their goals.

As part of its effort to improve student goal attainment the college is also reviewing prerequisites, establishing a career and transfer pathways model, refining its class schedule, and implementing marketing strategies to attract academically prepared students and provide current students with the information they need to succeed.

Butte College uses an integrated planning, budgeting, and assessment process to improve student success and goal attainment.   This process ensures that plans are informed by the college's performance on critical indicators (including ARCC) and that resources are allocated based on planning. Over time this process will improve organizational alignment and performance on the college's ARCC indicators.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.5%	50.6%	51.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.0%	70.2%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.4%	71.8%	72.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.3%	72.6%	74.0%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.8%	64.5%	65.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	47.9%	48.0%	43.1%
Basic Skills Improvement Rate	50.5%	50.9%	52.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Cabrillo College
Cabrillo Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,887	22,645	23,491
Full-Time Equivalent Students (FTES)*	11,159	11,462	11,610

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	25.6%	25.1%	25.1%
20 - 24	25.7%	24.3%	24.3%
25 - 49	36.5%	36.8%	35.7%
Over 49	12.2%	13.7%	14.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.4%	54.6%	54.9%
Male	44.3%	44.6%	44.3%
Unknown	0.3%	0.8%	0.8%

Source: Chancellor's Office, Management Information System

Cabrillo College
Cabrillo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.6%	1.5%	1.4%
American Indian/Alaskan Native	1.0%	0.9%	0.9%
Asian	3.3%	3.0%	3.1%
Filipino	1.3%	1.3%	1.3%
Hispanic	24.7%	24.7%	24.4%
Other Non-White	1.8%	2.0%	1.9%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	4.0%	5.6%	5.3%
White Non-Hispanic	61.9%	60.6%	61.2%

Source: Chancellor's Office, Management Information System

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	51.4	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	70.8	71.1	63.2	78.4	B2
C	Persistence Rate	72.8	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.0	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.9	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	43.1	41.3	7.9	80.5	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.

Cabrillo College
Cabrillo Community College District

College Self-Assessment

Using ARCC Metrics Effectively

Cabrillo incorporates ARCC indicators in our planning processes. In fact, the director of planning and research communicates the results throughout the college community and delivers a formal comprehensive report to our primary shared governance bodies—the governing board, president's cabinet and college planning council.

ARCC metrics are also used as key performance indicators in the college master plan. They inform and direct many of the college's strategies. For example, Master Plan Objective B1: Increase access to educational resources & support services, while strengthening basic skills to ensure student success and persistence, uses ARCC indicators A, C, E and F to measure progress. We see ARCC metrics as invaluable in providing annual feedback on the majority of our master plan's strategic objectives.

Learnings and Insights from the Indicators

A-B. Cabrillo's SPAR has improved again from last year's report, indicating that the college is adapting to a changing student body with strategies—such as our new Honors Transfer Program—that increase the number of students who transfer and graduate. Similarly, the percentage of students achieving 30+ units continues its upward trend, indicating positive momentum for students who reach this important watershed.

C. Students' persistence rate continues to be well above the state average, indicating that Cabrillo provides excellent student learning and support resources and services that assist them in pursuing their educational goals.

D. The drop in course completion rate for credit CTE courses last year led us to uncover an increase in students receiving a "W" grade. In the current year, the completion rate has recovered. Further exploration of this trend is ongoing.

E-F. The annual successful completion rate for credit basic skills courses indicator is stable and continues to be far above the state average. Our Basic Skills Initiative is creating intensive work in courses and the development of learning communities, which we believe will result in further improvements in basic skills completion. Progress in the basic skills sequence, improved over last year's report, will continue as a result of our intense focus in this area.

G. The first draft of the report spurred inquiry into the ESL Completion Rate. The reported number reflected only those ESL students who transitioned to a mainstream English class. After a diligent, appropriate and swift recoding of ESL courses' MIS element CB21, we saw a transformation in these numbers. A small drop in the most recent year has created suspicion that there are still some issues to be worked out with the coding of the courses; faculty inquiry into the progress rate within the ESL sequence is ongoing.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.0%	50.7%	52.6%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.3%	71.5%	72.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.8%	67.2%	64.9%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.0%	78.2%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	60.0%	59.2%	60.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	41.9%	42.5%	40.9%
Basic Skills Improvement Rate	53.6%	50.8%	59.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Canada College
San Mateo County Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	9,715	10,104	10,355
Full-Time Equivalent Students (FTES)*	3,753	4,551	4,018

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.4%	19.6%	20.3%
20 - 24	23.2%	23.4%	22.8%
25 - 49	45.9%	44.3%	43.8%
Over 49	12.4%	12.7%	13.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	64.8%	63.7%	62.5%
Male	33.8%	34.2%	34.7%
Unknown	1.4%	2.1%	2.7%

Source: Chancellor's Office, Management Information System

Canada College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.2%	3.4%	3.4%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	8.7%	8.1%	7.8%
Filipino	3.6%	3.7%	3.9%
Hispanic	40.8%	40.6%	40.4%
Other Non-White	1.7%	1.5%	1.5%
Pacific Islander	1.8%	1.7%	1.6%
Unknown/Non-Respondent	5.6%	7.1%	7.9%
White Non-Hispanic	34.2%	33.5%	33.1%

Source: Chancellor's Office, Management Information System

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	52.6	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	72.2	73.2	72.2	73.6	B6
C	Persistence Rate	64.9	71.3	63.0	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	59.6	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	40.9	29.1	0.0	70.5	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 2009 Report: College Level Indicators

Canada College
San Mateo County Community College District

College Self-Assessment

Students Served

As one of the San Francisco Bay Area's smaller community colleges, serving approximately 10,000 students per year, Cañada combines the intimacy of small class sizes with the comprehensive coverage of a full service college. Cañada's Silicon Valley service area workforce is expected to grow approximately 5% over the next five years, with the largest gains expected in the professional and technical services industries. Cañada's course offerings and programs are well positioned to facilitate this growth in our community.

While located 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 these students through high quality and adaptive academic programs facilitated by a system of robust service support.

Mission and Programs

Cañada's mission is focused on student learning. The college has 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 significant component of this strategy. Cañada has developed several creative learning community programs to leverage unique capabilities in both instruction and student services; many of these programs target the developmental needs of our students. The college recently launched the President's Innovation Fund to serve as an investment pool to incubate and pilot such programs.

ARCC Metrics

Canada's performance in the 2009 ARCC Report highlights many of these achievements and a few perennial challenges. The report identifies year-to-year improvements in successful course completion rates for vocational course takers and overall improvements for students taking for-credit ESL courses. This gain can be attributed to the implementation of several complimentary programs designed to address these areas.

The report also contains evidence of a modest decline in both the overall student achievement rate and student persistence. There is some evidence to suggest the decline was related to changing dynamics in the surrounding labor market. We have, however, implemented several programmatic responses to address these issues. Noting evidence of higher success and persistence among students enrolled in leaning communities, we have broadened their domain of coverage into every instructional division. Likewise, we have invested significant resources into our student support systems to help identify early warning signs that a student may be struggling and then respond to those challenges in an effective and timely manner.

The ARCC report identifies a modest decline in successful course completion rates for Basic Skills courses. This year Canada implemented multiple data-driven interventions targeting the student placement process and basic skills pedagogy. Preliminary findings are quite positive and point toward an expansion of these pilot programs.

Finally, the peer group analysis in the ARCC report suggests Canada's relative performance is quite positive – exceeding the peer group average in five of seven categories. We hope to build on these successes and leverage them to support on-going and sustained improvements in student learning.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	44.4%	43.4%	43.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.2%	68.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	70.5%	71.0%	73.4%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.3%	73.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.7%	56.3%	54.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	53.2%	47.3%	49.6%
Basic Skills Improvement Rate	54.6%	55.4%	57.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	7.5%	9.6%	5.6%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Cerritos College
Cerritos Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	34,502	34,949	35,045
Full-Time Equivalent Students (FTES)*	16,621	16,580	17,173

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	25.5%	25.6%	26.6%
20 - 24	30.5%	30.5%	30.5%
25 - 49	34.6%	34.0%	33.1%
Over 49	9.2%	9.7%	9.5%
Unknown	0.2%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.9%	54.5%	54.1%
Male	43.8%	43.9%	44.3%
Unknown	1.3%	1.6%	1.6%

Source: Chancellor's Office, Management Information System

Cerritos College

Cerritos Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	7.3%	7.6%	7.5%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	9.5%	10.0%	10.4%
Filipino	3.1%	3.2%	3.1%
Hispanic	48.6%	49.6%	51.2%
Other Non-White	0.9%	0.9%	0.8%
Pacific Islander	0.4%	0.5%	0.7%
Unknown/Non-Respondent	16.1%	14.1%	12.3%
White Non-Hispanic	13.5%	13.5%	13.5%

Source: Chancellor's Office, Management Information System

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	43.2	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	70.7	71.1	63.2	78.4	B2
C	Persistence Rate	73.4	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.5	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.7	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	57.2	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	49.6	58.4	33.1	79.2	G5

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

Cerritos College
Cerritos Community College District

College Self-Assessment

Cerritos College, established in 1955, is located in southwestern Los Angeles County and serves a population of residents from the cities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Norwalk, and portions of the cities of Bell Gardens, Lakewood, Long Beach, Santa Fe Springs, and South Gate. With an annual headcount (unduplicated) of over 35,000 in 2007-08, Cerritos College's student population reflects the diversity in its service area: 51.2% Hispanic/Latino, 13.5% White Non-Hispanic, 10.4% Asian, 7.5% African American, and 4.3% Filipino/Pacific Islander/Native American. According to Hispanic Outlook in Higher Education (2006), Cerritos College ranks third in California and sixth in the nation among Hispanic-serving community colleges in the number of associate's degrees granted to Hispanic students.

The ARCC 2009 Report demonstrates that Cerritos College has experienced improvement in several key indicators of college performance in this most recent reporting period. The college has shown a constant increase in its student persistence rate, where 73.4% of students persisted from Fall 2006 to Fall 2007, compared to 71.0% of students from Fall 2005 to Fall 2006 and 70.5% from Fall 2004 to Fall 2005. The persistence rate of Cerritos College from Fall 2006 to Fall 2007 is 4.1% higher than the average of its peer group. The college's basic skills improvement rate has also demonstrated a continual growth over the period, showing a 1.8% increase in 2007-08 compared to 2006-2007 and a 2.6% increase compared to 2005-2006. Regarding the percent of students who earned at least 30 units and the ESL improvement rate, Cerritos College showed better performance in 2007-2008 rates compared to 2006-2007 (i.e., 2.2 % and 2.3% increases, respectively). The student progress and achievement rate of the college has remained fairly stable during the period. Slight or moderate declines were observed during 2005-2006 to 2007-2008 in the successful course completion rate for vocational courses and the successful course completion rate for basic skills courses.

To continue its commitment to continuous and sustainable improvement in student learning, Cerritos College has developed a number of initiatives. The college has developed an Agenda for Student Success to enhance student achievement and success. A key component of that plan is a campaign to encourage students to develop the habits of successful students. Moreover, to facilitate efforts for student success, Cerritos College has improved student services, including online orientations, online counseling, and student success workshops. It has also established numerous Faculty Inquiry Groups (FIGs) to study factors correlated with student success in particular disciplines and programs and then develop strategies to help students improve. The college is currently in the early stages of implementing a comprehensive and integrated Developmental Education Plan and is developing a comprehensive plan to further its assessment of student learning outcomes (SLOs) at the course, program and college levels.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.4%	47.8%	48.8%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	59.1%	61.5%	63.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	57.1%	54.5%	52.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.7%	74.6%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	50.2%	55.8%	54.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	9.8%	12.5%	0.0%
Basic Skills Improvement Rate	44.0%	46.0%	49.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,793	8,765	8,566
Full-Time Equivalent Students (FTES)*	2,955	2,902	3,261

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	16.5%	15.8%	16.5%
20 - 24	18.7%	16.9%	18.2%
25 - 49	48.9%	48.2%	47.4%
Over 49	15.9%	18.9%	17.9%
Unknown	0.1%	0.2%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.1%	59.3%	58.5%
Male	40.9%	40.3%	41.1%
Unknown	0.0%	0.3%	0.4%

Source: Chancellor's Office, Management Information System

Cerro Coso Community College

Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.4%	3.9%	3.9%
American Indian/Alaskan Native	2.6%	3.1%	2.7%
Asian	2.7%	2.6%	2.8%
Filipino	1.6%	1.3%	1.2%
Hispanic	12.5%	12.6%	13.1%
Other Non-White	0.1%	0.0%	0.0%
Pacific Islander	0.5%	0.5%	0.4%
Unknown/Non-Respondent	4.5%	5.2%	6.2%
White Non-Hispanic	71.2%	70.8%	69.5%

Source: Chancellor's Office, Management Information System

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	48.8	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	63.2	67.0	56.2	74.0	B1
C	Persistence Rate	52.8	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.1	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.8	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	49.8	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	0.0	29.1	0.0	70.5	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.

Cerro Coso Community College

Kern Community College District

College Self-Assessment

Established in 1973, Cerro Coso Community College provides educational services to a population of approximately 85,000 distributed over a service area of over 18,000 square miles and 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, California City and Mojave. Cerro Coso has an established virtual campus, CC Online, to respond to the needs of our expansive service area. Students are provided comprehensive support services and can complete nine degree programs online. The two closest universities to our main campus are CSU San Bernardino, 220 miles away, and UC Riverside 248 miles away.

The college's Student Progress and Achievement Rate (SPAR) is slightly above our peer group average, while performance on the remaining ARCC indicators is below peer group and statewide averages. Some of the challenges we face are related to a remote and rural population. Our service area has several resort communities and many homeowners are retirement age, except for the seasonal population (for recreation) and rotating military assignments. Census data show many residents have a college education. There are relatively few ethnic minorities compared to statewide demographics. Our students are predominantly white, middle-aged women (age 25-49) attending part time. This presents a challenge for several ARCC indicators as the number of degree-seeking first-time freshmen, age 18-24, is relatively small. To address this issue, we started a College-Wide High School Outreach and Recruitment Plan by partnering with feeder High Schools to participate in the "K-16 Bridge Program."

Our vocational course completion rate is below the peer group average. Research shows that online students have lower success rates, even in vocational courses. With nearly half of all students taking at least one class online, this is an important issue for the college. We plan to research student learning outcomes in our vocational programs to better understand online students and determine more effective ways to increase student success in these courses.

Cerro Coso offers ESL courses infrequently, which lowers the ARCC indicator for improvement in ESL. We plan to review course scheduling to more effectively provide non-English speakers a path to succeed in college level courses. Similarly, the college has developed a Basic Skills Initiative Committee to review data and best practices. The college is currently implementing an assessment tool to identify barriers to success and provide an early intervention of support services to address identified student deficits.

The Kern Community College District and Cerro Coso Community College take accountability measures seriously and are working to examine data, conduct research, and take action to improve our rates where possible. We are also reviewing our course coding to ensure accurate reporting in the future.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	54.5%	54.1%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.5%	71.5%	73.7%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.5%	73.7%	72.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.9%	69.9%	70.1%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.5%	60.6%	57.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	43.4%	44.0%	48.5%
Basic Skills Improvement Rate	56.0%	55.7%	57.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Chancellor's Office
California Community Colleges

NA: This performance indicator is not applicable for schools of continuing education

Page 98

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State of California

Chabot College
Chabot-Las Positas Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,435	20,889	22,391
Full-Time Equivalent Students (FTES)*	10,334	10,313	10,420

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	24.5%	25.1%	25.4%
20 - 24	29.7%	29.7%	30.2%
25 - 49	36.2%	35.4%	35.5%
Over 49	9.6%	9.9%	8.8%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.9%	55.4%	54.8%
Male	41.9%	42.2%	42.8%
Unknown	2.2%	2.4%	2.4%

Source: Chancellor's Office, Management Information System

Chabot College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	14.5%	14.3%	14.4%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	18.7%	17.9%	17.7%
Filipino	9.4%	9.3%	9.4%
Hispanic	21.8%	21.9%	23.6%
Other Non-White	2.1%	2.3%	2.1%
Pacific Islander	2.4%	2.6%	2.5%
Unknown/Non-Respondent	6.9%	7.8%	7.9%
White Non-Hispanic	23.4%	23.1%	21.6%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	54.3	47.4	36.9	54.3	*A3*
B	Percent of Students Who Earned at Least 30 Units	73.7	71.1	63.2	78.4	*B2*
C	Persistence Rate	72.7	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.1	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.7	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	48.5	41.3	7.9	80.5	*G2*

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

Chabot College
Chabot-Las Positas Community College District

College Self-Assessment

The performance results for Chabot College are mixed: strong long-term success and persistence of new students and above average long-term improvement rates in Basic Skills and ESL courses, but weaker success in initial 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 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 (14% African American, 18% Asian American, 9% Filipino, 24% Latino, 22% White) has financial pressures that work against remaining in college. Sixty-two percent (62%) work over 20 hours a week, 59 percent live with their parents, 70 percent are first-generation college students, and 56 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 92 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 average or 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 in Vocational courses are primarily due to lower success rates of students who are taking beginning and intermediate Vocational courses rather than students taking advanced Vocational courses. In addition, apprenticeship courses have much higher success rates than beginning or intermediate Vocational courses. More research is needed to determine whether the beginning/intermediate students need basic skills or support services to succeed at higher rates, or whether they have instead found jobs before completing their courses.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.0%	47.7%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	65.3%	66.9%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.3%	65.0%	67.5%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.5%	75.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.7%	60.2%	61.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	36.9%	36.7%	39.8%
Basic Skills Improvement Rate	52.3%	50.5%	53.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	27,185	27,185	28,222
Full-Time Equivalent Students (FTES)*	12,901	14,063	14,320

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.6%	30.2%	29.7%
20 - 24	31.7%	32.1%	32.4%
25 - 49	33.3%	33.3%	33.5%
Over 49	4.4%	4.4%	4.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	60.7%	60.5%	59.7%
Male	38.3%	38.1%	38.8%
Unknown	1.0%	1.4%	1.4%

Source: Chancellor's Office, Management Information System

Chaffey College
Chaffey Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	12.1%	12.2%	12.0%
American Indian/Alaskan Native	0.6%	0.6%	0.6%
Asian	6.2%	6.2%	5.8%
Filipino	3.1%	3.1%	2.9%
Hispanic	43.0%	41.9%	42.4%
Other Non-White	1.5%	1.7%	1.7%
Pacific Islander	0.5%	0.6%	0.6%
Unknown/Non-Respondent	5.2%	6.6%	7.8%
White Non-Hispanic	27.7%	27.1%	26.2%

Source: Chancellor's Office, Management Information System

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ARCC 2009 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	45.7	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.1	71.1	63.2	78.4	*B2*
C	Persistence Rate	67.5	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	53.8	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	39.8	58.4	33.1	79.2	*G5*

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

Chaffey College
Chaffey Community College District

College Self-Assessment

Founded in 1883, Chaffey College serves the residents of the Inland Empire in the West End of San Bernardino County. Chaffey is one of the first community colleges to be established in California, and in 2008 Chaffey celebrated its 125th Anniversary. In Fall 2008, Chaffey offered over 2,000 sections of approximately 700 courses to a diverse population of 20,859 students, an increase of 5% over Fall 2007. The college has been designated a Hispanic Serving Institution because of the proportion of low-income Hispanic Students served. In fact, approximately 74% of Chaffey students are non-traditional college students.

Chaffey College has a long tradition of preparing students for transfer to four-year colleges and universities. For example, in the 2007 – 2008 academic year, 17,802 former Chaffey College students were actively enrolled at a four-year institution.

Chaffey College has demonstrated good or above average performance on the majority of the accountability indicators. Compared to its peer institutions Chaffey has a higher annual successful course completion rate for credit basic skills courses and a higher improvement rate for credit basic skills courses than the peer group average. Chaffey is slightly below the peer group average on the student progress and achievement rate, percent of students who earned at least 30 units, persistence rate, and the annual successful course completion rate for credit vocational courses. At the same time, Chaffey has also had increases over last year's rates in the persistence rate, the annual successful course completion rate for basic skills courses, the ESL improvement rate, and the basic skills improvement rate. Finally, even though the ESL improvement rate is substantially lower than the peer group average it is not the lowest in the peer group. In addition, the ESL improvement rate does not capture student performance in courses that are 4 or more levels below college level. Due to this, the ESL Faculty at Chaffey recently developed and implemented new curriculum that added non-credit ESL courses and changed the credit ESL courses from 7 levels below college level to 4 levels below college level. Accordingly, future cohorts will begin to more accurately reflect student performance in the ESL improvement rate.

As stated in Chaffey's mission statement, the Chaffey family continually strives to improve lives within the diverse communities it serves through equal access to quality, learning-centered occupational, transfer, general education, and foundation programs. Based on institutional research results Chaffey is focused on increasing its efforts to connect and engage students to the college. As a result, Chaffey continues to employ a number of innovative strategies in student services and instruction, and to obtain additional funding through Federal and State grants to implement programs that the Chaffey College Institutional Research Office has found to effectively increase the performance of Chaffey students. For instance, Chaffey has recently received a $2.2 million grant to improve performance of students in math and science. Chaffey College is very proud of its performance and its continued effort to increase student success.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.0%	51.6%	53.1%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.5%	72.9%	71.9%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.6%	66.9%	64.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.6%	78.3%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.3%	63.5%	64.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	82.4%	80.6%	75.0%
Basic Skills Improvement Rate	50.8%	56.6%	62.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.1%	5.5%	2.9%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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Citrus College
Citrus Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,468	20,525	23,410
Full-Time Equivalent Students (FTES)*	11,564	11,882	11,981

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	37.2%	36.8%	36.9%
20 - 24	29.3%	30.2%	29.7%
25 - 49	23.9%	23.5%	22.5%
Over 49	8.0%	8.3%	10.7%
Unknown	1.6%	1.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.0%	56.3%	55.1%
Male	43.5%	43.4%	43.6%
Unknown	0.5%	0.3%	1.4%

Source: Chancellor's Office, Management Information System

Citrus College

Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.3%	6.1%	6.0%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	9.5%	8.9%	7.6%
Filipino	3.2%	3.3%	2.9%
Hispanic	38.2%	39.5%	39.2%
Other Non-White	2.9%	3.4%	2.6%
Pacific Islander	0.0%	0.0%	0.6%
Unknown/Non-Respondent	5.9%	5.8%	10.3%
White Non-Hispanic	33.2%	32.4%	30.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	53.1	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	71.9	71.1	63.2	78.4	B2
C	Persistence Rate	64.1	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.6	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.0	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	75.0	53.6	15.7	75.0	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.

Citrus College
Citrus Community College District

College Self-Assessment

For more than 90 years, Citrus College has built a solid reputation as an educational institution fully dedicated to student success. Citrus College offers certificates in 46 different in-demand career/technical programs, including forestry, electronics and cosmetology. In addition, the college 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 nursing.

Of the seven accountability indicators in the College Peer Grouping, Citrus College is above its peers in six indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; Annual Successful Course Completion Rate for Credit Vocational Courses; Annual Successful Course Completion Rate for Credit Basic Skills Courses; Improvement Rate for Credit Basic Skills Courses; and Improvement Rate for Credit ESL Courses.

Most noteworthy is that Citrus College's Improvement Rate for Credit Basic Skills Courses and Credit ESL Courses are the peer group's high scores. In addition, both the Annual Successful Course Completion Rate and the Improvement Rate for credit basic skills courses have been increasing consistently over the last three years. This is a direct result of the collective and dedicated efforts of the College Success Program funded by the Hispanic-Serving Institution grants and the California State Chancellor's Basic Skills Initiative. These programs include learning communities, fast track classes, a college success center, and many other components which are believed to be having a significant, positive effect on student success. While the ESL improvement rate remains the peer group's high, it has been declining over the last three years. This may be due in part to an increase in the enrollment of resident students who require specialized and unique support in the ESL area.

Persistence Rate is the only indicator in which Citrus College fell below the peer group average, and it has been declining in the last three cohorts. This decline, however, may be caused, in part, by the increasing number of Citrus College students who are entering and completing one-year vocational programs, such as Dental Assisting and Automotive, in order to enter the workforce more quickly and efficiently. Nevertheless, Citrus College is aware of the importance of this indicator and is planning to examine the issue further to identify potential causes and strategies to improve the persistence of non-vocational students.

Citrus College is proud to offer a wide variety of career and technical programs. Our vocational program is very strong, and our students' successful course completion rate has increased for the last three cohorts. The Career Development and College Preparation (CDCP) courses are primarily non-credit ESL courses intended to help students prepare for the workforce. Due to the small sample size —about 100 students in each cohort – the progress and achievement rate has been fluctuating over the past three years.

In keeping with our mission, Citrus College delivers high quality instruction that empowers students to achieve their educational goals. The college continues to be dedicated to fostering a diverse educational community and cultural learning environment.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	57.3%	55.7%	53.7%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.6%	71.6%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	71.8%	72.6%	73.4%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.5%	76.2%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.6%	64.3%	64.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	53.3%	55.1%	58.1%
Basic Skills Improvement Rate	54.7%	53.5%	58.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

City College of San Francisco
San Francisco Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	45,621	46,401	49,047
Full-Time Equivalent Students (FTES)*	32,745	36,404	37,319

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	13.8%	14.5%	15.0%
20 - 24	26.3%	26.4%	26.6%
25 - 49	49.9%	48.6%	47.8%
Over 49	10.0%	10.4%	10.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.1%	55.8%	55.1%
Male	43.3%	43.8%	44.6%
Unknown	0.7%	0.5%	0.3%

Source: Chancellor's Office, Management Information System

City College of San Francisco
San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.9%	8.6%	8.1%
American Indian/Alaskan Native	0.6%	0.6%	0.6%
Asian	30.0%	29.8%	29.5%
Filipino	7.7%	7.2%	7.0%
Hispanic	15.1%	15.0%	15.2%
Other Non-White	2.9%	3.1%	3.0%
Pacific Islander	0.9%	0.9%	0.9%
Unknown/Non-Respondent	6.4%	7.4%	8.1%
White Non-Hispanic	27.5%	27.4%	27.5%

Source: Chancellor's Office, Management Information System

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	53.7	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	74.2	73.9	67.9	82.7	*B4*
C	Persistence Rate	73.4	72.5	67.9	77.8	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	58.4	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	58.1	49.7	32.4	68.2	*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.

City College of San Francisco
San Francisco Community College District

College Self-Assessment

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

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

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

Over a three year period CCSF showed improvement on four of the seven ARCC performance measures. Most important were 4% - 5% increases in the Basic Skills and ESL improvement rates. Smaller 1.5%-2.0% increases were evidenced in the persistence rate and in the percent of students who earned at least 30 units. Two rates were flat: Vocational and Basic Skills course completion rates.

The only indicator that declined was the Student Progress and Achievement (SPAR) rate; it fell from 57.3% to 53.7% - a decline of 3.7%. The most likely explanation for this decline was a change in our coding of transferable English courses. The SPAR rate identifies successful students as those who transfer, receive a degree or a certificate, or complete both a transfer-level mathematics and English class. In 2005, CCSF raised the standard of transfer-level English from a course two levels below to English 1A. This increase caused a decline in the SPAR rate. Moreover, since this occurred in a middle year in these cohorts, over the next several years the SPAR rate will most likely continue to decline as more of our students are held to a higher English standard.

In a comparison to the statewide averages, CCSF was above average on all of the indicators. On the SPAR indicator, CCSF was 2.9% above the statewide average. For ESL improvement, CCSF was 12.1% above.

In comparison to its peer groups, CCSF was above average on all measures except the SPAR rate and even here, it was only 1.7% below.

Overall, this report is better than last year's. In all areas, the College is performing well or very well. As was the case last year, the 2009 ARCC report substantiates that CCSF provides a quality educational experience to its students.

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.3%	54.6%	57.0%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	64.2%	64.8%	65.3%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	53.0%	53.0%	53.7%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 121

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.8%	66.5%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.3%	64.9%	68.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	15.5%	17.2%	17.8%
Basic Skills Improvement Rate	34.0%	35.9%	38.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Coastline Community College
Coast Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,661	19,329	22,128
Full-Time Equivalent Students (FTES)*	4,356	5,637	6,493

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	8.7%	9.7%	10.9%
20 - 24	18.3%	18.4%	18.0%
25 - 49	45.8%	46.6%	46.7%
Over 49	27.2%	25.3%	24.3%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.9%	57.3%	54.8%
Male	40.2%	41.8%	44.1%
Unknown	0.8%	0.9%	1.2%

Source: Chancellor's Office, Management Information System

Coastline Community College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.2%	6.9%	7.3%
American Indian/Alaskan Native	0.9%	1.1%	1.2%
Asian	22.2%	21.0%	21.4%
Filipino	1.3%	1.5%	1.5%
Hispanic	12.7%	14.0%	14.7%
Other Non-White	0.8%	1.2%	1.1%
Pacific Islander	0.5%	0.4%	0.4%
Unknown/Non-Respondent	15.0%	14.4%	15.2%
White Non-Hispanic	41.3%	39.6%	37.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	57.0	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	65.3	64.5	60.4	71.9	B5
C	Persistence Rate	53.7	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.3	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	38.4	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	17.8	29.1	0.0	70.5	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 2009 Report: College Level Indicators

College Self-Assessment

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

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

Coastline College also is successfully serving a growing number of military students. In 2007-08, Coastline served 10,496 military students. The number of course enrollments (seats) by military program students grew from 4,500 in 1999-00 to 22,237 in 2007-08. When compared to most civilian students, military students' progress through our courses and programs at high rates, achieving an 83% rate of successful course completion; this success rate compares very favorably to the statewide distance education course success rate of 55%. 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 eight years, Coastline has initiated new programs and accelerated existing programs to serve students from a much broader range of circumstances. Redefining the familiar term "nontraditional," these programs include recruitment, instruction, and support tailored to the needs of deployed military personnel, incarcerated students, and high school students. The college is making a conscious effort to attract students who consider Coastline their home college. This effort manifests through new programs including Biotechnology (the only biological laboratory technician training program in Orange County) and Process Technology, partnerships with local school districts for programs such as Early College High School, new community-based learning centers, and development of innovative technologies to support the design and delivery of high-quality online courses.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.7%	50.3%	54.4%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	66.3%	66.1%	67.6%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.8%	68.5%	74.1%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.9%	66.4%	65.9%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.1%	63.2%	62.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	50.5%	47.4%	55.8%
Basic Skills Improvement Rate	37.2%	42.5%	42.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

College of Alameda
Peralta Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	9,925	10,555	10,570
Full-Time Equivalent Students (FTES)*	3,515	3,605	3,558

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	22.9%	23.2%	24.2%
20 - 24	29.5%	28.8%	29.0%
25 - 49	39.7%	40.2%	38.7%
Over 49	7.9%	7.7%	8.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.7%	56.5%	57.5%
Male	43.0%	42.7%	42.0%
Unknown	1.4%	0.8%	0.5%

Source: Chancellor's Office, Management Information System

College of Alameda

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	24.8%	23.8%	23.8%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	33.4%	34.1%	33.3%
Filipino	4.3%	4.3%	3.8%
Hispanic	12.3%	12.1%	13.1%
Other Non-White	2.0%	2.2%	2.4%
Pacific Islander	0.9%	0.9%	0.9%
Unknown/Non-Respondent	6.1%	6.3%	6.6%
White Non-Hispanic	15.7%	15.8%	15.6%

Source: Chancellor's Office, Management Information System

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	54.4	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	67.6	67.0	56.2	74.0	*B1*
C	Persistence Rate	74.1	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.9	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.1	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	42.0	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	55.8	41.3	7.9	80.5	*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.

College of Alameda
Peralta Community College District

College Self-Assessment

The College of Alameda (COA) is one of four colleges in the Peralta Community College District. The college's peak enrollment year was 2002-2003 but drifted downward until the Summer of 2006. For 2007-2008 COA's headcount and FTES were almost equal to that in its peak year. Anticipated future enrollments will most likely exceed the peak year as unemployment rises and tuition increase at CSU, UC and private four-year colleges. Although unemployment and tuition appear as the major influential factors in enrollment, other events at COA are modest contributors as well.

COA's students' racial/ethnic composition is 38% Asian (including Filipinos and Pacific Islanders), 24% African American, 13% Latino and 16% White and 53% of the total students under 25 years of age. These demographics do not reflect those of the City of Alameda because less than one-third of the island's population attends COA. Analysis in the 2008 COA Fact Book shows that the college's serves many students in neighboring cities and communities.

Over time, the college's curricula have shifted from a strong vocational emphasis to that of transfer, degree attainment, and ESL/basic skills. This evolution reflects not only the college's changing demographics' needs but also those within the California's higher education arena and workplace. Program change requires a more scientific evaluation methodology. The Peralta District adopted a program/unit review model in June 2007 employing "Grow, Maintain, and Watch" ratings. From October 2007 forward, the model was tested and implemented. The model's framework addresses effectiveness and efficiency using five-year trend analysis of program productivity with student retention and success and environmental scanning. The model's first-year (2007-2008) analyses suggested that about four-fifths of the transfer programs were in a growth or maintain modes, while two-thirds of the vocational programs were in maintain and watch modes.

The trends displayed within this 2009 ARCC report suggest that COA outcomes have remained fairly steady in its transfer and degree/credit functions as well as student achievement in credit attainment of at least 30 units. However, first-time students with a minimum of six credits and continuing increased by five percentage points. The 2009 ARCC vocational program data on course completion resonates with the findings by the Peralta's evaluation model; where as, vocational student enrollments and completion rates suggest that COA should repackage two-thirds of its vocational programs. COA is in the process of performing such endeavors with the infusion of almost three million dollars of grants awarded for technology enhancement and development during the 2008-2009 cycle.

As for ESL and basic skills programs, COA is currently studying these areas to ascertain their weaknesses and strengths. The evaluation extends beyond the Peralta's program review model by including placement assessments and tracking student success.

In short since Fall 2007, COA has been working towards improving and re-structuring its curricular offerings with student services to better serve its communities.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.1%	56.1%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.1%	71.0%	73.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	60.3%	63.8%	63.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	79.3%	78.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	61.6%	61.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	37.1%	35.7%	44.3%
Basic Skills Improvement Rate	47.6%	45.1%	51.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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California Community Colleges

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College of Marin
Marin Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	10,172	10,205	10,144
Full-Time Equivalent Students (FTES)*	4,127	4,343	4,456

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	20.9%	20.1%	20.0%
20 - 24	21.6%	21.3%	21.2%
25 - 49	38.2%	38.1%	38.6%
Over 49	19.3%	20.5%	20.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	58.5%	58.8%	59.6%
Male	41.5%	41.2%	40.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

College of Marin

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.6%	4.5%	4.7%
American Indian/Alaskan Native	0.5%	0.4%	0.5%
Asian	7.1%	7.0%	7.6%
Filipino	1.2%	1.4%	1.3%
Hispanic	11.6%	11.7%	12.4%
Other Non-White	8.2%	8.2%	8.2%
Pacific Islander	0.6%	0.6%	0.5%
Unknown/Non-Respondent	0.4%	0.3%	0.4%
White Non-Hispanic	66.0%	65.8%	64.4%

Source: Chancellor's Office, Management Information System

College of Marin
Marin Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.3	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.5	73.2	72.2	73.6	*B6*
C	Persistence Rate	63.0	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	51.9	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	44.3	29.1	0.0	70.5	*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.

College of Marin
Marin Community College District

College Self-Assessment

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

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

When compared to the peer group, the College is above the average on three measures and close to the peer group averages on two measures, suggesting a good match with the peer group. The above average measures are: Student Progress and Achievement Rate, Annual Successful Course Completion Rate for Credit Vocational Courses and Improvement Rate for Credit ESL Courses. The Percent of Students Who Earned at Least 30 Units indicator and the Annual Successful Course Completion Rate for Credit Basic Skills Courses indicator match the group average.

The Persistence Rate indicator was lower than its peer group average. This may be explained by the demographics of Marin County which is a well educated community with an aging population. Approximately 23% of credit students attending COM already have a bachelor's degree or higher and 59 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.

The data in the ARCC 2009 report indicate the College of Marin has made progress in the Improvement Rate for Credit Basic Skills Courses. The percentage for the 2004-2005 to 2006-2007 cohort for COM was 45.1%. This improved to 51.9% for the most recent cohort (2005-2006 to 2007-2008). Through projects developed using funds from the Basic Skills Initiative, we expect improvement to continue in the basic skills area.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	60.3%	60.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.3%	73.4%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	71.1%	73.9%	69.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.9%	81.4%	80.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	62.1%	58.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	57.7%	63.5%	61.9%
Basic Skills Improvement Rate	64.7%	62.9%	58.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 140

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College of San Mateo
San Mateo County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,982	17,725	18,094
Full-Time Equivalent Students (FTES)*	7,322	9,281	7,795

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.0%	27.0%	27.8%
20 - 24	25.2%	25.2%	24.7%
25 - 49	36.8%	37.1%	36.8%
Over 49	10.0%	10.6%	10.7%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	51.9%	51.6%	50.6%
Male	46.4%	45.9%	46.8%
Unknown	1.7%	2.5%	2.6%

Source: Chancellor's Office, Management Information System

College of San Mateo

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.6%	3.5%	3.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	19.7%	19.0%	18.3%
Filipino	6.8%	6.2%	6.4%
Hispanic	18.2%	18.2%	18.4%
Other Non-White	2.7%	2.4%	2.4%
Pacific Islander	2.0%	2.1%	2.1%
Unknown/Non-Respondent	6.7%	9.7%	11.1%
White Non-Hispanic	39.7%	38.3%	37.2%

Source: Chancellor's Office, Management Information System

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	59.5	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.2	73.2	72.2	73.6	*B6*
C	Persistence Rate	69.0	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.9	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	61.9	41.3	7.9	80.5	*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 2009 Report: College Level Indicators

College of San Mateo
San Mateo County Community College District

College Self-Assessment

College of San Mateo, the oldest of the three colleges in the San Mateo County Community College District, opened in 1922 with only 35 students. Today, approximately 19,000 students annually attend CSM. Total College enrollment has slowly declined over the past few decades. More recently, total enrollment increased 5.5% (+546 students) between Fall 2006 – 2008. During this same time, end- of-Fall term FTES increased 1.5% (+ 60 FTES) and WSCH increased 1.6% (+ 1817 WSCH).

CSM's accreditation was recently re-affirmed and, for over a decade, the College has been engaged in a strategic planning process that culminated in the development of a new Educational Master Plan (2008). This Educational Master Plan will provide a framework for a dynamic dialog with our community as well as a purposeful internal examination of our goals and direction. It ensures that we are listening to our students and the community and are responsive to their educational needs.

The availability of additional financial resources, obtained through two voter-passed bond measures in 2001 and 2005, is transforming CSM's physical and instructional landscape. The College currently has major building construction and modernization projects underway.

One of the most dramatic changes for CSM is found in the ethnic composition of our students. In 1982, Whites represented nearly 80% of the population; today it's approximately 38%. Asians are the next largest population at 23%, followed by Hispanics at nearly 20%. CSM's ethnic composition generally mirrors that of San Mateo County as a whole, with a slightly lower rate of Hispanic (-3%) and White (-8%) participation.

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

CSM's 2007/08 ARCC data indicate a fairly consistent pattern over the past three years. Performance on most indicators have increased or slightly fluctuated downward during this period.   Compared to its peer institutions, CSM is equivalent to or above average on 5 of 7 ARCC indicators: student progress/achievement rates; the percent of students earning 30 units; successful course completion rates for vocational courses; basic skills improvement rate; and ESL improvement rate.

Of special concern is the ARCC persistence indicator showing that nearly one-third (31%) 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.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.7%	53.5%	53.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.5%	75.0%	73.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.8%	66.7%	65.5%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	94.0%	97.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	51.9%	50.5%	53.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	47.6%	39.6%	32.4%
Basic Skills Improvement Rate	58.4%	53.3%	59.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	2.8%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

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ARCC 2009 Report: College Level Indicators

College of the Canyons
Santa Clarita Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	29,318	30,286	35,405
Full-Time Equivalent Students (FTES)*	12,262	13,296	14,537

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	25.1%	26.0%	26.9%
20 - 24	19.9%	19.9%	18.5%
25 - 49	47.1%	45.3%	45.3%
Over 49	7.9%	8.8%	9.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	41.1%	41.0%	41.2%
Male	58.4%	58.4%	58.1%
Unknown	0.5%	0.5%	0.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

College of the Canyons
Santa Clarita Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.4%	5.8%	6.1%
American Indian/Alaskan Native	0.7%	0.7%	0.6%
Asian	5.9%	6.0%	6.3%
Filipino	3.4%	3.5%	3.5%
Hispanic	24.2%	24.9%	26.4%
Other Non-White	4.3%	4.1%	3.9%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	8.7%	9.0%	9.0%
White Non-Hispanic	45.9%	45.4%	43.8%

Source: Chancellor's Office, Management Information System

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	53.2	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.5	71.1	63.2	78.4	*B2*
C	Persistence Rate	65.5	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	96.8	91.2	84.1	97.2	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.9	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	59.2	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	32.4	49.7	32.4	68.2	*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.

College of the Canyons
Santa Clarita Community College District

College Self-Assessment

College of the Canyons has served the Santa Clarita Valley for 40 years and was recently ranked among the top 10 fastest growing community colleges in the nation (Community College Week, 2007). After graduation, nearly 60 percent of the local high school graduates attend COC (Meuschke & Gribbons, 2006). College of the Canyons currently serves over 22,000 students. The headcount at COC is expected to exceed 27,000 by 2011 and exceed 33,000 by 2015.

The ethnic composition of students at College of the Canyons has changed dramatically since 1970 and is more ethnically diverse than the characteristics of the community. The most striking changes are in the increases in Latino students (5 to 27 percent), decreases in the proportion of white students (92 to 45 percent), and increases in the proportion of students identifying other or declining to state.

College of the Canyons offers 68 associate degree programs, 47 certificate of achievement programs, 31 certificates of specialization, and 3 certificate of completion programs.

With regard to the accountability measures, the College performed higher than its peer group averages for three of the seven accountability indicators reported in the ARCC report:
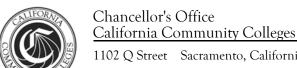- Percent of students who earned at least 30 units,
- Annual successful course completion rate for credit vocational courses, and
- Improvement rate for credit basic skills courses.

For the student progress and achievement rate indicator College of the Canyons was within two percent of its peer group averages. The College was more than two percent lower than its peer group average for the following accountability indicators:
- Persistence rate,
- Annual successful course completion rate for credit basic skills courses, and
- Improvement rate for credit ESL courses.

In response to these indicators in which the College performed lower than the peer group average, the College will be pursuing efforts aimed at improving student success in basic skills courses as identified by the College's College Success Skills Task Force. Highlights of projects being pursued include:
- Recoding English and math basic skills courses to correct miscoded basic skills courses;
- Training faculty with the tools to support and engage underprepared students, including offering reading and writing workshops, encouraging attendance at Basic Skills Initiative workshops and conferences, and hosting a College Success Skills Symposium;
- Providing tutoring to student athletes through the Zone program;
- Offering a Personalized Accelerated Learning (PAL) program for basic skills math and English students;
- Developing a Summer Bridge Program to be offered in Summer 2009 for basic skills students; and
- Developing seamless curriculum between non-credit and credit ESL to improve progression rates.

College of the Canyons provides relevant academic education at the lower division level, workforce training for businesses and lifelong learning programs for all who see those opportunities. 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.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.3%	42.4%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.2%	70.7%	72.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.9%	66.1%	67.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	79.1%	78.6%	72.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	58.0%	57.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	62.8%	76.6%	74.0%
Basic Skills Improvement Rate	50.1%	51.4%	53.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	0.0%	3.1%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 152

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College of the Desert
Desert Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	13,742	14,503	15,046
Full-Time Equivalent Students (FTES)*	7,193	7,562	8,151

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	24.0%	23.6%	24.2%
20 - 24	29.3%	28.9%	29.2%
25 - 49	40.0%	40.4%	39.6%
Over 49	6.7%	7.0%	6.9%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.2%	58.5%	57.7%
Male	40.8%	41.5%	42.3%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

College of the Desert
Desert Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.2%	3.2%	3.3%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	3.2%	3.3%	3.2%
Filipino	2.0%	2.0%	1.8%
Hispanic	54.7%	54.8%	56.5%
Other Non-White	0.9%	1.0%	1.2%
Pacific Islander	0.3%	0.4%	0.4%
Unknown/Non-Respondent	3.6%	4.5%	4.4%
White Non-Hispanic	31.3%	29.8%	28.5%

Source: Chancellor's Office, Management Information System

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	42.0	47.4	36.9	54.3	*A3*
B	Percent of Students Who Earned at Least 30 Units	72.2	71.1	63.2	78.4	*B2*
C	Persistence Rate	67.7	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.7	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	53.4	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	74.0	53.6	15.7	75.0	*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 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 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 CSU San Bernardino satellite center. 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 2008 headcount was 11,468 students; 27% of the students take a full load of classes and the remaining students attend part-time. The average age of the students is 27.9 years. College of the Desert has since 1962 prepared students for transfer and annually sends approximately 523 transfers to UC, CSU, private and out-of-state universities and colleges. The college offers a comprehensive vocational program with both degree and certificate outcomes, a well populated non-credit program, and numerous lifelong learning opportunities.

In 2004, voters approved a $346.5 million bond issue which has enabled the college to upgrade its facilities and build up to ten new buildings, as well as expand an existing learning center in east valley to a permanent facility. In spring semester 2009 the college has started to offer classes at its Mecca-Thermal site, approximately 24 miles from the main campus. There are also future plans being developed for a similar site in the Western Valley.

In the ARCC 2009 report, College of the Desert shows excellent performance in the ARCC accountability indicators. 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 above its peer group in five indicators and below in two, and is taking steps to improve its transfer-directed services for students. 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 student services such as mandatory assessment testing and orientation, access to counseling and advising, and financial aid assistance. The Academic Skills Center is especially important to student success, and numerous special programs such as EOPS, MESA, and Learning Communities 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.2%	56.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	76.8%	76.7%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.9%	56.8%	57.4%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	81.3%	78.9%	79.5%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.1%	64.0%	59.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	94.1%	60.0%	66.7%
Basic Skills Improvement Rate	52.0%	49.8%	49.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 158

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College of the Redwoods
Redwoods Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	8,974	8,341	8,907
Full-Time Equivalent Students (FTES)*	4,928	4,495	4,755

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	23.1%	22.7%	23.5%
20 - 24	27.5%	27.7%	26.2%
25 - 49	38.4%	38.1%	38.5%
Over 49	11.0%	11.4%	11.7%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.6%	56.4%	55.8%
Male	42.3%	43.5%	44.1%
Unknown	1.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

College of the Redwoods

Redwoods Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.6%	1.8%	2.2%
American Indian/Alaskan Native	6.2%	6.8%	6.8%
Asian	2.4%	2.3%	2.4%
Filipino	0.2%	0.2%	0.3%
Hispanic	6.8%	7.6%	7.6%
Other Non-White	1.1%	1.2%	1.4%
Pacific Islander	0.6%	0.8%	0.7%
Unknown/Non-Respondent	10.1%	10.1%	9.4%
White Non-Hispanic	71.0%	69.3%	69.2%

Source: Chancellor's Office, Management Information System

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	52.7	47.4	36.9	54.3	*A3*
B	Percent of Students Who Earned at Least 30 Units	75.2	69.6	61.2	78.3	*B3*
C	Persistence Rate	57.4	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.5	81.4	79.5	84.3	*D5*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.1	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	49.2	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	66.7	41.3	7.9	80.5	*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.

College of the Redwoods
Redwoods Community College District

College Self-Assessment

The College of the Redwoods District 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 and extensive vocational and health care programs. With six instructional sites, Eureka, Arcata, Del Norte, Eureka Downtown, Klamath-Trinity, and Mendocino Coast, College of the Redwoods offers 123 programs of study, providing educational opportunity to the diverse population of the north coast of California.

In July 2008, CR welcomed a new President. In January 2009, the College was removed from warning status and is fully accredited by the Accrediting Commission for Community and Junior Colleges. The 2009 ARCC report reflects College performance during the 2007 – 2008 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 initiatives to improve performance.

For 2007 – 2008, enrollment increased 7% compared to 2006-2007 and FTES increased 6%. Declining job opportunities and the continued economic downturn, encouraging a return to school, coupled with focused marketing helped fuel the increase in enrollment and FTES. Because CR has launched new initiatives to increase enrollment of high school graduates, there was a 1% increase in students under age 19 from area high schools. The average age of students decreased from 29 in 2006-2007 to 28 in 2007-2008.

Over the last 3 years, CR improved in 3 of the 7 performance indicators, but experienced a decrease in the remaining 4 indicators. Improvements include a 1% increase for fall to fall persistence, a 1% increase for vocational course success, and an 11% improvement rate for English as a second language. Declining indicators were progress and achievement (-7%), earning 30 credits (-2%), basic skill course success (-8%), and basic skills course improvement (-1%).

CR performance was ahead in 5 out of 7 system wide indicators. CR lagged behind for persistence, ranking in the 4th or lowest quartile and in both basic skills course completion and improvement, ranking in the 3rd quartile. Presently, CR is addressing the persistence problem by: increasing the counseling staff with 2 positions and strategies developed by the Enrollment Management Committee to provide academic guidance from the time applications are received until students complete their educational goal. Assessment to determine how to increase performance in basic skills is ongoing.

For 2008, CR ranked higher than its peer groups in 5 of 7 indicators. CR was below the peer group in persistence, in which CR ranks 14th out of 22 districts, and vocational course completion, in which CR ranked 3rd out of 3 districts.

In the last 2 years, College of the Redwoods has reorganized, completed a strategic plan, program review of every discipline, an education master plan and reaffirmed accreditation, all of which will benefit student success, increase course completion and persistence.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.0%	51.6%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.6%	72.1%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	64.3%	62.4%	63.2%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.1%	75.2%	75.9%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.1%	53.7%	55.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	47.6%	49.0%	43.8%
Basic Skills Improvement Rate	42.6%	44.9%	44.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

College of the Sequoias
Sequoias Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	14,566	16,115	17,561
Full-Time Equivalent Students (FTES)*	7,582	8,930	8,210

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.9%	34.6%	35.2%
20 - 24	28.1%	25.7%	24.9%
25 - 49	36.0%	34.1%	34.2%
Over 49	6.0%	5.6%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.0%	55.3%	55.2%
Male	41.7%	43.4%	43.8%
Unknown	1.3%	1.3%	1.0%

Source: Chancellor's Office, Management Information System

College of the Sequoias
Sequoias Community College District

College Profile

	2005-2006	2006-2007	2007-2008
African American	4.0%	4.1%	3.7%
American Indian/Alaskan Native	1.4%	1.2%	1.4%
Asian	3.9%	3.8%	3.4%
Filipino	1.3%	1.5%	1.5%
Hispanic	42.3%	42.1%	44.3%
Other Non-White	1.6%	1.5%	1.5%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	8.0%	8.4%	8.4%
White Non-Hispanic	37.1%	36.9%	35.4%

Source: Chancellor's Office, Management Information System

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	47.7	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	69.0	69.6	61.2	78.3	B3
C	Persistence Rate	63.2	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.9	74.5	66.1	82.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	44.3	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	43.8	53.6	15.7	75.0	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 2009 ARCC report for the College of the Sequoias includes seven Performance Indicators of student success. For the past three years the College of the Sequoias has achieved relatively consistent scores on each of the Indicators.

Three of the ARCC 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 are at the average for its peer groups of 35 and 12 colleges respectively. Importantly, the state's regression model produces adjusted r-square rates of .703 and .457 for these two indicators, showing that two peer groups to which we are compared are relatively similar.

The College's "persistence rate" has been consistent at 63-64% for the past three years. This rate is below the average persistence rate (67.6%) for the 27 colleges in our persistence rate peer group, and below the computed statewide persistence rate average of 66.7%.

COS students face educational and economic challenges not accounted for in the ARCC computations. In 2006 a comprehensive Council of State Governments study showed that Tulare and Kings County rank 42nd and 56th from the lowest of 3400 counties nationwide on its "educational needs index." Approximately 65-70% of newly entering students need remediation in Math and/or English.

To meet the challenge the College has filled counselor, tutoring, and placement positions lost due to financial constriction earlier this decade, and greatly expanded learning community-type programs such as LISTO, Puente, EOPS, and First Year Experience (FYE). These positions and programs ease the transition of these lesser-prepared students to college life through counseling and advising, skill development, and close faculty contact. Persistence rates should climb when these new programs are available to more students.

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

The College rate on the fifth Indicator, Successful Course Completion Rate in Basic Skills, has risen each of the three years of the ARCC report.

The College's Basic Skills improvement rate is consistent with prior periods, about 44%. College-generated data using the ARCC algorithm indicates the Basic Skills improvement rate will rise to 48.5% beginning with the 2006-07 academic year cohort, underscoring the positive effect of the FYE, Puente, and other programs on student success and retention.

The College's score for "ESL Improvement" dropped 5%. Historically, a high proportion of students enrolling in our "pre-college", credit ESL courses are older (average age 33.6), are female (64%), and desire only basic English comprehension to help with their children's education. To meet these students basic English needs, COS is greatly expanding off-campus, non-credit ESL offerings and this year adopted a streamlined non-credit admissions process. COS is exploring mandatory test placement for our credit ESL offerings to ensure steady student progress toward college level English comprehension.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.7%	48.7%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.1%	70.6%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.1%	57.7%	59.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	83.0%	81.0%	84.3%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	43.6%	37.4%	46.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	25.0%	0.0%	0.0%
Basic Skills Improvement Rate	47.3%	53.1%	39.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 170

State of California

College of the Siskiyous
Siskiyou Joint Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	5,567	5,502	5,795
Full-Time Equivalent Students (FTES)*	2,384	2,346	2,432

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.4%	17.8%	19.2%
20 - 24	16.2%	16.0%	16.2%
25 - 49	38.4%	36.9%	36.6%
Over 49	26.7%	28.9%	27.9%
Unknown	0.3%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.2%	54.0%	52.3%
Male	47.0%	45.3%	47.3%
Unknown	0.8%	0.7%	0.3%

Source: Chancellor's Office, Management Information System

College of the Siskiyous
Siskiyou Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.7%	3.1%	3.3%
American Indian/Alaskan Native	4.0%	3.8%	3.8%
Asian	1.9%	1.8%	1.8%
Filipino	0.4%	0.4%	0.5%
Hispanic	7.4%	7.5%	8.3%
Other Non-White	0.3%	0.5%	0.5%
Pacific Islander	0.7%	0.7%	0.8%
Unknown/Non-Respondent	8.5%	8.6%	7.6%
White Non-Hispanic	74.2%	73.6%	73.4%

Source: Chancellor's Office, Management Information System

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	47.0	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	66.2	67.0	56.2	74.0	B1
C	Persistence Rate	59.1	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.3	81.4	79.5	84.3	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.0	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	39.8	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	0.0	29.1	0.0	70.5	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 2009 Report: College Level Indicators

College of the Siskiyous
Siskiyou Joint Community College District
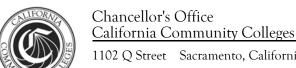
College Self-Assessment

College of the Siskiyous (COS) continues to provide the community with excellent educational opportunities that serve students with varied backgrounds, interests, and abilities. In addition to maintaining and improving programs and facilities at both the main campus in Weed and the satellite campus in Yreka, COS has also been expanding the videoconferencing system through out Siskiyou County in partnership with local high schools.

COS continues to offer exceptional vocational education programs, which play a vital role in the Siskiyou County economy. The programs have trained nurses, firefighters, emergency medical services personnel, and other skilled workers for the county. Through grant funding and local bond support, COS has been able to provide more support for CTE faculty and students for identified needs. Higher admission standards for CTE students and industry partnerships have helped ensure the success of the students in the programs. The Annual Successful Completion Rate for Credit Vocational Courses has been consistently above 80% for the past years. At a rate of 84.3%, COS continues to lead the peer group for this indicator. The Tactical Training Center has been in service for more than one year, and the Emergency Medical Technology Services building was recently completed. Together with the upcoming Rural Health Science Institute in Yreka, the vocational education programs at COS will strive to expand training and educational opportunities in Siskiyou County and maintain their excellence.

College of the Siskiyous performed well across most of the ARCC indicators, reflecting the continuing efforts of the College in helping students to succeed. Three general indicators, the Student Progress and Achievement Rate, the Percent of Students Who Earned at Least 30 Units, and Persistent Rate, have been fairly consistent over the past years, performing close to the peer group average.

The Annual Successful Course Completion Rate for basic skills courses improved from the previous year. The improvement reflects the efforts from the College as a whole in providing students more support, and the increased individual attention to students at the Academic Success Center. The Basic Skills Improvement Rate is relatively low in part due to the low number of courses coded as basic skills during 2007-2008. As an institution, COS is putting more efforts on the factors that impede basic skills students' success and on implementing changes from curriculum to facilities to student services. COS is providing more basic skills professional development for faculty, more tutoring services, instructional assistance, and advisory services to students. The College is also enhancing ESL program offering and support. Improvement for this performance indicator is expected in 2008-2009.

College of the Siskiyous is dedicated to educational excellence. The College will continue to provide learning opportunities that satisfy the diverse student population in Siskiyou County with a focus on increasing student retention and success, and helping the local economy to thrive.

| **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.)

	2000-2001 to 2005-2006	**2001-2002 to 2006-2007**	**2002-2003 to 2007-2008**
Student Progress and Achievement Rate	46.0%	49.8%	44.1%

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

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

	2000-2001 to 2005-2006	**2001-2002 to 2006-2007**	**2002-2003 to 2007-2008**
Percent of Students Who Earned at Least 30 Units	68.1%	72.4%	65.0%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	**Fall 2005 to Fall 2006**	**Fall 2006 to Fall 2007**
Persistence Rate	64.9%	63.9%	62.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.4%	76.1%	75.1%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	51.7%	49.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	48.4%	41.9%	50.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Columbia College
Yosemite Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	5,182	5,204	5,860
Full-Time Equivalent Students (FTES)*	2,062	2,165	2,252

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	24.7%	24.3%	23.2%
20 - 24	20.7%	21.2%	20.4%
25 - 49	30.3%	28.5%	32.6%
Over 49	24.2%	26.0%	23.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.9%	55.8%	50.6%
Male	44.8%	43.1%	48.9%
Unknown	1.4%	1.1%	0.5%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Columbia College
Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.0%	1.2%	3.3%
American Indian/Alaskan Native	2.5%	2.0%	1.9%
Asian	1.2%	0.9%	1.0%
Filipino	0.4%	0.6%	0.4%
Hispanic	6.9%	6.6%	8.7%
Other Non-White	0.1%	0.1%	0.0%
Pacific Islander	0.3%	0.4%	0.4%
Unknown/Non-Respondent	17.1%	20.9%	28.5%
White Non-Hispanic	70.6%	67.4%	55.8%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 178

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State of California

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	44.1	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	65.0	67.0	56.2	74.0	B1
C	Persistence Rate	62.2	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.1	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.5	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	50.6	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	.	29.1	0.0	70.5	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.

Columbia College
Yosemite Community College District

College Self-Assessment

Columbia College is located in the Central Sierra foothills. Ethnic diversity is slowly increasing in a local population that tends to be a decade older than the nearby Central Valley counties. Over the 3-year period shown in the report, headcount and FTES both increased by 13.08% and 9.21% respectively. These increases were accompanied by marked increases in both the Hispanic and African American student population over the same 3-year period.   The 2007-2008 year showed a 5.8% increase in the male student population, which may be influenced by local and statewide economic decline.

The first 2 tables for Student Progress and Achievement are characterized by declines in the most current 6-year spans. These decreases are likely associated with a headcount decline that began in 2002-2003 and bottomed out in 2006-2007. While the total number of students (and subsequent awards) declined over the years shown, the remaining students demonstrated relative increases in the awards earned per student over the last 3-years.

The percent students earning degrees or certificates at Columbia College in 2003-2004 was 5.67%; that percentage increased to 9.74% by 2006-2007. A greater proportion of these awards are low-unit certificates (below 18 units), which are increasingly sought by students and now comprise 59.6% of our certificates; in 2004-2005 only 42.17% of certificates were <18 units. Certificates <18 units are not reflected in ARCC data.
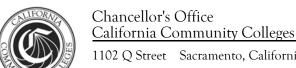
Student persistence showed a slight decline over the 3-year period, which still held 2% (62.2%) above the peer average.

The Successful course completion rate for vocational courses appears to decline slightly in 2007-2008. This is an artifact that appears because the calculation for these rates changed for 2007-2008 (previous years were not adjusted in the same manner). Normalizing the 20007-2008 data (to match previous years) shows a value of 77%, which is an increase of .9% over the previous year, placing the college 1.9% above the peer average.

The Basic Skills Successful Course Completion rate showed an apparent decline in 2007-2008. The same artifact (as above) masks an actual increase to 52.3%. This reverses a 7.7% decline in the previous year, and may be an indicator that planning efforts (focused on basic skills) at the college are having a positive impact on our students. This concept is supported by nearly a 10% increase in the Basic Skills Improvement Rate for 2007-2008.

The college's efforts to build essential skills for our student's are not directly focused on credit basic skills courses. Alternatively, the college focus is to rely on a broad range of integrated academic and support services. This approach is more likely to impact students, as very few actually enroll in basic skills courses by choice.

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 that it serves. As ethnic diversity shows signs of growth in our surrounding communities, Columbia College's non-credit ESL population has grown by 265% over the past year. The ARCC report does not address non-credit ESL.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	29.6%	24.9%	25.7%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	55.4%	54.1%	61.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	54.1%	34.4%	45.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	68.5%	69.9%	67.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	51.5%	46.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	19.0%	23.2%	17.3%
Basic Skills Improvement Rate	41.1%	35.1%	39.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Compton Community Educational Center
El Camino Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	10,246	6,726	7,683
Full-Time Equivalent Students (FTES)*	4,314	2,695	3,347

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	35.6%	29.2%	28.5%
20 - 24	19.9%	24.7%	26.7%
25 - 49	39.0%	40.4%	39.4%
Over 49	5.4%	5.5%	5.5%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	62.7%	63.6%	65.1%
Male	36.7%	34.5%	34.6%
Unknown	0.6%	2.0%	0.2%

Source: Chancellor's Office, Management Information System

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	47.8%	48.3%	49.2%
American Indian/Alaskan Native	0.2%	0.2%	0.2%
Asian	2.3%	2.9%	3.0%
Filipino	0.6%	1.8%	1.9%
Hispanic	44.8%	36.6%	36.8%
Other Non-White	1.3%	1.2%	1.2%
Pacific Islander	0.5%	1.0%	1.4%
Unknown/Non-Respondent	1.5%	6.1%	3.6%
White Non-Hispanic	1.0%	1.8%	2.7%

Source: Chancellor's Office, Management Information System

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	25.7	42.0	25.7	52.6	*A6*
B	Percent of Students Who Earned at Least 30 Units	61.2	69.6	61.2	78.3	*B3*
C	Persistence Rate	45.2	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.1	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.2	49.9	46.2	54.3	*E6*
F	Improvement Rate for Credit Basic Skills Courses	39.2	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	17.3	53.6	15.7	75.0	*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.

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

El Camino College has provided a variety of educational opportunities at its Compton Community Educational Center (Compton Center) since August 2006. Located in southern Los Angeles County, about a 10-minute drive east from El Camino College's main campus, Compton Center sits on an 83-acre campus and serves a population consisting primarily of the African-American and Latino communities of Carson, Compton, Lynwood, Paramount and surrounding areas.

Due to recent challenges leading to the loss of its accreditation, the former Compton College experienced a sharp enrollment decline in 2006-07. However, enrollment increased dramatically in 2007-08, growing by nearly 1,000 students over the previous year. This increase occurred mostly among women and working adults (ages 25-49). A variety of recruitment efforts are underway to attract more male and traditional college-aged students to the campus.

In terms of academic performance, Compton Center rebounded from last year's low point on a variety of measures. Although representing the peer group low, the Center improved its performance modestly on the Student Progress and Achievement Rate. In addition, the percentage of students earning 30 units or more increased by 7 percentage points. Persistence also rebounded, with a much larger percentage of Fall 2006 Compton Center students persisting to Fall 2007—an 11-point gain from the previous year!

Successful course completion in vocational and basic skills courses declined, however. The increase in working adults who often return to college with competing priorities may be a contributing factor. In concert with the main campus, Compton Center is focusing efforts on successful strategies to assist students moving through vocational and basic skills courses. For example, a faculty member with reassigned time has been appointed as the Basic Skills Coordinator to direct the student experience in the Basic Skills area.

ESL improvement rates remain low for at least two reasons. First, the ESL Improvement Rate indicator still spans the period of transition from Compton College to El Camino College curriculum as the right "mix" of courses was developed for Compton. Second, the population of students who enrolls in ESL courses at Compton Center is very different from that at El Camino College and thus requires additional courses not offered at ECC. Low enrollments during the early years of the partnership also prevented students from advancing to higher level courses unless they attended another institution, a tall order for persons of limited English ability. Nonetheless, El Camino College Compton Center acknowledges the need to focus efforts on improvement rates both for ESL and basic skills courses.

In a national survey administered in 2007-08, students rated Compton Center highly on a variety of engagement measures including academic and collaborative learning and student-faculty interaction. Students also valued important infrastructure and services such as computer and skills labs and academic counseling. Despite its continued underperformance, the recent improvements are a sign of promise for stronger performance to come at Compton Community Educational Center.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.3%	46.5%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.2%	64.0%	67.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.0%	65.0%	70.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.3%	75.9%	75.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.1%	60.3%	57.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	58.0%	55.1%	53.2%
Basic Skills Improvement Rate	41.6%	44.3%	47.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 188

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Contra Costa College
Contra Costa Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	12,709	12,625	13,337
Full-Time Equivalent Students (FTES)*	6,342	5,463	6,429

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.4%	28.6%	31.6%
20 - 24	22.5%	21.3%	21.9%
25 - 49	36.7%	35.3%	33.2%
Over 49	13.2%	14.4%	13.0%
Unknown	0.3%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.0%	58.9%	58.9%
Male	34.7%	35.5%	36.5%
Unknown	6.3%	5.6%	4.5%

Source: Chancellor's Office, Management Information System

Contra Costa College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	27.1%	25.2%	25.4%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	14.0%	14.0%	14.8%
Filipino	6.9%	7.0%	7.3%
Hispanic	25.3%	25.2%	26.0%
Other Non-White	3.1%	3.4%	3.3%
Pacific Islander	0.7%	0.7%	0.8%
Unknown/Non-Respondent	5.2%	6.2%	5.4%
White Non-Hispanic	17.4%	18.0%	16.5%

Source: Chancellor's Office, Management Information System

Contra Costa College
Contra Costa Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.3	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	56.2	74.0	B1
C	Persistence Rate	70.0	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.0	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.5	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	53.2	29.1	0.0	70.5	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.

Contra Costa College
Contra Costa Community College District

College Self-Assessment

Contra Costa College (CCC) serves residents primarily from the western part of the county. Currently, the college is serving approximately 13,000 students yearly with a student body that is increasingly diverse. About 79% of the students are from ethnic minority groups with the majority being Hispanic and African American. The population of West Contra Costa County remains stable even though foreclosures and the economic downturn are having a tremendous effect on these residents. While the full impact of these circumstances is unknown, the current 13% increase in college FTES growth for the spring 2009 semester has been influenced by these extraordinary events.

The college will continue to have extensive building and landscape improvements funded by the two bonds that were passed in the last seven years. There is significant need for earthquake retrofitting for some existing buildings which will result in some classroom and service disruptions. The new student services building and the modernized library have contributed to student and staff appreciation of campus facilities. Access for students to wireless computer connection has steadily increased throughout the campus particularly in new construction and remodeled buildings.

The college has recently (Spring 2009) completed a successful reaffirmation of its accreditation. With the knowledge that its planning processes are affirmed and in place, the college will continue to "stay the course" by implementing its five-year strategic plan. Specifically, the plan calls for actions that improve student learning experiences and successful completion rates. Additionally, the college will implement new strategies to increase student enrollment, to improve the college's image, and to create positive public awareness about the college.

Using research to improve its effectiveness, the college has identified student cohorts with lower than average completion rates. These cohort groups can be targeted and campus resources used to directly influence successful outcomes. The progress of these groups is regularly tracked and benchmarks have been established. Staff members from the academic and student service areas understand that through coordination of efforts, the initiatives that have been planned should result in an increase in successful student completion rates.

Students in the EOPS program as well as those on financial aid have improved their persistence rate. For the year ending 2007/08, EOPS has improved its persistence rate by 18%. Also, the number of students on financial aid on academic probation has decreased by 16%. These outcomes contributed to a 5% improvement of student persistence college-wide. Moreover, the many learning communities, such as the Center for Science Excellence and the Basic Skills/ESL Learning Center, have positively influenced student success. The college also has updated instructional software that assists the improvement of the teaching and learning process for students enrolled in these courses. The impact of these changes will be monitored as the college addresses the improvement of Credit Basic Skills and ESL outcomes.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.4%	46.0%	49.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	59.3%	65.3%	72.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	51.0%	37.7%	45.0%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	84.8%	84.0%	85.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.2%	64.8%	57.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	57.5%	54.4%	54.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Copper Mountain College
Copper Mountain Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	3,082	2,865	2,939
Full-Time Equivalent Students (FTES)*	1,361	1,346	1,427

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.3%	18.6%	20.2%
20 - 24	35.6%	33.4%	29.5%
25 - 49	35.4%	37.5%	39.7%
Over 49	7.8%	8.3%	8.2%
Unknown	2.9%	2.2%	2.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.0%	59.5%	62.2%
Male	42.3%	39.5%	35.4%
Unknown	0.7%	1.0%	2.4%

Source: Chancellor's Office, Management Information System

Copper Mountain College

Copper Mountain Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.6%	6.4%	6.9%
American Indian/Alaskan Native	2.1%	2.7%	2.3%
Asian	2.0%	1.8%	2.1%
Filipino	2.4%	2.4%	2.3%
Hispanic	14.3%	15.8%	15.4%
Other Non-White	0.5%	0.7%	1.2%
Pacific Islander	0.8%	1.0%	1.0%
Unknown/Non-Respondent	18.5%	10.3%	11.5%
White Non-Hispanic	53.6%	58.8%	57.4%

Source: Chancellor's Office, Management Information System

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	49.4	47.4	36.9	54.3	A3
B	Percent of Students Who Earned at Least 30 Units	72.5	69.6	61.2	78.3	B3
C	Persistence Rate	45.0	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.4	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	54.8	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	.	41.3	7.9	80.5	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

Regarding the trend toward increases in student progress and achievement, there does not appear to be a single reason for the trend. Several factors may be playing a role, including a change in demography to a more traditionally aged student, greater student awareness of transfer/completion options, and local economic drivers for earning credit and completing or transferring. The inconsistency in the persistence rate, with substantial decreases and increases, has not led the college to any specific conclusions regarding the volatility of the measure. This measure will need to continue to be monitored. The stability in the measure for successful course completion in credit vocational courses remains a likely indicator of our health science course enrollments and the high motivation of students in the health professions. The decline in the measures linked to students in credit basic skills is also an area for continued vigilance. The college showed two years of increases and this measure appears to be aberration. At this time, the variables related to student success in basic skills is being monitored, evaluated, and provided additional support. New program efforts have been put into place, but were instituted during the last year measured. Those changes, and others implemented since that time are expected to be reflected in future indicators.

Regarding college demographics, there is an increase in both head count and FTE. It would appear that students are enrolling in more credits per semester, when compared with 2005-2006. This may be as a result of traditionally aged student enrollment increasing during the period, as well as local economic factors, with higher unemployment or part-time employment leading to more full-time schooling. The college's gender balance continues to reflect the national trend toward a larger female enrollment. There were no large swings in the ethnic make up of the student population, when compared to previous years. The comparison with our peer groups would lead to the conclusion that we are near the average for nearly all indicators, with one indicator identified as the peer group high and one slightly above the peer group low.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.5%	51.2%	51.6%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.9%	67.2%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	70.0%	71.9%	72.9%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.3%	67.1%	62.8%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.2%	66.1%	60.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	61.8%	72.8%	66.3%
Basic Skills Improvement Rate	56.4%	55.9%	57.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Cosumnes River College
Los Rios Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,746	18,560	20,109
Full-Time Equivalent Students (FTES)*	8,018	8,392	8,797

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	26.8%	26.4%	26.2%
20 - 24	31.5%	31.1%	31.6%
25 - 49	35.5%	36.3%	36.2%
Over 49	6.3%	6.1%	6.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.9%	57.6%	57.4%
Male	41.1%	41.5%	41.8%
Unknown	0.9%	0.9%	0.9%

Source: Chancellor's Office, Management Information System

Cosumnes River College
Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	14.5%	14.5%	14.6%
American Indian/Alaskan Native	0.9%	1.0%	0.8%
Asian	22.4%	23.2%	23.7%
Filipino	6.1%	5.8%	5.6%
Hispanic	14.9%	15.0%	15.5%
Other Non-White	2.5%	2.5%	2.1%
Pacific Islander	1.6%	1.9%	2.0%
Unknown/Non-Respondent	5.7%	6.1%	6.2%
White Non-Hispanic	31.3%	30.2%	29.6%

Source: Chancellor's Office, Management Information System

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	51.6	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	71.2	71.1	63.2	78.4	B2
C	Persistence Rate	72.9	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.8	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.7	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.5	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	66.3	41.3	7.9	80.5	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.

Cosumnes River College
Los Rios Community College District

College Self-Assessment

The 2009 Cosumnes River College (CRC) ARCC report indicates substantial improvement in the percent of students who have earned at least 30 units and increases in the student progress and achievement, persistence, and basic skills improvement rates. The college is generally pleased with this progress and that our performance in these areas is above the average for our peer groups.

Although the 2009 ARCC report indicates a slight decline in the ESL improvement rate from the previous year, the college remains committed to work in this area, despite the upward trend in this metric and ESL course completion rates that are near the top of our peer group.

Of greatest concern are the decreases in our 2007/08 course completion rates in vocational and basic skills courses. These decreases are primarily explained by a change in methodology for these metrics for the 2007/08 year. Had the previous methodology been used, our 2007/2008 course completion rates would have increased by 4% to 5%, and would have indicated modest improvement in vocational and a slight decline in basic skills course completion rates. The change to compressed calendar in 2007/08 may have exerted a short-term impact on basic skills course completion.

CRC is encouraged by its improvement in vocational course completion and by data that indicate significant improvement in our spring 08 vocational course completion rates compared to previous semesters. The college remains committed to improving its course completion rates. CRC anticipates that the continued implementation of its student success initiatives, which include the Basic Skills Initiative, Freshman Seminar, SLO assessment, and enhanced and on-going professional development, will improve our course completion rates. In addition, because our VTEA technical skill attainment core indicator indicates that 95% of students who have completed 12 units in vocational programs perform well above the state average, the college will be implementing strategies designed to support the success of students in entry-level vocational courses. Implementation of these intrusive strategies may improve completion rates in vocational courses.

CRC continues to experience rapid growth and demographic change. The college's enrollment has grown almost 25% over the past three years to just over 15,000 students and our demographic profile includes no majority population. Specifically, in fall 2007:

40.1% of CRC students were first generation students;
49.7% of CRC students lived in households that were low income or below the poverty line;
33.7% of CRC students were between 18-20 years of age;
31.4% of CRC students were African American, Latino or Native American;
30.8% of CRC students were Asian/Pacific Islander; over half of these students were Vietnamese, Filipino or Chinese.
90+ first languages are spoken by CRC students;
29% of incoming students who completed an English writing assessment test placed into basic skills writing; and
38.1% of incoming students who completed a mathematics assessment test placed into basic skills mathematics.

These demographic indicators provide an important context for CRC imparting tremendous encouragement and inspiring our continued commitment to student success.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.8%	52.3%	51.3%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.2%	66.0%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.3%	67.3%	66.9%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.7%	79.2%	78.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	54.6%	59.0%	55.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	55.9%	53.0%	59.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,243	8,539	8,845
Full-Time Equivalent Students (FTES)*	3,757	4,359	4,246

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.7%	28.6%	28.5%
20 - 24	33.9%	30.4%	31.6%
25 - 49	31.8%	35.4%	34.7%
Over 49	4.6%	5.3%	5.0%
Unknown	0.0%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.0%	49.0%	50.1%
Male	45.4%	49.4%	48.1%
Unknown	0.6%	1.6%	1.8%

Source: Chancellor's Office, Management Information System

Crafton Hills College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.6%	4.2%	4.1%
American Indian/Alaskan Native	1.4%	1.4%	1.4%
Asian	3.6%	4.1%	3.8%
Filipino	1.8%	1.7%	1.8%
Hispanic	24.1%	24.4%	25.4%
Other Non-White	1.1%	1.1%	1.1%
Pacific Islander	0.5%	0.5%	0.6%
Unknown/Non-Respondent	5.8%	6.6%	6.0%
White Non-Hispanic	57.0%	56.0%	55.8%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.3	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	70.6	69.6	61.2	78.3	*B3*
C	Persistence Rate	66.9	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.4	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	59.5	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	.	41.3	7.9	80.5	*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 is the smaller of two colleges within the San Bernardino Community College District. It primarily serves the cities of Yucaipa and Redlands. The college offers 32 majors and 30 certificates, including several high-profile career and technical programs (emergency services, fire science, respiratory care, radiology technology). After a period of declining enrollment, the college is experiencing an enrollment upswing. Enrollment in spring 2009 is the largest of any spring semester in the college's history.

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

The college is committed to increasing the success rates on every measure in the ARCC Report. We are currently formulating an action plan that includes continued work on the evaluation of student learning outcomes, implementing revised and improved curriculum for basic skills courses, improving access to tutorial support services, and creating small learning communities. Programs like EOP&S, DSP&S, the Emergency Textbook Fund, and the projects and programs funded by the Title V Institutional Advancement grant address the special needs of our low-income, first generation students and other educationally disadvantaged students. Crafton Hills College has cultivated partnerships with a variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as American Medical Services (AMR) and Arrowhead Regional Medical Center to support student learning and job training.

The college takes pride in its student-oriented focus and the manner in which it has positioned itself to meet the needs of a growing population of students. The positive scores for annual successful course completion rate for vocational courses and increases in annual unduplicated headcount and full-time equivalent students are a reflection of this commitment. Scores for student progress and achievement rate may have been impacted by budget cuts and "bottle neck" science courses for which increasing sections are being offered to ensure students can take these courses in a timely manner. Increased professional development offerings and capacity to support at-risk students through the Basic Skills Initiative should positively impact the student progress and achievement rate and persistence rate. For most rates the college is doing better than or close to the average of those identified as peer colleges, but there is room for improvement. The trends across years for most areas suggest that the college is on the right path.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	57.3%	55.9%	58.9%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.7%	78.0%	75.4%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	70.1%	70.4%	67.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.2%	78.2%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.5%	57.0%	55.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	35.5%	25.6%	18.8%
Basic Skills Improvement Rate	61.0%	50.5%	55.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	0.0%	0.3%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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ARCC 2009 Report: College Level Indicators

Cuesta College
San Luis Obispo County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	16,804	18,133	19,189
Full-Time Equivalent Students (FTES)*	8,760	9,247	9,374

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.0%	30.1%	30.0%
20 - 24	32.7%	30.7%	29.8%
25 - 49	26.6%	25.9%	25.7%
Over 49	9.7%	13.4%	14.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.7%	55.1%	54.8%
Male	45.5%	43.8%	44.2%
Unknown	0.8%	1.1%	0.9%

Source: Chancellor's Office, Management Information System

Cuesta College

San Luis Obispo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.5%	1.4%	1.3%
American Indian/Alaskan Native	1.5%	1.3%	1.3%
Asian	2.5%	2.3%	2.5%
Filipino	1.2%	1.1%	1.1%
Hispanic	18.8%	19.5%	20.1%
Other Non-White	1.3%	1.2%	1.2%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	10.7%	11.9%	12.4%
White Non-Hispanic	62.1%	60.8%	59.5%

Source: Chancellor's Office, Management Information System

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	58.9	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	75.4	71.1	63.2	78.4	B2
C	Persistence Rate	67.8	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	74.5	66.1	82.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.4	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	18.8	41.3	7.9	80.5	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.

Cuesta College
San Luis Obispo County Community College District

College Self-Assessment

For more than 40 years, Cuesta College has served San Luis Obispo County residents' educational needs. According to the most recent CPEC data (2007), San Luis Obispo County has the tenth highest college-going rate to community colleges in the state (38.7%). This is particularly impressive in light of decreasing local high school graduates, stagnant overall population growth, and a significant increase in the percentage of residents 65 years of age and older. Notwithstanding these demographic changes in our service area, fall enrollments have increased roughly 41% between 2000 and 2008; in fall 2008, our enrollment was just under 14,000 unduplicated students.

Another salient demographic change within San Luis Obispo County, which is also reflected in Cuesta College's student demographics, is the increase in the number and percentage of Latino residents. Specifically, the Department of Finance has estimated that, between 2005 and 2010, the percentage of Adult Latinos (18 years and older) in San Luis Obispo County will have increased by 20%, compared with a statewide increase of only 18% over the same time period. Similarly, Latino students in 2008 constituted roughly 17.5% of Cuesta's enrollment compared to only 12.0% in 2000.

Finally, in exploring the context in which Cuesta operates, the uniqueness of our local California State University—Cal Poly—is germane to any discussion regarding outcomes for Cuesta students. First, Cal Poly is the most selective institution among all of the CSU and UC schools. For example, among fully prepared transfer applicants, only 37% of those who applied were accommodated at Cal Poly in fall 2007. Second, because of the desirability of Cal Poly and the strong articulation between Cuesta and Cal Poly, a significant proportion of our first-time students come from outside of San Luis Obispo County (41% in 2008).

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

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

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.1%	52.7%	55.6%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.7%	68.4%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.2%	71.3%	70.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.9%	67.9%	68.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	60.4%	60.7%	59.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	69.4%	65.6%	70.5%
Basic Skills Improvement Rate	55.7%	57.3%	59.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,565	18,222	19,859
Full-Time Equivalent Students (FTES)*	5,220	5,533	5,694

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	17.9%	20.5%	22.8%
20 - 24	20.5%	21.3%	22.1%
25 - 49	28.5%	30.7%	31.6%
Over 49	22.2%	23.4%	21.0%
Unknown	11.0%	4.1%	2.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.3%	54.3%	55.5%
Male	34.7%	36.4%	37.3%
Unknown	13.0%	9.2%	7.2%

Source: Chancellor's Office, Management Information System

Cuyamaca College
Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.3%	6.0%	6.6%
American Indian/Alaskan Native	1.0%	1.1%	1.1%
Asian	2.8%	2.7%	3.0%
Filipino	2.3%	2.6%	3.1%
Hispanic	14.9%	17.8%	18.6%
Other Non-White	3.5%	3.9%	4.3%
Pacific Islander	0.7%	0.8%	1.0%
Unknown/Non-Respondent	21.0%	15.0%	12.5%
White Non-Hispanic	48.5%	50.1%	49.8%

Source: Chancellor's Office, Management Information System

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	55.6	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.8	67.0	56.2	74.0	*B1*
C	Persistence Rate	70.8	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.4	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	59.5	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	70.5	29.1	0.0	70.5	*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.

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 two indicators, Annual Successful Course Completion Rate for Credit Vocational Courses and Basic Skills Courses, Cuyamaca College was below the peer average.

Most noteworthy is that Cuyamaca College's Student Progress and Achievement Rate and Improvement Rate for Credit ESL Courses are THE Peer Groups' High Scores! This is a direct result of the collective and dedicated efforts of Student Services and Instruction, specifically, tutoring, Title III, faculty development programs, the Basic Skills Initiative and open computer 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 2008-2009 indicates that the college meets or exceeds state negotiated levels for college performance in the area of course completion. Given that the college's total enrollment in credit vocational programs is very small, any decrease in the completers for a particular class translates to a comparatively large percentage. Additionally, students are entering the workforce sooner, particularly in a number of college career programs.

The college's relatively lower ranking in Completion Rate for Credit Basic Skills Courses may be a function of a statistical margin of error. Regardless, under the past Title III grant and the current comprehensive Basic Skills plan, the college has implemented numerous strategies focusing on student retention.

Finally, rising costs have affected the college's ability to replace retired faculty, especially vocational faculty, and provide critical academic support services. As well, vacancies in student services in both counseling and staff ranks have made it more difficult to provide student support services to all students.

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.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.6%	51.6%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.5%	71.8%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.2%	75.2%	73.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.3%	72.4%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	62.7%	61.8%	64.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	57.7%	59.7%	64.2%
Basic Skills Improvement Rate	56.5%	56.8%	59.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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ARCC 2009 Report: College Level Indicators

Cypress College
North Orange County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	18,626	19,085	20,502
Full-Time Equivalent Students (FTES)*	9,899	10,408	11,226

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	26.8%	25.6%	26.3%
20 - 24	36.0%	36.5%	36.6%
25 - 49	32.8%	33.3%	32.8%
Over 49	4.3%	4.5%	4.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.4%	56.7%	56.4%
Male	42.4%	42.5%	42.5%
Unknown	0.2%	0.8%	1.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Cypress College
North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.7%	5.4%	5.8%
American Indian/Alaskan Native	0.6%	0.5%	0.6%
Asian	19.8%	19.8%	20.3%
Filipino	8.0%	8.2%	7.5%
Hispanic	26.1%	26.6%	27.4%
Other Non-White	1.7%	1.8%	1.7%
Pacific Islander	0.9%	0.9%	1.0%
Unknown/Non-Respondent	6.0%	6.6%	7.5%
White Non-Hispanic	31.0%	30.3%	28.1%

Source: Chancellor's Office, Management Information System

Cypress College
North Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.4	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.3	71.1	63.2	78.4	*B2*
C	Persistence Rate	73.8	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.5	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.7	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	59.0	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	64.2	53.6	15.7	75.0	*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.

Cypress College
North Orange County Community College District

College Self-Assessment

The mission of Cypress College is to enrich students' lives by providing high quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The primary service area includes over 82,000 adult residents in eight cities, although nearly one-half of the students come from cities outside the primary service area. The percentages of Asians and African Americans at Cypress College are much higher than the percentages of Orange County residents. Two-third of the students comes from traditionally underrepresented ethnic groups. Approximately one-third of the students are first generation in college.

Although Cypress College is ahead of its peers, the Student Progress and Achievement Rate (SPAR) and persistence rate have remained flat in the last three years. A closer analysis revealed that the percentages of transfer to four-year institutions and transfer directed students declined in 07-08 compared to 06-07, while other performance parameters either improved or remained at similar level. Focusing attention on transitioning new students into the college, promoting awareness of college academic and support services, and opening a new Library/Learning Resource Center were among the initiatives aimed at increasing SPAR, persistence, and completion of 30 or more credits. Expanding tutoring service, using Plato software to help student learning, increasing full-time faculty in the Reading Department, and developing supplemental curriculum for ESL were some of the initiatives introduced to improve the success rates of basic skills and ESL courses. Although no causal analysis has been conducted, it appears that the recently introduced activities have positively impacted the course completion, persistence, basic skills, and ESL performance rates.

Cypress College is above its peers in six of the seven accountability measures; however, it fell below the average for annual successful course completion rate for credit vocational courses. The success rates for vocational courses had improved in previous years, but an increased number of online courses resulted in an overall decline for the current cohort. The college is developing a comprehensive distance education plan to address high failure rate in online courses. Part of the lower completion rate may also be attributed to students who gain the skills required to find jobs and leave without completing the course. The college is exploring strategies to minimize such non-completions. For example, a Perkins IV grant fund is being used to address these issues through tutoring and industry speakers.

To support its vision of being a premier learning community recognized for supporting student success and enriching society, Cypress College has identified the following five strategic directions: 1) Instruction; 2) Student and Academic Support; 3) Campus Support and Infrastructure; 4) Climate, Involvement and Communication; and 5) Collaborative Relations and Marketing. The college is also committed to assessing student learning outcomes for all its courses and programs, and establishing connections between the College Strategic Plan, Educational Master Plan, and the District's Strategic Plan. In view of increasing enrollment and frugal budgets, the College is committed to increasing efficiency to better serve its students.

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	67.5%	66.4%	69.3%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	79.5%	81.1%	82.7%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.4%	66.8%	69.5%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	85.1%	85.2%	83.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	81.6%	82.4%	78.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	64.0%	60.1%	61.2%
Basic Skills Improvement Rate	61.2%	57.0%	58.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

De Anza College
Foothill-De Anza Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	40,135	40,529	41,235
Full-Time Equivalent Students (FTES)*	19,493	19,215	19,766

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.7%	32.9%	32.9%
20 - 24	28.9%	28.0%	27.7%
25 - 49	34.6%	33.4%	33.5%
Over 49	5.7%	5.8%	5.8%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.5%	51.7%	51.6%
Male	47.3%	48.3%	48.4%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

De Anza College
Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.2%	5.8%	5.4%
American Indian/Alaskan Native	0.5%	0.5%	0.6%
Asian	36.0%	36.5%	37.7%
Filipino	5.0%	4.9%	4.8%
Hispanic	13.2%	14.9%	16.4%
Other Non-White	2.4%	2.7%	2.6%
Pacific Islander	0.7%	0.9%	0.9%
Unknown/Non-Respondent	12.2%	9.3%	7.4%
White Non-Hispanic	24.7%	24.5%	24.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	69.3	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	82.7	73.9	67.9	82.7	B4
C	Persistence Rate	69.5	71.3	63.0	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.4	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	78.6	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	58.4	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	61.2	58.4	33.1	79.2	G5

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

De Anza College
Foothill-De Anza Community College District

College Self-Assessment

De Anza College, nationally recognized for leadership and innovation, serves approximately 25,000 students each fall. De Anza's Silicon Valley service area population is growing at about 1% per year while feeder high school graduates are 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. While the proportion of Hispanics is currently substantially less than that of the population, a strategic outreach initiative has increased the proportion by 14% in the past year and is expected increase it significantly again next fall. De Anza was a pioneer in providing access through distance learning. Students may complete more than half their coursework in 11 degree and 29 certificate programs by distance learning.

De Anza offers 111 certificate and degree programs. The College's transfer program is among the top five 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. De Anza awards approximately 700 career certificates and 1,200 associate degrees each year.

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

De Anza, compared to its peers, ranked the highest in two of the seven accountability indicators, nearly the highest in two, substantially above or above average in two, and slightly below average on a seventh. De Anza's Persistence Rate ranked lowest last year but thanks to a 2.7 percentage point increase, now ranks just below average. A three-year downward trend in Student Progress and Achievement rates has been halted with a 1.6 percentage point increase this year and a highest ranking compared to peers. De Anza's Percent of Students Who Earned at Least 30 Units has improved for the second year in a row and is also highest compared to peers. The Credit Basic Skills Improvement Rate has improved after a significant drop last year. After a substantial three-year climb in Successful Course Complete Rates for Basic Skills, the rate dropped this year by 3.8 percentage points. This is a concern that will be examined.

De Anza has initiated a new strategic plan whose four major goals include reaching out to under-represented populations in its service area and improving student success and retention. Among many new initiatives are new programs to improve success in the 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.

ARCC 2009 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	65.5%	65.2%	66.1%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.8%	73.4%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	77.7%	74.6%	76.1%

NA: This performance indicator is not applicable for schools of continuing education

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California Community Colleges

Page 235

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State of California

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	80.8%	79.9%	80.2%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	69.4%	68.8%	65.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	33.9%	41.3%	34.2%
Basic Skills Improvement Rate	39.2%	40.9%	50.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	32,186	32,207	32,806
Full-Time Equivalent Students (FTES)*	16,897	13,797	16,655

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	33.8%	34.3%	33.3%
20 - 24	29.8%	29.1%	29.2%
25 - 49	28.2%	28.3%	29.2%
Over 49	8.1%	8.2%	8.3%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.2%	53.0%	52.6%
Male	44.7%	44.2%	45.1%
Unknown	3.0%	2.8%	2.3%

Source: Chancellor's Office, Management Information System

Diablo Valley College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.9%	5.8%	5.8%
American Indian/Alaskan Native	0.6%	0.7%	0.6%
Asian	12.6%	13.0%	13.3%
Filipino	5.7%	5.6%	5.4%
Hispanic	12.5%	12.9%	13.0%
Other Non-White	3.2%	3.2%	3.3%
Pacific Islander	0.8%	0.7%	0.9%
Unknown/Non-Respondent	9.5%	9.7%	10.4%
White Non-Hispanic	49.3%	48.5%	47.3%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	66.1	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	74.3	73.9	67.9	82.7	B4
C	Persistence Rate	76.1	71.3	63.0	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.2	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.7	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	50.6	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	34.2	41.3	7.9	80.5	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 2009 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 33,000 students each year. 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 one-half million persons who have one of the highest average educational attainments in California.

More than 1,200 courses are offered in traditional formats and online. Online instruction has expanded significantly in the past eight years, and by spring 2008 almost 10% of full-time equivalent students were enrolled online. The college has a large contingent of 1,100 international students from more than 50 countries. Several study-abroad programs complement the college's offerings.
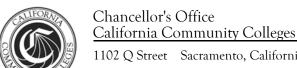
DVC offers a comprehensive career-technical program, with approximately 4,000 students enrolled in 130 certificate and associate degree programs. Over 1,100 students earn career certificates and associate degrees annually. DVC transfers approximately 2,500 students annually to four-year institutions. The transfer program is particularly strong and the college consistently ranks among the top ten colleges in terms of the rate and volume of transfer.

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

The college is committed to the enhancement of student learning and success, and currently focuses its energy on addressing a number of issues including closing the achievement gap among different groups of students, updating and improving its curriculum, and implementing a college-wide planning process in which program review is linked with strategic planning, mission, and resource allocation. The college has made significant strides in improving communication and collaboration among constituent groups and has created a healthy dialogue among members of the campus community.

The value-added educational services provided by DVC are apparent in the ARCC 2009 indicators report. DVC has demonstrated high levels of performance in six of the seven measures of educational attainment, including student progress and achievement, percentage of students who earned at least 30 units, persistence rate, and completion rates. The improvement rate for credit basic skills has increased over time and it is now higher than the peer group average. The college has already addressed the coding anomalies in basic skills, and it is expected that the rates for 2010 will reflect the corrections made in summer 2008. The ESL improvement rate is below the peer group average and the college is addressing this issue.

In summary, DVC takes great pride in maintaining high standards, embracing diversity, enhancing student learning, serving its community, and preparing students to become responsible citizens of the world.

East Los Angeles College
Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	42.2%	44.0%	42.9%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.8%	68.1%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.9%	69.4%	61.3%

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	86.2%	88.8%	88.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.0%	57.6%	60.1%

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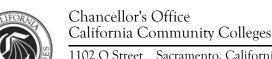and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	55.9%	58.2%	56.9%
Basic Skills Improvement Rate	52.3%	51.7%	51.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	12.1%	20.1%	19.1%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

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California Community Colleges

NA: This performance indicator is not applicable for schools of continuing education

Page 242

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State of California

East Los Angeles College

Los Angeles Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	48,771	50,816	52,936
Full-Time Equivalent Students (FTES)*	18,340	22,693	22,695

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	24.6%	25.4%	28.3%
20 - 24	24.0%	24.0%	24.0%
25 - 49	44.9%	44.0%	41.5%
Over 49	6.5%	6.6%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	52.3%	51.9%	52.1%
Male	47.7%	48.1%	47.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

East Los Angeles College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.5%	4.3%	3.9%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	14.4%	14.2%	14.5%
Filipino	1.5%	1.4%	1.5%
Hispanic	57.8%	56.2%	56.3%
Other Non-White	0.5%	0.6%	0.6%
Pacific Islander	0.4%	0.3%	0.3%
Unknown/Non-Respondent	10.3%	12.7%	13.6%
White Non-Hispanic	10.3%	10.0%	9.0%

Source: Chancellor's Office, Management Information System

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	42.9	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	70.3	71.1	63.2	78.4	B2
C	Persistence Rate	61.3	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.0	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.1	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	51.8	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	56.9	50.9	28.6	67.2	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.

East Los Angeles College
Los Angeles Community College District

College Self-Assessment

East Los Angeles College (ELAC) is a large urban college that has grown more than twenty percent over the last three years to an FTES of 22,695. In Fall 2008, over 30,000 students enrolled in ELAC's academic, vocational and Public Service Academy programs. The College serves a predominantly Hispanic community with a great number of immigrants and English language learners. ELAC's primarily Hispanic/Latino (75.8%) and Asian (19.5%) 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 for conferring more degrees to Hispanic students than any other college in California and is consistently recognized for its award-winning vocational education programs. ELAC represents a gateway to success for many students and offers a broad range of transfer, degree, and workforce education programs.

The college level indicators show ELAC performing above the peer group average on ESL improvement rates, basic skills course completion and completion of vocational courses. Over eighty-five percent of ELAC's 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 vocational 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 vocational goals.

The College continues to seek improvement on ARCC measures of student achievement, persistence, and improvement for credit basic skills. Factors such as high poverty rates, attendance in low-performing schools, and low educational attainment make it difficult for our students to maintain traditional fulltime college attendance. Over one-third of ELAC students enroll in less than six units. In order to address these and other unique characteristics of our student population, the college has begun initiatives to improve student success for all students. ELAC's Educational Master Plan seeks to improve programming through data driven planning and the continual assessment of student learning. In addition, the college has sought to enhance its faculty development to include student-centered learning and the recognition of basic skills needs. ELAC has also worked to improve student services and enhance student achievement by partnering with local high schools and local businesses, expanding counseling faculty, and developing and revising academic programming. To better serve non-traditional students, the College has increased night, weekend and online course offerings. In addition, ELAC has obtained four Title V grants and two STEM grants that support teaching and student learning in math, science, academic literacy and educational bridge programs.

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 a Math and Science Complex allowing for expansion of curricular offerings. 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 improve our college level indicators.

ARCC 2009 Report: College Level Indicators

El Camino College
El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.1%	49.7%	48.8%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.4%	68.0%	69.3%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	74.6%	75.4%	74.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.6%	71.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.1%	58.7%	53.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	73.7%	68.0%	79.2%
Basic Skills Improvement Rate	48.4%	47.8%	47.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

El Camino College
El Camino Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	36,211	35,652	39,388
Full-Time Equivalent Students (FTES)*	18,228	19,312	19,337

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.0%	31.4%	32.8%
20 - 24	31.1%	31.6%	30.9%
25 - 49	32.4%	31.8%	30.8%
Over 49	5.6%	5.3%	5.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.3%	54.8%	54.4%
Male	44.6%	45.2%	45.5%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	19.9%	19.4%	19.4%
American Indian/Alaskan Native	0.5%	0.4%	0.5%
Asian	14.7%	14.2%	13.9%
Filipino	3.8%	3.7%	4.0%
Hispanic	29.5%	30.8%	31.0%
Other Non-White	1.8%	1.9%	1.9%
Pacific Islander	0.9%	0.9%	1.0%
Unknown/Non-Respondent	8.5%	8.4%	8.5%
White Non-Hispanic	20.4%	20.2%	19.9%

Source: Chancellor's Office, Management Information System

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	48.8	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	69.3	73.9	67.9	82.7	*B4*
C	Persistence Rate	74.0	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.8	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	47.2	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	79.2	58.4	33.1	79.2	*G5*

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

El Camino College
El Camino Community College District

College Self-Assessment

Located in southwest Los Angeles County, El Camino College (ECC) serves a large, urban population at its main campus in Torrance as well as its center in Compton which opened in fall 2006. The College's service area is diverse and vibrant with a growing Latino community. ECC likewise has experienced continued growth in its Latino student population, the largest single ethnic group.

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

Enrollment at ECC rebounded in 2007-08, with a 3,000-student jump in headcount. The percentage of younger students (19 or less) grew more than the working adult populations.

In terms of ARCC performance indicators, the most recent year shows increases across three measures, declines on two measures and stable rates for two others. The Student Progress and Achievement Rate has declined but remains above the peer group average. The percentage of students with 30 or more units increased last year but is below the peer average. Efforts are currently underway to address potential barriers such as class schedule conflicts and sufficient offerings in gateway courses.

Persistence of ECC students remains well above its peers. Vocational course success grew slightly but is lower than other peers. Retention strategies implemented recently for traditional and vocational students such as a new student welcome day, learning communities and interactive classroom technologies have already contributed to increased student engagement and chances for success.

Basic skills course success is down in the current year and is below the group average. More than one-third of ECC students place into basic skills English or math courses. ECC has taken a variety of steps to provide effective academic support for these students. The Basic Skills Task Force supports the application of best practices in basic skills and some approaches have already been implemented. In addition, a large-scale computer lab and learning support center for basic skills students is part of the new Learning Resources Center. A new Humanities building supports students with "smart classrooms" and additional lab facilities. These and other efforts should help improve ECC's performance on basic skills measures in the future.

Finally, ESL course improvement experienced an 11-point jump in the most recent year. ECC is also the peer group high on this measure. ESL faculty have been very involved in setting and evaluating student learning outcomes in their courses. Their efforts may be paying off with better performance rates and progress into higher courses.

In a national survey administered in 2007-08, students ranked ECC above average on academic challenge, active and collaborative learning and support for learners. Students were also highly favorable towards their relationships with faculty. Support programs that received high marks included English and math skills labs, computer labs and academic counseling. ECC prides itself on being an institution of strong academic rigor and high-quality student support.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.6%	55.4%	52.1%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.8%	68.9%	68.7%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	77.8%	76.6%	77.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	85.8%	82.1%	84.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.2%	66.3%	71.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	60.9%	60.8%	62.4%
Basic Skills Improvement Rate	50.9%	53.2%	48.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Evergreen Valley College
San Jose-Evergreen Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,179	17,331	18,280
Full-Time Equivalent Students (FTES)*	7,273	7,278	7,116

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	22.8%	25.6%	25.8%
20 - 24	23.9%	25.7%	25.3%
25 - 49	44.0%	40.8%	40.7%
Over 49	9.2%	7.7%	8.2%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	46.1%	49.2%	47.4%
Male	50.8%	48.2%	49.9%
Unknown	3.1%	2.6%	2.8%

Source: Chancellor's Office, Management Information System

Evergreen Valley College
San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.8%	5.7%	5.2%
American Indian/Alaskan Native	0.7%	0.6%	0.6%
Asian	25.5%	27.4%	27.0%
Filipino	7.6%	8.6%	7.5%
Hispanic	25.4%	26.8%	28.3%
Other Non-White	1.8%	1.7%	1.6%
Pacific Islander	0.8%	1.0%	1.0%
Unknown/Non-Respondent	14.3%	11.1%	13.3%
White Non-Hispanic	19.1%	17.1%	15.3%

Source: Chancellor's Office, Management Information System

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	52.1	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.7	67.0	56.2	74.0	*B1*
C	Persistence Rate	77.7	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.1	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.8	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	48.2	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	62.4	53.6	15.7	75.0	*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.

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) serves a progressively diverse student population. Among 80% students of color EVC serves, the primary ethnic breakdown includes 32% Latino(a), 40% Asian, and 5% African American which qualified EVC both as a federally designated Hispanic Serving Institution and an Asian American & Asian Pacific Islander-Serving Institution.

EVC successfully passed the Accreditation Midterm report with commendations in 2007-08 and is in the process of preparing for a self study due in 2010. EVC experienced an enrollment increase of 9% (unduplicated head count) from 2006-2007 and continues to serve our community with a similar pace.

In conjunction with the enrollment growth, EVC continues to expand and improve its physical environment. In addition to the remodeling of the Mauro Chavez Student Services building in 2006, EVC started the first phase of the modernization of four 30+ year old buildings in 2008, remodeling of the amphitheater and the lake in 2008, an addition of a parking lot in 2008 and anticipates a completion of the new Center for the Arts in fall 2009.

EVC offers a wide-range of courses in various disciplines, certificate, and degrees. A majority of EVC's students attend school in the day-time (45%) or day and evening (37%) and majority attend on a part-time basis (60%). 46% of EVC students receive AA Degree and transfer to four-year institutions (36% with AA and 10% without AA).   EVC developed one new AA degree and five General Studies degrees in 2008. Five new Career Tech programs are currently being developed. According to the accountability indicators, EVC's Career Tech course completion rate increased by 2% from 2006-07 and successful course completion rate for the Credit Basic Skills Courses increased by 8.6% in the past two years. EVC also places above average within the peer grouping indicator in Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 units, Persistence Rate, and Improvement Rate for Credit ESL Courses. The only area that EVC experienced a decline is the Improvement Rate for Credit Basic Skills Courses.

To address this issue combined with the state-wide Basic Skills Initiative, EVC has engaged in a district-wide Equity Scorecard Benchmarking Project in conjunction with the Institutional Effectiveness and Research office of the district. The Project aims to make informed decisions for student success using quality data disaggregated by race and ethnicity to close the gap of inequity. An Evidence Team consisting of faculty, staff, and administrators was established for the project where the Team is currently analyzing academic pathway, retention and persistence, transfer/workforce readiness and institutional receptivity perspectives. The project also provides learning processes leading educators to assume the responsibility for the elimination of inequality. A comprehensive report with recommended action plans for the campus will be produced by fall 2009.

EVC continues to grow with community, educational and industry partners to provide access and opportunities for the students to achieve their goals and dreams through education.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	53.4%	56.4%	64.7%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	63.9%	66.0%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	53.5%	62.2%	77.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	83.4%	83.8%	82.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	69.0%	75.6%	63.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	35.7%	26.3%	30.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Feather River College
Feather River Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	3,753	3,274	3,753
Full-Time Equivalent Students (FTES)*	1,395	1,335	1,539

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.1%	31.9%	31.3%
20 - 24	22.3%	24.2%	22.4%
25 - 49	29.5%	25.2%	29.2%
Over 49	17.3%	18.1%	15.6%
Unknown	0.8%	0.6%	1.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.3%	57.6%	56.6%
Male	44.6%	42.3%	43.3%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Feather River College

Feather River Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.7%	5.0%	6.2%
American Indian/Alaskan Native	2.2%	2.0%	2.6%
Asian	1.8%	1.8%	2.3%
Filipino	0.4%	0.6%	0.7%
Hispanic	19.3%	22.1%	18.8%
Other Non-White	0.7%	0.5%	0.4%
Pacific Islander	0.8%	0.7%	0.5%
Unknown/Non-Respondent	8.0%	9.0%	9.1%
White Non-Hispanic	63.2%	58.2%	59.5%

Source: Chancellor's Office, Management Information System

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	64.7	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	74.3	69.6	61.2	78.3	B3
C	Persistence Rate	77.7	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.4	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	30.9	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	.	29.1	0.0	70.5	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.

Feather River College
Feather River Community College District

College Self-Assessment

This is the third year that the Chancellor's Office for the California Community Colleges has issued the Accountability Report for Community Colleges, and Feather River College has shown good progress in the majority of factors tracked by the report.

Student Progress and Achievement Rate as measured by transfers to four-year colleges, earning a degree or certificate or achieving "transfer prepared" status has increased 8.3%. The number of students who have earned at least 30 units has gone from 66% to 73.3%. Student Persistence has climbed from 62.2% to 77.7%. The school's Annual Unduplicated Headcount for the 2007-2008 school year was identical with that of the 2005-2006 year: however, the Full-Time Equivalent Students (FTES) increased by 144 from the 2005-2006 year indicating that more students were taking more classes overall.

Student demographics for the reported school year fluctuated only slightly from prior years. The most significant changes in student ethnicity showed an increase in African American students and a decrease in Hispanic students. The age ranges of the students showed a consistent level for the group 19 and under, but the next segment of students, ages 20-24 dropped in percentage. The following division, ages 25 to 49 showed a corresponding increase. Unfortunately, there was a significant drop in the Over 49 age group, 2.5%, which indicates a cause for concern in a county where approximately 40% of the residents fall in this age group. The proportion of female to male students has gotten closer, with the females still outnumbering the males. This statistic follows national trends in undergraduate and graduate education.

The areas of concern as delineated by the ARCC report are those factors relating to Successful Course Completion Rates in both Vocational and Basic Skills Courses. The rate for Vocational Courses has shown only a slight decrease from the prior year, but the Basic Skills Course completion rate has exhibited a 12.1% drop. Acknowledging this deficiency, the school has recently hired both full-time and part-time instructional assistants to provide more one on one time with students. In the Incarcerated Student Program, when deficiencies were noticed among students taking the Elementary Algebra class, a Preparation for College Math class was developed focusing on those skills needed to get students ready to progress to the next level. The effectiveness of the new class will be evaluated once the first cohort finishes the Elementary Algebra class with the intent of adapting it for use with on-campus students as well.

One of the most exciting areas of growth has been in the area of ESL. Feather River College has not been evaluated in this area since there was little enrollment in ESL. However, with demographics changes in our service area and more international student athletes becoming a part of the student body, the need has been recognized. Through the Basic Skills initiative, an ESL outreach leader has been hired, and now ESL courses have been offered in Quincy, Portola, and Chester to accommodate both local and international students.

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	64.7%	68.3%	69.9%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.7%	74.9%	68.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	68.4%	70.2%	67.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	63.0%	70.2%
Basic Skills Improvement Rate	.%	53.7%	64.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 266

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ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	9,996	11,133	12,642
Full-Time Equivalent Students (FTES)*	3,999	4,598	5,183

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	25.6%	26.4%	27.2%
20 - 24	24.8%	25.1%	26.4%
25 - 49	38.1%	36.8%	35.9%
Over 49	11.5%	11.7%	10.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	63.4%	62.4%	62.0%
Male	35.7%	36.7%	37.0%
Unknown	0.9%	0.9%	1.0%

Source: Chancellor's Office, Management Information System

Folsom Lake College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.1%	1.9%	2.3%
American Indian/Alaskan Native	1.4%	1.5%	1.5%
Asian	6.6%	7.2%	8.3%
Filipino	1.2%	1.7%	1.7%
Hispanic	9.0%	8.9%	9.3%
Other Non-White	2.0%	2.1%	2.2%
Pacific Islander	0.6%	0.6%	0.7%
Unknown/Non-Respondent	7.8%	9.1%	8.9%
White Non-Hispanic	69.2%	67.0%	65.3%

Source: Chancellor's Office, Management Information System

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	68.1	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	64.6	48.3	31.4	64.6	*F1*
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 2009 Report: College Level Indicators

Folsom Lake College
Los Rios Community College District

College Self-Assessment

Folsom Lake College (FLC) received its initial accreditation in January 2004. As a result, the ARCC report reflects performance statistics only since 2004-05. Accountability indicators that require tracking student cohorts over several years such as Degree/Certificate/Transfer progress in table 1.1 and 1.1a are therefore not available (also Table 1.6). However, note that between the 2003-04 and 2007-08 academic years FLC more than tripled both the number of degrees (160 to 552) and certificates (38 to 137) it has awarded.

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.
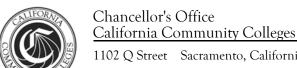
For its 2009 ARCC Report, the Chancellor's Office altered the methodology used to derive 2007-08 annual successful course completions resulting in consistency issues when 2007-08 statistics are compared with those from prior years. Of greatest concern are the decreases in 2007/08 course completion rates in vocational and basic skills courses (Tables 1.3 and 1.4, respectively). Had the methodology used for previous years' rates again been used, 2007/2008 rates for all four Los Rios District colleges would have increased by 4 to 5 percentage points, and would have indicated modest improvement in vocational and a slight decline in basic skills course completion rates.

Even so, FLC's ESL and basic skills improvement rates (Table 1.5) reflect considerable increases due at least in part to improvements in planning and course scheduling across its three sites. Note that some of this increase may be the result of coding errors for basic skills courses offered prior to Fall 2005 (Chancellor's Office will not re-compute ARCC statistics for these semesters).

In the peer grouping section of the report, statistics are available only for vocational course completion rates and basic skills improvement rates. FLC leads its basic skills and trails its vocational course completion peer groups most likely for the reasons mentioned above and due to the statistical unreliability introduced by the relatively small number of vocational courses currently offered at FLC.

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.

ARCC 2009 Report: College Level Indicators

Foothill College
Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	67.6%	67.0%	68.0%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.2%	72.1%	73.6%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	74.5%	71.5%	70.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	91.3%	89.9%	89.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	87.1%	83.9%	81.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	59.2%	62.3%	58.4%
Basic Skills Improvement Rate	60.2%	64.9%	62.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	31,618	32,669	34,832
Full-Time Equivalent Students (FTES)*	13,033	13,146	13,610

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.0%	18.0%	23.3%
20 - 24	20.4%	20.1%	20.5%
25 - 49	38.3%	37.7%	37.3%
Over 49	18.8%	19.0%	18.9%
Unknown	4.4%	5.2%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.8%	54.5%	54.6%
Male	45.0%	45.4%	45.4%
Unknown	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.1%	3.2%	3.3%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	24.2%	24.2%	24.9%
Filipino	2.4%	2.6%	2.6%
Hispanic	10.7%	11.0%	10.9%
Other Non-White	1.7%	1.8%	1.9%
Pacific Islander	0.8%	0.8%	0.8%
Unknown/Non-Respondent	15.6%	14.9%	15.2%
White Non-Hispanic	41.0%	41.0%	40.1%

Source: Chancellor's Office, Management Information System

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	68.0	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.6	73.2	72.2	73.6	*B6*
C	Persistence Rate	70.8	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.4	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.5	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	62.3	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	58.4	49.7	32.4	68.2	*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.

Foothill College
Foothill-De Anza Community College District

College Self-Assessment

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

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

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

Foothill College has achieved top-ranked levels of performance on five of the seven accountability indicators compared to its peer groups this year. Foothill scored substantially above average on a sixth measure and essentially average on the seventh measure. Foothill's Student Progress and Achievement Rate is top-ranked but remains essentially unchanged. Its Percent of Students Who Earned at Least 30 Units is top-ranked and improved by 1.5 percentage points from last year's level following a 3 point drop the prior year. The Persistence Rate is essentially average compared to peers and but has declined for the third consecutive year. This needs investigating. The significant decline in Annual Successful Course Completion Rate for Basic Skills and the volatility in the Basic Skills Improvement are due to a series of recoding of basic skills courses rather than actual results. However, both measures are top-ranked compared to peers. Nevertheless, Foothill has committed substantial resources to improving student success in the basic skills. In fall 2006, Foothill undertook Math My Way, a major revamping of its entire entry level basic skills math program. Research findings continue to show noteworthy improvements in student success in first and subsequent courses compared to rates prior to the program. Success in this program will also improve its Student Progress and Achievement Rate and the Percent Who Earn at Least 30 Units Rate.

Foothill's most recent accreditation reaffirmation commended Foothill for its "exemplary practice of using both quantitative and qualitative data" for increasing institutional effectiveness and for its "attention to student development and success." Foothill College has launched major initiatives to improve student success and persistence and evaluates their effectiveness with data-based research.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	47.5%	48.8%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.3%	73.3%	72.8%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.8%	63.1%	65.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.3%	79.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.9%	62.2%	63.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	67.7%	67.2%	65.7%
Basic Skills Improvement Rate	49.0%	48.2%	49.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Fresno City College
State Center Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	32,298	31,401	33,069
Full-Time Equivalent Students (FTES)*	17,570	17,058	18,111

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.0%	27.2%	26.9%
20 - 24	32.4%	32.4%	31.7%
25 - 49	35.9%	35.5%	36.4%
Over 49	4.6%	4.9%	5.0%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.2%	52.7%	52.2%
Male	47.5%	46.7%	46.8%
Unknown	0.3%	0.7%	1.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Fresno City College
State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.0%	8.0%	8.3%
American Indian/Alaskan Native	1.1%	1.2%	1.2%
Asian	7.1%	8.6%	9.2%
Filipino	1.3%	1.5%	1.5%
Hispanic	38.3%	39.2%	40.0%
Other Non-White	1.7%	1.4%	1.5%
Pacific Islander	0.7%	0.6%	0.6%
Unknown/Non-Respondent	11.9%	10.2%	9.7%
White Non-Hispanic	29.9%	29.2%	28.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Fresno City College
State Center Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.3	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.8	71.1	63.2	78.4	*B2*
C	Persistence Rate	65.7	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	49.6	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	65.7	58.4	33.1	79.2	*G5*

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

ARCC 2009 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 possible re-shift back to a slightly older student.
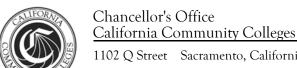
In the current economic downturn, unemployment has increased significantly in the FCC service area. FCC enrollments have nearly kept pace with the rise in unemployment, with many programs and classes showing enrollments at or near capacity.

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 almost all measures, with a particularly high score on the Improvement Rate for Credit ESL Courses (in spite of a decline in this measure over the past three years).

Although higher than its peers for Annual Successful Course Completion Rate for Credit Basic Skills Course, FCC has declined in this measure when compared to three years ago. However, the most recent data shows some improvement. In addition, the Basic Skills Improvement Rate is relatively stable over the past three years. FCC's basic skills committee is currently implementing specific action plans that focus on improving instruction to meet the needs of the basic skills student.

FCC recognizes that it must improve its persistence rate, which although relatively stable, is the one area in which the College average is lower than that of its peers. Several programs show promise in this area. FCC's Extreme Registration program includes marketing targeted to current students; the project has helped increase the registered number of students and units over previous year levels. To reach its most at-risk students, FCC expanded its Supplemental Instruction program to provide broader tutorial services to Basic Skills students in their academic programs, and provided additional and enhanced support to address the particular needs of ESL students.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.4%	55.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.7%	75.3%	75.7%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	73.4%	74.6%	77.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	67.3%	67.4%	67.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.2%	56.3%	54.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	59.2%	57.2%	61.2%
Basic Skills Improvement Rate	56.0%	54.2%	55.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Fullerton College
North Orange County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	28,870	29,548	31,235
Full-Time Equivalent Students (FTES)*	16,615	16,887	17,489

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.9%	32.6%	32.8%
20 - 24	38.7%	38.5%	39.0%
25 - 49	25.6%	24.9%	24.2%
Over 49	3.8%	4.0%	4.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.7%	53.2%	52.2%
Male	46.3%	46.2%	46.5%
Unknown	0.0%	0.6%	1.3%

Source: Chancellor's Office, Management Information System

Fullerton College
North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.5%	3.5%	3.7%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	17.2%	17.0%	16.5%
Filipino	3.3%	3.4%	3.3%
Hispanic	30.4%	31.2%	32.5%
Other Non-White	1.9%	1.9%	1.8%
Pacific Islander	0.6%	0.7%	0.7%
Unknown/Non-Respondent	5.6%	6.2%	7.2%
White Non-Hispanic	36.9%	35.4%	33.7%

Source: Chancellor's Office, Management Information System

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	56.4	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	75.7	71.1	63.2	78.4	B2
C	Persistence Rate	77.2	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.1	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.1	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	55.4	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	61.2	58.4	33.1	79.2	G5

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

Fullerton College
North Orange County Community College District

College Self-Assessment

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

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

Fullerton College has continued an ambitious campus construction program which has engendered challenges to student access. The Library and Learning Resource Center provides additional support for student success and the new College Center has provided a central point for student and staff activities. A new Classroom/Office Building opened in the past year.

Fullerton College has demonstrated above average or excellent levels of performance on the majority of the accountability indicators. The Student Progress and Achievement rate remains above 55% and has increased steadily over the past three years. The percent of students earning at least 30 units and persistence rate are both above 75% and have shown improvement over time. The successful course completion rate in basic skills courses has declined each year of the ARCC report and this area is being intensively addressed through our Basic Skills Student Success Committee and the Basic Skills Initiative. The ESL and Basic Skills Improvement Rates each increased over the past year. The vocational education successful course completion rate remained steady and high.

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

ARCC 2009 Report: College Level Indicators

Gavilan College
Gavilan Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.0%	49.8%	46.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.7%	74.4%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.6%	72.9%	68.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	85.3%	86.1%	84.6%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	59.6%	63.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	34.2%	33.0%	30.7%
Basic Skills Improvement Rate	51.4%	46.7%	46.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	9,696	10,989	11,948
Full-Time Equivalent Students (FTES)*	4,711	5,192	5,444

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.7%	17.7%	17.7%
20 - 24	21.6%	19.6%	18.6%
25 - 49	46.9%	47.0%	46.5%
Over 49	12.8%	15.7%	17.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.2%	53.9%	52.7%
Male	47.5%	45.6%	47.1%
Unknown	0.2%	0.5%	0.2%

Source: Chancellor's Office, Management Information System

Gavilan College
Gavilan Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.8%	3.4%	2.1%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	4.1%	4.1%	4.0%
Filipino	2.2%	2.0%	1.7%
Hispanic	39.4%	39.1%	37.2%
Other Non-White	1.3%	1.1%	1.0%
Pacific Islander	0.7%	0.6%	0.5%
Unknown/Non-Respondent	4.9%	7.5%	11.3%
White Non-Hispanic	43.9%	41.6%	41.4%

Source: Chancellor's Office, Management Information System

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	46.4	47.4	36.9	54.3	*A3*
B	Percent of Students Who Earned at Least 30 Units	71.1	67.0	56.2	74.0	*B1*
C	Persistence Rate	68.7	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.6	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.7	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	46.6	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	30.7	29.1	0.0	70.5	*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.

Gavilan College
Gavilan Community College District

College Self-Assessment

The Gavilan Community College District service region encompasses 2,700 square miles within southern Santa Clara and all of San Benito County. Gavilan's main campus in Gilroy and off-campus sites in Hollister and Morgan Hill serve an ethnically-diverse and rapidly-growing population in this historically rural region. As in previous years, the District has seen a significant increase in student population. Annual unduplicated headcount for the 07/08 academic year increased 8.7% and FTES increased 4.9%. These increases reflect the institution's concerted efforts to improve and expand course offerings, while strengthening marketing and outreach.

Along with FTES increases, the Gavilan College student population continued to be majority female and non-White. Additionally, the proportion of students who were 49 and over continued to rise to 17.2%. The District's student population remains representative of the region's adult population.

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

Gavilan's District-level ARCC performance indicators show mixed results. For the 07/08 academic year, successful vocational course completion rate decreased but was still near the peer rate high, while Basic Skill course completion rate increased and was slightly over the peer group average. Performance indicators that followed students over time were slightly down from previous cohorts. For example, student progress and achievement, percent of students who earned at least 30 units, and ESL improvement rate all declined. While these rates declined, GC ESL improvement rate and percent of students who earned at least 30 units remained above the peer group averages.

Some course coding corrections, such as ESL levels being more appropriately coded and a greater amount of Basic Skills courses coded as such, may have affected the results. Nevertheless, decreases in student persistence and student progress and achievement suggest the need for further examination.

Basic skills interventions have been enhanced with increased in-class counseling and the piloting of an early alert system for those students who fall behind. After receiving a U.S. Department of Education Science, Technology, Engineering & Math (STEM) grant, work has begun to strengthen the courses and programs in these areas. In addition, during this academic year the College migrated to a new Sungard Banner® database system.

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

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Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	59.9%	57.3%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	79.0%	77.8%	78.4%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	73.5%	73.5%	74.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	80.3%	80.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	69.0%	68.1%	65.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	69.1%	74.1%	73.3%
Basic Skills Improvement Rate	49.3%	47.7%	45.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	11.2%	8.7%	9.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Glendale Community College

Glendale Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	33,953	35,405	33,998
Full-Time Equivalent Students (FTES)*	15,972	14,696	16,569

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	21.8%	21.3%	20.3%
20 - 24	23.9%	23.3%	22.3%
25 - 49	37.0%	37.4%	23.7%
Over 49	12.6%	13.5%	3.8%
Unknown	4.8%	4.5%	30.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	60.1%	61.3%	60.0%
Male	38.0%	37.0%	39.4%
Unknown	1.8%	1.7%	0.6%

Source: Chancellor's Office, Management Information System

Glendale Community College

Glendale Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.4%	2.3%	2.4%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	12.1%	11.8%	10.5%
Filipino	5.0%	4.8%	4.9%
Hispanic	24.9%	24.2%	23.9%
Other Non-White	0.9%	0.8%	0.9%
Pacific Islander	0.4%	0.3%	0.4%
Unknown/Non-Respondent	4.4%	4.8%	2.7%
White Non-Hispanic	49.6%	50.5%	54.0%

Source: Chancellor's Office, Management Information System

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	58.8	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	78.4	71.1	63.2	78.4	*B2*
C	Persistence Rate	74.6	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.5	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	45.5	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	73.3	53.6	15.7	75.0	*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.

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 37,000 students annually on its two campuses located in the city of Glendale.

Glendale serves an extremely diverse student population. Approximately 30% of its credit and noncredit students need extensive English as 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 has remained successful at preparing students for transfer and occupational success. Nearly 1,000 students transfer every year from Glendale Community College to the University of California and the California State University. The college awards approximately 1,000 degrees and certificates every year.

Glendale Community College ranks high among its peers on most ARCC indicators. For the most recent data, Glendale's numbers are higher than its peer group averages for six out of seven indicators. On the percent of students earning at least 30 units, Glendale ranks first in its peer group and third in the state. On ESL improvement rate, Glendale ranks first in its peer group and sixth in the state. On student progress and achievement rate, persistence, vocational success, and basic skills success, 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, Glendale is above the state average and ranks seventh out of the 32 colleges for which data are reported.

The only measure for which Glendale is below the peer group average is basic skills improvement, which tracks success in developmental English and mathematics sequences. Glendale's lower than average improvement rate is due to many factors. The college serves a large population whose primary language is not English, and many students are out of high school for several years before enrolling at college. Additionally, many developmental courses are coded as college-level courses due to basic skills regulations. The college has had success with cohort programs, but it does not have the resources to duplicate such programs for the entire student population. The college is addressing the coding issues and recognizes that its basic skills program needs to be strengthened. A Basic Skills Coordinator position was recently filled and programs are being developed that should increase the basic skills improvement rate over time.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.4%	54.5%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.9%	73.7%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.5%	76.4%	78.0%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Golden West College

Coast Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.0%	76.1%	76.7%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.6%	60.8%	63.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	29.6%	33.2%	37.7%
Basic Skills Improvement Rate	47.7%	54.1%	55.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Golden West College

Coast Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	20,557	20,111	21,309
Full-Time Equivalent Students (FTES)*	9,933	11,065	10,545

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	27.1%	26.4%	25.2%
20 - 24	35.2%	36.2%	35.5%
25 - 49	31.7%	31.8%	33.0%
Over 49	6.0%	5.7%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	55.1%	54.8%	55.0%
Male	44.7%	44.8%	44.6%
Unknown	0.3%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

Golden West College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.1%	1.9%	1.8%
American Indian/Alaskan Native	0.9%	1.0%	0.9%
Asian	30.0%	30.1%	29.0%
Filipino	2.7%	2.8%	3.0%
Hispanic	15.0%	15.7%	16.7%
Other Non-White	0.9%	1.2%	1.2%
Pacific Islander	0.9%	0.7%	0.9%
Unknown/Non-Respondent	7.4%	7.4%	8.7%
White Non-Hispanic	40.1%	39.1%	37.7%

Source: Chancellor's Office, Management Information System

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	55.7	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	74.9	71.1	63.2	78.4	B2
C	Persistence Rate	78.0	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.4	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	37.7	53.6	15.7	75.0	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.

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.

Golden West College performed at or above state-wide and our peer group averages on all accountability indicators except 'Improvement Rate for ESL Courses'. However, our 'Improvement Rate for ESL Courses' has improved more than 4% each of the last two cohorts. Performance has also improved each of the last two years on the indicator measured by the 'Percent of Students Who Earned at Least 30 Units'. Although the 'Student Progress and Achievement Rate' is now lower than our peer group average, it improved over last year, and is still above the state-wide average. Our 'Persistence' and 'Basic Skills Improvement' rates improved over the prior period.

Thirty-five percent of Golden West College students are first-time students, and many come to our campus under-prepared academically and lack some of the skills necessary to be successful college students. Many do not speak English as their native language. Prior to reviewing the data in this ARCC report, Golden West College realized our need to improve in the area of basic skills and began to work on it internally, and we are seeing the fruits of those efforts. In 2008, the Student Success Committee was established and charged to study issues that are barriers to student success and coordinate activities to mitigate these barriers. The ESL department continues to actively review the results of their assessments of student learning outcomes and to make changes to the program. Additionally, they are actively evaluating their placement practices in an effort to increase its effectiveness for placing students in their first ESL class. The college is encouraged that our scores in the Basic Skills indicators will continue to rise as a result of our ongoing efforts.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.9%	55.7%	57.7%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.4%	70.0%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.8%	70.7%	73.4%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.4%	74.5%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	58.8%	57.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	66.4%	69.2%	67.5%
Basic Skills Improvement Rate	45.0%	47.5%	54.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Grossmont College
Grossmont-Cuyamaca Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	24,660	25,264	27,075
Full-Time Equivalent Students (FTES)*	11,876	12,516	12,864

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.3%	28.4%	28.9%
20 - 24	37.0%	36.9%	37.1%
25 - 49	30.3%	29.8%	29.3%
Over 49	4.4%	4.8%	4.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.7%	57.5%	57.0%
Male	41.4%	41.5%	41.9%
Unknown	0.9%	1.0%	1.1%

Source: Chancellor's Office, Management Information System

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	7.6%	7.9%	8.4%
American Indian/Alaskan Native	1.1%	1.1%	1.1%
Asian	7.0%	6.8%	6.9%
Filipino	4.2%	4.2%	4.3%
Hispanic	17.7%	18.2%	18.9%
Other Non-White	3.2%	3.2%	3.3%
Pacific Islander	1.2%	1.5%	1.5%
Unknown/Non-Respondent	6.7%	7.0%	7.2%
White Non-Hispanic	51.3%	50.2%	48.4%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

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State of California

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	57.7	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	69.8	71.1	63.2	78.4	*B2*
C	Persistence Rate	73.4	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.9	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	54.7	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	67.5	41.3	7.9	80.5	*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 2009 Report: College Level Indicators

Grossmont College
Grossmont-Cuyamaca Community College District

College Self-Assessment

Grossmont College in El Cajon, part of the East County region of San Diego County, is at the intersection of three cities, San Diego, El Cajon and Santee. Since its founding in 1961, Grossmont has been fully accredited by the WASC. In 2008, for the fourth time in the past six years, Grossmont College was selected by the readers of The San Diego Union-Tribune as the "San Diego's Best Local College."
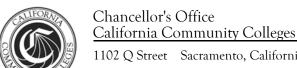
Grossmont's enrollment for the Spring 2009 semester was 19,316, the largest in its 48-year history with roughly 1,400 more students than the Spring 2008 semester (19,316 vs. 17,903). Students represent the East County region's 12 feeder schools that are part of the Grossmont Union High School District, as well as "out-of-service-territory" high schools that are located in urban, inner-city areas with an underserved population. Students reflect cultural diversity, including Hispanic, African American and Native American ethic groups. In addition, Grossmont attracts the largest international student population for community colleges in the San Diego region with about 600 students representing more than 57 countries.

Grossmont is committed to continuous improvement and strives to be the best at preparing its graduates to contribute to a complex and ever-changing world. We do this by: Providing the highest quality education for all students; Developing and promoting an environment conducive to learning; Inspiring students to excel beyond what they think are their limits; Engaging students through a rich blend of clubs, sports, activities and cultural events; Valuing diversity and the unique contribution of each individual; Promoting the economic, civic and cultural development of our community. Nearly two-thirds of course enrollments result in a successful outcome, and more than half the students obtain a semester GPA of 3.0 or above. Compared to previous years, the college has ranked in the following areas: Higher in Basic Skills Improvement Rate and Persistence Rate; identical in Student Progress; Slightly lower in ESL Improvement Plan, Annual Successful Course Completion Rate for Basic Skills Courses and Annual Successful Course Completion Rate for Vocational Courses.

The college offers more than 150 degree and certificate programs, including university transfer, workforce, and personal enrichment 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.

Student activities include a Phi Theta Kappa Honor Society, student government, speech and debate, and a wide variety of clubs and cultural events. Additionally, 16 intercollegiate sports teams are offered for student athletes.

The majority of students intend to transfer to four-year universities, such as San Diego State University, the University of California system, and other colleges and universities. Grossmont College provides the largest number of transfer students to SDSU. Success rates in courses taken during transfer students' first semester at SDSU are consistently high (about 80 percent). About 90 percent of Grossmont students who transfer to SDSU continue to a second semester.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	44.2%	42.6%	41.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	66.1%	67.2%	65.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.1%	68.6%	73.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.2%	78.5%	80.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.6%	49.0%	52.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	60.5%	80.8%	59.4%
Basic Skills Improvement Rate	60.9%	54.8%	54.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Hartnell College
Hartnell Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	15,077	15,455	16,549
Full-Time Equivalent Students (FTES)*	5,988	6,501	6,586

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

	2005-2006	2006-2007	2007-2008
19 or less	25.8%	26.5%	25.4%
20 - 24	22.2%	21.2%	20.3%
25 - 49	43.4%	42.8%	44.5%
Over 49	8.4%	9.3%	9.6%
Unknown	0.2%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

	2005-2006	2006-2007	2007-2008
Female	50.3%	49.4%	48.2%
Male	49.1%	50.1%	49.9%
Unknown	0.6%	0.5%	1.9%

Source: Chancellor's Office, Management Information System

Hartnell College

Hartnell Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.4%	3.2%	3.0%
American Indian/Alaskan Native	0.8%	0.8%	0.6%
Asian	3.0%	3.3%	3.2%
Filipino	3.5%	3.5%	3.6%
Hispanic	52.8%	53.1%	52.2%
Other Non-White	0.7%	0.8%	0.8%
Pacific Islander	0.6%	0.7%	0.6%
Unknown/Non-Respondent	10.5%	10.9%	12.2%
White Non-Hispanic	24.6%	23.9%	23.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	41.4	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	65.5	67.0	56.2	74.0	B1
C	Persistence Rate	73.7	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.1	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.0	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.6	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	59.4	53.6	15.7	75.0	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.

Hartnell College
Hartnell Community College District

College Self-Assessment

Hartnell College experienced increases of 9.7% in annual unduplicated headcount and 10% in FTES between 2005- 2006 to 2007-2008. These increases are most likely the result of the changing economy and College actions such as a guaranteed schedule and registration rallies.

During this same time period, the proportion of students under the age of 24 slightly decreased while the percentage of students in all groupings over 25 increased. This is most likely the result of an increasingly more difficult work environment.

Again, as in last year's report, the performance of Hartnell students varied through time and on the seven college specific measures as compared to peer groups.

Student progress and achievement dropped almost 3% to 41.4% (2002-2008 as compared to 2000-2006 time periods). This is below the peer group average of 47.4% and reflects the ever increasing degree of assistance students need in order to achieve academic success. The 65.5% of the students earned at least 30 units during the 2002-2008 time periods. The peer group average was 67.0%. The persistence rates for Hartnell students increased from 67.1% (fall 2004-2005) to 73.7% (fall 2006-2007). The peer group average was 60.2%.

The annual successful course completion rate for credit vocational courses rose from 78.2% (2005-2006) to 80.1% (2007-2008). This places the College within the top half of the peer group. The peer group average was 75.7%.
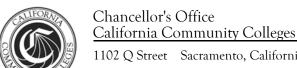
The annual successful course completion rate for credit basic skills fell from 57.6% (2005-2006) to 52.0% (2007-2008). This places the College at the bottom of the peer group. The peer group average was 62.1% with the top at 72.0%.

With the help of a Title V grant, a CCRAA (STEM) grant and through the MESA program, the college is meeting this challenge through curriculum redesign, increased tutorial help and added supplemental instruction courses.   The Basic Skills Initiative is helping to focus faculty inquiry in this area to assess the problems for better solutions. In particular, the recent development of Directed Learning Activities should help improve student success in basic English courses. A new non-Credit ESL program has been developed to better prepare students for ESL. Basic Skills Math is a focus of the CCRAA grant. The resources this grant brings should result in better trained instructors and as a result higher student success.

The improvement rate for credit Basic Skills fell from 60.9% (2003-2004 to 2005-2006) to 54.6% (2005-2006 to 2007-2008). The 54.6% improvement rate is close to the peer group average of 55.3%. Although the improvement rate is near the peer group average, Hartnell continues to search for solutions to further improve student success, especially in the basic skills area.

The improvement rate for ESL stayed fairly consistent from 60.5% (2003-2004 to 2005-2006) to 59.4% (2005-2006 to 2007-2008). The 59.4% ESL improvement rate is above the peer group average of 53.6%.

Hartnell College will continue to monitor the progress of its students and make adjustments to its programs and services in order to and maximize student access and success.

Imperial Valley College
Imperial Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

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Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	38.2%	39.4%	36.9%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.5%	77.4%	78.3%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.5%	75.2%	75.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.5%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.1%	62.2%	64.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	38.8%	33.9%	31.4%
Basic Skills Improvement Rate	66.4%	62.2%	59.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	10,566	11,964	12,735
Full-Time Equivalent Students (FTES)*	6,484	6,672	7,086

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.1%	25.2%	24.8%
20 - 24	32.1%	30.0%	29.0%
25 - 49	35.9%	37.2%	37.7%
Over 49	4.9%	7.6%	8.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.9%	60.6%	60.2%
Male	39.1%	37.8%	38.0%
Unknown	1.0%	1.6%	1.8%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Imperial Valley College

Imperial Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.4%	1.3%	1.2%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	1.2%	1.3%	1.4%
Filipino	0.6%	0.5%	0.5%
Hispanic	84.8%	85.7%	84.6%
Other Non-White	0.3%	1.0%	1.2%
Pacific Islander	0.2%	0.1%	0.1%
Unknown/Non-Respondent	3.1%	2.4%	3.8%
White Non-Hispanic	8.2%	7.3%	6.9%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Imperial Valley College
Imperial Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	36.9	47.4	36.9	54.3	*A3*
B	Percent of Students Who Earned at Least 30 Units	78.3	69.6	61.2	78.3	*B3*
C	Persistence Rate	75.7	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.5	66.1	82.4	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.3	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	59.7	59.7	59.7	59.7	*F3*
G	Improvement Rate for Credit ESL Courses	31.4	53.6	15.7	75.0	*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.

California Community Colleges

Page 323

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State of California

Imperial Valley College
Imperial Community College District

College Self-Assessment

Imperial Valley College (IVC) serves 164,414 residents over a large rural area comprised of more than 4,600 square miles. The college serves over 8,000 full-time equivalent students in three centers and on its 160 acre main campus located on the outskirts of the city of Imperial. 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. 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 62% of the graduating seniors enroll at IVC immediately after graduation. This impressive college going rate and community college enrollment is due to a very effective high school outreach program for regular and special populations that consist of counselor visits, orientation, basic skills assessment, advising, and financial aid application assistance, all made available on the high school campuses.

IVC awarded 614 certificates and degrees in the 2007-2008 academic year. The percent of students who earned at least 30 units increased from 77.4% in 2006-2007 to 78.3% in 2007-2008. The 30 unit completion rate has increased 4.8% in two years. While the transfer directed and transfer prepared students continue to grow, the actual transfers in 2007-2008 increased by only two individuals. The slowing transfer rate may be due to the rural isolation of Imperial Valley College and the declining fiscal resources for area students as unemployment increases in the county. The persistence rates of first-time students with a minimum of six units earned in the fall term and who returned in the subsequent fall term has increased steadily. Successful completion of vocational and basic skills courses continues to rise. However, there is a downward trend in improvement rates for ESL and credit basic skills courses. The most disturbing trend is a decrease of 2.5% in the student progress and achievement rate, mostly attributed to a decline in certificates awarded by IVC. The college has established goals to increase both the student progress and achievement rate and reverse the trend of ESL and credit basic skills courses in the 2008-2009 academic year.

Comparison group trends continue to show that IVC's persistence rates remain at the top of the peer group; however student progress and achievement rates are at the low end when compared to the same group. The college has focused on improved basic skills and English language acquisition, with successful progress and completion its priorities in the current and coming year. The college is seeking additional resources for an intensive language proficiency and basic skills acquisition program. A basic master plan has been developed and implemented in the 2008-2009 academic year. This planning effort is being bolstered by a college-wide effort to complete student learning outcomes and acquire grant funding in order to maximize student success.

ARCC 2009 Report: College Level Indicators

Irvine Valley College
South Orange County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	66.3%	66.1%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.0%	69.5%	72.7%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.7%	68.6%	71.5%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.4%	73.3%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	72.7%	72.3%	72.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	23.8%	23.6%	21.1%
Basic Skills Improvement Rate	63.1%	58.3%	61.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 326

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State of California

ARCC 2009 Report: College Level Indicators

Irvine Valley College
South Orange County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	20,921	21,673	22,445
Full-Time Equivalent Students (FTES)*	6,857	7,658	8,021

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	20.4%	21.6%	23.1%
20 - 24	27.6%	26.6%	26.5%
25 - 49	32.1%	31.0%	29.4%
Over 49	19.8%	20.8%	21.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.4%	58.8%	58.8%
Male	40.5%	40.8%	40.6%
Unknown	0.0%	0.4%	0.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.9%	1.8%	1.9%
American Indian/Alaskan Native	0.3%	0.4%	0.4%
Asian	28.0%	28.0%	27.6%
Filipino	3.0%	2.8%	2.7%
Hispanic	10.2%	10.2%	9.9%
Other Non-White	1.5%	1.7%	1.9%
Pacific Islander	0.5%	0.6%	0.5%
Unknown/Non-Respondent	9.1%	10.2%	10.9%
White Non-Hispanic	45.5%	44.4%	44.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	64.1	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	72.7	67.0	56.2	74.0	*B1*
C	Persistence Rate	71.5	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.0	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	61.1	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	21.1	29.1	0.0	70.5	*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 2009 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. The gender balance is stable—3 out of 5 students are female; age groupings show relatively stable shares in all groups. One in four students are Asian, 2 in 5 are white, one in 10 are Hispanic; dozens of other cultures are pursuing educational opportunities at Irvine Valley College.   The 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. FTES did not grow between 2005-2006 and 2006-2007, remaining stable at about 6,060. FTES increased by 7%, rising to 6,492, in 2007-2008. Irvine Valley College has an established an Early College program at Beckman High School, a second program at Tustin high school, and a third at El Toro High School in Lake Forest will commence 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, which is moving to a new location in summer 2009. Using the State System Office transfer rate methodology, Irvine Valley College's transfer rate to four-year institutions is 3rd highest in the California Community College System; it remains the highest for Orange County Community Colleges. 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 2009 Report demonstrate above average performance on 4 out of 7 indicators when compared to its peer institutions and is the peer group high in 1 indicator (student progress and achievement rate and improvement rate for credit basic skills). While the student persistence rate, the percent of students who earned at least 30 units, basic skills completion rate, and the student progress and achievement rate have each remained stable and relatively high, the vocational completion rate and course improvement rates for ESL have declined. The 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, the goals of Irvine Valley College 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. Evidence-based processes are in place that assess performance and support continual and sustainable improvement in service to students. In February of 2009, the College's 2008 Accreditation Progress Report was accepted without recommendations.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.0%	51.1%	48.9%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.6%	73.7%	71.9%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.0%	56.4%	53.1%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	82.7%	86.7%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	72.2%	71.5%	65.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	34.0%	45.8%	33.3%
Basic Skills Improvement Rate	43.7%	36.5%	47.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.2%	0.4%	2.8%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Chancellor's Office
California Community Colleges

NA: This performance indicator is not applicable for schools of continuing education

Page 332

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State of California

ARCC 2009 Report: College Level Indicators

Lake Tahoe Community College
Lake Tahoe Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	6,828	6,792	6,918
Full-Time Equivalent Students (FTES)*	1,585	1,690	1,735

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	14.8%	13.3%	14.5%
20 - 24	16.8%	16.0%	17.2%
25 - 49	42.8%	43.7%	42.5%
Over 49	25.4%	27.1%	25.6%
Unknown	0.1%	0.0%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.2%	55.4%	57.3%
Male	43.7%	44.2%	42.6%
Unknown	0.1%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	0.8%	0.6%	0.7%
American Indian/Alaskan Native	1.3%	1.0%	1.1%
Asian	2.4%	2.3%	1.9%
Filipino	1.3%	1.0%	1.3%
Hispanic	12.8%	13.0%	14.5%
Other Non-White	1.3%	1.1%	1.1%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	7.7%	8.7%	9.8%
White Non-Hispanic	72.1%	71.7%	69.1%

Source: Chancellor's Office, Management Information System

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	48.9	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	71.9	64.5	60.4	71.9	B5
C	Persistence Rate	53.1	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.1	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.9	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	47.8	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	33.3	29.1	0.0	70.5	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 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 a 2.7% increase in full-time equivalent students (FTES) between 2006-07 and 2007-08, as increasing numbers of individuals enroll at LTCC seeking the opportunities afforded by higher education. This growth is projected to continue through 2008-09 at an increasing rate.

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. 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 2009 Report. Despite the small decreases in four of the seven performance indicators over the time periods presented, LTCC leads in two of those four areas: percent of students who earned at least 30 units and annual successful course completion rate for credit basic skills courses. Steady decreases in performance on the latter indicator is cause for attention, and in 2008-2009 academic year LTCC has created and filled two positions dedicated to studying and reversing this trend: a Basic Skills counselor, and an Institutional Researcher. Through their efforts, LTCC expects to better be able to promote success among its basic skills students. In the remaining two indicators that evidence small decreases, LTCC is at or near the average of the Peer Grouping. Additionally, LTCC is at or above the Peer Grouping Average in the remaining three indicators.

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 the students and to assist the faculty with the tools and support necessary for an outstanding instructional program. With an average class size of less than 15 students, our students are able to access their teachers and obtain assistance, academic guidance on educational planning, help with tutoring, and resources for those with identified disabilities.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.7%	50.5%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	65.2%	67.2%	68.0%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	64.0%	65.1%	68.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	67.4%	68.2%	68.0%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.2%	66.7%	65.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	56.4%	58.3%	58.9%
Basic Skills Improvement Rate	33.8%	32.9%	31.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Laney College
Peralta Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	20,538	21,220	22,309
Full-Time Equivalent Students (FTES)*	8,228	8,239	8,218

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	20.8%	21.6%	22.5%
20 - 24	25.2%	24.5%	24.0%
25 - 49	44.7%	44.3%	43.2%
Over 49	9.4%	9.7%	10.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.1%	56.5%	55.9%
Male	42.4%	42.6%	43.6%
Unknown	1.5%	0.8%	0.5%

Source: Chancellor's Office, Management Information System

Laney College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	29.5%	29.0%	28.5%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	30.5%	30.8%	30.1%
Filipino	2.1%	2.0%	1.9%
Hispanic	12.0%	11.9%	12.7%
Other Non-White	1.9%	1.9%	1.9%
Pacific Islander	0.7%	0.7%	0.7%
Unknown/Non-Respondent	7.5%	7.8%	7.9%
White Non-Hispanic	15.2%	15.3%	15.9%

Source: Chancellor's Office, Management Information System

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	52.9	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	68.0	67.0	56.2	74.0	B1
C	Persistence Rate	68.6	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.0	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.5	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	31.4	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	58.9	29.1	0.0	70.5	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 2009 Report: College Level Indicators

Laney College
Peralta Community College District

College Self-Assessment

A comparison of Laney College performance indicators reveals that Laney continues to perform above its peer group average who earned at least 30 units, persistence rate, annual successful course completion for basic skill credit courses and improvement rate for ESL credit courses. While the student progress and achievement rate is slightly below the peer group average, the rate has increased Spring2008. Both, the successful course completion rate for credit vocational courses and the improvement rate for credit basic skills courses show a slight decline over last year and are below peer group averages.

Given changes in basic skills needs and in industries, many educational programs are re-evaluating curricula. The career technical education (CTE) programs have made changes that have consisted of new courses, certificate programs, and deactivation of outdated curricula. The most significant changes were in Culinary Arts, Laney's largest CTE program. There have been major renovations and upgrades to culinary facilities. These efforts are intended to strengthen the relevance and capacity of all essential courses and programs, thereby, increasing student enrollment, retention and success.

Laney College engages in continuous inquiry regarding retention and persistence particularly with basic skills students. The college has several new initiatives focused on providing outreach as well as instruction paired with student support services to increase access and student success of at risk populations. These integrated service delivery models undergo ongoing program evaluation. Initiatives include an UBAKA program based on the UMOJA model and the California High School Equivalency Exam project (CAHSEE) an integrated service delivery model and partnership with low-achieving high school students. East Bay Career Advancement Academy helps ensure efficient entry to career pathways. Gateway to College advances the rigor promoted through concurrent enrollment. In addition, the college is now coordinating tutoring across the college and requires training of all tutors. Also, the College is looking at assessment from the course, program, and general education levels to establish an institution-wide assessment plan to increase student success in transfer AA/AS and completing vocational credits.

In addition to model programs and initiatives resulting from college-wide planning and evidence, a focus on integrated instruction and student support services is underway.

The Laney College Equity plan indicated a need to increase the retention of traditionally underserved populations and in-reach into our student population to expand our disabled student program and services (DSPS). These indicators also validated our need to increase our presence in the Latino community. Subsequently, the college has embraced a Latino Student Outreach Initiative and a budget designed to support this effort, we have increased our ESL offerings. These initiatives also support the increased number of professionals and re-entry students who seek vocational programs such as green technologies, bio-manufacturing, construction trades, and culinary arts. Expanding vocational programs also increases the need to teach basic skills across the curriculum. These efforts challenge our basic skills teaching resources and impact upon the areas of course completion rates for credit basic skills and successful completion rates for credit vocational courses.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	61.4%	58.9%	59.1%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.1%	73.5%	74.0%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	76.0%	79.3%	78.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.0%	72.2%	74.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.6%	59.5%	62.6%

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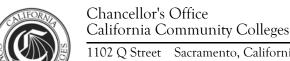and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.9%	49.1%	51.2%
Basic Skills Improvement Rate	54.8%	53.6%	57.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	11,370	11,936	12,417
Full-Time Equivalent Students (FTES)*	6,204	7,089	7,186

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.8%	28.5%	29.2%
20 - 24	27.5%	27.3%	28.1%
25 - 49	33.3%	33.6%	32.9%
Over 49	10.3%	10.6%	9.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.7%	54.7%	53.4%
Male	43.4%	43.1%	44.1%
Unknown	0.9%	2.1%	2.5%

Source: Chancellor's Office, Management Information System

Las Positas College
Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.2%	4.1%	4.5%
American Indian/Alaskan Native	0.9%	1.0%	1.0%
Asian	11.1%	11.1%	11.6%
Filipino	3.7%	3.5%	3.5%
Hispanic	13.6%	14.4%	15.4%
Other Non-White	2.2%	2.4%	2.7%
Pacific Islander	1.0%	0.9%	1.1%
Unknown/Non-Respondent	7.6%	8.5%	8.7%
White Non-Hispanic	55.7%	54.0%	51.6%

Source: Chancellor's Office, Management Information System

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	59.1	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.0	67.0	56.2	74.0	*B1*
C	Persistence Rate	78.1	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.1	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.6	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.9	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	51.2	41.3	7.9	80.5	*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.

Las Positas College

Chabot-Las Positas Community College District

College Self-Assessment

Las Positas College (LPC), serving the Tri-Valley area which encompasses the cities of Dublin, Pleasanton, and Livermore, is located in one of California's fastest-growing regions for business and scientific industry. LPC currently enrolls approximately 9,000 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 in the most recent year. Our Successful Course Completion Rate for Basic Skills has increased in the most recent year and is equal to 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.

ARCC 2009 Report: College Level Indicators

Lassen College
Lassen Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	40.4%	47.3%	45.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	62.9%	66.7%	69.3%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	45.8%	50.6%	47.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.0%	77.3%	80.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	51.0%	51.7%	53.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	40.0%	36.9%	49.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Lassen College
Lassen Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	3,807	3,334	3,110
Full-Time Equivalent Students (FTES)*	1,634	1,471	1,304

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	19.6%	19.5%	19.5%
20 - 24	14.9%	15.1%	14.3%
25 - 49	43.6%	43.8%	44.4%
Over 49	21.9%	21.5%	21.7%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	50.2%	46.0%	45.3%
Male	48.2%	51.4%	54.5%
Unknown	1.6%	2.6%	0.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Lassen College
Lassen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.7%	5.6%	5.2%
American Indian/Alaskan Native	4.1%	3.9%	3.9%
Asian	1.0%	1.3%	1.8%
Filipino	0.4%	0.5%	0.6%
Hispanic	8.4%	10.2%	10.8%
Other Non-White	0.9%	0.7%	0.7%
Pacific Islander	1.4%	1.3%	1.1%
Unknown/Non-Respondent	3.1%	4.2%	4.3%
White Non-Hispanic	77.0%	72.3%	71.6%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	45.2	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	69.3	67.0	56.2	74.0	B1
C	Persistence Rate	47.7	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	81.4	79.5	84.3	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.4	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	49.2	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	.	29.1	0.0	70.5	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.

Lassen College
Lassen Community College District

College Self-Assessment

Lassen Community College (LCC) located in Susanville is the most northeastern community college district in the state. Agriculture, small business, governmental agencies (local, state and federal-federal military supply depot, a federal prison and two state prisons), outdoor recreation, California wild fire management, forestry and water resource management create the majority of job opportunities within the district. Lassen College is one of a handful of community colleges that serve residents from adjoining states as Good Neighbor students.

Lassen College serves its community through transfer programs, vocational programs, and special programs serving the three prisons in the district. The college works well with the other K-12 schools in the area coordinating services through a countywide education cabinet. The districts' partnership with local high schools through articulated Tech Prep courses provides ways for students seeking a vocation after high school to fast track into the districts vocational degree and certificate programs.

This year's ARCC report continues the positive trend of students completing 30 or more units at Lassen College. The LCC peer group average was 67% for students earning 30 or more units. Lassen College student performance was 69.3%, 2.3% above our peer group and less than 1% below the state all peer group average. On this performance indicator, LCC has seen a three-year steady increase from 62.9% to 66.7% to 69.3%. The 2009 Basic Skill Course improvement indicator shows that Lassen College has experienced a major increase as well. The 49.2% Basic Skill Course Improvement indicator is 9% above two years ago and 12% above last year while being only 2% below the state all peer group's average. Lassen College's vocational programs are one of the college's institutional strengths. In the Vocational Course Completion indicator the state all peer group's average was 76%, while the Lassen College course completion was 80.4%, a strong percentage demonstrating the strength of Lassen College's vocational programs.

This year's ARCC report also continues to point to at least one issue needing improvement. The strategic plan developed by LCC over the past year and a half has already identified strategies to improve student persistence. On this performance indicator Lassen College ranks 12.5% behind our peer group average and 19% behind the all state peer group's average of 66.7% (Lassen College in the 02-03 thru 07-08 fall to fall persistence average was 47.7%). A low percentage on this one indicator means that Lassen College has to recruit more students each year to grow enrollment because it has to replace students who once recruited chose not to return. The overall annual FTES has declined for the last three years at Lassen College. The college adopted strategic plan and student services reorganization is already addressing this issue. The fall-to-spring persistence for fall 08 to spring 09 was over 20% higher than the previous year, demonstrating that some of the Lassen College strategies are beginning to work. Those strategies and increased staffing in 09-10 specifically dedicated to improving the early alert systems for student success will continue to address this concern.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.6%	42.6%	41.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.5%	70.2%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.4%	73.7%	75.1%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.7%	69.8%	67.8%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	53.5%	55.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.7%	35.5%	33.1%
Basic Skills Improvement Rate	53.6%	54.5%	59.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	7.1%	8.0%	5.8%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 356

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Long Beach City College

Long Beach Community College District

College Profile

Table 1.7:

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	38,256	39,104	40,671
Full-Time Equivalent Students (FTES)*	18,806	21,268	21,529

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:

Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	21.7%	21.0%	21.0%
20 - 24	28.8%	29.0%	28.5%
25 - 49	41.9%	42.3%	42.5%
Over 49	7.2%	7.4%	7.6%
Unknown	0.4%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:

Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.5%	53.5%	52.7%
Male	45.9%	46.3%	47.2%
Unknown	0.6%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Long Beach City College

Long Beach Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	12.7%	13.5%	14.2%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	12.3%	11.8%	11.3%
Filipino	4.2%	4.1%	4.2%
Hispanic	33.8%	35.0%	35.2%
Other Non-White	3.0%	3.1%	2.5%
Pacific Islander	1.0%	1.1%	1.1%
Unknown/Non-Respondent	6.7%	4.8%	3.8%
White Non-Hispanic	25.6%	25.7%	26.9%

Source: Chancellor's Office, Management Information System

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	41.4	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	69.9	73.9	67.9	82.7	*B4*
C	Persistence Rate	75.1	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.8	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	59.5	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	33.1	58.4	33.1	79.2	*G5*

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

Long Beach City College
Long Beach Community College District

College Self-Assessment

Long Beach City College continues to observe declining trends for four of the seven performance indicators reported in the 2009 ARCC report: these include the student progress and achievement rate, percent of students who earned at least 30 units, the annual successful course completions rate for vocational courses, the annual successful course completion rate for basic skills courses, and the ESL improvement rate. The college continues to show an increase in its basic skills improvement rate with the most significant incremental improvement appearing between the 2004-05 to 2006-07 cohorts and with the most recent cohort achieving a 4.4 point gain. The college continues to perform relatively well on the persistence rate indicator, and it shows movement of recovery from a slight downward trend noticed in the 2008 ARCC report.

Over the past reporting periods, the college has responded to declining performance indicator trends by conducting further analyses that disaggregate the data by ethnicity. In fact, the college has studied and discussed how each of the major ethnic groups compare in performance on each of the five ARCC indicators for which data on ethnicity was available. The college responded, in part, to this analysis in spring 2008 with the establishment of Sankofa Scholars, a learning community designed to support the learning needs of its African-American students.

The college is disappointed to see its ESL improvement rate drop from that realized with the previous cohort and the latest cohort. Furthermore, LBCC ranks the lowest in its peer group for this indicator. The college has responded by initiating a more detailed analysis of the successful transition of students through its noncredit ESL sequence of offerings to credit-level ESL courses and transfer-level English. The report of this analysis is expected before the end of the spring 2009 semester.

The most significant change initiative that LBCC has begun in an attempt to begin the process of improving the performance indicators highlighted in the ARCC report is outlined in its Student Success Plan which was approved by the LBCC Board of Trustees in 2007. This plan includes thirteen strategies that involve organizational restructuring, curricular redesign, the establishment of new multidisciplinary success centers and the enhancement of previously existing discipline-specific success centers for math and for reading and writing, the hiring of four full-time faculty instructional specialists and numerous support staff, and the establishment of a Teaching / Learning Center to enhance the institution's professional development program. Concomitant to implementation of the Student Success Plan, the college has just completed an evaluation plan that directs longitudinal research studies of the college's progress in achieving the goals of each of the thirteen strategies as well as the integrated performance outcomes that are partially captured by the ARCC performance indicators. This evaluation plan notably calls for qualitative studies of student experiences at LBCC and SLO achievement at the course and program levels that will inform the college at a micro-level where and how the college should modify its learning experiences in ways that ultimately deliver improved student success.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	45.1%	44.1%	43.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.3%	70.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	60.8%	60.4%	52.6%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.8%	77.2%	78.5%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.2%	56.8%	55.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	66.5%	70.0%	67.2%
Basic Skills Improvement Rate	44.2%	47.5%	46.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	13.8%	5.1%	7.5%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Los Angeles City College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	27,598	29,881	32,614
Full-Time Equivalent Students (FTES)*	13,658	15,193	15,368

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.8%	20.8%	23.7%
20 - 24	24.7%	24.2%	24.0%
25 - 49	45.7%	43.2%	41.0%
Over 49	10.7%	11.7%	11.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.5%	59.3%	59.4%
Male	41.5%	40.7%	40.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles City College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	11.4%	10.8%	10.4%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	14.5%	15.2%	14.0%
Filipino	5.6%	5.4%	5.4%
Hispanic	39.9%	41.1%	42.8%
Other Non-White	1.9%	1.9%	1.9%
Pacific Islander	0.3%	0.2%	0.3%
Unknown/Non-Respondent	4.6%	5.1%	6.2%
White Non-Hispanic	21.5%	19.9%	18.6%

Source: Chancellor's Office, Management Information System

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	43.2	42.0	25.7	52.6	*A6*
B	Percent of Students Who Earned at Least 30 Units	69.9	71.1	63.2	78.4	*B2*
C	Persistence Rate	52.6	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.5	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.3	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	46.7	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	67.2	50.9	28.6	67.2	*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.

Los Angeles City College
Los Angeles Community College District

College Self-Assessment

Los Angeles City College was established in 1929 on the former site of UCLA. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC takes great pride in the accomplishments of its students: The debate team is a consistent national winner, and the Math Club regularly brings home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs, as well as extensive basic skills programs.

The college offers programs for 66 associate's degrees as well as for over 80 degree-applicable, career-technical and skills certificates, plus over 35 non-credit certificates of competency and completion. LACC has one of the most diverse student populations of any college in America. The proportion of Hispanic students has grown over the years. The average age of the students is 30.1 years. Over 17.4% earned their secondary diplomas abroad. Academic preparation of many LACC students is lacking: 91% of students 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). Many LACC students also face poverty. Sixty-one percent of LACC students receive financial aid.

LACC has demonstrated good or above average performance on the majority of the accountability indicators. The LACC improvement rate for credit ESL courses is the highest in the peer group and 17.1% over the statewide average for this category. LACC has a higher student progress and achievement rate and a higher annual vocational course success rate than the peer group average. Like most colleges, our performance rates have fluctuated over the three year period. In most of the cases, the variation is about 1%. The concern is the persistence rate indicator which significantly dropped by 7.8%. This phenomenon could be attributed to the fact that the unemployment rate in 2007 in the region was low but housing costs jumped dramatically. The average monthly rent discrepancy between the region and the state increased to 44%; whereas median hourly earnings of the region were lower than overall in the state. We believe that these economic conditions forced our students to go back to work. In contrast, this year LACC, along with most of the colleges in the State, is experiencing sky-rocketing enrollment due to the recession. For Spring 2009, LACC has the highest number of continuing students the college has served in a decade.

With the voter-passed propositions A, AA, and now measure J, LACC has finally been able to construct much needed buildings and renovate several others. This includes a new Martin Luther King, Jr. Library, a multi-level parking structure, a new child and family studies center, and a new science and technology building with state-of-the-art laboratories.

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	46.4%	44.0%	48.5%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	65.3%	66.6%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.1%	65.2%	60.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.5%	77.5%	76.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	53.6%	54.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	51.7%	68.0%	38.5%
Basic Skills Improvement Rate	43.2%	46.8%	49.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Los Angeles Harbor College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	14,103	14,574	15,290
Full-Time Equivalent Students (FTES)*	6,186	6,964	6,923

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	32.1%	34.4%	36.3%
20 - 24	29.0%	27.9%	27.5%
25 - 49	34.0%	32.7%	31.5%
Over 49	4.8%	5.0%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	62.3%	61.5%	61.1%
Male	37.7%	38.5%	38.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Harbor College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	15.0%	14.6%	15.3%
American Indian/Alaskan Native	0.6%	0.7%	0.6%
Asian	9.0%	8.9%	8.9%
Filipino	9.0%	9.7%	9.4%
Hispanic	39.2%	40.4%	40.7%
Other Non-White	1.2%	1.3%	1.3%
Pacific Islander	1.5%	1.4%	1.5%
Unknown/Non-Respondent	6.6%	6.2%	6.2%
White Non-Hispanic	17.9%	16.7%	16.0%

Source: Chancellor's Office, Management Information System

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	48.5	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.9	71.1	63.2	78.4	*B2*
C	Persistence Rate	60.2	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.3	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	49.9	46.2	54.3	*E6*
F	Improvement Rate for Credit Basic Skills Courses	49.4	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	38.5	53.6	15.7	75.0	*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.

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. Although local feeder high schools have remained at or above their maximum capacity, the college experienced an enrollment decline from 9470 students in fall 2002 to 8086 students in fall 2007. However, there is evidence that this trend is changing for academic year 2008-9.

The focus of the college is on preparing students for transfer to four-year colleges and universities; approximately 600 students transfer annually. The college also offers a limited Career and Technical Education program with 32 A.S. degrees and 25 certificate programs. However, the college has begun exploring several different career/technical programs to better serve the community. Additionally, it is focusing on expanding its student success, basic skills, and community services programs.

The college has continued to experience on-going budget deficits which have resulted in a reduction of full time faculty, support staff and other student success resources. The college leadership is deeply concerned about the projected budget cuts for the next two fiscal years.
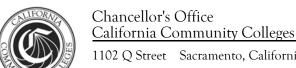
In spite of these issues, there have been positive developments. Three new buildings opened for the spring 2009 semester. Our new college Welcome Center is thriving and increasing services. We are implementing online versions of the college orientation, assessment and counseling appointments.

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 persistence rate. 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: 1) a strong local labor market; 2) the college's budget deficit, and 3) limited basic skills offerings. 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 expanded its basic skills, tutoring, distance education and non-traditional programs.

In terms of student support services, counseling services are being expanded. In addition, the college will be setting up Student Success Centers and providing increased services and support to first time students.

The college's ESL improvement rate also appears low. However, this rate was based upon a cohort of 15 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 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.0%	41.4%	41.5%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.9%	68.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.6%	62.5%	57.1%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.0%	70.8%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.7%	55.1%	54.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	54.7%	57.6%	69.9%
Basic Skills Improvement Rate	46.0%	43.3%	49.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.2%	2.4%	0.5%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Los Angeles Mission College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	12,304	12,952	16,800
Full-Time Equivalent Students (FTES)*	5,125	6,018	6,774

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.7%	34.6%	39.4%
20 - 24	29.5%	26.3%	24.4%
25 - 49	36.3%	33.5%	31.3%
Over 49	5.5%	5.6%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	64.0%	63.8%	62.6%
Male	36.0%	36.2%	37.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Mission College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.5%	4.9%	4.7%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	4.8%	4.1%	3.5%
Filipino	2.4%	2.4%	2.2%
Hispanic	65.4%	67.0%	66.3%
Other Non-White	1.6%	1.3%	1.3%
Pacific Islander	0.3%	0.2%	0.3%
Unknown/Non-Respondent	7.0%	9.0%	11.8%
White Non-Hispanic	12.7%	10.6%	9.3%

Source: Chancellor's Office, Management Information System

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	41.5	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.3	67.0	56.2	74.0	*B1*
C	Persistence Rate	57.1	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	49.1	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	69.9	53.6	15.7	75.0	*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.

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 2008. 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 construction projects.

Over the period 2005-06 to 2007-08 Los Angeles Mission College experienced increases in the improvement rate for students enrolled in ESL and in Basic Skills courses. The 2007-08 ESL improvement rate exceeded the peer group average while the Basic Skills Improvement rate was 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 remained relatively unchanged from 2006-07 to 2007-08, but were below their respective peer group averages. Fall-to-fall persistence uncharacteristically dropped by 5.4 percentage points between 2006-07 and 2007-08, a decline which is at variance with college calculations showing a steady but modest increase in persistence over the last three years (59.0%, 60.9%, and 61.1% for years in the reference period). Other indicators displayed very little annual change. Annual successful course completion for credit vocational courses increased slightly in 2007-08 compared to 2006-07, but was below the peer group average whereas annual successful course completion for credit basic skills courses declined slightly and was below the peer group average.

Mission College has been proactive in its effort to improve student success while also expanding access in an environment of diminishing resources. Enrollment increased by 20% from fall 2007 to fall 2008 and the college has been able to develop, through its Title V Hispanic Serving Institutions grant, 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 and recently completed Accreditation Self-Study and Basic Skills Initiative have developed structured objectives for achieving improvements in student learning and success.

ARCC 2009 Report: College Level Indicators

Los Angeles Pierce College
Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	57.5%	54.4%	54.0%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.4%	72.1%	71.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	71.3%	68.5%	64.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.2%	75.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	66.2%	65.1%	64.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	50.1%	50.4%	58.6%
Basic Skills Improvement Rate	54.4%	57.1%	59.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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Page 380

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ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	28,539	30,868	33,111
Full-Time Equivalent Students (FTES)*	12,302	14,460	14,930

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	34.8%	35.9%	35.4%
20 - 24	29.4%	28.6%	29.2%
25 - 49	27.8%	26.8%	26.7%
Over 49	8.0%	8.6%	8.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.0%	58.0%	57.5%
Male	42.0%	42.0%	42.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Pierce College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.7%	6.5%	6.2%
American Indian/Alaskan Native	0.4%	0.5%	0.5%
Asian	12.7%	12.3%	11.9%
Filipino	4.9%	4.8%	4.6%
Hispanic	26.0%	26.6%	27.6%
Other Non-White	4.5%	4.5%	4.4%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	7.7%	8.2%	9.1%
White Non-Hispanic	36.7%	36.1%	35.2%

Source: Chancellor's Office, Management Information System

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	54.0	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	71.2	71.1	63.2	78.4	*B2*
C	Persistence Rate	64.2	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.8	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	59.8	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	58.6	58.4	33.1	79.2	*G5*

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

ARCC 2009 Report: College Level Indicators

Los Angeles Pierce College
Los Angeles Community College District

College Self-Assessment

In Fall 2008, Pierce College enrolled more than 22,100 credit students, an increase of 12% over Fall 2007. 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 five of the seven college-level indicators (Pierce is 4.8% below the peer progress and achievement rate and 5.1% below the peer persistence rate), and exceeds the statewide average on six of the seven indicators (Pierce is 2.5% below the state persistence rate). Despite these strong results, the faculty and leadership of the college recognize the opportunity for continued growth on each of these measures, especially in the areas where its results are below those of its peer colleges.

The first three measures reflect the college's ability to retain students and help them achieve their goals. The college outreach program has been very proactive in encouraging high school students to take assessment tests before they graduate and enroll in summer bridge programs to prepare them for their college experience. The Student Success Committee has been focused on supporting innovative programs to increase the outcomes of students who assess into basic skills classes, including technology-based reading programs and math options to improve retention and success rates. The college is currently expanding its certificate offerings to reflect emerging career fields and added three areas of academic emphasis to its associate degree that better align with the requirements of the four-year institutions. In addition to these actions, in response to concerns about the declining persistence rate, the college is exploring the effects of including concurrently enrolled high school students in this measure. Many of these students attend a four-year institution after graduation rather than a community college, which may have a significant impact on Pierce's persistence rate, given the enrollment of between 1300 and 2500 high school students during these initial fall semesters.

Success rates in vocational and basic skills courses have remained stable over the last three years, and are 4 – 5% above the state average. The college is especially pleased that its improvement rate for basic skills classes has increased steadily over the past three years and that its rate for the most recent year is 8.5% above the state average. The college recently hired an Associate Dean to oversee the Basic Skills programs and to work with the Student Success Committee to ensure that the positive results achieved to date will continue.

The campus-wide 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 achievement indicators.

ARCC 2009 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	39.2%	40.4%	38.1%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	60.9%	64.0%	61.4%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	50.1%	50.2%	50.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Los Angeles Southwest College
Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.8%	76.1%	72.9%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	48.4%	50.5%	50.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	80.0%	59.0%	57.1%
Basic Skills Improvement Rate	45.5%	43.3%	41.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	11.8%	0.0%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 Report: College Level Indicators

Los Angeles Southwest College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	12,041	12,726	13,387
Full-Time Equivalent Students (FTES)*	4,636	5,408	5,049

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	21.7%	25.9%	29.3%
20 - 24	21.7%	20.9%	19.8%
25 - 49	49.1%	45.3%	42.6%
Over 49	7.5%	7.9%	8.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	71.2%	70.9%	70.3%
Male	28.8%	29.1%	29.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Los Angeles Southwest College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	66.6%	63.1%	58.2%
American Indian/Alaskan Native	0.2%	0.2%	0.3%
Asian	0.9%	1.0%	1.0%
Filipino	0.5%	0.6%	0.6%
Hispanic	27.5%	30.5%	34.6%
Other Non-White	0.6%	0.8%	0.8%
Pacific Islander	0.2%	0.3%	0.2%
Unknown/Non-Respondent	2.7%	2.8%	3.3%
White Non-Hispanic	0.7%	0.7%	0.9%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	38.1	42.0	25.7	52.6	*A6*
B	Percent of Students Who Earned at Least 30 Units	61.4	67.0	56.2	74.0	*B1*
C	Persistence Rate	50.8	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.9	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.7	49.9	46.2	54.3	*E6*
F	Improvement Rate for Credit Basic Skills Courses	41.8	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	57.1	53.6	15.7	75.0	*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.

Los Angeles Southwest College

Los Angeles Community College District

College Self-Assessment

Los Angeles Southwest College is a comprehensive community college located in south-central Los Angeles. LASC is committed to providing an environment for quality learning which fosters successful academic pathways to enrich the lives of its diverse population. Out of 8,449 students, 58.2% are Black/African-American, 34.9% Hispanic, and 6.9% other, with 11.4% of the student population non-credit. LASC continues to be a college of students who are working parents confronting looming financial and job responsibilities. In addition, 92% of English placements and 99% of math placements are below transfer level.

LASC continues to address the unacceptable rates in retention, persistence, and successful course completions (SCC). LASC, through the recently implemented Student Success Plan (SSP), is beginning to see improvement in these areas. The SSP works in consonance with the college's participation in the California Benchmarking Project with USC Center for Urban Education. The Student Success Plan calls for "college-wide reforms aimed at improving educational and support services for underprepared students" by increasing campus communications and creating a collaborative campus support system to ensure that educational and student services support are cohesive and effective. The college has reorganized its basic skills under one dean facilitating synergy among the English, developmental communications, and math disciplines as it relates to curriculum design, student support, and professional development for faculty. Highlights of the new Student Success Plan are as follows: increased lab hours; increase in numbers of lab tutors; faculty managing the lab; part-time instructors serve office hours in the math lab; weekly Math workshops; and a new English Writing Center. In addition, students are now required to complete 18 hours of lab time for basic skills English, developmental communications, and mathematics. The implementation of this Student Success Plan showed an improvement in the retention and success rates of students in basic skills English, developmental communications, and mathematics courses.

It is the college's understanding through participation in the ARCC Q&A that LASC's data changed significantly for 2007-2008 as data was analyzed differently than previous years. Although the college applauds the cleanup of the Master Course File and the Student Identifiers, the significant changes in data and resulting change in Peer Group determinations hinder the current year's comparison to previous years. Although ARCC data shows that LASC is below its peers in five out of seven categories, it is important to note that the ARCC tracks successful completion in courses which are 3 levels below transfer and higher which is not representative of LASC's overall success levels. LACCD calculations for LASC show steady improvement in: the Persistence Rate (.6%); the Credit Basic Skills Annual Successful Course completion rate (.2%); ESL Improvement Rate (all levels by 7%); and the Basic Skills Improvement Rate (all levels by 28.9%). This seems to correlate with the implementation of the basic skills improvement strategies implemented in the past 2 ½ years. Through these efforts, the college continues to strengthen its services to underprepared students in a basic skills program designed to better prepare students for success in college level courses.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	36.1%	37.4%	37.1%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	66.5%	64.8%	68.8%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	59.8%	54.5%	52.0%

NA: This performance indicator is not applicable for schools of continuing education

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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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.3%	74.5%	75.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	47.9%	51.0%	48.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	38.9%	40.0%	28.6%
Basic Skills Improvement Rate	42.7%	43.4%	42.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.1%	3.9%	8.6%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 392

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State of California

ARCC 2009 Report: College Level Indicators

Los Angeles Trade Technical College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	23,182	24,431	28,933
Full-Time Equivalent Students (FTES)*	10,658	12,002	12,436

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.9%	26.0%	33.0%
20 - 24	22.9%	22.2%	20.5%
25 - 49	42.8%	43.8%	39.3%
Over 49	6.5%	8.0%	7.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	51.6%	50.6%	51.0%
Male	48.4%	49.4%	49.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	28.8%	28.7%	26.1%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	5.0%	5.3%	4.8%
Filipino	2.2%	1.9%	1.8%
Hispanic	52.4%	51.4%	52.4%
Other Non-White	0.8%	1.0%	0.9%
Pacific Islander	0.3%	0.3%	0.3%
Unknown/Non-Respondent	4.1%	4.7%	7.3%
White Non-Hispanic	5.9%	6.4%	6.1%

Source: Chancellor's Office, Management Information System

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	37.1	42.0	25.7	52.6	*A6*
B	Percent of Students Who Earned at Least 30 Units	68.8	71.1	63.2	78.4	*B2*
C	Persistence Rate	52.0	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.9	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	42.2	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	28.6	50.9	28.6	67.2	*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.

Los Angeles Trade Technical College
Los Angeles Community College District

College Self-Assessment

Los Angeles Trade Technical College (LATTC), located just 2 miles south of Downtown Los Angeles, has offered General Education and Career-Technical courses for over 80 years. LATTC's service area encompasses 34 square miles with a 2% expected population growth. The top three occupations include: Education & Training, Office & Administrative Support, and Production Occupations. The future is bright for students seeking Career-Technical Education; LATTC currently offers 56 different Associate Degrees and 164 Certificates, allowing students to achieve a wide range of educational goals.

As the national and local economy began to decline in 2008 and continues into 2009, LATTC is positioned to provide new students seeking different career pursuits with a number of options for the changing economy and job market. LATTC has expanded its Workforce and Economic Development department to include "Green" Workforce Development. The college currently offers "Green" related courses and programs and seeks to increase these offerings to capture students looking to transition from service based employment.

LATTC is currently seeking reaffirmation of accreditation with a scheduled visit in March 2009. The college recently updated its Strategic plan and is currently updating the Educational, Facilities, and Technology Master plans to meet the goals and objectives of the Strategic plan.

Overall, the college has maintained its Student Progress, Achievement, and Success Rates. One area of increase is in Career Development and College Preparation. This is due to the college's outreach efforts with local High Schools which prepares students for college level courses and assists them with transitioning into Career-Technical Educational programs offered at LATTC.

However, one area of significant decrease, the ESL Improvement Rate is one that the college will begin to address. Due to the number of high school dropouts in our service area, many students enroll and successfully complete courses that will satisfy their remaining units needed for a GED. Once completed, they discontinue their education at LATTC. The updated Strategic plan seeks to retain these students by providing courses in College Survival and Career Planning through the Freshman Experience Program. The goal is to identify students seeking to complete their High School GED and inform them of additional opportunities through the Freshman Experience Program and the many Career Training Programs offered.

The Peer Grouping data also show LATTC ranking lowest in Annual Successful Course Completion Rate and Improvement Rate for Credit Basic Skills Courses. Although the lowest, our rates for these areas have been consistent over the prior reporting years. To address this issue, our Strategic plan outlines an initiative to improve Basic Skills and retention of these students. The initiative creates a process for new students to complete an educational plan during assessment.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.5%	49.8%	48.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.9%	69.5%	68.8%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	64.7%	67.0%	58.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.6%	76.6%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.5%	68.7%	68.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	36.8%	40.3%	52.4%
Basic Skills Improvement Rate	50.1%	54.8%	54.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	18.7%	16.7%	14.4%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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California Community Colleges

Page 398

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ARCC 2009 Report: College Level Indicators

Los Angeles Valley College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	27,370	28,335	30,543
Full-Time Equivalent Students (FTES)*	11,674	13,135	13,182

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.7%	29.6%	31.1%
20 - 24	29.9%	28.3%	28.2%
25 - 49	36.4%	35.6%	34.6%
Over 49	5.9%	6.4%	6.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	60.3%	59.8%	59.9%
Male	39.7%	40.2%	40.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Valley College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.8%	6.4%	6.3%
American Indian/Alaskan Native	0.3%	0.3%	0.4%
Asian	7.5%	7.0%	6.5%
Filipino	4.8%	4.3%	4.2%
Hispanic	37.9%	39.2%	41.4%
Other Non-White	4.5%	4.7%	4.5%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	5.9%	6.4%	7.4%
White Non-Hispanic	31.9%	31.2%	28.9%

Source: Chancellor's Office, Management Information System

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	48.4	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.8	71.1	63.2	78.4	*B2*
C	Persistence Rate	58.2	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.1	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.0	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	54.0	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	52.4	53.6	15.7	75.0	*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.

Los Angeles Valley College
Los Angeles Community College District

College Self-Assessment

Since 2006, Los Angeles Valley College (LAVC) has experienced enrollment growth, peaking in Fall 2008 with more than 18,400 credit students. Students commute from local and distant communities of the San Fernando Valley and greater Los Angeles area. Many LAVC students are financially challenged, and median income in the service area (North Hollywood and Van Nuys) is lower than the overall San Fernando Valley. Seventy-six percent of LAVC students are employed, and about 30% work full-time. Most students (78%) attend LAVC part-time. Challenges remain as local high school API scores are often low. About 70% of LAVC students place into English courses below transfer level and even more place into math courses below transfer level.

LAVC student population is diverse. Many students are first-generation college students. Fifty-six percent of students are younger than 25. The proportion of Hispanic students continues to grow as the proportion of Whites declines. However, both ethnicities are less than the proportions in the service area population. While the proportion of Asians, African Americans and females exceeds service area proportions.

The majority of students indicate that their educational goal is to transfer/obtain an associate's degree (39%) or gain job related skills/certificate (27%); however, many students attend LAVC for personal development reasons. The number of degrees and certificates awarded has increased in recent years. Top award areas are Liberal Arts, Child Development, Economics, Nursing, and Administration of Justice.

LAVC is proud of its achievements in the ARCC College Level Indicators Report, measuring above peer group averages on over half of the indicators. On three indicators (success in basic skills and vocational courses, and basic skills improvement), LAVC exceeds both the peer group and state averages.

Like most colleges in the state, LAVC's performance rates on the indicators have fluctuated over the report period. LAVC ranks below state and peer averages for persistence and students who earned at least 30 units. However, LAVC has shown progress on the latter in recent years. Though LAVC exceeds the peer group average, student progress and achievement continues to be a challenge, declining from the prior year and measuring below the state average. The CDCP progress and achievement rate has declined gradually over the past three years. Despite, measuring below the peer group on ESL improvement, LAVC made continuous progress upward and exceeds the state average. LAVC will continue to assess and evaluate these indicators in order to make informed decisions that foster student learning and success.

LAVC attributes its successes to collaboration among faculty, administrators, and staff to make the campus a more welcoming environment for students through tutoring and various student support services. In addition, recent grants including Title V grant 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 will help to increase our enrollments, progress, retention, success, transfers and awards.

Overall, the accountability findings are promising despite the challenges faced by LAVC students.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.4%	43.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	63.0%	62.7%	66.0%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	57.9%	65.0%	63.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.9%	76.0%	76.6%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.1%	56.1%	55.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	21.3%	24.3%	30.6%
Basic Skills Improvement Rate	44.1%	47.6%	48.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Los Medanos College
Contra Costa Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	13,614	13,619	14,612
Full-Time Equivalent Students (FTES)*	7,189	6,264	7,754

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.4%	30.8%	32.7%
20 - 24	24.6%	25.1%	24.6%
25 - 49	38.4%	37.4%	36.3%
Over 49	7.4%	6.5%	6.3%
Unknown	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.9%	55.3%	54.7%
Male	41.5%	40.8%	41.5%
Unknown	3.7%	3.9%	3.8%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Los Medanos College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	14.5%	15.2%	16.1%
American Indian/Alaskan Native	0.9%	0.9%	0.8%
Asian	5.3%	5.2%	5.0%
Filipino	5.9%	5.9%	5.6%
Hispanic	23.1%	24.9%	26.2%
Other Non-White	2.9%	3.0%	3.0%
Pacific Islander	0.9%	0.9%	1.1%
Unknown/Non-Respondent	5.3%	4.7%	4.5%
White Non-Hispanic	41.3%	39.4%	37.7%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

State of California

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	45.7	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	66.0	67.0	56.2	74.0	B1
C	Persistence Rate	63.7	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.2	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	30.6	41.3	7.9	80.5	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 2009 Report: College Level Indicators

Los Medanos College
Contra Costa Community College District

College Self-Assessment

Los Medanos College has been commended for using its Educational Master Plan and Program Review process to serve its students. In its East Contra Costa County service area, most college-bound students choose nearby community colleges; a low percentage of parents are college graduates resulting in many first-generation college students; a high percentage of developmental students are not ready for college-level work; and socio-economic factors in the feeder area cause many students to need financial aid or to work full-time.

The college is experiencing significant growth in its student population with an 8% increase in FTES between 2005-2006 and 2007-2008, and a projected growth of 13% in 2008-2009. At the same time, the college is experiencing increases in younger students, male students, and African American and Hispanic students, in alignment with college goals. Outreach efforts have improved significantly, resulting in more full-time students.

More students now have educational plans, leading to improved persistence. Special programs provide additional support for students, also resulting in better persistence. Enrollment processes have been streamlined and more students now enroll electronically. The college is establishing and assessing student learning outcomes at the institutional, program and course level, and related professional development activities, in order to improve student achievement. The Developmental Education program has been evaluated and improved. Special programs, such as First Five, Honors, Puente, Umoja Scholars, are improving student success. A MESA program will be implemented in 2009.

Within the last six years, the developmental education program has implemented innovative outcome-based curriculum, integrated student support services into the pre-collegiate classroom, sponsored intensive faculty professional development, and developed a systematic program evaluation process. This work has improved the persistence of under prepared students and led to statewide recognition for its faculty leaders. The college has also focused the evaluation component and resources of the Basic Skills Initiative to improve success rates in developmental education, with a particular emphasis on the achievement of students of color.

This past year, LMC has continued to utilized its Title V grant to support the ongoing development of a comprehensive ESL program by forming an ESL Renewal Team charged with using the Teachers of English to Speakers of Other Languages Program Standards to review and re-envision key program components; and by increasing student-teacher interaction via guided instruction in the language lab and a week-long orientation, advising, and registration process. The grant efforts are helping to address the program needs and student improvement rates.

LMC continues to demonstrate significant success of course completion in occupational courses. Outreach and "in-reach" initiatives (including improved advising and counseling) have attracted students to CTE programs. Factors include strong partnerships with business and industry; development of new and restructure of existing programs; enhanced program marketing and outreach; development of career pathways from school to college to career; better program 'packaging'; graduation checklists and improved educational planning for students; improved completion rates of certificates and degrees; secondary and post-secondary counselor training; and grants. The college is working to improve tracking of employment placement of graduates.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	NA%	NA%	NA%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Marin Community Education

Marin Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	1,768	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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	8.3%	5.7%	5.5%
20 - 24	22.9%	17.7%	18.7%
25 - 49	50.2%	39.1%	43.6%
Over 49	17.8%	35.0%	30.3%
Unknown	0.9%	2.5%	1.9%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.3%	57.1%	56.2%
Male	46.6%	42.9%	43.7%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Marin Community Education

Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.9%	1.5%	1.3%
American Indian/Alaskan Native	0.2%	0.2%	0.2%
Asian	6.4%	7.3%	6.2%
Filipino	0.4%	0.4%	0.2%
Hispanic	63.2%	51.6%	57.8%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.4%	0.4%	0.2%
Unknown/Non-Respondent	8.6%	7.1%	8.7%
White Non-Hispanic	18.9%	31.5%	25.4%

Source: Chancellor's Office, Management Information System

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.

Marin Community Education

Marin Community College District

College Self-Assessment

Marin CE has no CDCP courses or programs and therefore no data is required for the report.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.8%	48.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.5%	68.8%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	60.7%	59.1%	61.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.0%	78.7%	75.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	66.0%	64.3%	60.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	10.9%	12.6%	30.7%
Basic Skills Improvement Rate	44.5%	44.1%	54.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	1.1%	2.5%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Mendocino College
Mendocino-Lake Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,664	7,746	7,944
Full-Time Equivalent Students (FTES)*	2,654	3,021	2,721

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.2%	26.5%	26.6%
20 - 24	16.3%	15.5%	16.3%
25 - 49	34.4%	34.8%	33.9%
Over 49	22.1%	23.2%	23.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	62.9%	62.7%	62.0%
Male	37.0%	37.3%	38.0%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Mendocino College

Mendocino-Lake Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.5%	1.5%	1.5%
American Indian/Alaskan Native	4.1%	4.9%	4.8%
Asian	1.7%	1.7%	1.6%
Filipino	0.4%	0.5%	0.4%
Hispanic	15.6%	16.6%	16.6%
Other Non-White	0.3%	0.6%	0.5%
Pacific Islander	0.3%	0.3%	0.4%
Unknown/Non-Respondent	5.3%	7.1%	7.5%
White Non-Hispanic	70.7%	66.8%	66.6%

Source: Chancellor's Office, Management Information System

Mendocino College
Mendocino-Lake Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.7	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	63.3	67.0	56.2	74.0	B1
C	Persistence Rate	61.8	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.4	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	54.4	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	30.7	29.1	0.0	70.5	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.

Mendocino College
Mendocino-Lake Community College District

College Self-Assessment

Mendocino College is a comprehensive community college serving more than 5,000 students each semester. From the main campus in Ukiah, centers in Willits and Lakeport, and 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. The College is dedicated to serving the District's growing proportion of Native American and Hispanic students through targeted outreach and support services. In June 2008, the College's accreditation was reaffirmed by the ACCJC.

Mendocino College embraces it mission to provide educational choices to traditional students, lifelong learners and working students seeking to upgrade their skills. About 42% of students are traditional college-age students; more than 65% attend part-time.

Mendocino College improved on indicators affecting diverse segments of its student population. The most growth was shown in "ESL Improvement Rate" which more than doubled from 12.6% in 2004-05 to 30.7% in 2005-06. This is the largest improvement within the 22 school peer group and moves Mendocino College into the second quartile of the peer group. The college expects to demonstrate continued improvement on this indicator with a reinvigorated ESL program instituted this year in conjunction with the statewide Basic Skills Initiative.

While still slightly below its peer group mean, Mendocino College also improved by 10.3 percentage points on "Basic Skills Improvement." Again, this is the largest annual increase within the peer group and within about one percentage point of the group median.

"Persistence Rate" exhibited a modest improvement of three percentage points over the prior cohort year. Mendocino College remains above the peer group mean and in the second quartile of the group. Improvement on this indicator lays the foundation for long-term improvement in "Student Progress and Achievement Rate" indicators.

Mendocino College experienced some slippage from the previous year on two indicators: about 3.3 percentage points on "Annual Successful Course Completion Rate for Credit Vocational Skills" and about 3.8 percentage points on "Annual Successful Course Completion Rate for Credit Basic Skills."   Despite this decline, Mendocino College is still above the peer group average and in the second quartile of both peer groups.

The areas of most concern for Mendocino College are performance on "Student Progress and Achievement Rate" and "Percent of Students who earned at Least 30 Units." Both of these indicators dropped about five percentage points from the previous year's cohort. This placed the College roughly four percentage points below the peer group average on both indicators. However, these indicators focus on a relatively small group of students which represents about 5.96% of our annual enrollment. Further, the group is dominated (81.7%) by students 21 years of age or younger and is not fully representative of the students served by the College.

Ongoing college improvements directly affecting students include the construction of a new Library and Learning Center and the implementation of an integrated data management system. These changes will help Mendocino College better serve its diverse student population, facilitate budget and planning and realize improvement on student achievement 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.8%	41.4%	41.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.5%	67.3%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.0%	69.9%	68.1%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.8%	76.8%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.6%	55.7%	51.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	69.4%	61.0%	67.6%
Basic Skills Improvement Rate	51.0%	50.9%	55.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	7.5%	12.1%	6.1%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Merced College

Merced Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,035	18,863	20,271
Full-Time Equivalent Students (FTES)*	9,162	9,225	10,094

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	24.6%	25.5%	24.8%
20 - 24	23.1%	23.0%	22.8%
25 - 49	34.2%	33.7%	34.7%
Over 49	16.9%	16.7%	17.0%
Unknown	1.2%	1.1%	0.7%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	60.1%	59.4%	58.1%
Male	36.9%	36.9%	37.3%
Unknown	2.9%	3.7%	4.6%

Source: Chancellor's Office, Management Information System

Merced College

Merced Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.5%	5.2%	5.0%
American Indian/Alaskan Native	1.2%	1.0%	1.1%
Asian	8.2%	8.7%	8.1%
Filipino	1.1%	1.2%	1.1%
Hispanic	37.1%	36.9%	36.3%
Other Non-White	0.0%	0.3%	0.7%
Pacific Islander	0.7%	0.6%	0.7%
Unknown/Non-Respondent	8.1%	9.8%	11.2%
White Non-Hispanic	38.1%	36.2%	35.9%

Source: Chancellor's Office, Management Information System

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	41.4	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	64.3	71.1	63.2	78.4	B2
C	Persistence Rate	68.1	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.1	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.5	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	55.2	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	67.6	53.6	15.7	75.0	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.

Merced College
Merced Community College District

College Self-Assessment

Merced College serves a large and diverse population of Central Valley students. Established in 1962, Merced College achieved a record-breaking enrollment of 10,094 full-time equivalent students (FTES) during 2007-2008, representing 20,271 unduplicated students.

Many students enrolled in 2008 were older, with 51.7% age 25 or older, an increase of 4% over 2006-2007. Enrollment among male students was up slightly, at 37.3% during 2007-2008, compared with 36.8% during 2006-07. Females comprised the larger proportion of students, at 58.1% during 2007-2008, compared with 59.4% during 2006-2007.

The College maintained its bicultural majority of Hispanic (36.3%) and Caucasian (35.9%) student populations during 2007-2008. Other student ethnicities included Asian (8.1%), African American (5.0%), American Indian/Alaskan Native (1.1%), Filipino (1.1%), Pacific Islander (0.7%), Other Non-White (0.7%), or were Unknown/Nonresponsive (11.2%).

Despite comprising over one-third of the student population, Hispanics are still not representative of Merced County's overall Hispanic population of 52.4% (U.S. Census, 2007). A federally recognized Hispanic Serving Institution, Merced College continues to seek opportunities to increase student access and success based on the needs and rich diversity of the Central Valley region.

Merced County's unemployment rate has increased every year since 1999, averaging 12.2% during 2008—significantly higher than the state average of 9.1% (U.S. Dept. of Labor). The county has been especially hard-hit by the economic recession and downturns in key industries, such as agriculture, food processing, and the building and construction trades.

Merced's residents are poorer than other residents in the state and nation. The 2007 median household income for county residents was $43,789—27% less than the $59,928 statewide average (U.S. Census). Merced's per capita personal income of $23,182 was among the lowest in the state and nation, ranking 52nd out of 58 California counties and 2,560th among 3,111 counties nationwide. (U.S. Bureau of Economic Analysis, 2006).

Students employed in occupations offered through representative Merced College programs earned approximately 11% more than the Merced County median household income (Chancellors Office/ UI Wage Data, CA LMI).

Given the poor economy, more students are attending Merced College for knowledge and skills to improve their employment opportunities. Merced College has more than 100 transfer, career, and technical programs that students may choose in order to meet their goals.

Merced College students earned 700 awards in 23 disciplines during 2007-2008 (556 Associate degrees and 144 Certificates of Completion), compared with 557 awards during 2006-2007 and 546 awards during 2005-2006 (IPEDS), for a 48% net increase of 227 awards earned.

Merced College continues to focus on improving student outcomes. Merced College's 2007-2008 performance was within our Peer Group range on all key indicators of student success, and we exceeded our peers 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."

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	48.0%	49.2%	47.2%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	60.2%	62.5%	64.1%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	62.7%	64.1%	63.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.2%	72.6%	72.8%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.7%	54.9%	60.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	19.5%	27.8%	26.2%
Basic Skills Improvement Rate	50.6%	40.4%	42.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Merritt College
Peralta Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	11,699	12,162	11,939
Full-Time Equivalent Students (FTES)*	4,410	4,586	4,348

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	11.4%	13.1%	14.3%
20 - 24	24.1%	22.7%	22.6%
25 - 49	51.3%	50.4%	48.6%
Over 49	13.2%	13.8%	14.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	67.8%	67.3%	66.3%
Male	30.6%	31.9%	33.1%
Unknown	1.6%	0.9%	0.6%

Source: Chancellor's Office, Management Information System

Merritt College

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	35.6%	35.0%	33.5%
American Indian/Alaskan Native	0.6%	0.7%	0.7%
Asian	16.5%	15.9%	16.0%
Filipino	3.2%	3.1%	2.8%
Hispanic	14.7%	15.1%	15.9%
Other Non-White	1.5%	1.7%	2.0%
Pacific Islander	0.7%	0.9%	0.7%
Unknown/Non-Respondent	7.3%	7.3%	7.0%
White Non-Hispanic	19.9%	20.3%	21.4%

Source: Chancellor's Office, Management Information System

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	47.2	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	64.1	67.0	56.2	74.0	*B1*
C	Persistence Rate	63.2	58.3	37.6	72.0	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.8	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	42.5	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	26.2	29.1	0.0	70.5	*G1*

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

Merritt College
Peralta Community College District

College Self-Assessment

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings and within acclaimed programs. Merritt College's programs of distinction include Community Social Services, Registered Nursing, Child Development, Nutrition and Dietetics, Environmental Studies, Bio Technology, Genomics, and Landscape Horticulture. These signature programs are impacted and competitive. Merritt College's 67 programs further the college's mission to provide high quality educational programs to degree and non degree seeking students.

With approximately 7,000 students, Merritt College has the second largest enrollment of the four colleges in the Peralta Community College District. Enrollment is projected to increase incrementally over the next ten years due to the large population growth projected for the six cities that comprise the Peralta Community College District. The student population is highly diverse much like Merritt College's service area. No one ethnic group is in the majority. Merritt College is a majority minority college. Most students are low-income and more than half receive financial aid. A majority (60%) of students are seeking to obtain a degree or certificate.

An examination of Merritt College's performance indicators across three time periods shows mixed results in student outcomes. Merritt College has realized a percentage increase in student performance outcomes in three areas. Those areas include the percentage of students who earned at least 30 units, the annual successful course completion rate for basic skills courses, and the basic skills improvement rate.

When compared to its peer group, however, Merritt College is slightly below average in a few areas. There is room for improvement in the annual successful course completion rate for credit vocational courses as well as the percentage of students who earned at least 30 units.

Through two Department of Education funding opportunities, the Title III Strengthening Institutions grant and the Minority Serving Institutions grant, Merritt College is strengthening its curriculum and student support services with the goal of improving student outcomes in the areas of transfer, graduation, persistence and retention. In addition, Merritt has convened a basic skills taskforce and implementation team to develop a system wide program that will be used across the curriculum to assist students in becoming proficient in English and math. These initiatives together demonstrate Merritt College's commitment to student performance. The college continues to maintain its accreditation status.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.1%	53.6%	59.6%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.2%	71.4%	73.6%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	66.1%	67.6%	64.9%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.1%	69.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.2%	58.9%	59.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	57.4%	69.3%	68.5%
Basic Skills Improvement Rate	45.3%	46.5%	48.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

MiraCosta College
MiraCosta Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	21,099	21,267	20,884
Full-Time Equivalent Students (FTES)*	7,730	8,026	8,537

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	25.8%	25.9%	26.6%
20 - 24	27.3%	27.2%	28.2%
25 - 49	32.4%	32.4%	31.7%
Over 49	14.0%	14.3%	13.5%
Unknown	0.5%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	57.9%	58.1%	58.3%
Male	40.8%	40.7%	40.6%
Unknown	1.4%	1.2%	1.1%

Source: Chancellor's Office, Management Information System

MiraCosta College

MiraCosta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.8%	3.8%	4.0%
American Indian/Alaskan Native	0.7%	0.7%	0.9%
Asian	5.8%	5.7%	6.0%
Filipino	2.5%	2.6%	2.9%
Hispanic	26.0%	26.1%	25.3%
Other Non-White	1.2%	1.3%	1.3%
Pacific Islander	0.9%	0.8%	0.9%
Unknown/Non-Respondent	6.1%	6.9%	7.6%
White Non-Hispanic	53.1%	52.1%	51.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	59.6	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	73.6	71.1	63.2	78.4	B2
C	Persistence Rate	64.9	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.7	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.9	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	68.5	41.3	7.9	80.5	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 2009 Report: College Level Indicators

MiraCosta College
MiraCosta Community College District

College Self-Assessment

MiraCosta College has begun its 75th year of serving the coastal communities of North San Diego County. The recent downturn in the economy and the impact this has had on local four-year institutions has resulted in double-digit increases in credit headcount. The college is currently accommodating the largest credit student body in the institution's history. The need for a cost-effective education is greater than ever, and MiraCosta College is striving to meet this need.

This third edition of the ARCC shows evidence not only of the college's efforts to improve student success, but the efforts made to improve data quality. In 2006, processes were implemented to review all MIS data prior to submission to the Chancellor's Office. This has reduced a great deal of the variation in rates from year to year, allowing for greater confidence in the story the figures tell.

Overall, the college is pleased with its improvements over prior editions of the report. This does not, however, mean that there is not significant room for improvement. While five of the seven metrics show at least moderate improvement over prior years, there are four areas in which the college falls below the peer group average: persistence, vocational course completion, basic skills course completion rate and basic skills course improvement rate.

During the spring 2009 semester, the college conducted an environmental scan that included surveys of students who applied but failed to enroll in classes as well as students who completed a fall term but did not return for spring. It is hoped that this information will help to identify issues that may impact students' enrollment and/or persistence.

Persistence and completion rates in vocational courses should improve given the current unemployment rates in California. MiraCosta College has revised a number of vocational programs that will enhance opportunities for students to persist and complete. The college also introduced a number of new vocational programs that are identified as high demand and wage occupations in the college's service area.

The ARCC indicates that there has been marked improvement in basic skills over the last three years, but MiraCosta College still falls below the peer group average. It is hoped that the most recent efforts of the Basic Skills Committee will help to continue the trend. Using Basic Skills Initiative (BSI) categorical funds, the committee was able to implement the expansion of tutoring and supplemental instruction; "Year of the Brain" professional development activities including speakers, retreats, materials and disciplinary focus embedding basic skills methods; reassigned time for BSI coordinator and discipline leads pilot cohort (block schedule/learning communities); Academic Boot Camp focusing on outreach and support for basic skills students with academic and vocational goals, foundations course linking computer, academic study, information literacy and career development skills as well as funds for departments to propose pilots and initiatives.

The results of this year's ARCC have provided valuable information for the assessment of MiraCosta College's programs and services.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	54.4%	52.0%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.9%	70.3%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.2%	65.6%	64.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.2%	69.2%	69.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.3%	64.9%	62.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	21.8%	22.7%	23.1%
Basic Skills Improvement Rate	57.6%	56.5%	57.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	16,490	19,177	19,965
Full-Time Equivalent Students (FTES)*	7,557	6,935	6,808

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	13.4%	12.7%	12.6%
20 - 24	22.7%	21.5%	20.6%
25 - 49	51.6%	51.2%	49.8%
Over 49	12.0%	14.3%	16.7%
Unknown	0.2%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.1%	55.0%	54.9%
Male	42.9%	42.2%	40.9%
Unknown	2.0%	2.7%	4.2%

Source: Chancellor's Office, Management Information System

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.5%	4.3%	4.2%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	35.0%	35.4%	33.9%
Filipino	10.1%	9.1%	8.4%
Hispanic	16.6%	15.3%	15.0%
Other Non-White	1.3%	1.3%	1.2%
Pacific Islander	0.9%	0.8%	1.0%
Unknown/Non-Respondent	7.6%	9.0%	11.2%
White Non-Hispanic	23.4%	24.3%	24.5%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: 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	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	68.5	67.0	56.2	74.0	B1
C	Persistence Rate	64.6	71.3	63.0	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.4	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.3	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	23.1	29.1	0.0	70.5	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.

Mission College
West Valley-Mission Community College District

College Self-Assessment

Mission College serves a diverse student body representative of the Silicon Valley, with nearly 64% of the student body composed of non-white or Hispanic populations. The number of students has increased 21% in unduplicated headcount over the three years of ARCC data. Mission has a strong commitment to serving the diverse range of student and community needs, from enrichment through transfer, with a significant 10% of all enrollments within English as a Second Language.

In comparison to the ARCC peer group, Mission rates are above average for Student Progress and Achievement, Students Who Earned at Least 30 Units, and Credit Basic Skills Improvement. Looking at Student Progress and Achievement specifically, Mission ranks near the peer group high with a rate of 52.3 relative to the group high of 52.6. Faculty are actively engaged in the Basic Skills Initiative and the College is entering its first full cycle of Student Learning Outcomes assessment, both of which will lead to improvements in progress and achievement.

Mission rates are at the average for Credit Basic Skills Completion and below average for Persistence and Credit Vocational Completion. While it should be noted that both persistence and completion rates are impacted by students who migrate from college to college in the South Bay region (including multiple colleges accessible by freeway), Mission is dedicated to improving persistence and completion. Over the past year, Mission has re-dedicated itself to enforcing mandatory orientation by both increasing opportunities as well as systematic requirements to ensure participation. A strong orientation program is the foundation for increased persistence and completion and is augmented through a focused Basic Skills Initiative and increased participation in "Early Alert," Through "Early Alert," students evaluated by their instructors as facing difficulties in the classroom are contacted early in a term to alert them to support and tutorial services. Regarding Credit Vocational Completion rates, Mission recognizes the importance of keeping these programs current, particularly in this dynamic economic climate. Accordingly, the College continues to communicate with area high schools, regional coalitions, and advisory committees to improve and revise curriculum to match industry and community needs.

Regarding the final indicator, measurement of ESL improvement rates included within the ARCC report does not fully represent the success of the ESL program at Mission, as current MIS data collected by the state does not include the full seven levels of ESL curriculum as instituted at Mission, thus missing early stages of student improvement. As such, it is difficult to meaningfully apply this measure to Mission. Considering the wide range of rates reported within the peer group, ranging from 0% at the low and 70.5% at the high, the measure appears to be problematic for many colleges.

The College has discovered there may be problems with data coding for ESL and some developmental education courses in its master course file, leading to a "flattening" of levels that affects the ability to accurately measure improvement. Mission is working to identify and correct all coding errors, after which we will resubmit the college data.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	47.6%	45.0%	44.5%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.3%	71.6%	72.3%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.3%	69.2%	71.8%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 445

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.9%	73.2%	72.7%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.2%	53.8%	57.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	51.2%	48.8%	43.2%
Basic Skills Improvement Rate	52.9%	56.5%	52.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	9.6%	4.5%	6.2%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 446

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ARCC 2009 Report: College Level Indicators

Modesto Junior College
Yosemite Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	25,666	26,309	27,408
Full-Time Equivalent Students (FTES)*	14,477	14,479	15,191

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.3%	29.8%	30.1%
20 - 24	30.4%	30.7%	29.1%
25 - 49	33.8%	34.1%	35.1%
Over 49	5.6%	5.5%	5.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.5%	59.1%	59.0%
Male	40.0%	40.5%	40.0%
Unknown	0.5%	0.4%	0.9%

Source: Chancellor's Office, Management Information System

Modesto Junior College
Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.6%	3.2%	3.4%
American Indian/Alaskan Native	1.3%	1.2%	1.1%
Asian	6.1%	5.6%	5.2%
Filipino	1.4%	1.4%	1.3%
Hispanic	28.5%	27.3%	27.0%
Other Non-White	0.1%	0.1%	0.0%
Pacific Islander	1.3%	1.2%	1.1%
Unknown/Non-Respondent	12.2%	18.6%	22.7%
White Non-Hispanic	45.4%	41.3%	38.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Modesto Junior College
Yosemite Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.5	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.3	71.1	63.2	78.4	*B2*
C	Persistence Rate	71.8	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.7	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	52.9	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	43.2	58.4	33.1	79.2	*G5*

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

Modesto Junior College
Yosemite Community College District

College Self-Assessment

During the 2008-2009 academic year, Modesto Junior College has undergone a paradigm shift in terms of developing integrated planning and data-driven decision making strategies, linking planning and resource allocation. Three of the ten "MJC Strategic Plan 2008-2013" goals were prioritized for the year, involving tying program review to resource allocation decisions, creating a culture of evidence and measurable improvements, and expanding and enhancing the learning environment and delivery options for students. The ARCC data indicators have been used in relation to these goals' measurable improvements.

Since the CCCCO has recalculated the community colleges' previous years' data again, MJC focused on comparing its most recent cohort's data (2002-2003 to 2007-2008) with the data from the various peer groups indicated in MJC's Table 1.11 in the ARCC report. According to the data in this table, MJC's rate is very comparable to rates of its peer groups relative to the following indicators: Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, Persistence 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 Basic Skills Courses. The one indicator in which MJC lags noticeably behind is the Improvement Rate for Credit ESL Courses.

MJC has begun several initiatives to improve the Credit ESL Improvement Rate. The ESL faculty has initiated several research projects through on-going program review, including student needs assessment surveys, identification of clusters of Career Technical Education students whose primary language is not English, and working with CTE faculty to create, implement, and assess intervention strategies to improve ESL students' success. MJC has also redirected the new Director of Basic Skills to identify areas for improvement related to basic skills offerings and curricula. The Director of Basic Skills is also working with the Research and Planning Office to study the effects of the added common final for a pivotal basic skills English course that then leads to college level English courses.

In addition, the Enrollment Planning and Management Work Group has developed objectives and strategies that tie into the Strategic Plan Goals, including improving basic skills rates. Moreover, the Student Equity Plan Work Group, a sub-group of the Student Success Committee, has been working to complete the college's new Student Equity Plan, which has identified additional strategies to increase access and success of students.

The implementation of these objectives and strategies will take time, as will the wait for the current cohort (2008-2009) to be measured in the ARCC data, as seen in Table 1.5.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	58.2%	55.0%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	66.7%	66.5%	66.4%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	50.9%	55.1%	66.2%

NA: This performance indicator is not applicable for schools of continuing education

California Community Colleges

Page 451

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	82.9%	82.4%	80.0%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.9%	68.0%	67.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	60.2%	52.4%	51.4%
Basic Skills Improvement Rate	55.5%	61.0%	55.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Monterey Peninsula College
Monterey Peninsula Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	22,017	21,929	22,171
Full-Time Equivalent Students (FTES)*	8,291	8,380	8,227

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	16.2%	16.3%	16.8%
20 - 24	13.1%	14.0%	14.2%
25 - 49	43.7%	42.7%	42.7%
Over 49	26.9%	27.1%	26.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.8%	52.3%	52.1%
Male	47.0%	47.6%	47.9%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Monterey Peninsula College
Monterey Peninsula Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.6%	3.5%	3.4%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	6.1%	6.3%	6.1%
Filipino	2.6%	2.6%	2.6%
Hispanic	11.5%	12.1%	16.7%
Other Non-White	1.8%	2.0%	1.9%
Pacific Islander	1.1%	1.0%	1.1%
Unknown/Non-Respondent	14.4%	14.8%	13.2%
White Non-Hispanic	58.0%	57.0%	54.2%

Source: Chancellor's Office, Management Information System

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	49.9	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	66.4	67.0	56.2	74.0	*B1*
C	Persistence Rate	66.2	58.3	37.6	72.0	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.0	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.7	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	55.6	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	51.4	29.1	0.0	70.5	*G1*

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

Monterey Peninsula College
Monterey Peninsula Community College District

College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast, 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.

As shown in the ARCC report, MPC demonstrated strong, steady performance on most of the college level indicators. However, a few performance indicators warrant discussion.

The Student Progress and Achievement Rate declined over a three year period, mostly due to a decrease in the transfer rate to 4-year institutions. Interestingly, the "transfer directed" rate remained steady, indicating that MPC students with intent to transfer remained on track. The decline in actual transfers could be related to the fee increases at both UC and CSU. CSU fees increased 102% from fall 2002 to fall 2007; there were similar increases for the UC system.

There was a slight decrease in successful completion rate for vocational courses; one area of decline was the Computer and Information Systems program. This program experienced some challenges in staffing some of their classes which required hiring several new adjunct instructors in a short time frame to cover classes. A new full-time instructor hired for this area this academic year should help stabilize and improve the successful completion rate in the future.

The third performance indicator of concern is the ESL improvement rate. Performance dropped sharply for the cohort of students that began in fall 2004. This drop is due, in large part, to the fact that this indicator only includes credit ESL enrollments; 65-70% of our ESL enrollments are in the noncredit course option, primarily for financial or residence reasons. The percentage of ESL students in noncredit courses is even higher for the lower level courses. For instance, in fall 2005, at two levels below college level ESL, none of the 100 ESL students at that level enrolled in the credit ESL course option. Thus, this performance indicator doesn't fully capture students' progress in our ESL program. However, the college has engaged in discussions to ensure that our ESL structure and course offerings do meet the students' needs.

We are proud that there was a dramatic increase in one of our indicators. The persistence rate increased for the cohort of students who began in fall 2006. In last year's self assessment, we stated that we expected this increase to occur as a result of decreased fees at community colleges as well as the opening of two new facilities in the north part of our district.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	64.1%	62.1%	63.7%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.5%	75.5%	74.7%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.1%	75.2%	78.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	79.3%	79.7%	78.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	63.7%	60.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	47.5%	42.8%	47.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,987	22,282	23,518
Full-Time Equivalent Students (FTES)*	10,927	11,166	11,688

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	37.2%	38.5%	39.0%
20 - 24	33.3%	32.6%	32.5%
25 - 49	24.8%	24.1%	24.0%
Over 49	4.7%	4.8%	4.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.1%	54.1%	53.8%
Male	43.8%	43.2%	44.1%
Unknown	2.1%	2.7%	2.0%

Source: Chancellor's Office, Management Information System

Moorpark College
Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.1%	2.3%	2.4%
American Indian/Alaskan Native	1.0%	0.9%	0.9%
Asian	8.3%	8.1%	7.6%
Filipino	2.3%	2.3%	2.6%
Hispanic	15.3%	15.4%	16.3%
Other Non-White	2.0%	2.1%	2.2%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	10.0%	10.3%	10.8%
White Non-Hispanic	58.5%	58.0%	56.6%

Source: Chancellor's Office, Management Information System

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.7	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.7	73.9	67.9	82.7	*B4*
C	Persistence Rate	78.0	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	47.7	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	.	41.3	7.9	80.5	*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.

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 72% of our students under the age of 24, a majority declaring transfer as their goal. 24% 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 5% increase in unduplicated headcount in 2007-2008. The corresponding 5% rise in FTES is due to the high number of full-time students in our student profile.

Moorpark College performed above average in 4 out of 7 ARCC categories (Categories A-D).   The college rates at the top of the peer group in Persistent Rate; this is in line with consistent college performance in this category over the past 3 years.

The college is attempting to attain consistency in Annual Course Completion Rates for Basic Skills Courses. This category shows a 3.5% drop in 2007-2008 after a 3.5% gain in 2006-2007. While the percentage variation is not extreme, the college hopes to maintain an upward trend.   In fall 2008, we began implementing and refining new strategies in basic skills curriculum and services delivery. We anticipate further improvement in this area in next year's analysis.

Our Basic Skills Improvement Rate continues to show a performance gap of 5% as compared to the peer group average.   However, the campus improvement rate has increased by 5% from last year.   As the number of successful Basic Skills Completers increase (Category E), so should the number of students entering the pipeline and succeeding at the transfer level (Category F). This increase signals positive changes, directly resulting from the important work being done by our campus Basic Skills Committee.

Category F data should begin to appear next year, due to a hiatus of the ESL program in 2004-2005. Local data indicates that Course Completion Rate for ESL for 2006-2007 was 65% and 68% in 2007-2008.

As with last year, the current ARCC data validate the Strategic Directions that emerged from the college's annual planning sessions each fall semester:

Flexible Options for Education: The college prides itself in preparing traditional students well for transfer. However, 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: 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 being created and tested, seeking an increase in higher student success. The improvement rate in Category E should see improved results next year with the work of this Committee.

Market Awareness and Outreach: The Vocational Education Course Completion Rate dropped slightly, yet remained 3% over peer average. Moorpark College is committed to maintaining this rate of student success. New programs such as Fitness Specialists and Health Information Management are being implemented.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	50.9%	53.7%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.9%	74.8%	76.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	76.5%	77.1%	76.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	74.8%	74.0%	73.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.4%	57.8%	59.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	76.1%	71.5%	73.1%
Basic Skills Improvement Rate	49.2%	54.3%	52.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	33.4%	27.1%	12.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	54,425	60,689	67,121
Full-Time Equivalent Students (FTES)*	28,278	29,886	31,934

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	34.9%	37.5%	44.2%
20 - 24	26.4%	25.8%	23.6%
25 - 49	27.1%	25.6%	23.0%
Over 49	11.7%	11.2%	9.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.1%	55.6%	53.9%
Male	43.8%	44.1%	45.5%
Unknown	0.1%	0.3%	0.5%

Source: Chancellor's Office, Management Information System

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.5%	5.1%	4.5%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	22.1%	21.6%	19.4%
Filipino	4.7%	4.8%	4.3%
Hispanic	40.1%	41.2%	38.8%
Other Non-White	3.7%	4.6%	13.1%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	3.8%	4.1%	4.2%
White Non-Hispanic	19.2%	17.6%	14.7%

Source: Chancellor's Office, Management Information System

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	52.3	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	76.2	73.9	67.9	82.7	*B4*
C	Persistence Rate	76.8	72.5	67.9	77.8	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	52.1	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	73.1	58.4	33.1	79.2	*G5*

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

Mt. San Antonio College

Mt. San Antonio Community College District

College Self-Assessment

Founded in 1946, Mt. San Antonio College (Mt. SAC) is California's largest single-campus community college, with a total student population of about 67,000 annually on a campus of over 420 acres. Located in the city of Walnut in eastern Los Angeles County, the college serves over a million residents within a 189-square-mile district, comprising nearly 20 cities and unincorporated areas.

The majority of Mt. SAC students attend part-time and have various goals. Many students seek career/technical training, while others seek an associate degree and/or university transfer. Many are under prepared for the rigors of college and must begin by taking pre-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 have vocational majors. Some students come well prepared scholastically and pursue their goals through honors-level studies. Mt. SAC students are above their peer college averages in most of the performance indicators in this report. In the one metric, CDCP, the decreased performance is reasonable due to the increased enrollment in the adult high school program.

The college has maintained a tradition of statewide, national and international academic distinction through its students achieving awards such as the All-USA Academic First Team and the Jack Kent Cooke Scholarship. The Forensics Team was crowned "World Champion Community College Forensics Program" at an international tournament. Aeronautics students went to the National Inter-Collegiate Flying Association completion and placed first in ground events and second in flight events to place second overall. Mt. SAC's women's basketball team won its third consecutive state championship title. The Aquatics Program was named the state's and nation's "Top Community College Overall Aquatics Program" for the second consecutive year.

The college offers programs and services through various grants to improve student success. Mt. SAC secured millions of dollars from numerous grant funding agencies such as the United States Department of Education and the National Science Foundation.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress. 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.

The list of options for counseling and student services continues to expand, facilitating and increasing students' academic progress. With the passage of a bond measure in 2008, the college will continue to advance its campus master plan to provide award-winning, state-of-the-art facilities and cutting-edge technology. These and other efforts support the college's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	44.2%	42.8%	45.3%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	61.8%	60.5%	63.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	60.3%	63.7%	65.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	67.0%	66.8%	67.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.4%	56.6%	57.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	29.8%	25.5%	15.2%
Basic Skills Improvement Rate	45.0%	44.8%	44.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.9%	4.2%	3.6%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Mt. San Jacinto College
Mt. San Jacinto Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	18,685	20,843	22,896
Full-Time Equivalent Students (FTES)*	8,712	9,672	10,205

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.1%	27.9%	29.2%
20 - 24	27.0%	27.3%	27.7%
25 - 49	37.6%	37.0%	36.1%
Over 49	8.0%	7.7%	6.9%
Unknown	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	62.2%	61.9%	60.8%
Male	36.9%	37.1%	37.9%
Unknown	0.9%	1.0%	1.3%

Source: Chancellor's Office, Management Information System

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.5%	6.6%	7.2%
American Indian/Alaskan Native	1.3%	1.3%	1.4%
Asian	3.1%	3.3%	3.1%
Filipino	3.2%	3.5%	3.8%
Hispanic	26.9%	28.4%	28.9%
Other Non-White	1.1%	1.3%	1.4%
Pacific Islander	0.6%	0.7%	0.8%
Unknown/Non-Respondent	8.4%	8.3%	8.4%
White Non-Hispanic	48.8%	46.5%	45.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Mt. San Jacinto College
Mt. San Jacinto Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.3	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	63.2	71.1	63.2	78.4	B2
C	Persistence Rate	65.2	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.0	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.9	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	44.0	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	15.2	41.3	7.9	80.5	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.

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Self-Assessment

Mt. San Jacinto College provides comprehensive instructional programs in four major service areas of Riverside County: San Jacinto, Menifee, I-15 Corridor (cities of Temecula, Murrieta and Lake Elsinore) and the Pass (cities of Banning and Beaumont) covering an area of 1700 square miles. The college offers 33 associate degrees, 31 certificate programs, and 14 employment concentration certificates. The past year has seen enormous growth in student enrollment in all service areas. District wide spring 2009 FTES and unduplicated headcount growth rates increased by 18%. The Temecula Education Complex (TEC) has been extremely successful in serving the educational needs of the I-15 Corridor. This service area, with an enrollment of over 2,000 students, has grown by 90% in unduplicated headcount from spring 2007 to spring 2009. The three cities that are serviced by TEC experienced a population growth of 56% from 2000 to 2007. The Pass service area, with an enrollment of nearly 200, experienced a 220% growth in enrollment since spring 2007 and an explosion in population of 68% since 2000.

The college going rate for the county's high school first time freshmen has increased from 29% in 2000 to 38% in 2007. The increase in the college going rate will have a dramatic impact on the college's development and long range planning.

Distance Education (DE) has grown significantly over the past four years. DE FTES is up 32% for academic year 2007-08 and up 25% for spring 2009. DE accounts for 17% or 1 out of 6 credit FTES (DE was 3% of FTES in 2003-02).

The college has made significant strides in the use of data to drive decision making that includes hiring a new institutional researcher and the implementation of a decision support system that provides web access data for the entire college community. The 2008 ARCC report initiated important strategies designed to improve performance for each of the indicators. While MSJC is still below the peer group average for each indicator, the ARCC 2009 report confirms there has been some improvement in all but one indicator compared to last year's report. It is especially gratifying to see the change in the Improvement Rate for Credit ESL Courses. Although still small it reflects the college's high priority to improve the ESL program. Major commitments have been made to complete an ESL lab at the Learning Resource Center on the San Jacinto Campus and revise curriculum under the leadership of a new full time ESL instructor. The new CDCP Progress and Achievement rate will be reviewed as a baseline for analysis of how the college can improve our delivery in this area.
Supplemental instruction (SI) has been expanded and has proven to increase students' success and retention rates.BSI funds have been focused on strategies to identify needs of students pre-enrollment and provided peer advisors and counselors for many basic skills classes.

The College is actively engaged in creating a new Educational Master Plan and the integration of student learning outcomes (SLOs) across all areas of the institution.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.7%	57.5%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.0%	70.3%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.3%	69.2%	72.0%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.4%	77.5%	76.9%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	62.3%	65.8%	62.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	21.7%	23.5%	23.3%
Basic Skills Improvement Rate	53.4%	49.4%	52.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Napa Valley College
Napa Valley Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	14,948	14,494	14,704
Full-Time Equivalent Students (FTES)*	5,812	5,926	6,059

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.1%	19.4%	20.4%
20 - 24	17.6%	17.8%	18.3%
25 - 49	35.3%	36.7%	36.2%
Over 49	27.9%	25.9%	24.8%
Unknown	1.1%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.7%	56.7%	56.6%
Male	38.5%	40.9%	41.5%
Unknown	6.8%	2.3%	2.0%

Source: Chancellor's Office, Management Information System

Napa Valley College

Napa Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.2%	4.4%	4.6%
American Indian/Alaskan Native	0.8%	0.7%	0.8%
Asian	2.5%	3.1%	2.8%
Filipino	6.9%	7.9%	7.9%
Hispanic	16.3%	19.0%	20.0%
Other Non-White	0.5%	0.8%	0.9%
Pacific Islander	0.7%	0.8%	0.7%
Unknown/Non-Respondent	21.5%	13.9%	14.9%
White Non-Hispanic	46.6%	49.4%	47.3%

Source: Chancellor's Office, Management Information System

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	55.7	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	70.6	67.0	56.2	74.0	B1
C	Persistence Rate	72.0	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.9	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.7	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	23.3	29.1	0.0	70.5	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.

Napa Valley College
Napa Valley Community College District

College Self-Assessment

Napa Valley College (NVC) is located in a slow growth area. Between 2005-2006 and 2007-2008, the number of students enrolled (headcount) at NVC decreased by 1.6% (vs. an 8.9% increase across the system). During the same period, the number of full-time equivalent students at NVC increased by 4.2%. These figures indicate that NVC students who enrolled in 2007-2008 carried heavier unit loads, on average, than their peers in 2005-2006.

NVC's performance on two ARCC indicators has been exemplary. The percent of students who earned at least 30 units and the persistence rate have increased each year, and NVC has exceeded the average among its peer groups as well as the system-wide average on both indicators. NVC boasts the highest persistence rate among its peer group.

Increasing student success is one of the five overarching goals in NVC's Strategic Plan, with student transfer, degree/certificate conferral, and increasing successful course completion rates identified as measurable outcomes contributing to that goal. NVC has exceeded the average performance of its corresponding peers as well as the system with respect to the progress and achievement rate and the two ARCC success rates, despite experiencing decreases among the most recent ARCC observations.

As part of a Title III Strengthening Institutions Grant, in fall 2006, NVC implemented its first learning communities linking basic reading and writing courses with counseling courses (covering college success skills) as well as a required writing lab component. Students who participated in the learning communities in fall 2006 and enrolled in the college-preparatory English course (the subsequent course in the English sequence) in spring 2007 successfully completed the college-preparatory course at a significantly higher rate (86%) than students who had not participated in a learning community (61%). These figures suggest that NVC should anticipate increases in both the successful basic skills course completion rate and the basic skills improvement rate once the learning community students are included in the ARCC cohorts.

NVC has only recently become aware of its low ESL improvement rates (in the range of 21% to 24%, which falls below the peer group average), via the release of the 2009 ARCC Report. In the 2008 ARCC Report, NVC claimed rates in the range of 38% to 48%. The dramatic shifts in this indicator are likely due to changes in course coding associated with local efforts to improve data integrity and restructure the English curriculum. Over the past few years, the English Department has restructured its curriculum so that all courses in the core sequence cover both reading and writing skills and the exit skills for each course align with the entry requirements for the next course in the sequence. As part of this process, the classification of the college-preparatory English course was changed from transferable/college-level to non-transferable/pre-collegiate. In connection with the Basic Skills Initiative, NVC is currently examining the alignment of ESL and English curricula to identify ways to facilitate the ESL-to-English transition for students.

NVC continues to use the accountability data to inform its planning efforts.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	3.3%	3.8%	4.6%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	42,412	42,920	42,634
Full-Time Equivalent Students (FTES)*	7,027	7,530	7,829

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	15.7%	16.4%	15.5%
20 - 24	16.8%	17.1%	17.1%
25 - 49	33.9%	33.0%	32.7%
Over 49	33.2%	33.2%	34.5%
Unknown	0.4%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	61.0%	60.8%	60.6%
Male	36.9%	37.0%	36.7%
Unknown	2.2%	2.3%	2.6%

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

	2005-2006	**2006-2007**	**2007-2008**
African American	2.1%	2.2%	2.3%
American Indian/Alaskan Native	0.3%	0.4%	0.4%
Asian	13.1%	13.1%	13.6%
Filipino	2.5%	2.4%	2.3%
Hispanic	33.8%	34.8%	35.3%
Other Non-White	1.2%	1.1%	1.2%
Pacific Islander	0.4%	0.3%	0.4%
Unknown/Non-Respondent	21.7%	21.5%	20.2%
White Non-Hispanic	25.0%	24.1%	24.4%

Source: Chancellor's Office, Management Information System

North Orange School of Continuing Education

North Orange Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	*NA*
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	*NA*
C	Persistence Rate	NA	NA	NA	NA	*NA*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	*NA*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	*NA*
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	*NA*
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	*NA*

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

North Orange School of Continuing Education
North Orange Community College District

College Self-Assessment

The School of Continuing Education (SCE) is a WASC accredited comprehensive adult education institution that offers courses in the state mandated noncredit areas as well as a wide selection of community service and contract education classes. The school is part of the North Orange County Community College District, which consists of SCE, Fullerton College, and Cypress College.

In 2007-2008 SCE served 70,181 students and 22 different ethnic groups, the largest of which was Latino. Students enroll at SCE with various educational goals, with 25% of students reporting that they enroll to improve basic skills and/or earn a high school diploma. Students also enroll for personal development, job training, or to prepare for eventual transfer to a college credit program.

SCE offers over 100 rigorous career development and college preparation (CDCP) courses, and student enrollment in these courses has increased steadily since 2003. SCE's CDCP progress and achievement rate has also increased across the cohort years. Despite these positive trends, the latest CDCP rate is low and warrants examination.

First, because the COMIS data element has not yet been created, schools were unable to submit their CDCP certificate completion data. SCE's local data demonstrate that, across the three cohort periods, 88, 142, and 162 students completed certificates, illustrating our continuous improvement. Including these local statistics would result in a more accurate, and indeed higher, estimate of our CDCP performance. Future ARCC reports that include certificate completions should yield a more precise estimate of our CDCP performance, though we acknowledge that this may not necessarily result in a higher CDCP rate. This ARCC indicator has also prompted the administration to thoroughly review our programs as they relate to accountability, and SCE has formed a committee to improve data collection and data reporting.

Second, the CDCP rate illustrates that SCE students are completing credit awards and transferring to universities, but at a rate unequal to credit students. However, noncredit students' goals are predominantly to improve basic skills and job training. Many students do wish to transfer, but because noncredit students provide their social security numbers at a lower rate than credit students, and because transfers are documented using SSNs, transfer statistics will be incomplete. Consequently, SCE has implemented efforts to encourage student SSN disclosure. In addition, SCE has an Adult College and Career Transitions program to facilitate student transfers. Nevertheless, future transfer rates will still be attenuated because only outcomes achieved within three years are counted, and noncredit students tend to have work/family responsibilities that slow their educational progress.

Despite these data limitations, SCE fosters ongoing student success. SCE provides support services that include orientation, counseling, and job search assistance, as well as Learning Centers that provide tutoring. Our classrooms boast skilled faculty and sophisticated technology. We have obtained various grant funding sources for the continuing excellence of CDCP programs, and have cultivated community and business partnerships that result in offering vocational training in high demand industries. SCE has truly earned its reputation as a leading provider of adult education in Orange County.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	62.5%	61.3%	61.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.9%	71.7%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.9%	73.9%	78.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	85.9%	85.3%	81.7%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	57.3%	60.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.0%	32.2%	33.9%
Basic Skills Improvement Rate	50.1%	48.9%	48.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Ohlone College

Ohlone Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,542	18,802	18,097
Full-Time Equivalent Students (FTES)*	8,114	8,237	8,332

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	33.9%	35.9%	36.8%
20 - 24	19.4%	18.8%	20.4%
25 - 49	39.6%	38.5%	35.7%
Over 49	7.0%	6.8%	7.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	51.6%	49.4%	50.7%
Male	47.4%	49.2%	47.6%
Unknown	1.0%	1.4%	1.7%

Source: Chancellor's Office, Management Information System

Ohlone College
Ohlone Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.2%	4.5%	4.5%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	34.6%	35.0%	36.5%
Filipino	6.8%	6.7%	6.9%
Hispanic	11.4%	11.8%	11.4%
Other Non-White	1.7%	1.6%	1.6%
Pacific Islander	1.0%	1.2%	1.2%
Unknown/Non-Respondent	9.6%	10.2%	10.4%
White Non-Hispanic	30.2%	28.6%	26.9%

Source: Chancellor's Office, Management Information System

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	61.2	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	69.9	67.0	56.2	74.0	B1
C	Persistence Rate	78.0	71.3	63.0	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.7	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.0	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	33.9	41.3	7.9	80.5	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 has been steady for the past two years 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 would not yet be reflected by students in the 2002-03 cohort. The currently strong student achievement rate should become stronger as the report begins 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 is strong and above the peer group average; however, it is below the statewide average. Over the past two 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 shown significant gains in its persistence rate over the past two 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, despite a decline from the past two years' rates. 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
Although the college has had consistently strong rates in vocational and general education indicators, it has not been at the peer average in Basic Skills, despite a 2008 rate that is above both the prior years' rates. It is anticipated that the good effects of the Basic Skills Initiative and the Title III grant—which includes improved placement testing and tracking, as well as innovations in tutoring and supplemental learning—will soon provoke higher rates within the Basic Skills areas.

6. Improvement Rates for ESL
A complete renewal of the ESL curriculum has produced noticeable gains over the past three years in the ESL improvement rate, but the college remains below the peer group and statewide averages. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, the ESL improvement rate should also improve.

7. Basic Skills Improvement Rate
A decline in the basic skills improvement rate for 2008 has also moved Ohlone's rate slightly below both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Umoja programs, and new supplemental learning services, all specifically directed to support at risk students, should improve rates in the future.

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	61.2%	63.9%	62.9%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	77.9%	78.9%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	79.1%	79.1%	80.6%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.8%	79.2%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.2%	65.7%	64.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	66.7%
Basic Skills Improvement Rate	47.1%	46.7%	47.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Orange Coast College
Coast Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	30,406	32,072	35,034
Full-Time Equivalent Students (FTES)*	16,144	18,079	18,345

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.1%	29.4%	29.8%
20 - 24	38.3%	37.5%	36.6%
25 - 49	27.5%	28.4%	28.7%
Over 49	4.1%	4.8%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	50.4%	50.4%	49.8%
Male	49.5%	49.3%	49.7%
Unknown	0.1%	0.3%	0.5%

Source: Chancellor's Office, Management Information System

Orange Coast College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.8%	1.8%	1.8%
American Indian/Alaskan Native	0.6%	0.7%	0.7%
Asian	22.8%	22.6%	23.0%
Filipino	2.1%	2.1%	2.1%
Hispanic	18.3%	18.1%	18.6%
Other Non-White	1.5%	1.8%	1.8%
Pacific Islander	0.8%	0.7%	0.9%
Unknown/Non-Respondent	6.1%	7.5%	8.1%
White Non-Hispanic	46.0%	44.7%	43.1%

Source: Chancellor's Office, Management Information System

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	62.9	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	79.8	73.9	67.9	82.7	B4
C	Persistence Rate	80.6	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	47.2	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	66.7	58.4	33.1	79.2	G5

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

Orange Coast College
Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948 with an opening day enrollment of 500 students. The college has grown significantly since founded, currently enrolling more than 22,000 students each semester and over 32,500 students annually. OCC offers more than 130 academic and career programs, including one of the nation's largest and most acclaimed public marine sailing programs. Nearly half of the students on campus are enrolled in one of the college's career and technical programs. Over the past ten years, OCC's student population has become more ethnically diverse and closely approximates its service area. During this time the college has also observed increases in students under 21.

Orange Coast College ranks second statewide in the number of students it transfers to the California State University system and sixth in transfers to the University of California. Over the past decade, nearly 20,000 OCC students have transferred to UC and CSU campuses. Many also transfer to private colleges and universities within California and across the nation.

In terms of student success, OCC has demonstrated above average levels of performance on all accountability indicators, except our basic skills improvement rate. Over the past three years, the college has increased its student progress and achievement rate to 62.9%, a figure above its peer group. We remain consistently high on the percentage of students who earned at least 30 units (79.8%). Our persistence rate remains at the top of our peer group (80.6%). Vocational course success rates have remained strong and are at 79.2%.

Over the past year, we observed a decline in our basic skills course success rate and an increase in our basic skills improvement rate. Although the basic skills course success rate decreased from 65.7% to 64.1%, it is still above our peer group. While our basic skills improvement rate increased by .5%, it is below our peer group. Due to the low predictive values of criteria used to determine this peer group, the Chancellor's Office has cautioned its use. Both basic skills areas are affected by the increase of students entering with skills below college level. OCC is addressing our students' basic skills needs through a Title III Strengthening Institutions grant.

While the college has a robust ESL program, its progress is not consistently reported in the ESL improvement rate. Most of our ESL courses have CSU transfer status and are not included in this calculation. Only the most recent cohort (2005-2006) reports data with an improvement rate of 66.7%. This is due to a non-transferrable course being offered during 2005-2006 and student progress being tracked. This rate is above our peer group.

As these statistics demonstrate, our success rates remained fairly consistent over the past three years. Performance on indicators have increased or slightly fluctuated downward. 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.4%	48.6%	49.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.7%	71.7%	67.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	59.1%	63.6%	63.4%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.7%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.0%	59.8%	58.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	25.2%	26.7%	26.4%
Basic Skills Improvement Rate	44.1%	50.6%	48.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu   State of California

Oxnard College
Ventura County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	10,255	10,450	11,354
Full-Time Equivalent Students (FTES)*	4,351	4,534	4,689

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.6%	33.2%	32.4%
20 - 24	28.0%	27.9%	28.6%
25 - 49	36.2%	33.8%	34.0%
Over 49	5.2%	5.0%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.1%	57.9%	56.7%
Male	40.5%	40.9%	42.2%
Unknown	1.5%	1.2%	1.1%

Source: Chancellor's Office, Management Information System

Oxnard College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.1%	4.1%	4.1%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	3.9%	3.5%	3.3%
Filipino	5.6%	5.3%	5.3%
Hispanic	59.4%	60.9%	61.4%
Other Non-White	0.6%	0.8%	0.7%
Pacific Islander	0.7%	0.8%	1.0%
Unknown/Non-Respondent	3.9%	4.6%	5.1%
White Non-Hispanic	20.9%	19.1%	18.3%

Source: Chancellor's Office, Management Information System

Oxnard College
Ventura County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.4	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.2	67.0	56.2	74.0	*B1*
C	Persistence Rate	63.4	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.0	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	48.5	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	26.4	41.3	7.9	80.5	*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 2009 Report: College Level Indicators

Oxnard College
Ventura County Community College District

College Self-Assessment

Oxnard College is one of three colleges in the Ventura County Community College District. The college serves a diverse population of students that come primarily from the Oxnard Plain, located in the southwest area of Ventura County. Approximately 75% of the students are from ethnic minority groups with Hispanic students making up the largest group of students. This diversity is reflective of the population of the surrounding community.

Although Oxnard College's student progress and achievement rate is similar to its peer group average, 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 have seen an increase in the persistence rate of first-time students over the past few years, but over one-third of the students do not return in the subsequent year. The college is encouraged to see that the successful course completion rate for vocational courses is relatively high (approximately 80%). We realize the competing demands on our students' time and how this impacts persistence and achievement. The Student Success Committee, developed in the last year, brings together key campus stakeholders to formulate strategies to address these issues.

Pre-collegiate improvement in Basic Skills and ESL are specific areas that Oxnard College has identified to better serve students. Although the percentage of students who successfully complete basic skills courses (reading, writing, and math) and then go on to take higher level courses has increased in the last few years, there is still a great deal of work that needs to be done. The college's Success Academy emphasizes a "high tech/high touch" approach in serving the needs of basic skills students. The modular design of the curriculum combines computerized instruction and a hands-on approach including one-on-one and small group instruction. 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 to faculty and staff.

Two Hispanic-Serving Institutions Program cooperative grants (Title V and CCRAA) have been awarded to Oxnard College 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 anticipates that student progress and achievement rates will increase as a result of these efforts.

Oxnard College has experienced an increase in student enrollments in the last few years, and a number of facility and classroom technology improvements are underway including the opening of the new student services building in the summer of 2009. The college is committed to improving its instructional, academic support, and student services to fully serve its diverse student population.

Palo Verde College

Palo Verde Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	30.1%	42.9%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	56.6%	54.4%	60.4%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	40.9%	31.2%	37.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	94.0%	92.6%	89.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	48.3%	51.6%	42.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	1.9%	8.8%	6.1%
Basic Skills Improvement Rate	53.4%	48.2%	55.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Palo Verde College
Palo Verde Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,563	6,793	6,563
Full-Time Equivalent Students (FTES)*	1,779	1,810	1,813

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	9.0%	8.7%	9.3%
20 - 24	8.9%	9.1%	11.1%
25 - 49	66.2%	65.7%	63.4%
Over 49	15.1%	15.6%	15.7%
Unknown	0.8%	0.8%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	27.6%	30.5%	30.6%
Male	72.3%	69.4%	69.3%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Palo Verde College

Palo Verde Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.3%	7.7%	9.3%
American Indian/Alaskan Native	1.7%	1.7%	1.5%
Asian	2.6%	2.9%	3.6%
Filipino	1.3%	1.4%	1.4%
Hispanic	24.0%	25.4%	25.6%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.6%	0.6%	0.8%
Unknown/Non-Respondent	9.3%	8.7%	8.1%
White Non-Hispanic	52.1%	51.7%	49.7%

Source: Chancellor's Office, Management Information System

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	37.5	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	60.4	64.5	60.4	71.9	B5
C	Persistence Rate	37.6	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.1	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	42.8	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	55.3	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	6.1	29.1	0.0	70.5	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 nineteen other correctional facilities in California, students enrolled in noncredit programs in Blythe, and firefighters and police officers (through instructional service agreements) in Riverside and other locations in California.

Of over 8,000 students (unduplicated count), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 500; all prison facilities, 1,000; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 70%-30%, principally because of the preponderance of male police officers and firefighters enrolled through instructional services agreements, and the nearly-100% male population represented among incarcerated students. As for the Blythe main campus, Needles Center, and noncredit programs, the ratio of male to female students is approximately 45% -55%.

Here follows our analysis of the ARCC-2009 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. The percentages are low, but there is marked improvement in the latter two cohort groups. We attribute the increase to better 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. As in Table 1.1, the percentages are low, but the upward trend in the most recent two cohorts is encouraging. We are seeking ways to improve further our students' rates of retention and persistence through implementation of the College's Enrollment Management Plan.

Table 1.2 Persistence Rate. Although this rate has shown an increase in the most recent cohort, it is still an ongoing concern for us. We are seeking ways to improve this indicator through 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—police officers and firefighters seeking career advancement and skills upgrade—enrolled in the College's programs through instructional services agreements.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. The completion rate, while low, has remained fairly consistent in each of the cohorts. We are seeking to improve this performance indicator as part of the Basic Skills Initiative program and related efforts.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. While Credit Basic Skills remains fairly stable, we are taking steps to improve this performance measure, along with the ESL Improvement measure, through the Basic Skills Initiative program and implementation of the Enrollment Management Plan.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.5%	51.4%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.4%	70.7%	70.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.9%	70.1%	67.9%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	80.5%	81.3%	77.2%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	59.4%	54.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	51.4%	40.9%	45.9%
Basic Skills Improvement Rate	51.2%	52.8%	52.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	0.0%	6.4%	3.3%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Palomar College
Palomar Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	45,493	47,657	50,164
Full-Time Equivalent Students (FTES)*	19,326	19,406	19,942

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	26.6%	26.7%	26.7%
20 - 24	28.5%	27.9%	27.6%
25 - 49	31.3%	31.0%	31.3%
Over 49	13.6%	14.3%	14.3%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	51.7%	52.1%	51.8%
Male	47.2%	47.1%	47.4%
Unknown	1.0%	0.8%	0.8%

Source: Chancellor's Office, Management Information System

Palomar College

Palomar Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.2%	3.4%	3.6%
American Indian/Alaskan Native	1.3%	1.3%	1.3%
Asian	4.7%	5.1%	5.2%
Filipino	2.8%	2.9%	2.9%
Hispanic	26.7%	27.0%	28.5%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.7%	0.8%	0.8%
Unknown/Non-Respondent	8.6%	9.2%	8.7%
White Non-Hispanic	52.0%	50.4%	49.1%

Source: Chancellor's Office, Management Information System

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	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	70.5	73.9	67.9	82.7	*B4*
C	Persistence Rate	67.9	72.5	67.9	77.8	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	52.6	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	45.9	49.7	32.4	68.2	*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.

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. Annually, more than 46,000 students attend the college taking classes at the San Marcos campus, one education center, and six outreach sites. Over the past eight years, as the region's population has grown by 15%, enrollment has increased. The college's San Marcos campus is at capacity and access is a concern.

Palomar's SPAR and 30+ Units Rates show a decline over the past three years and are below the average of our peer group. However, about 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 is examining 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 of sections, and aligned curriculum allows for timelier completion of studies.

Basic Skills and Vocational Course Success Rates dropped this year. The System office introduced a new symbol in the denominator of the rates and did not adjust for previous years. This symbol is not a recognized grade per Title 5. To better evaluate trends, Palomar adjusted the rates of previous cohorts to include the symbol. The revised figures show that the Vocational Success Rate is stable and above our peer group's average. The Basic Skills Rate shows a slight decline and is below the average of our peer group. (The peer group predictor model does not include other meaningful factors like student motivation). The college is concerned about its Basic Skills, Persistence, Basic Skills Improvement, ESL Improvement, and CDCP rates.

Using state and federal funds, the college is implementing plans to enhance learning and support services for students taking Basic Skills curriculum. These plans include the creation of two teaching and learning centers, a Freshman Experience program, and professional development activities. The ESL department is reviewing course coding to more effectively show student progression. ESL Faculty have expressed concern that the region's current social environment is a barrier for some ESL students considering moving from noncredit to credit curriculum.

The college has integrated ARCC measures into its annual institutional effectiveness review. Palomar just completed its comprehensive self-study for accreditation and identified ten "planning agenda" items that reflect a commitment to improving student outcomes. The agenda items call for the development of staffing plans and for an increase in the number of full-time faculty, a review of the budgeting process to better align it with plans developed to support students and instruction, and for implementing the assessment of Student Learning Outcomes at all levels. The college is proud of its comprehensive programs, instructional rigor, and the success of many of its students. As Palomar addresses its self-study planning agendas and implements its Basic Skills plans, the overarching goal is to improve student outcomes.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	59.5%	59.3%	58.0%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	80.8%	78.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	76.8%	76.1%	77.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.7%	71.4%	72.2%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.0%	61.0%	63.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	67.7%	67.4%	69.2%
Basic Skills Improvement Rate	55.7%	55.3%	51.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	4.5%	7.7%	11.0%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Pasadena City College
Pasadena Area Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	41,934	43,081	44,091
Full-Time Equivalent Students (FTES)*	22,106	22,290	23,017

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.2%	29.7%	31.0%
20 - 24	33.0%	32.3%	31.6%
25 - 49	33.2%	32.4%	31.6%
Over 49	5.6%	5.7%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.8%	55.3%	55.1%
Male	44.0%	44.3%	44.5%
Unknown	0.2%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

Pasadena City College
Pasadena Area Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.3%	5.7%	5.6%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	26.4%	27.7%	27.5%
Filipino	4.2%	4.0%	3.9%
Hispanic	33.4%	32.8%	33.4%
Other Non-White	4.4%	4.4%	4.0%
Pacific Islander	0.4%	0.4%	0.4%
Unknown/Non-Respondent	6.6%	6.7%	7.1%
White Non-Hispanic	17.8%	17.8%	17.6%

Source: Chancellor's Office, Management Information System

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	58.0	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	77.7	73.9	67.9	82.7	B4
C	Persistence Rate	77.8	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.2	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.8	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	51.7	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	69.2	58.4	33.1	79.2	G5

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

Pasadena City College
Pasadena Area Community College District

College Self-Assessment

Founded in 1924, Pasadena City College (PCC) is now in its 85th 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, nearly 70% of the enrolled credit students came from communities outside of the College's district.

The mission of Pasadena City College is successful student learning. The College provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the College's service area. PCC offers two regular semesters, 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 2009 ARCC Report demonstrates PCC's commitment to successful student learning. In four of the seven peer groups PCC is above the peer average and in persistence, it is the highest in its peer group. The college has shown improvement on several of the indicators, in particular the vocational course completion rate. PCC, using ARCC funds, has introduced innovative curriculum changes to improve vocational course completion in the Health Sciences, Speech-Language Pathology, Business and Computer Science, and TV and Radio programs. Additionally, PCC has integrated counselor and career services into vocational course work.

Through the Basic Skills Initiative PCC has focused its attention on redesigning and improving the basic skills curriculum. The first step was to communicate to the college community the importance of basic skills course work and acknowledge that it is a campus-wide issue. Although PCC has seen an increase in our course completion rate for basic skills courses and improvement rate for ESL courses, our basic skills improvement rate has been declining. This may be in some part due to the Curriculum Reporting for Community Colleges (CRCC) project which included the reclassification of certain basic skills courses but the college acknowledges that it needs to address this area and is doing so through the basic skills funding.

PCC has seen a slight decline in the Student Progress and Achievement Rate but recent internal research suggests that students who start their education with PCC are beginning to move through the institution faster to achieve their educational goals and tend to continue with us as indicated by our growing persistence rate. Although there has been a decline in the rate of students who complete 30 units at PCC, the college is dedicated to supporting students as they strive to achieve their educational goals.

PCC will continue to fulfill its mission of successful student learning by encouraging responsible, innovative curriculum integrated with vigorous co-curricular experiences that will assist students to achieve their education goals.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	45.8%	40.4%	43.8%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.3%	69.8%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.4%	57.3%	60.1%

NA: This performance indicator is not applicable for schools of continuing education

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	79.5%	81.4%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.3%	60.1%	60.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	52.2%	50.0%	55.0%
Basic Skills Improvement Rate	54.7%	54.4%	57.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Porterville College
Kern Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	5,470	5,371	5,616
Full-Time Equivalent Students (FTES)*	2,963	2,978	3,182

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	25.4%	26.4%	25.6%
20 - 24	27.6%	26.2%	26.1%
25 - 49	36.0%	36.4%	37.1%
Over 49	10.9%	10.9%	11.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	65.4%	66.0%	66.2%
Male	34.6%	33.5%	32.9%
Unknown	0.0%	0.5%	0.9%

Source: Chancellor's Office, Management Information System

Porterville College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.1%	1.8%	1.9%
American Indian/Alaskan Native	1.9%	2.0%	1.7%
Asian	2.5%	2.7%	2.2%
Filipino	2.9%	3.1%	3.8%
Hispanic	50.0%	50.0%	49.8%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.2%	0.2%	0.3%
Unknown/Non-Respondent	2.8%	4.2%	6.7%
White Non-Hispanic	37.5%	35.8%	33.5%

Source: Chancellor's Office, Management Information System

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	43.8	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	69.8	69.6	61.2	78.3	*B3*
C	Persistence Rate	60.1	60.2	42.8	77.7	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.3	74.5	66.1	82.4	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.0	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	57.3	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	55.0	53.6	15.7	75.0	*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.

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. The city of Porterville and the surrounding small communities comprise a population of greater than 100,000 people. The College serves approximately 4,000 students each term and offers an array of educational opportunities to its students, including associate degree programs, transfer preparation, vocational and basic skills education as well as community service and economic development.

The College's demographics are diverse and rapidly changing. Currently, approximately half (49.8%) of our students are Hispanic and almost two-thirds (66.2%) are female. Recent trends are for increased numbers of Hispanic students. The college also serves a population that comes from an economically depressed area and its students are increasingly under-prepared for college-level work.

Porterville College demonstrates average or good performance on most accountability measures. The Student Progress and Achievement Rate (SPAR) improved for the 2002-2003 cohort after a decline the previous year. An upcoming resubmission of our MIS awards file includes a revision that adds 58 additional certificates for the 2003-2004 year.

Our persistence rate also showed improvement in 2006 to 2007 after a one year drop. The drop was likely due to improving economic conditions in the Porterville area at that time which included a temporary boom in the local housing market and a corresponding enrollment drop at the college. Other ARCC measures remained very consistent over the past three years, though our basic skills improvement rate showed a modest improvement from 54.7% to 57.3%.

Porterville College compares well to colleges within its peer groups. We are well above the peer group averages in vocational course completions and improvement in basic skills. We are 3.9 percentage points below our peer group average for the Student Progress and Achievement Rate. This may be due (in part) to the fluctuating unemployment in our region. We also identified errors in our awards data submission that would improve these outcomes next year. Although our SPAR rate is lower than our peer colleges, we were highlighted in fall 2008 by the Center for Student Success as one of seven colleges with consistently higher than expected transfer rates.

Our courses for English Learners are mostly credit courses identified as English as a Foreign Language rather than traditional ESL. Thus, most do not meet the ARCC definition for inclusion in the ESL improvement rate. We are however examining our curriculum for changes and increased ESL offerings in the future. The effect of possible coding and curriculum changes, if any, is unknown at this time.

Despite our average to good performance on most ARCC measures, Porterville College has no plans to become complacent. We are continually reviewing our curricula and policies and looking for innovative ways to improve the achievement and learning of our students.

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.7%	2.6%	1.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

1102 Q Street   Sacramento, California 95811-6539   www.ccccio.edu   State of California

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	43,750	43,290	44,581
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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.1%	20.1%	21.1%
20 - 24	17.5%	16.3%	15.3%
25 - 49	48.1%	46.8%	47.0%
Over 49	16.3%	16.6%	16.4%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	47.8%	48.8%	50.5%
Male	48.9%	48.1%	48.6%
Unknown	3.3%	3.1%	0.9%

Source: Chancellor's Office, Management Information System

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	0.8%	0.8%	0.8%
American Indian/Alaskan Native	0.3%	0.3%	0.4%
Asian	4.9%	5.7%	5.1%
Filipino	0.4%	0.3%	0.4%
Hispanic	64.2%	63.1%	64.1%
Other Non-White	1.0%	0.7%	0.9%
Pacific Islander	0.2%	0.1%	0.2%
Unknown/Non-Respondent	20.7%	21.2%	19.2%
White Non-Hispanic	7.4%	7.8%	9.1%

Source: Chancellor's Office, Management Information System

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 three major sites located in the cities of Orange and Santa Ana, along with 116 satellite locations throughout our service area to serve the needs of our diverse communities. Orange County, a very dense urban area, is populated by one of the nation's highest number of foreign-born residents, non-English-speaking households, and very low educational attainment leading to minimal career opportunities.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services provide toward student success. RSCCD is, therefore, concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates that appear on Table 1.6 of this report for the following reasons:
1)   The current measures do not accurately measure our CDCP programs' contribution to student success. First, 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. Second, CDCP students work and attend school on a part-time basis and are the least academically prepared, yet all of their achievement must occur on a timeline geared for the fully prepared full-time student.
2)   Students enrolling in our 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 our programs.
3)   Guidelines for the CDCP Program were established in spring 2007 and have since undergone several modifications. Although we received CCCCO approval for several certificate programs in spring 2007, we are still in the approval process for others. As with most new programs, it will require several years to see measurable and meaningful results.
4)   Our current student records system lacks the ability to adequately track student progress. RSCCD has invested in a more effective student records system and staff has been diligently working to ensure a smooth transition as we migrate to the new system in July 2009.

The RSCED program will continue its efforts to improve student success by continuing to:
1)   work with the Chancellor's Office to ensure all certificates are approved in a timely manner so that we can counsel students towards an appropriate CDCP-defined program to address their educational goals.
2)   improve articulation between our credit and noncredit programs through the enhancement of our student records system (Spring 2009), as well as collaboration between faculty and staff to ensure successful transition between programs.
3)   collaborate with faculty and staff to better align curriculum with appropriate student support services.
4)   work on the design and development of a student progress tracking program.

We will continue to assess our programs to ensure they serve the unique needs of our ever-changing community and look forward to seeing the impact of our efforts in future reports.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	63.3%	58.7%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.6%	71.2%	69.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	64.6%	64.0%	67.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	68.6%	69.9%	71.9%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.2%	61.1%	62.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	43.2%	53.0%	53.1%
Basic Skills Improvement Rate	49.6%	47.9%	45.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Reedley College

State Center Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,488	18,130	18,605
Full-Time Equivalent Students (FTES)*	8,729	9,132	9,494

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	33.0%	32.5%	33.7%
20 - 24	32.7%	33.3%	32.2%
25 - 49	30.0%	30.0%	29.8%
Over 49	4.3%	4.2%	4.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	61.2%	61.2%	60.2%
Male	38.6%	38.3%	39.2%
Unknown	0.2%	0.5%	0.6%

Source: Chancellor's Office, Management Information System

Reedley College
State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.9%	3.2%	3.1%
American Indian/Alaskan Native	1.2%	1.3%	1.2%
Asian	3.6%	4.2%	4.7%
Filipino	1.1%	1.2%	1.4%
Hispanic	44.5%	44.3%	44.7%
Other Non-White	1.2%	1.3%	1.3%
Pacific Islander	0.4%	0.3%	0.4%
Unknown/Non-Respondent	9.9%	9.7%	9.4%
White Non-Hispanic	35.1%	34.4%	33.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	69.2	71.1	63.2	78.4	B2
C	Persistence Rate	67.8	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	74.5	66.1	82.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.4	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	45.6	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	53.1	53.6	15.7	75.0	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.

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's service area has a low per capita income, moderately low percentage of people with at least a Bachelor's, high percentage of students on financial aid, and high poverty and "English Not Spoken Well" indices. Reedley's students are among the youngest in the state, 12% take credit basic skills classes, and average 8.6 units per semester.

Reedley is in the process of enhancing current services and creating new ones that will have a positive impact on students' success rates as described below. These services include Extended Writing Centers, Math Skills Center, tutorial services, embedded tutors, Early Alert programs to identify students who need help early in the semester, and conducting student workshops in both English and Spanish.

Reedley's student progress and achievement rate is above the peer-group average but has been declining. During the current report period the number of students in the cohort increased by 10%, earning an associate degree and transferring each increased by 4%, and earning a certificate of achievement increased by 33% as compared to the prior report. The number of students completing transfer level math and English courses decreased by 38%. This rate is negatively impacted by the low income levels and high poverty and unemployment rates.

Reedley's number of students who earned at least 30 units increased by 10% but the percentage decreased slightly from 71.2% to 69.2%. According to the data this can be attributed to the low per capita income of the students which is an indication that students may not be academically prepared for college level work and may have difficulty paying for college. Through the recently completed Financial Aid Program Review Reports, the college has identified processes and practices to better ensure that students receive adequate financial aid.

Reedley's persistence rate increased from 64.0% to 67.8% reflecting an upward trend from the previous cohort. Reedley's young college population influenced this higher persistence rate.

Reedley's successful course completion rate for credit vocational classes is increasing. The college has a grant by which technical skills are integrated with basic reading, writing and math skills as well as the inclusion of work place skills.   The processes developed as a result of this grant will be integrated into other career and technical education programs.

Reedley has consistently been above the peer group average in annual successful course completion rate for credit basic skills courses. The college's improvement rate for credit basic skills courses is below the peer group average and has declined from the previous year. Class retention rates remain high, but success is low.

Reedley's ESL improvement rate is just below the peer group average and just above the previous cohort's rate. ESL recently completed program review and found retention relatively high and consistent with a variable success rate. Counselor support has been added specifically for ESL students with focus on student success along early alert to identify student needs.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	45.0%	42.4%	42.5%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.8%	67.5%	68.8%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	65.3%	66.9%	69.0%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	81.2%	82.5%	84.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	51.9%	52.8%	48.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	60.8%	56.6%	59.5%
Basic Skills Improvement Rate	58.3%	56.2%	56.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Rio Hondo College
Rio Hondo Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	32,330	35,304	38,714
Full-Time Equivalent Students (FTES)*	12,086	13,183	13,704

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	19.1%	18.5%	18.4%
20 - 24	26.2%	25.3%	24.3%
25 - 49	47.6%	47.7%	48.3%
Over 49	7.1%	8.5%	9.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	40.8%	41.5%	40.5%
Male	59.2%	58.5%	59.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Rio Hondo College
Rio Hondo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	4.5%	3.1%	2.7%
American Indian/Alaskan Native	0.6%	0.5%	0.4%
Asian	8.9%	7.1%	6.1%
Filipino	1.8%	1.5%	1.3%
Hispanic	57.2%	48.2%	46.1%
Other Non-White	1.2%	0.9%	0.9%
Pacific Islander	0.4%	0.3%	0.3%
Unknown/Non-Respondent	8.9%	26.6%	31.7%
White Non-Hispanic	16.5%	11.9%	10.4%

Source: Chancellor's Office, Management Information System

Rio Hondo College
Rio Hondo Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.5	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	68.8	71.1	63.2	78.4	B2
C	Persistence Rate	69.0	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.1	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.6	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	56.2	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	59.5	53.6	15.7	75.0	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.

Rio Hondo College
Rio Hondo Community College District

College Self-Assessment

Rio Hondo Community College is an established and growing institution, serving a metropolitan community since 1963 and focusing on student transfer and career education. The college has served an additional 3,000 students each of the last two years and increased the number of FTES by 1,600 over the same period. This growth is supported through continuing efforts to increase the modes of course delivery. Rio Hondo is offering additional courses during summer and intersession, the Virtual College is expanding online, hybrid and web enhanced courses, and partnerships with the community and local high schools allow Rio Hondo to offer classes on site.

The college has achieved consistently high rankings in the Completion Rate for Credit Vocational Education Courses. Rio Hondo College (RHC) offers many strong vocational programs, such as nursing, public safety, automotive technology, CAD/drafting, and early childhood education. The college draws on the strengths of these programs to keep success and retention rates high. The separation of Career and Technical Education into its own unit should continue to strengthen the vocational programs.

Improvement Rates for ESL and Credit Basic Skills Courses have remained consistent at Rio Hondo College, which remains above the peer group average in both categories. Improvement, however, is necessary to ensure that students meet the goals they set for themselves. This realization is further heightened by the relatively low Annual Successful Course Completion Rate for Credit Basic Skills Courses. Students need to successfully complete one level in order to improve to the next level. Nearly 75% of Rio Hondo students place initially into a basic skills math or English course. The college is currently hiring an Assistant Dean of Student Success to oversee and coordinate the RHC Basic Skills Initiative Plan.

An aggressive bond construction program is in place at Rio Hondo to enhance the learning environment for the diverse and eager student population it serves. There is a recent increase in the percentage of non-traditional students over the age of 25 attending RHC, likely due to the economic downturn in the economy. Rio Hondo College also sees a male student population that is nearly 20% higher than females due to the strong male-dominated Public Safety programs.

Rio Hondo College implemented a new strategic planning process, involving all levels of the college, to better evaluate institutional effectiveness and tie planning to resource allocation. The new process also links student learning outcomes, program review, and enrollment strategies to institutional planning. 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. Planning decisions are based on quantitative and qualitative analysis to focus the strategic direction and better serve students in the future.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.7%	47.0%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.7%	69.9%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	66.4%	66.2%	68.6%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.6%	78.3%	75.5%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	60.2%	62.1%	60.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	52.2%	48.4%	56.1%
Basic Skills Improvement Rate	57.4%	56.1%	54.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 548

Riverside Community College
Riverside Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	46,316	47,838	52,163
Full-Time Equivalent Students (FTES)*	26,323	23,967	27,011

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.5%	28.8%	29.4%
20 - 24	31.8%	30.7%	29.8%
25 - 49	34.0%	34.4%	33.3%
Over 49	5.6%	6.1%	7.5%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.4%	54.4%	54.9%
Male	44.1%	45.1%	44.3%
Unknown	0.5%	0.6%	0.7%

Source: Chancellor's Office, Management Information System

Riverside Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	11.2%	10.9%	10.9%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	5.8%	5.6%	5.4%
Filipino	3.2%	3.0%	3.0%
Hispanic	34.2%	35.6%	36.6%
Other Non-White	2.3%	2.0%	2.0%
Pacific Islander	0.6%	0.7%	0.7%
Unknown/Non-Respondent	5.0%	5.3%	6.2%
White Non-Hispanic	36.9%	36.1%	34.4%

Source: Chancellor's Office, Management Information System

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	47.7	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	69.8	73.9	67.9	82.7	*B4*
C	Persistence Rate	68.6	72.5	67.9	77.8	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	54.9	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	56.1	58.4	33.1	79.2	*G5*

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

ARCC 2009 Report: College Level Indicators

College Self-Assessment

Riverside Community College District has been committed to serving the educational needs of its community for more than 90 years. RCCD's students take classes at three primary locations; Riverside City College, Moreno Valley and Norco campuses. The off campus sites are located at Ben Clark Training Center, Rubidoux Annex and March Education Center. In October 2009 the Norco and Moreno Valley campuses will host accreditation visits by the ACCJC with the hopes of becoming fully accredited institutions.

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. A recent environmental scan estimates that the population of the RCCD service area will grow from 1,040,099 in 2005 to 1,373,919 by 2020, an increase of 32%. However, the college-going rate for RCCD's feeder high schools continues to be a challenge, as recent high school students are increasingly under-prepared for college.

Enrollment during the 2007-08 academic year was 52,163, and the college granted over 2,000 AA/AS degrees and 1,900 certificates. During this same time period, RCCD transferred 367 students to the University of California and 1,047 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 three percentage points). 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 due to the way ESL courses are coded. A majority of RCCD's ESL course enrollments are coded so that their successful sequential completion does not fit the criteria as designated by ARCC standards. However, for ESL courses coded to meet the ARCC improvement criteria, the ESL improvement rates stabilize at 49% (with less than a 1% year-to-year difference).

This year the Successful Basic Skills Course Completion Rate and Improvement Rate remained relatively stable. Students are successful in both individual basic skills classes, and through the basic skills sequence. Special efforts are underway to enhance Basic Skills Education including a diagnostic-prescriptive modular approach which allows students to build requisite skills by completing a single module rather than an entire course.

RCCD's accountability indicators also demonstrate good levels of performance when compared to their designated peer groups (RCCD was within five percentage points of all peer group averages). The District's Strategic Plan for 2008-2012 includes strategies aimed at improving student persistence, increasing the number of awards, and building transfer readiness.

Sacramento City College

Los Rios Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.2%	54.5%	57.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.5%	67.7%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	71.3%	71.9%	70.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.7%	70.7%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.6%	62.2%	59.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	71.8%	71.7%	73.8%
Basic Skills Improvement Rate	55.2%	52.4%	50.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Sacramento City College
Los Rios Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	34,414	36,190	38,393
Full-Time Equivalent Students (FTES)*	15,573	16,480	16,766

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.0%	28.2%	27.2%
20 - 24	31.3%	30.9%	30.7%
25 - 49	33.9%	34.1%	35.0%
Over 49	6.9%	6.9%	7.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.0%	58.5%	58.8%
Male	40.1%	40.5%	40.3%
Unknown	0.9%	0.9%	0.9%

Source: Chancellor's Office, Management Information System

Sacramento City College
Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	13.4%	13.9%	14.3%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	21.7%	21.7%	20.8%
Filipino	3.6%	3.6%	3.6%
Hispanic	16.1%	16.6%	17.1%
Other Non-White	2.8%	2.7%	2.5%
Pacific Islander	1.3%	1.3%	1.5%
Unknown/Non-Respondent	6.6%	7.2%	7.3%
White Non-Hispanic	33.5%	31.9%	32.0%

Source: Chancellor's Office, Management Information System

Sacramento City College
Los Rios Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.2	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	69.9	73.9	67.9	82.7	B4
C	Persistence Rate	70.6	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.2	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	50.3	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	73.8	58.4	33.1	79.2	G5

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

Sacramento City College
Los Rios Community College District

College Self-Assessment

Sacramento City College, through its main campus and outreach centers, serves a diverse population of students coming primarily from the Sacramento metropolitan area. According to Fall 2008 census data, SCC enrollment increased by almost 10% from Fall 2007. Over half (51.4%) of SCC students are working twenty or more hours per week, and a fifth of students work full-time. Sixty-nine percent (69%) of SCC students are part-time, enrolling in fewer than 12 credit hours per semester. Many of the students come to college with barriers to success. The majority of SCC students who are assessed place into developmental Mathematics or English courses; almost 20% of SCC students' primary language is not English; 47.4% of all students are on some form of financial aid; and 38% of students are first-generation college students.

Despite challenges facing the college and its students, SCC is committed to inspiring academic and economic success for all students. There are indications 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, an internal measure of the persistence of 18-20 year old first-time students has been steadily rising over the last three years, and over half of the basic skills courses offered in 2007/08 had successful course completion rates above 70%. The success rate across all basic skills courses was 62.6% 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.

Trends over time and comparisons to peer groups indicate progress in some areas and other areas where more work is warranted.   For example, SCC is substantially above the peer group mean for the improvement rate for ESL but below the peer group mean for the percent of students earning 30 units. Of greatest concern are the decreases in our 2007/08 course completion rates in vocational and basic skills courses. These decreases are primarily explained by a change in methodology for these metrics for the 2007/08 year. Had the previous methodology been used, our 2007/2008 course completion rates would have increased by 4% to 5%, and would have indicated modest improvement in vocational and a slight decline in basic skills course completion rates. The College recognizes the importance of both developing strategies that will improve some indicators, such as the progress of students toward earning 30 or more units, and continuing those that contribute to our success in other areas.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	60.9%	60.5%	60.8%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	77.3%	77.0%	76.6%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	73.8%	72.2%	74.5%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.5%	77.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.7%	64.0%	61.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	36.3%	35.3%	36.1%
Basic Skills Improvement Rate	58.5%	56.9%	59.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	15.9%	13.5%	14.0%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Saddleback College
South Orange County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	33,278	33,957	35,401
Full-Time Equivalent Students (FTES)*	14,186	15,311	16,169

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	22.9%	23.2%	23.7%
20 - 24	24.2%	25.3%	24.8%
25 - 49	27.5%	26.4%	26.4%
Over 49	25.3%	25.0%	25.0%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.8%	59.9%	59.9%
Male	40.1%	39.7%	39.5%
Unknown	0.1%	0.4%	0.6%

Source: Chancellor's Office, Management Information System

Saddleback College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.6%	1.6%	1.6%
American Indian/Alaskan Native	0.6%	0.7%	0.6%
Asian	8.4%	8.8%	8.9%
Filipino	2.0%	2.0%	1.9%
Hispanic	12.6%	12.6%	12.6%
Other Non-White	1.1%	1.4%	1.7%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	8.0%	9.0%	10.0%
White Non-Hispanic	65.1%	63.2%	62.0%

Source: Chancellor's Office, Management Information System

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	60.8	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	76.6	73.9	67.9	82.7	*B4*
C	Persistence Rate	74.5	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	59.5	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	36.1	49.7	32.4	68.2	*G4*

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

Saddleback College
South Orange County Community College District

College Self-Assessment

Having celebrated its 40th anniversary in 2008, Saddleback College in Mission Viejo is a south Orange County community tradition with excellent transfer programs, a strong balance of academic and career-oriented programs, and a highly qualified faculty.

Approximately 12% of households in the service area have an annual income of less than $15,000. The college's student body is approximately 62% White, 11.6% Hispanic and 8.9% Asian. Filipino and Black students each account for less than 2% of the student body.

The college's transfer center has a proven track record, ranking first in Orange County in transfers to USC, UC Santa Barbara, and San Diego State University. The latest cohort study by the state chancellor's office shows that the college exceeds expected transfer rates.

Saddleback College offers a comprehensive array of programs in academic and vocational areas with a combined total of 300 degrees and certificates. The National Center for Rapid Prototyping Technology is housed at Saddleback College, which boasts 19 intercollegiate athletic teams, solid Emeritus and Community Education programs, and is the cultural and artistic center of south Orange County. A significant number of the college's faculty have completed doctoral degrees. The accreditation agency (WASC) reaffirmed the college's accreditation in 2004-2005 and the next accreditation visit will occur in 2010.

Saddleback College has embarked on a renovation program, having just completed the renovation of one of its major classroom buildings while starting the renovation of the library. The renovation of the McKinney Theatre is nearing completion. Architectural plans are underway for the construction of a science building and the renovation of the Mathematics, Science, and Engineering Building.

Saddleback College has demonstrated above average performance levels on all but two of the accountability indicators. While the college is below the peer group average in the Improvement Rate for Credit Basic Skills Courses, it has shown growth over the previous year's rate. In the Annual Successful Course Completion Rate for Credit Basic Skills Courses, while the performance is below the peer group average, the margin narrows when compared to the previous year. College departments are reviewing their student learning outcomes and are confident this gap will be bridged in the very near future. Saddleback College continues to have a strong persistence rate of 74.5%, with 76.6% of students earning more than 30 credits. The Annual Successful Course Completion Rate for Credit Vocational Courses is a commendable 76.2%.

Overall, when compared to its peer institutions, Saddleback College's accountability indicators demonstrate a solid and healthy performance with a strong balance of academic and career-oriented programs. Saddleback College is proud to continue the task of fulfilling the mission of the California Community College System.

San Bernardino Valley College
San Bernardino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

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Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.7%	40.0%	41.6%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	63.1%	63.7%	65.1%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	61.2%	56.6%	61.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.0%	71.9%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.3%	50.3%	51.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	45.0%	58.6%	44.9%
Basic Skills Improvement Rate	50.6%	51.5%	52.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

San Bernardino Valley College

San Bernardino Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,477	19,420	20,802
Full-Time Equivalent Students (FTES)*	9,532	9,415	9,857

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	19.2%	20.3%	20.0%
20 - 24	27.0%	26.9%	27.5%
25 - 49	47.5%	46.3%	46.1%
Over 49	6.3%	6.5%	6.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.5%	56.3%	55.6%
Male	41.4%	42.6%	43.7%
Unknown	1.0%	1.0%	0.7%

Source: Chancellor's Office, Management Information System

San Bernardino Valley College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	21.5%	20.2%	19.8%
American Indian/Alaskan Native	1.0%	1.0%	0.9%
Asian	4.5%	4.4%	4.7%
Filipino	1.8%	1.8%	1.8%
Hispanic	39.3%	41.1%	42.2%
Other Non-White	1.2%	1.2%	1.1%
Pacific Islander	0.8%	0.7%	0.7%
Unknown/Non-Respondent	4.6%	4.7%	4.4%
White Non-Hispanic	25.2%	24.8%	24.4%

Source: Chancellor's Office, Management Information System

San Bernardino Valley College
San Bernardino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.6	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	65.1	71.1	63.2	78.4	B2
C	Persistence Rate	61.7	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.8	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.9	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	52.0	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	44.9	41.3	7.9	80.5	G2

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

San Bernardino Valley College
San Bernardino Community College District

College Self-Assessment

Established in 1926, San Bernardino Valley College primarily serves communities in western San Bernardino County. The student population is one of the most diverse in the system with an ethnic makeup close to that of the surrounding community which suggests that we are approaching equal access with respect to ethnicity. The high percentage of Hispanic students qualifies SBVC as a Hispanic-Serving Institution. The community surrounding the campus has on-going challenges which 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, with incremental increases, in most areas of the Performance Indicators. We believe the dramatic changes in ESL course completion rates are an anomaly resulting from upheaval in the focus, mission, and staffing of the department. We expect it will stabilize at the current level. Over the last 4 years, the Completion Rate for Credit Vocational Courses has increased 8%, with a 2.9% increase this year.

SBVC faculty and staff have reviewed the data and engaged in formal dialogue to identify changes that can be made to address the educational challenges facing our campus. Our current action plan includes improving accuracy and accessibility of assessment/placement, implementing noncredit courses for students with weak basic skills, improving access to tutorial support services, and creating learning communities.

Our academic senate has established a basic skills committee to identify strategies to support student success and 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 facilities. SLO's have been institutionalized into curricula and programs.

SBVC has a range of new and ongoing services which provide support and guidance to our students, including CalWorks, STAR/TRIO, EOP&S/CARE, CAHSEE Support Project, Math and Science Student Success Center, Tumaini Program, Puente Program, Community Literacy Program, Culturally Responsive Teaching, Writing Center, Academic Advancement Program/Tutoring Center, Reading Lab, Technical Learning Center, and Health Science/Nursing Resource Center.

The college offers 62 AS/AA degree and 88 certificate programs and maintains one of the most diverse and comprehensive vocational programs in its region (11 programs). SBVC offers flexible course scheduling nights and weekends and 83 distributed education courses and an Associate's Degree students can obtain solely through online/hybrid coursework supported by on-line counseling, reference librarian services, and tutoring. The college transfers almost 500 students annually to 4-year institutions: three-quarters to CSU institutions.

SBVC has cultivated partnerships with a variety of community and industry groups, including The Inland Empire Economic Partnership, the San Manuel Band of Mission Indians, Cisco Corp, and local high schools (with 2+2 vocational programs, 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%ile ranking on California Standards tests).

The college remains committed to improving on every measure in the ARCC Report.

ARCC 2009 Report: College Level Indicators

San Diego City College
San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	57.8%	55.8%	48.8%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	62.4%	61.5%	62.0%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	54.9%	54.3%	53.8%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.8%	71.7%	70.6%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.4%	52.9%	52.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.5%	29.7%	37.0%
Basic Skills Improvement Rate	42.0%	39.6%	44.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

San Diego City College
San Diego Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	25,112	27,179	28,913
Full-Time Equivalent Students (FTES)*	15,852	16,213	16,707

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	18.9%	21.6%	23.1%
20 - 24	31.8%	30.7%	30.3%
25 - 49	44.2%	42.5%	41.4%
Over 49	5.1%	5.1%	5.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	54.5%	54.9%	55.1%
Male	45.4%	45.1%	44.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

San Diego City College
San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	13.8%	12.8%	12.3%
American Indian/Alaskan Native	1.1%	1.0%	0.9%
Asian	7.0%	6.9%	7.1%
Filipino	4.5%	4.8%	4.6%
Hispanic	28.1%	29.0%	30.1%
Other Non-White	4.0%	3.7%	3.5%
Pacific Islander	1.0%	1.1%	1.1%
Unknown/Non-Respondent	8.3%	8.8%	8.6%
White Non-Hispanic	32.2%	32.0%	31.7%

Source: Chancellor's Office, Management Information System

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	48.8	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	62.0	67.0	56.2	74.0	*B1*
C	Persistence Rate	53.8	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.6	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.7	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	44.3	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	37.0	58.4	33.1	79.2	*G5*

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

San Diego City College
San Diego Community College District

College Self-Assessment

San Diego City College (City) enrolls approximately 17,000 students each semester in 70 associate degree and 98 occupation certification areas. City's student demographics reveal that more than half of its students are older than the traditional college-age student (18-22 years), with the largest cohort (19%) from 25-29 years of age and 29% over the age of 30. Approximately 69% of students are non-white, 29% care for dependents, 71% have low to moderate incomes, and 81% 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 (39%), while the majority of students are pursuing a variety of other educational goals.

In reviewing City's performance on the seven student outcome measures, the college has shown modest improvement in the Improvement Rate for ESL and Credit Basic Skills Courses, modest decline in Student Progress and Achievement Rate, and steady performance in the other outcome measures.

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.

In recognition of this important fact, City has implemented a variety of special academic and student-support initiatives to foster student success:

• Student Learning Communities: City College has implemented a Puente Program, New Horizons Program, TRIO/Aspire Program, M.E.S.A. Program, a Umoja Program (modeled after Puente and targeting African-American students), and Freshman Year Experience Transfer Success Program.

• 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 is developing the curriculum to offer supplemental instruction in key gatekeeper courses, particularly in basic skills areas.

• Academic Success Center: City is nearing completion of the construction of a one-stop academic support center for students.

• Basic Skills Plan: City has developed a basic skills plan that focuses on improvement of student retention and performance in basic skills classes.

• 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	4.1%	4.4%	4.2%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

San Diego Continuing Education
San Diego Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	51,170	52,022	48,731
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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	6.7%	6.4%	5.8%
20 - 24	13.3%	12.6%	11.0%
25 - 49	47.4%	47.7%	47.0%
Over 49	32.5%	33.3%	36.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.5%	58.4%	59.8%
Male	41.4%	40.7%	39.7%
Unknown	0.1%	0.9%	0.4%

Source: Chancellor's Office, Management Information System

San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.9%	8.9%	9.0%
American Indian/Alaskan Native	0.7%	0.8%	0.8%
Asian	12.5%	12.1%	12.6%
Filipino	3.1%	3.0%	3.0%
Hispanic	37.4%	37.5%	35.2%
Other Non-White	1.6%	1.9%	2.3%
Pacific Islander	0.4%	0.5%	0.5%
Unknown/Non-Respondent	2.1%	3.2%	3.0%
White Non-Hispanic	33.3%	32.2%	33.6%

Source: Chancellor's Office, Management Information System

Table 1.11: 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 more than 35,000 students each 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 (35%) 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 (9%) was slightly overrepresented relative to 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.

Continuing Education (CE) has made CDCP programming and related student success a priority in the institution. In fact, historically, 75% to 79% of all CE courses are CDCP eligible to include ESL, ABE, and Career Development. The ARCC accountability metrics for noncredit institutions are still under development. However, in reviewing the ARCC metrics being reported and those accountability performance measures developed internally by the institution, Continuing Education CDCP students are indicating significant positive outcomes.

In terms of persistence rates, Continuing Education's overall average persistence rate for first-time Continuing Education students was 45% between fall 2003 and fall 2007 cohorts. The persistence rates decreased by 3% during this time frame. This is indicative of and concomitant with economic fluctuations and demographic changes in the region. These are important factors considering the educational goals and the short-term, career-related nature of many Continuing Education students. Over this same time frame, the "CDCP Progress and Achievement Rate" hovered just above 4%, which is consistent with peer noncredit institutions in the state.

In terms of college preparation, in the last four years, an average of 2,430 Continuing Education noncredit students have transitioned to City, Mesa, or Miramar Colleges every year. Continuing Education has implemented new efforts to help improve the numbers of these transitional students. For example, each semester bus loads of Continuing Education students are brought to VIP orientation sessions (called, "Continuing Education Days") at the each of the colleges. Additionally, at the Educational Cultural Complex (ECC) Continuing Education Campus, this fall we established an Associate degree offering through City College. This has shown a 32% increase in City College's ECC credit enrollments. These and others related efforts are indicating excellent performance and continued accountability of investments of CDCP funding.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	59.9%	58.5%	62.3%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	63.9%	67.1%	67.0%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.3%	62.6%	65.5%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	69.3%	69.8%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.7%	58.4%	59.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	35.2%	55.2%	57.3%
Basic Skills Improvement Rate	46.2%	46.7%	43.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	35,328	35,260	35,900
Full-Time Equivalent Students (FTES)*	17,679	17,454	17,456

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	23.6%	23.7%	24.3%
20 - 24	39.0%	39.4%	38.8%
25 - 49	34.4%	33.7%	33.7%
Over 49	3.0%	3.3%	3.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.7%	54.6%	54.3%
Male	45.3%	45.4%	45.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

San Diego Mesa College
San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.3%	6.3%	6.2%
American Indian/Alaskan Native	0.9%	0.9%	0.9%
Asian	14.9%	14.9%	14.6%
Filipino	5.9%	5.8%	5.5%
Hispanic	17.3%	17.7%	18.5%
Other Non-White	2.9%	2.8%	2.8%
Pacific Islander	1.2%	1.3%	1.3%
Unknown/Non-Respondent	9.9%	10.1%	10.2%
White Non-Hispanic	40.7%	40.3%	40.0%

Source: Chancellor's Office, Management Information System

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	62.3	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	67.0	71.1	63.2	78.4	*B2*
C	Persistence Rate	65.5	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.7	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	43.1	48.3	31.4	64.6	*F1*
G	Improvement Rate for Credit ESL Courses	57.3	58.4	33.1	79.2	*G5*

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

San Diego Mesa College
San Diego Community College District

College Self-Assessment

For Mesa College, ARCC 2009 presents itself as a turning point with conflicting outcomes. In ARCC 2008, Mesa's performance on four indicators improved over the previous year's; however, ARCC 2009 shows that one of these four indicators (Improvement Rate for ESL) improved for the second consecutive year while our performance on the remaining three indicators has since declined (Annual Successful Course Completion Rate for Vocational Courses, Improvement Rate for Credit Basic Skills Courses, and Percent of Students Who Earned at Least 30 Units, the last by only one-tenth percent). Conversely, in all areas that exhibited declines last year, Mesa reversed the trend and showed improvement this year (Student Progress and Achievement Rate (SPAR), Persistence, and Annual Successful Course Completion Rate for Credit Basic Skills Courses). While Mesa's headcount and FTES increased, any changes in demographics were fractions of a percent.

Although pleased that we performed above our peer group average on the SPAR, particularly since the statistical model for this indicator has the highest predictive quality of all indicators, we are concerned and puzzled by our below-average performance relative to our peer colleges on the remaining indicators. The District Office of Institutional Research and Planning (IRP) recently conducted a demographic analysis of the ARCC 2008 data. Mesa will use the results of the analysis to identify any groups that are under-represented in achieving positive outcomes on the ARCC indicators and then ensure that the appropriate support is provided. We continue to strive toward the goal of meeting our peer group averages in the future.

Mesa's 2008 self-assessment presented the College's initiatives for improving performance on the ARCC indicators. Currently, plans are underway to evaluate the effectiveness of these efforts, as outlined in Mesa's Research Planning Agenda 2008-2009 and the 2008 Basic Skills Action Plan. Given the College's increased focus on Basic Skills, the downturn in Mesa's Improvement Rate for Credit Basic Skills Courses is of particular concern and we will further explore data from the District's internal Basic Skills Report and the 2007 administration of the Community College Survey of Student Engagement (CCSSE) Basic Skills oversample. CCSSE data has been used by the Mesa Research Committee to compile and post online research briefs that discuss the College's benchmark performance and present strategies for improving student engagement on campus. Due to budget constraints, the Silver Process focus groups were discontinued. Two major goals stated in the 2008 self-assessment have been fulfilled: Mesa acquired an online system to assist with SLO information management, and the College has fully integrated Instruction, Student Services, and Administrative Services into Program Review.

Mesa College is conducting Point-of-Service, Employee, and Student Surveys in conjunction with the District IRP Office to inform the 2010 accreditation self-study. The first annual SLO Survey collected baseline data gauging the progress, needs, and perceptions of all Instructional and Student Services programs with regard to SLOs. Using core indicators, especially ARCC, Mesa's newly-formed Strategic Planning Committee will align critical planning constructs and ensure their integration into the operations of the entire campus.

ARCC 2009 Report: College Level Indicators

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.6%	54.3%	58.9%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.5%	67.6%	72.3%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.3%	61.8%	67.4%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	82.8%	81.5%	82.7%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.7%	66.1%	61.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	27.8%	29.0%	35.9%
Basic Skills Improvement Rate	51.8%	51.0%	47.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 590

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State of California

San Diego Miramar College

San Diego Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,287	20,041	21,058
Full-Time Equivalent Students (FTES)*	7,299	7,740	7,784

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	15.1%	15.9%	16.5%
20 - 24	31.5%	32.3%	31.2%
25 - 49	48.4%	47.0%	46.7%
Over 49	4.9%	4.8%	5.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	43.9%	44.9%	44.2%
Male	56.0%	55.1%	55.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.4%	5.6%	5.3%
American Indian/Alaskan Native	1.0%	0.9%	0.8%
Asian	13.4%	14.1%	13.4%
Filipino	9.4%	9.4%	8.8%
Hispanic	14.4%	14.7%	14.9%
Other Non-White	3.5%	3.4%	3.3%
Pacific Islander	1.4%	1.3%	1.5%
Unknown/Non-Respondent	9.0%	9.0%	9.7%
White Non-Hispanic	42.4%	41.6%	42.4%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

San Diego Miramar College
San Diego Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.9	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	72.3	67.0	56.2	74.0	B1
C	Persistence Rate	67.4	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.7	75.7	62.8	89.4	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.2	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	35.9	41.3	7.9	80.5	G2

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

San Diego Miramar College
San Diego Community College District

College Self-Assessment

San Diego Miramar College is located on 120 acres in the Mira Mesa/Scripps Ranch area of San Diego County and has an average enrollment of 12,000 with a diverse student population. In the past five years, Miramar College has grown from a small college to a mid-size college and one of its priorities was to strengthen its instructional and student service programs for the purposes of making continued progress toward the improvement of student outcomes.

The college has made steady progress in improving student progress and achievement rate since 2000 (from 55.6% to 58.9%). Several actions attributed to this significant improvement. For example, in May 2008, the college hired a full time Student Services Assistant in the Transfer Center to ensure that students are served properly when they use the Center. In addition, the number of transfer related workshops offered increased by 60%. These workshops included UCSD Transfer Admission Guarantee (TAG) workshops, SDSU transfer workshops, UC and CSU application workshops, UCLA Transfer Alliance Program (TAP) workshops for Honors students, and major specific workshops for students majoring in Business, Nursing and Education. Currently, the college transfers over 300 students annually to the University of California and California State University (2004-2005 = 279; 2005-2006 = 323; 2006-2007 = 380; 2007-2008 = 342).

In addition, proactive awarding of degrees project commenced in spring 2008 semester inviting students who have completed 45 or more units to meet with a counselor and apply for graduation continues to enhance the number of degrees awarded.

Significant progress made in increasing persistence rate (from 67.5% to 72.3%) clearly demonstrates the effectiveness of the Freshmen Year Experience program. Students participated in this program were followed up on during and after their first semester of college. This program significantly enhances student retention and persistence rates. In addition, college's effort to individually contact all students completing 12 or more units but have not applied for Financial Aid also contributes to the improvement of student retention and persistence rates.

Working with counseling staff, instructors utilize their roster to identify students who are at-risk of failing a course and refer these students to the counselors. With this support mechanism in place, the college has shown a very stable and impressive success of increasing student completion rate for credit vocational courses (82.8% to 82.7%) in the past three years.

In an effort to continue to improve the annual successful course completion rate for basic skills courses (relatively stable in the past three years), counselors were invited to the basic skills classes within the first 4 weeks of the semester to promote services available to students. Counselors use the extended Basic Skills power point presentation which covers counseling services and other student support services provided at Miramar College when they visit basic skills classes. This information not only informs students of the available support services, but it also encourages their use of the services. As a result, students have a better chance to successfully complete their courses.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

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.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.2%	5.8%	4.8%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 596

San Francisco Continuing Education
San Francisco Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	47,353	47,476	48,236
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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	7.3%	7.8%	7.7%
20 - 24	12.6%	12.9%	12.6%
25 - 49	43.7%	43.3%	43.2%
Over 49	36.0%	35.7%	36.3%
Unknown	0.5%	0.4%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	51.9%	53.9%	54.5%
Male	35.5%	37.2%	37.4%
Unknown	12.6%	8.9%	8.1%

Source: Chancellor's Office, Management Information System

San Francisco Continuing Education
San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.3%	5.7%	5.3%
American Indian/Alaskan Native	0.3%	0.3%	0.2%
Asian	40.3%	39.8%	38.5%
Filipino	2.8%	2.9%	2.7%
Hispanic	24.2%	23.7%	24.1%
Other Non-White	0.7%	0.7%	0.8%
Pacific Islander	0.4%	0.4%	0.5%
Unknown/Non-Respondent	14.6%	15.3%	17.7%
White Non-Hispanic	11.5%	11.2%	10.3%

Source: Chancellor's Office, Management Information System

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.

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 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 2007-08, noncredit served the needs of 48,236 students. Its largest two ethnic populations were Latino (24.1%) and Asian (38.5%). 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 CDPC courses who transitioned to credit, or transferred to a 4-year institution. In future years the rate will also reflect the percentage of students who receive a CDCP certificate; currently that information is not available. Without CDCP certificate recipients added into the calculation, our CDCP rate is quite low: 1.2% of the population in 2003-04, rising to 4.8% in 2005-06.

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 underprepared, 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.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.2%	49.9%	51.3%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.3%	70.8%	70.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.1%	73.4%	74.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.7%	72.0%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.4%	63.3%	61.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.0%	41.1%	43.6%
Basic Skills Improvement Rate	39.0%	39.4%	41.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	26,906	27,711	30,111
Full-Time Equivalent Students (FTES)*	15,223	15,777	17,011

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.1%	31.4%	31.0%
20 - 24	29.9%	29.0%	29.1%
25 - 49	33.0%	33.6%	34.0%
Over 49	6.0%	6.0%	5.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.6%	58.3%	58.0%
Male	40.2%	40.3%	40.7%
Unknown	1.2%	1.4%	1.4%

Source: Chancellor's Office, Management Information System

San Joaquin Delta College
San Joaquin Delta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	10.0%	10.4%	10.6%
American Indian/Alaskan Native	1.3%	1.3%	1.4%
Asian	12.9%	12.7%	12.4%
Filipino	6.0%	6.0%	6.0%
Hispanic	27.0%	27.7%	28.2%
Other Non-White	1.6%	1.6%	1.7%
Pacific Islander	1.2%	1.1%	1.2%
Unknown/Non-Respondent	7.7%	8.0%	8.0%
White Non-Hispanic	32.4%	31.2%	30.6%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.3	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.5	71.1	63.2	78.4	*B2*
C	Persistence Rate	74.7	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	59.5	48.9	69.7	*E2*
F	Improvement Rate for Credit Basic Skills Courses	41.6	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	43.6	58.4	33.1	79.2	*G5*

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

San Joaquin Delta College
San Joaquin Delta Community College District

College Self-Assessment

San Joaquin Delta College has seen a substantial increase in students in recent years as unemployment has increased in the local economy at rates higher than the state average and as growing numbers of students have been turned away from the CSU and UC system. The College now serves more than 30,000 students, a disproportionate share of which come from disadvantaged economic backgrounds. Nearly 50% of students meet income guidelines granting them Board of Governors Fee waivers, and 23% of the school-age children in Stockton, the major city the College serves, live well below the poverty level.

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 remain much higher than at peer institutions. Successful completion rates in credit vocational courses have improved over the prior year (74% compared to 72%), and the College's rate is now competitive with other similar colleges in the system. Annual course completion rates in basic skills courses have declined by two percentage points from the prior year, yet the College's score on this indicator is above the peer group average. Meanwhile, improvement rates from one level to the next in ESL classes and basic skills saw a dramatic rise at the College over prior year data. Despite these gains, the College remains well below peer group averages on these two benchmarks.

The College has targeted basic skills and ESL for major initiatives to improve student achievement. A Student Success Coordinator has been hired to improve faculty development across the curriculum and to enhance cross-disciplinary communication concerning basic skills instruction and its relationship to overall student success and achievement. Workshops for faculty and staff have focused on aligning performance expectations for student achievement, conduct, and behavior across the College. Assessment test benchmarks have been recalibrated in mathematics to place students more accurately in courses that fit their skill levels and ensure greater student success. Plans are being considered to relocate Learning Centers to a larger facility that will provide greater access to tutoring and peer-to-peer mentoring. English instructors are discussing revisions in their curriculum to facilitate a more effective progression of students from developmental levels to the transfer-level English course. Initiatives 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 also secured a $2 million federal grant to fund Science, Technology, Engineering and Math (STEM) outreach in low-income communities and to improve its learning facilities for students who enroll in these areas. The College is hopeful that these collective efforts will pay off in higher rates of achievement across all sectors of the ARCC performance indicators.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate	Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)	

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.2%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.9%	68.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	66.5%	64.7%	64.9%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.3%	69.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	63.9%	63.5%	63.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	44.9%	48.1%	48.4%
Basic Skills Improvement Rate	45.2%	44.5%	45.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 608

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ARCC 2009 Report: College Level Indicators

San Jose City College
San Jose-Evergreen Community College District

College Profile

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

	2005-2006	**2006-2007**	**2007-2008**
Annual Unduplicated Headcount	16,365	16,327	17,362
Full-Time Equivalent Students (FTES)*	7,285	7,292	7,708

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	**2006-2007**	**2007-2008**
19 or less	19.6%	21.1%	20.9%
20 - 24	29.5%	29.7%	29.1%
25 - 49	43.5%	41.8%	42.5%
Over 49	7.4%	7.4%	7.4%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	**2006-2007**	**2007-2008**
Female	53.1%	54.1%	52.9%
Male	41.9%	42.0%	41.7%
Unknown	5.1%	3.9%	5.5%

Source: Chancellor's Office, Management Information System

San Jose City College
San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.1%	8.6%	8.9%
American Indian/Alaskan Native	0.8%	0.9%	0.9%
Asian	25.3%	24.3%	23.3%
Filipino	4.1%	4.1%	4.3%
Hispanic	30.4%	31.5%	31.9%
Other Non-White	2.8%	2.8%	2.8%
Pacific Islander	1.0%	1.1%	1.0%
Unknown/Non-Respondent	8.0%	7.9%	7.7%
White Non-Hispanic	19.4%	18.8%	19.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: 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	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.6	67.0	56.2	74.0	*B1*
C	Persistence Rate	64.9	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	45.4	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	48.4	53.6	15.7	75.0	*G3*

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

San Jose City College

San Jose-Evergreen Community College District

College Self-Assessment

Established in 1921, San José City College has been providing educational opportunities ranging from basic skills to transfer preparedness to San José City and Milpitas residents as well as the South Bay area for over eight-five years. The college serves a large Latino (32%) and Asian (29%) population and is eligible both as an Asian American & Pacific Islander Serving Institution and a Hispanic Serving Institution. African American students compose 9% of the population which is significantly higher than the surrounding communities. Despite the continuing impact of a weak economy, the college has maintained its recent growth in unduplicated head count and FTES, with increases of 6% and 6% respectively over the last reporting periods.

With the passing of two bond measures, San José City College has undertaken an extensive rebuilding project. New facilities and remodels completed since the year 2000 include: the Cesar Chavez Library and Learning Resource Center, a landmark Technology Center, a one-stop Student Center, a Science Complex, a refurbished Cosmetology building which will allow the college to double its program, and an Applied Science structure that houses Construction Technology and a new Solar Technician Program. These new structures have resulted in a safer learning environment and in a renewed sense of pride and purpose among students, faculty, and staff.

The current ARCC data indicates English as a Second Language (ESL) student success rates at San José City College dipped by 2% while the basic skills rates for students improved by 2%. Course completions for credit vocational courses have improved by 3% over the last three years. The percent of students earning at last 30 units has increased by 4% while the persistence rates for first-time students taking a minimum of six units have decreased by 3%.

The college continues to respond to these changes with an aggressive district-wide institutional research effort which focuses on disaggregating success-related indicators to pinpoint specific strengths and weaknesses in the college's educational activities. To address these concerns, the college has formed an Evidence Team of faculty and administrators who are examining the retention, persistence, and success rates of basic skills and ESL students. Currently, the team is focusing on math rates within Latino and African American student groups and will then examine the data for students in basic skills English courses and ESL courses. These data, combined with an Equity Scorecard approach to the state's Basic Skills Initiative, will form the basis for a concerted and unique approach to increasing the retention, persistence, success and completion rates of the diverse student populations attending San José City College.

San José City College's Follow-up Report to the Accrediting Commission for Community and Junior Colleges was accepted, and the college has begun a vigorous self-study for the fall 2010 accreditation team visit. SJCC continues to work to enhance both educational access and educational opportunities for the communities it serves.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	46.4%	44.7%	44.9%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.2%	70.1%	72.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.6%	71.7%	76.6%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	88.5%	88.5%	89.6%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.7%	62.0%	60.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.7%	38.3%	55.3%
Basic Skills Improvement Rate	49.6%	50.8%	50.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	48,357	49,414	50,875
Full-Time Equivalent Students (FTES)*	21,999	22,814	23,640

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	13.8%	14.3%	14.7%
20 - 24	21.0%	20.8%	20.8%
25 - 49	55.4%	55.2%	54.3%
Over 49	9.7%	9.7%	10.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	37.9%	37.5%	38.2%
Male	62.1%	62.5%	61.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.4%	3.1%	3.0%
American Indian/Alaskan Native	0.9%	0.6%	0.6%
Asian	10.6%	11.0%	11.1%
Filipino	1.7%	1.5%	1.3%
Hispanic	39.9%	38.6%	40.2%
Other Non-White	2.9%	3.2%	3.0%
Pacific Islander	0.6%	0.5%	0.5%
Unknown/Non-Respondent	5.4%	5.5%	5.8%
White Non-Hispanic	34.7%	36.0%	34.6%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Santa Ana College
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.9	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	72.2	73.9	67.9	82.7	B4
C	Persistence Rate	76.6	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	50.5	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	55.3	49.7	32.4	68.2	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 Ana College
Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District. It is the fourth oldest in California at 94 years old. SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program, in the 2007-08 school year. SAC is located in a very dense urban area with one of the largest populations of foreign-born residents (55%) in the country; the highest percentage is comprised of Spanish-speakers (62%) with 24% considered "linguistically isolated" (no English spoken in the home). 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. 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.

Just over half of SAC's student body resides within district boundaries; with the remaining 45% coming from a wide array of cities across Orange, San Bernardino, and Los Angeles counties to enroll in programs that allow them to transfer to four-year institutions, attain vocational training, and gain professional and personal growth. SAC offers over 300 subjects leading to associate degrees or vocational certificates. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control to name a few.

Within its peer group, SAC has demonstrated above average performance in four of the seven indicators: progress and achievement rates, persistence rates, and improvement rates for both basic skills and ESL coursework. The Basic Skills Task Force and faculty members continue to work collaboratively 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. 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).

In 2007-2008, SAC awarded 1,377 AA/AS degrees and 528 certificates, and 1,677 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.

SAC continues to celebrate its students' success and is proud to be part of their achievements. 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	58.1%	59.2%	61.5%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.7%	71.6%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.8%	71.9%	70.4%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.7%	79.4%	80.0%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	62.0%	65.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	63.8%	57.1%	58.5%
Basic Skills Improvement Rate	54.9%	56.6%	59.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	25,475	26,739	26,871
Full-Time Equivalent Students (FTES)*	15,340	15,569	15,833

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	32.7%	32.3%	32.3%
20 - 24	28.5%	28.0%	28.5%
25 - 49	30.8%	31.4%	30.8%
Over 49	7.9%	8.3%	8.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	52.5%	54.4%	53.0%
Male	46.6%	45.5%	46.0%
Unknown	0.9%	0.1%	1.0%

Source: Chancellor's Office, Management Information System

Santa Barbara City College
Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.6%	2.6%	2.6%
American Indian/Alaskan Native	0.9%	0.9%	1.0%
Asian	6.1%	6.1%	6.5%
Filipino	1.2%	1.4%	1.5%
Hispanic	26.7%	27.8%	27.9%
Other Non-White	2.2%	2.1%	1.8%
Pacific Islander	0.6%	0.7%	0.7%
Unknown/Non-Respondent	1.0%	2.8%	5.6%
White Non-Hispanic	58.7%	55.5%	52.4%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	61.5	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.3	71.1	63.2	78.4	*B2*
C	Persistence Rate	70.4	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.0	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.7	59.1	48.6	65.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	59.7	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	58.5	58.4	33.1	79.2	*G5*

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

Santa Barbara City College
Santa Barbara Community College District

College Self-Assessment

Santa Barbara City College (SBCC) is pleased with the improvements seen in the current year's data, where the college's performance increased on six of the seven accountability measures and is once again above the peer group average on all seven measures. These marked improvements indicate that institutional efforts to increase student success are indeed having a positive impact on students.

When examining the college's performance over the three-year period, there is some slight variation on three measures, but the other four measures show a clear upward trend: student progress and achievement; successful course completion rates for vocational and basic skills courses; and the basic skills improvement rate. For the three measures that show some variability, it is important to note that after showing a decline in the previous year, the college's performance on two of the three measures rebounded this year: students who earn at least 30 units and the ESL improvement rate. The final measure, persistence rate, showed a slight decline in the most recent year; however the college is currently developing an Enrollment Management Plan that will address how to enhance our efforts to retain students.

The college's efforts 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.

Evaluations conducted at the end of the initiative's first two years showed a significant positive impact on student success. The cornerstone of the PSS, the Gateway program, places instructional aides in the classroom to work directly with students. Success rates among students enrolled in Gateway courses exceeded those of their peers in comparable non-Gateway courses. Even more importantly, basic skills students seem to benefit greatly from the Gateway program as evidenced by their considerably higher success rates compared to students in comparable non-Gateway courses. In addition, through the PSS, expansions were made in the writing center and math lab and the results show that students who used these services had higher success rates than students in the same classes who did not.

In its first two years of existence, the PSS has received three statewide and national honors: the 2007 State Chancellor's Award for Best Practices in Student Equity, the 2008 Hewlett Leaders in Student Success Award, and the 2008 Diana Hacker Two Year College English Association National Award for Outstanding Program in English in the category of Enhancing Developmental Education. The college is extremely encouraged by the improvements seen in the ARCC data this year and the successes thus far with the PSS and will continue to implement programs and services that help students achieve their educational success.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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State of California

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
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.

	2005-2006	2006-2007	2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.1%	1.7%	3.0%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Santa Barbara Continuing Education Division
Santa Barbara Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	23,632	27,165	27,990
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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

	2005-2006	2006-2007	2007-2008
19 or less	5.7%	5.3%	6.2%
20 - 24	6.4%	6.8%	6.6%
25 - 49	33.5%	33.0%	33.4%
Over 49	48.0%	47.6%	47.4%
Unknown	6.4%	7.3%	6.4%

Source: Chancellor's Office, Management Information System

	2005-2006	2006-2007	2007-2008
Female	63.2%	62.7%	63.8%
Male	31.5%	32.1%	32.2%
Unknown	5.3%	5.2%	4.0%

Source: Chancellor's Office, Management Information System

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.0%	1.1%	1.2%
American Indian/Alaskan Native	1.1%	1.0%	1.0%
Asian	3.9%	3.6%	3.6%
Filipino	0.4%	0.5%	0.5%
Hispanic	23.1%	24.4%	25.3%
Other Non-White	2.2%	2.3%	2.0%
Pacific Islander	0.2%	0.3%	0.3%
Unknown/Non-Respondent	13.0%	15.0%	14.3%
White Non-Hispanic	55.1%	51.9%	51.8%

Source: Chancellor's Office, Management Information System

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.

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 2007-2008, Santa Barbara City College's Continuing Education Division strengthened its efforts to increase student success after reviewing the 2008 ARCC data. An important step was the creation of the Student Success committee in Summer 2008. This committee was formed to address and evaluate the common goals for serving students taking courses in the Career Development and College Preparation (CDCP) areas. The work of this committee focuses on bringing together effective practices identified for basic skills, the noncredit matriculation standards for assessment, orientation and counseling/advising, and instruction delivery methods. This regular consultation and collaboration allows for the creation of a common agenda, joint planning and the elimination of duplicated efforts. The committee meets weekly to evaluate services, instructional practices, data collection, research results, and allocation of resources.

Overall, the ARCC 2009 Performance Indicators reflect the College's strong commitment to a quality educational experience for its Continuing Education students. Noteworthy is the continued improvement seen in the area of Career Development and College Preparation progress and achievement rate (Table 1.6) over the last three years. This positive trend reflects the Continuing Education Division's ongoing efforts towards the improvement of student success rates in Continuing Education.

One challenge the College is currently facing is the ability to identify students who transition from the non-credit to the credit program at the College. Student data for the Continuing Education and Credit Divisions are housed in separate information systems. As a result, students are assigned separate ID numbers within each system, which makes it difficult to identify students across the two systems. The College is currently working on possible solutions to address this issue and expects to see the results of these efforts in improved CDCP rates.

The Continuing Education Division has also continued program development in the area of short-term vocational certificates, implementing two new certificate programs in Winter 2009. This year, the Division is working to establish baseline data 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.

In the coming year, Santa Barbara City College's Continuing Education Division will maintain the efforts described above, as well as develop a comprehensive research agenda to assess the effectiveness of the Career Development and College Preparation programs and non-credit matriculation interventions.

ARCC 2009 Report: College Level Indicators

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	58.7%	57.3%	57.5%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	75.0%	74.9%	74.6%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.8%	71.9%	73.2%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	67.6%	67.8%	67.1%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	53.7%	53.2%	54.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	75.1%	71.7%	72.8%
Basic Skills Improvement Rate	50.7%	46.2%	45.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	4.8%	.%	15.3%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	49,528	49,942	51,348
Full-Time Equivalent Students (FTES)*	21,316	22,074	18,843

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.5%	30.4%	28.2%
20 - 24	30.5%	30.7%	31.5%
25 - 49	29.1%	28.6%	30.0%
Over 49	9.9%	10.2%	10.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.8%	58.8%	58.4%
Male	41.1%	41.2%	41.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Santa Monica College

Santa Monica Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	10.5%	10.2%	10.1%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	15.7%	16.0%	16.3%
Filipino	2.6%	2.5%	2.3%
Hispanic	23.3%	23.0%	22.3%
Other Non-White	2.9%	2.9%	3.1%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	9.4%	9.4%	9.6%
White Non-Hispanic	34.5%	35.0%	35.4%

Source: Chancellor's Office, Management Information System

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	57.5	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	74.6	73.9	67.9	82.7	B4
C	Persistence Rate	73.2	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.1	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.8	59.1	48.6	65.7	E5
F	Improvement Rate for Credit Basic Skills Courses	45.8	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	72.8	58.4	33.1	79.2	G5

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

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 offers more than 80 fields of study and has one of the strongest reputations for transfer in California. The college transfers the highest number of students in total to the University of California, the California State University, the University of Southern California and other four-year universities.

Santa Monica College demonstrates above average performance in relation to its peers on three of the seven college performance indicators. These indicators include: percent of students earning 30 units, fall to fall persistence rate, and ESL improvement rate. Additionally, the college exhibits improved performance over the baseline year in the fall to fall persistence rate and in the basic skills successful course completion rate.

SMC's above average performance on several measures is related to its tradition of integrating student support services with instruction. Counseling programs focusing on the first year, including the Welcome Center and First Year Institute, and a Student Success Seminar course, assist students through the transition to the college as well as with proper educational planning to meet future goals. The college offers over 19 different specialized counseling programs such as the Latino Center, the African American Collegiate Center, specialized financial aid counselors, and a Scholars program. Above average progress and achievement rates are attributable to the resources invested in student success, high quality instruction and instructional support, and the implementation of innovative and effective student services.

Overall, the trend in college performance on most measures has been relatively stable with only slight fluctuations from last year and is good in relation to its peers. Given the performance measures, the college is continuing to devote more attention to vocational education and basic skills. Revitalization efforts continue in the area of vocational education, and the college is actively pursuing efforts to align vocational programs with community needs and provide relevant and effective support services for vocational students.

Positively, the college experienced a nearly one percent increase in the basic skills successful completion rate over the baseline year. Like other colleges, SMC has experienced increases in the number of students assessing into basic skills English and math courses. Between fall 2004 and fall 2007, the number of students assessing into these courses increased by 30%. The college continues to expand access to instruction for these students and address student outcomes through various student support and instructional initiatives. In keeping with what is known about best practices in this arena, the college has recently developed a Director of Student Success Programs position to coordinate and provide leadership in developing basic skills programs and services for students. It is anticipated that high coordination and focused attention on these students' needs will continue to result in improved outcomes for students. As well, the college will undertake an in-depth examination of its course coding processes to ensure accuracy of course coding and data collection related to ARCC measures in these areas.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	54.8%	55.4%	54.4%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.1%	75.0%	76.1%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.6%	71.5%	68.3%

NA: This performance indicator is not applicable for schools of continuing education

offChancellor's Office
California Community Colleges

Page 637

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State of California

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.4%	78.5%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	69.8%	70.4%	71.9%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	44.9%	48.2%	43.1%
Basic Skills Improvement Rate	55.7%	60.0%	54.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.2%	1.7%	1.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	47,405	47,974	48,930
Full-Time Equivalent Students (FTES)*	20,338	20,439	20,899

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	21.6%	22.3%	22.8%
20 - 24	21.5%	21.1%	20.8%
25 - 49	35.2%	34.8%	34.5%
Over 49	21.7%	21.7%	21.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.6%	57.5%	57.7%
Male	41.9%	42.0%	41.7%
Unknown	0.4%	0.5%	0.5%

Source: Chancellor's Office, Management Information System

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.0%	2.2%	2.2%
American Indian/Alaskan Native	1.1%	1.1%	1.1%
Asian	3.6%	3.7%	3.7%
Filipino	0.9%	0.9%	0.9%
Hispanic	18.0%	18.5%	18.8%
Other Non-White	1.2%	1.2%	1.1%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	12.4%	12.1%	11.6%
White Non-Hispanic	60.3%	59.9%	60.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	54.4	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	76.1	73.9	67.9	82.7	*B4*
C	Persistence Rate	68.3	72.5	67.9	77.8	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.9	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	54.7	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	43.1	49.7	32.4	68.2	*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 grow and evolve in response to the changing academic and career training needs of its diverse students and the communities it serves. With approximately 50,000 students enrolled annually, SRJC is one of the largest single-college districts in California. Major facilities include the Santa Rosa and Petaluma campuses, 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 34 percent, significantly higher than the statewide rate of 25 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 approximately 1% per year. To ensure that SRJC is proactively responding to the changing needs of the communities it serves, the college conducted a broad Regional Community Needs Assessment in 2007. The district 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 2009 "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.

Although SRJC posts relatively high outcomes, the college is on a continual quest for improvement. The District is currently undergoing an internal assessment of ESL and remedial math and English as a part of the statewide Basic Skills/Immigrant Education Initiative. To further focus attention on improving learning outcomes for basic skills and ESL students, SRJC designated this effort as one of the seven College Initiatives for 2009-2010. Other Initiatives aimed to improve institutional effectiveness and improve student learning include: Community Outreach, Development & Involvement; Student Learning Outcomes and Assessment; Multi-Campus Coordination; Institutional Planning; Accreditation; 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.5%	44.8%	42.8%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	56.9%	56.7%	56.2%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	57.7%	68.4%	72.3%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	86.3%	87.2%	90.5%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.9%	58.4%	61.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.0%	60.0%	72.1%
Basic Skills Improvement Rate	58.6%	58.3%	57.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Santiago Canyon College
Rancho Santiago Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	20,645	21,356	23,974
Full-Time Equivalent Students (FTES)*	8,442	8,665	9,200

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	20.3%	20.9%	19.7%
20 - 24	30.0%	29.8%	28.0%
25 - 49	42.5%	42.5%	44.6%
Over 49	7.2%	6.9%	7.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	35.3%	33.7%	32.0%
Male	64.7%	66.3%	68.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Santiago Canyon College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.4%	2.4%	2.4%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	7.1%	7.0%	6.6%
Filipino	1.5%	1.5%	1.6%
Hispanic	37.8%	37.9%	40.3%
Other Non-White	3.3%	3.6%	4.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	4.7%	5.0%	4.7%
White Non-Hispanic	41.5%	40.8%	38.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	42.8	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	56.2	67.0	56.2	74.0	*B1*
C	Persistence Rate	72.3	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.5	91.2	84.1	97.2	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.2	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	72.1	53.6	15.7	75.0	*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) is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District (RSCCD). Over half (59%) of the 20,000 students served each year reside in cities within the district's boundaries. The college was first accredited in January 2000, reaffirmed in January 2006, and in October 2008 went through the self-study process to align with that of our sister college, Santa Ana College.

SCC completed its first comprehensive five-year Educational Master Plan in 2002, which was updated in 2007 to reinforce the link between educational planning and resource allocation and increased course and degree offerings with an emphasis on distance learning. Feeder high schools that experienced an increase in graduation rates in past years are now projecting a slight decrease in coming years. However, SCC draws students from other areas (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 (distance education and apprenticeships) 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.

Student progress and achievement rates, the percent of students earning at least thirty units (for degree-seeking students), and basic skills improvement rates have remained constant across the three study cohorts. Additional state funding for basic skills in recent years has enabled the expansion of offerings and services such as a writing center, math tutoring, and expanded counseling services.

Overall, persistence rates, the annual successful course completion rate (credit basic skills) and the improvement rate for ESL have increased and are comparable within our peer group. In 2008, SCC continued to assess and enhance its student support services to include these activities:
• Academic and student support service orientation prior to placement testing.
• Smaller orientation groups (20 students) for the High School Early Decision Program.
• Counselor follow-up visitations to all algebra and pre-algebra classes.
• Onsite counseling in the Academic Success Center to provide academic and career counseling.
• Specialized counselors to conduct classroom visitations to evening vocational classes.
• A one-day extended freshman program (Discover SCC) to orient students to study skills, transfer services, campus life activities, and academic and student support services.

SCC recently dedicated its new softball complex; construction of the maintenance/operations facilities and the new science center are targeted for completion summer 2009; and design plans for a new gymnasium and humanities building are in process at DSA. Our faculty and staff are committed to developing and providing innovative, high quality educational and support programs to promote student learning.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.1%	45.6%	43.6%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.5%	65.6%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	59.7%	59.3%	61.4%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.4%	73.1%	72.0%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.1%	59.7%	60.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	27.7%	27.8%	12.0%
Basic Skills Improvement Rate	37.9%	41.9%	41.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Shasta College
Shasta-Tehama-Trinity Joint Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	13,743	13,955	15,515
Full-Time Equivalent Students (FTES)*	7,760	7,265	7,562

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.6%	28.7%	27.2%
20 - 24	23.7%	23.3%	23.1%
25 - 49	35.5%	35.8%	37.1%
Over 49	11.9%	11.9%	12.2%
Unknown	0.4%	0.3%	0.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.9%	58.5%	58.6%
Male	35.9%	39.4%	39.8%
Unknown	7.2%	2.2%	1.6%

Source: Chancellor's Office, Management Information System

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.0%	1.2%	1.3%
American Indian/Alaskan Native	3.2%	3.5%	3.5%
Asian	1.8%	2.0%	2.5%
Filipino	0.4%	0.5%	0.6%
Hispanic	5.6%	7.6%	8.6%
Other Non-White	1.0%	1.3%	1.3%
Pacific Islander	0.3%	0.3%	0.4%
Unknown/Non-Respondent	17.4%	7.6%	7.0%
White Non-Hispanic	69.1%	75.9%	74.8%

Source: Chancellor's Office, Management Information System

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	43.6	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	64.3	69.6	61.2	78.3	*B3*
C	Persistence Rate	61.4	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	74.5	66.1	82.4	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	41.3	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	12.0	41.3	7.9	80.5	*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.

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 15,000 students in 2007-2008. The population served by the District is slowly changing. Ethnic diversity has increased, especially among Hispanics. The District population has a low college-going tradition (15.3% with BAs or higher versus 26.6% statewide) and high school graduates need considerable preparation for transfer to UC/CSU (19.4% have completed admission course requirements at high school graduation versus 35.5% statewide). Thus, the District's curriculum includes academic and career technical program offerings, and a variety of developmental courses to prepare students for their educational and training endeavors.

To meet the needs of the communities it serves, this year the College opened a permanent satellite campus in Trinity county at Weaverville, and will soon open a permanent campus in Tehama county at Red Bluff and a library annex building on the main campus. This new construction enhances Shasta College's presence in these communities and provides needed facilities.

Shasta College's reported performance compared to its peers is not what we would like to see. While we are consistently above the peer group minimum for each outcome, we remain below the peer group average. Two of the outcomes are particularly concerning: the Student Progress and Achievement Rates (SPAR) and the credit ESL Improvement Rate.

Our SPAR outcomes have declined. The oldest cohort started nearly ten years ago, and the most recent started just before we implemented Datatel. Transition from the legacy system to Datatel undoubtedly compromised some data, affecting outcome measures. Currently, we are implementing Datatel Degree Audit, which will assist our counselors in working with students to assure that they get the degrees and certificates they have earned. Many improvements have occurred at the college since these cohorts began their studies, and we expect current cohorts' outcomes to be better.

Student improvement in credit ESL courses significantly declined in the last reported year. Exploration of the data showed that the decline matched the decline (30%) in the number of students taking credit ESL courses; in 2005-2006 only 25 students took these courses. We have recently reviewed and revised our counseling policies for the placement of international students into English and ESL courses to more appropriately meet their needs. Our ESL faculty is reviewing the course offerings and levels, and will be recommending changes to better meet the needs of our students.

This past year Shasta College has put in place a new program review process that requires programs to complete an annual update and action plan. We expect that this will provide more oversight of the programs as well as better monitoring of student progress generally. As with the ARCC report, the College is encouraging a higher level of accountability. The combination of efforts will help the College identify areas of strength and areas that require attention, ultimately leading to improved outcomes for our student population.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	60.5%	59.0%	56.9%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.6%	72.9%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	73.8%	74.4%	70.3%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.1%	79.7%	77.7%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	62.9%	62.7%	67.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	65.0%	56.3%	61.2%
Basic Skills Improvement Rate	54.6%	56.9%	58.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 656

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State of California

ARCC 2009 Report: College Level Indicators

Sierra College
Sierra Joint Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	27,874	28,411	29,398
Full-Time Equivalent Students (FTES)*	14,007	14,444	15,195

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

	2005-2006	2006-2007	2007-2008
19 or less	28.6%	28.7%	29.3%
20 - 24	28.6%	28.6%	29.1%
25 - 49	31.4%	31.4%	30.8%
Over 49	11.4%	11.3%	10.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

	2005-2006	2006-2007	2007-2008
Female	56.3%	55.3%	55.0%
Male	43.1%	43.2%	43.3%
Unknown	0.6%	1.5%	1.7%

Source: Chancellor's Office, Management Information System

Sierra College

Sierra Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.0%	2.1%	2.1%
American Indian/Alaskan Native	1.5%	1.5%	1.4%
Asian	4.2%	4.2%	4.5%
Filipino	1.3%	1.3%	1.4%
Hispanic	8.1%	8.2%	8.6%
Other Non-White	6.1%	4.2%	3.2%
Pacific Islander	0.6%	0.6%	0.7%
Unknown/Non-Respondent	3.9%	7.8%	8.7%
White Non-Hispanic	72.2%	70.0%	69.4%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.9	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	72.0	71.1	63.2	78.4	*B2*
C	Persistence Rate	70.3	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.7	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.2	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	58.6	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	61.2	41.3	7.9	80.5	*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 2009 Report: College Level Indicators

Sierra College
Sierra Joint Community College District

College Self-Assessment

The ARCC results for Sierra this year include significant gains in basic skills completion rate and in Basic Skills and ESL improvement rates along with a slight drop in student progress and achievement. The good news in Basic Skills and ESL reflects considerable attention given to these areas as a result of the Basic Skills Initiative. In addition, curriculum changes in English and Mathematics have also contributed to the district's Basic Skills Improvement Rate strong relative standing within its comparison group.

The student progress and achievement rate was negatively affected by two local trends in the last student cohort: first, a slight reduction in the number of associate degrees awarded; and second, a slightly lower "transfer prepared" rate (the number of students achieving 60 units). The associate degree reduction is a result of the elimination of the general "liberal arts" degree from the college's offerings. That popular degree pattern had significantly contributed to the district's status as one of the highest degree-granting institutions in the nation for its size. The transfer-prepared reduction is more problematic to explain as it is difficult to ascertain whether this decrease is the result of factors under our control. Nevertheless, to address this issue our district has committed to "strengthening the pathways between feeder high schools, Sierra College, and transfer colleges and universities," as stated in our newly-adopted district Strategic Plan, in order to focus institutional efforts to increase the transfer-prepared rate.

When compared with our new, higher-performing peer groups for the 2007-2008 year, Sierra ranks above average in five of the six ARCC indicators. In addition, the College is within two percentage points of the average on its one lagging indicator, Student Progress and Achievement. In summary, Sierra compares very well overall with its peer colleges.

Sierra College is committed to continuing its efforts to increase student success, retention, and the achievement of students' educational goals.   Specific efforts will include a focus on student success in distance education and precollegiate courses; and in the development of sound course and program outcomes. The College strives to achieve our goal of facilitating students' ability to "Dream. Learn. Do."

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate	Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	56.7%	58.6%	55.7%

Table 1.1a: Percent of Students Who Earned at Least 30 Units	Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.8%	69.2%	71.8%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	71.3%	76.8%	74.9%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.8%	75.0%	73.5%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.9%	65.9%	67.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	61.2%	57.7%	51.0%
Basic Skills Improvement Rate	56.2%	55.5%	53.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 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)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	14,042	14,235	15,038
Full-Time Equivalent Students (FTES)*	5,922	7,408	6,497

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	23.6%	25.3%	25.8%
20 - 24	32.1%	31.5%	31.1%
25 - 49	36.5%	35.0%	34.8%
Over 49	7.7%	8.2%	8.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.2%	52.6%	53.0%
Male	45.6%	45.8%	45.3%
Unknown	1.3%	1.6%	1.7%

Source: Chancellor's Office, Management Information System

Skyline College
San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.5%	3.4%	3.6%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	26.1%	25.4%	24.5%
Filipino	17.7%	17.6%	18.1%
Hispanic	17.8%	18.4%	18.4%
Other Non-White	2.8%	2.6%	2.4%
Pacific Islander	2.0%	1.9%	2.1%
Unknown/Non-Respondent	5.6%	6.8%	7.6%
White Non-Hispanic	24.0%	23.5%	22.9%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: 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	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	71.8	67.0	56.2	74.0	*B1*
C	Persistence Rate	74.9	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	75.7	62.8	89.4	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.3	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	53.1	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	51.0	41.3	7.9	80.5	*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.

Skyline College
San Mateo County Community College District

College Self-Assessment

Located on the San Francisco Peninsula 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. Reflecting the Bay Area's increasing racial and ethnic diversity, Skyline College enrolled a student body that is 26 percent Asian, 23 percent White, 20 percent Filipino, 19 percent Hispanic, and three percent African American in fall 2007. Skyline's Educational Master Plan suggests that the College will experience even more diversity in its service area in coming years. This shift in service area demographics includes growing Hispanic, Filipino and Asian/Pacific Islander populations, which disproportionately make up the extreme pockets of poverty in the county. Students from these communities enroll at Skyline, and are clearly in need of services that would support economic sustainability.

Skyline College embraces a culture of evidence, and as such the release of the ARCC data spurred numerous campus discussions. Overall, Skyline's 2009 data suggest a strong and healthy campus, as evidenced by performance on the seven peer-grouped indicators. On four of the indicators – Percent of students who earned at least 30 units, Persistence Rate, Basic Skills Course Completion, and ESL Improvement rate, Skyline outperformed its peer average by four, seven, five and 10 percentage points, respectively. On the other three indicators - SPAR, Vocational Course Completion & Basic Skills Improvement Rate - Skyline was within three points of the peer group average.

The ARCC annual trend data reveal that the college is holding steady within three percentage points on most of the indicators. There was, however, an intriguing two-year drop in the ESL Improvement Rate from 61 percent to 51 percent. We hypothesize that this may be a coding issue and not reflective of a true drop in ESL sequence progression, but we will be investigating this with further research in the coming year. This metric is also the most variable of the seven peer-grouped indicators, and is actually the metric on which Skyline most outperforms its peer group average.

It is also worth noting that the apparent drop in Skyline's ARCC FTES from 2006-07 to 2007-08 is actually reflective of shifting of summer term FTES rather than an actual decline. In fact, FTES growth has been notable in the last two years, with campus research indicating an 8% increase from 2006-07 to 2007-08 and an estimated 10% increase from 2007-08 to 2008-09. The ARCC data on Annual Unduplicated Headcount supports this trend, reporting a 6% increase in unduplicated headcount from 2006-07 to 2007-08.

In sum, Skyline is healthy and eagerly engaged in the process of further improving our student outcomes, and expects that the campus energy placed into a host of innovative programs such as learning communities, the College Success Initiative and faculty inquiry groups will drive the ARCC indicators even higher in future years.

ARCC 2009 Report: College Level Indicators

Solano Community College
Solano Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	53.7%	50.4%	52.2%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.3%	68.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	69.2%	68.3%	70.2%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.9%	75.6%	73.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	60.9%	62.9%	65.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	65.3%	69.2%	80.5%
Basic Skills Improvement Rate	60.0%	58.6%	59.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 668

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ARCC 2009 Report: College Level Indicators

Solano Community College
Solano Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,627	17,760	18,094
Full-Time Equivalent Students (FTES)*	9,182	8,810	9,100

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

	2005-2006	2006-2007	2007-2008
19 or less	30.3%	32.1%	32.4%
20 - 24	26.9%	26.4%	27.0%
25 - 49	35.3%	34.1%	33.3%
Over 49	7.5%	7.4%	7.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

	2005-2006	2006-2007	2007-2008
Female	59.9%	60.3%	59.7%
Male	40.1%	39.7%	40.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Solano Community College

Solano Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	17.3%	17.1%	17.4%
American Indian/Alaskan Native	0.9%	0.9%	0.8%
Asian	6.0%	5.9%	6.1%
Filipino	12.3%	12.8%	12.4%
Hispanic	14.5%	15.3%	15.9%
Other Non-White	1.6%	1.6%	1.6%
Pacific Islander	1.8%	1.7%	2.1%
Unknown/Non-Respondent	4.2%	4.6%	4.4%
White Non-Hispanic	41.6%	40.0%	39.3%

Source: Chancellor's Office, Management Information System

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	52.2	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	69.5	71.1	63.2	78.4	B2
C	Persistence Rate	70.2	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	59.2	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	80.5	41.3	7.9	80.5	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

During 2007-08 the College began the implementation of an ongoing, campus-wide, classroom-level assessment of student learning outcomes (SLOs). Assessment results are used by faculty to improve course design and delivery and in curriculum review and planning. Advantages as a result of sharing among departmental faculty have been the development and use of grading rubrics and a better understanding of the alignment of courses in a sequence within a discipline. Currently, faculty have been making connections between course-level SLOs and Solano's adopted "Core Competencies" as a means of gauging student success. This process will continue to improve the rates for student achievement, course completion, and persistence.

In addition to counseling courses specifically designed to assist students in achieving educational success, Solano offers programs that encourage and support classroom success and student persistence: EOPS, Puente, MESA, Learning Communities, and the Tutoring Center. There are currently plans for the implementation of an UMOJA program Fall 2009. The past two years of development and implementation of Solano's Basic Skills Initiative Plan has steadily improved the completion rates for credit basic skills courses and the improvement rates in both basic skills and ESL courses. The newly instituted (Spring 2009) Student-Athlete Study Skills Center should contribute to improved basic skills rates, along with gains on the other college-level indicators. Finally, the Health Occupations Division offers multiple workshops to nursing program students on anxiety reduction and test-taking strategies to improve student retention while in the program and to enhance test scores on the NCLEX exam.

Concerted outreach and marketing efforts appear to be influencing the proportions of Hispanics, African-Americans, and males attending the institution — these outcomes are in line with the goals of our Student Equity Plan. The slight increase in the proportion of younger students could be due, in part, to redirection of enrollments from UCs/CSUs.

Solano measures slightly below the peer group mean in two areas: 1) the proportion of first-time students who earn at least 30 units, and 2) annual successful completion rate of credit vocational courses, which has declined over the past three-year period.

The first area essentially relates to college persistence and achievement rates. The interpretation of our performance on this measure is problematic, since the measures of persistence and achievement rates are well above par. In fact, the rates have risen over the prior year. The discrepancies could be explained by the results of shifting of both the variables used in the development of peer groupings and the changes in the composition of peer groups themselves.

Explanations for change in the completion rate of credit vocational courses range from lack of student basic skills, to "hiring out" of students who then complete their training on-the-job, to changes in the social and economic conditions of the students leading them to drop out of classes. This area requires a focused study to determine the cause(s) for this decline so remedies can be developed.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.1%	50.0%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	73.0%	74.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	70.3%	71.0%	70.2%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	75.6%	77.1%	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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	55.7%	54.5%	54.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	55.0%	58.6%	58.7%
Basic Skills Improvement Rate	37.3%	36.8%	36.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	5.9%	4.1%	7.2%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	30,414	31,073	32,030
Full-Time Equivalent Students (FTES)*	15,055	15,356	15,829

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.5%	29.0%	30.1%
20 - 24	29.8%	29.7%	29.8%
25 - 49	33.4%	32.9%	31.7%
Over 49	8.3%	8.4%	8.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	57.3%	57.5%	57.3%
Male	42.7%	42.5%	42.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Southwestern College
Southwestern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.0%	5.3%	5.5%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	2.8%	2.8%	2.7%
Filipino	13.0%	12.3%	12.2%
Hispanic	56.3%	56.9%	57.6%
Other Non-White	0.3%	0.3%	0.2%
Pacific Islander	0.9%	1.0%	1.0%
Unknown/Non-Respondent	5.2%	5.0%	5.0%
White Non-Hispanic	15.9%	15.8%	15.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	50.4	47.4	36.9	54.3	A3
B	Percent of Students Who Earned at Least 30 Units	74.4	71.1	63.2	78.4	B2
C	Persistence Rate	70.2	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	36.5	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	58.7	58.4	33.1	79.2	G5

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

College Self-Assessment

Southwestern College, located near the U.S.-Mexico border, is comprised of a main campus in Chula Vista and three satellite campuses, as well as extension sites throughout the region. Credit enrollment has steadily increased each year, and exceeded 20,000 students in Fall 2008. The majority of students are female (57%), under the age of 25 (60%) and/or Hispanic (57.6%). 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 four 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, 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 course codes were revised to more accurately reflect course levels, providing substantially different results in this year's report. These results demonstrate the excellent progress made by the College over the past three years in conjunction with department's data-driven program redesign. Such progress is expected to continue with the implementation of content-based instruction aimed at preparing students for success in college level courses, as well as additional student support services such as in-class tutors and an ESL Advocate.

The College's Basic Skills Course Success and Improvement Rates remain lower than those of peer group averages. These findings are primarily due to outcomes in English, Reading, and Math basic skills courses. Over the three years examined, success rates in basic skills English courses have steadily decreased. However, those of Reading courses consistently increased, and improvements are expected to continue with the integration of lecture and lab courses this year. In 2007-08, Math basic skills course success rates increased in parallel with a decline in withdrawal rates. Such advances in course success will likely lead to increases in Basic Skills Improvement Rates (continuation) in future years. Additionally, program initiatives such as departmental finals, developmental workshops, labs, course mentors, intersegmental strategies, and joint support for full-time and adjunct faculty are expected to further this improvement.

The data also reveal slightly lower than average Vocational Course Success Rates. These lower rates are primarily due to course outcomes within three subjects: Administration of Justice, Business, and Computer Information Systems. Business and CIS vocational course success rates have shown steady decreases over the past three years, while AJ showed improvement followed by decline. These results are partially due to the increased online offerings in recent years, which consistently show lower success rates. Research into the online course curricula will help evaluate and refine the programs.

In summary, outcomes for basic skills and vocational course indicators reveal areas that would benefit from further resources. However, additional findings presented here evidence some improvements currently underway. Further, the College maintained above-average performance on four indicators, underscoring strong performance with regard to student achievement, attainment of 30 units, persistence, and ESL progress.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	36.4%	33.8%	36.3%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	54.3%	61.5%	60.4%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.3%	60.6%	62.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	96.5%	97.1%	97.2%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.7%	60.5%	66.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	27.3%	42.9%	42.9%
Basic Skills Improvement Rate	54.6%	52.5%	51.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

Taft College
West Kern Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,349	22,674	24,405
Full-Time Equivalent Students (FTES)*	2,260	2,282	2,486

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	10.0%	10.0%	10.9%
20 - 24	20.6%	21.8%	21.3%
25 - 49	58.9%	59.0%	58.0%
Over 49	10.5%	9.2%	9.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	19.4%	18.8%	18.8%
Male	80.6%	81.2%	81.2%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Taft College

West Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	7.9%	8.0%	7.6%
American Indian/Alaskan Native	1.6%	1.5%	1.6%
Asian	1.4%	1.2%	1.1%
Filipino	1.1%	1.3%	1.1%
Hispanic	43.7%	47.2%	48.5%
Other Non-White	0.8%	0.6%	0.6%
Pacific Islander	0.5%	0.4%	0.4%
Unknown/Non-Respondent	1.8%	1.9%	2.1%
White Non-Hispanic	41.1%	37.9%	37.1%

Source: Chancellor's Office, Management Information System

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	36.3	47.4	36.3	64.7	A5
B	Percent of Students Who Earned at Least 30 Units	60.4	64.5	60.4	71.9	B5
C	Persistence Rate	62.6	58.3	37.6	72.0	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	97.2	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.4	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	51.6	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	42.9	29.1	0.0	70.5	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.
The rate is relatively flat across the time span. Taft College's rate is the lowest in the peer group. This is probably due to our very high immigrant population rate, where students tend to be very mobile, attending only one semester. Taft College also has a high number of incarcerated students at the nearby prison who tend to be transferred to other prisons where classes may no longer be available.
Table 1.1a: Percent of Students Who Earned at Least 30 Units.
Although the results are similar to Table 1.1 and the evaluation is the same, Taft College faculty are concerned about this particular outcome and are convening a task force to investigate course sequences leading to degrees and certificates to ascertain if there are barriers.
Table 1.2: Persistence Rate.
The persistence rate of Taft College is above the peer average, and unlike previous ARCC reports we are now showing consistent improvement. Faculty felt that strong student satisfaction as shown in the CCSSE surveys was in part related to the upward trending persistence rate.
Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.
Taft College has consistently topped the state with its vocational course completion rates due to the highly selective nature of some of the programs and the close personal attention given to the students by the faculty of these programs.
Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.
Taft College is showing consistent strong improvement in Basic Skills after the implementation of numerous innovative programs designed to help these students. The recommendations for the programs came from a Basic Skills Task Force resulting from the Partnership for Excellence initiative.
Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses.
Unlike previous years, Taft College is now at the top of its peer group on this measure. Courses have been resequenced, new curricula and courses developed, and positions supporting ESL have been created and filled.
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.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.1%	55.4%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	69.3%	71.7%	71.9%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.8%	68.3%	68.7%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.4%	72.8%	69.4%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.2%	68.5%	65.8%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	3.4%	5.0%	7.9%
Basic Skills Improvement Rate	48.3%	55.4%	51.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Ventura College
Ventura County Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	19,603	19,951	21,318
Full-Time Equivalent Students (FTES)*	8,885	9,113	10,003

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	33.4%	32.7%	33.8%
20 - 24	27.0%	27.3%	27.2%
25 - 49	31.9%	32.0%	31.2%
Over 49	7.6%	8.0%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.6%	56.6%	56.9%
Male	41.8%	42.1%	42.0%
Unknown	1.6%	1.3%	1.0%

Source: Chancellor's Office, Management Information System

Ventura College
Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.4%	2.4%	2.5%
American Indian/Alaskan Native	1.2%	1.3%	1.3%
Asian	3.6%	3.5%	3.4%
Filipino	2.6%	2.7%	2.6%
Hispanic	38.1%	38.9%	39.3%
Other Non-White	0.9%	0.8%	1.0%
Pacific Islander	0.6%	0.5%	0.6%
Unknown/Non-Respondent	7.1%	7.5%	7.7%
White Non-Hispanic	43.5%	42.4%	41.5%

Source: Chancellor's Office, Management Information System

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	53.5	58.8	51.3	69.3	A2
B	Percent of Students Who Earned at Least 30 Units	71.9	71.1	63.2	78.4	B2
C	Persistence Rate	68.7	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.4	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.0	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	7.9	41.3	7.9	80.5	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.

Ventura College
Ventura County Community College District

College Self-Assessment

Ventura College (VC) reached two sufficient achievements since the last ARCC report. At the end of the 2007-2008 fiscal year, VC became a mid-size college by reaching the 10,000 FTES level. Although VC is a Hispanic Serving Institution, it became a minority-majority institution in fall 2008 with over 50% of the college's students being students of color.

Total enrollment growth from fall 2008 to spring 2009 has been over 10%. The college Foundation's "Ventura College Promise" is the primary outreach effort to increase post-secondary education for high school graduates in Ventura County. Institutional research shows that cohorts of VC Promise student have significantly higher rates in persistence, retention and success than the general college population in compatible age groups.

As a result of new Title 5 changes dealing with course repeatability, a new curriculum in English as a Second Language was written and is going through the district's review and approval process. This change may have contributed to a decline in the number of ESL students progressing to Basic Skills, Career Technical Education or college-level courses.

VC is leveraging Basic Skills funding with a federal Title V grant, whose major goal is to increase the number of Latino students who successfully pass the new Mathematics and English requirements for an associate degree. This leveraging is occurring in the college's Supplemental Instruction program for ESL, Mathematics and English courses. The next instructional method to be leveraged is a Reading/Writing Center for Basic Skills students. This pilot should be operational by the middle of the spring 2009 semester.

A review of the 2009 ARCC data shows that VC decreased from the previous year in four performance indicators. Progress & Achievement in Degrees/Certificates/Transfer declined by 1.9%. With the college's new transfer certificates in UC IGETC and CSU General Education, the college expects to see an increase next year. Completion Rates for Vocational Courses declined by 3.4%. The college's Career Technical Education Division has been without a permanent dean since July 2008. With the recent hiring of an experienced and knowledgeable administrator, the college expects this stabilization in leadership to yield improved results. Completion Rates for Credit Basic Skills Courses declined by 2.7%. The college expects improved results through enhanced efforts to expand the college's Supplemental Instruction program and the piloting of a Reading/Writing Center during the spring semester. Basic Skills Improvement Rates declined by 4.4%. Improvement is expected in the leveraging of resources and instructional strategies with the college's federally funded Title V HSI grant.

A comparison of the seven categories in the Peer Grouping indicator shows VC with higher percentages in Percent Who Earned at Least 30 Units, Persistence, Course Completion in Credit Basic Skills, and Improvement Rate for Credit Basic Skills. The most important area that the college needs to reassess its effort is in the category of Improvement Rates for Credit ESL.

ARCC 2009 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	47.4%	44.2%	44.2%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.5%	66.1%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.1%	56.2%	60.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.6%	68.6%	73.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	49.0%	49.9%	54.3%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	16.7%	5.8%	14.0%
Basic Skills Improvement Rate	46.4%	43.2%	48.1%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

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Victor Valley College
Victor Valley Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	16,974	17,020	18,639
Full-Time Equivalent Students (FTES)*	9,049	8,803	9,211

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.6%	31.1%	32.5%
20 - 24	25.3%	24.4%	23.5%
25 - 49	37.0%	36.5%	36.1%
Over 49	8.0%	8.0%	7.8%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.7%	59.1%	57.2%
Male	37.6%	38.4%	40.4%
Unknown	3.7%	2.5%	2.4%

Source: Chancellor's Office, Management Information System

Victor Valley College

Victor Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	12.0%	11.3%	11.6%
American Indian/Alaskan Native	1.0%	1.0%	1.0%
Asian	2.3%	2.7%	2.6%
Filipino	1.5%	1.6%	1.6%
Hispanic	28.5%	30.8%	32.0%
Other Non-White	1.0%	1.1%	1.1%
Pacific Islander	0.5%	0.4%	0.6%
Unknown/Non-Respondent	4.0%	4.6%	6.0%
White Non-Hispanic	49.3%	46.6%	43.5%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.2	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.9	71.1	63.2	78.4	*B2*
C	Persistence Rate	60.0	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	48.1	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	14.0	41.3	7.9	80.5	*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 2009 Report: College Level Indicators

Victor Valley College
Victor Valley Community College District

College Self-Assessment

The communities served by VVCCD have experienced significant economic and demographic changes during the past five years. In response, focused outreach and development efforts were initiated to meet community need for enhanced access and relevance in programs and services. As shown by ARCC 2009 data, unduplicated headcount over three years has grown by ten percent. Key student demographic changes from 2005-2008 include the following: Ethnic diversity of students (percentage of non-Whites) has increased from 45.9% to 50.9%; age at enrollment less than 20 years has changed from to 40.8% to 42.1%; average course placement assessment test scores among first-time freshman have decreased in arithmetic (10 point decrease; range of 21 to 120) and English language arts (5.6 point decrease; range of 20 to 120)— an indication that students are less prepared.

In March 2008 the Office of Institutional Effectiveness established "Target 2010" improvement goals: 5% above the Peer Average for Indicator 1.1a and at or above the Peer Average for all remaining ARCC Indicators. Data from the ARCC 2009 Report indicate substantial progress toward achieving these goals.

- VVCC exceeds the peer average for Basic Skills Improvement. Work by the Basic Skills Initiative team on curriculum development in English and math has contributed to student progress in successfully completing gateway basic skills courses and moving on to higher level courses.

- VVCC exceeds the peer average for Percentage of Students Who Earned at Least 30 Units. Although there is no consistent trend toward improvement for this indicator, the last year represents progress of 1.7 percentage points toward the 2010 target goal.

- Sustained trends toward improvement are shown in two areas, when comparing the 2004-2005 VVCC cohort to the 2007-2008 cohort: Vocational Course Completion rate increased 5.2 percentage points; Basic Skills Course Completion rate increased 0.9 percentage points.

- Persistence rate has decreased 1.5 percentage points, and no improvement is shown in Degree/Certificate/Transfer rate. Indeed, the district has performed below the Peer Average and has remained at the same level for the second consecutive year.

- ESL Improvement rates are under-performing. Efforts are underway to ensure that future ESL courses are designed and coded properly so students can transition successfully.

Improvement priorities this year are (1) persistence (ensuring students are retained within a term and, enroll and successfully complete subsequent terms; (2) student achievement of their goals (increasing Degree/Certificate/Transfer rate); and (3) ESL improvement rate. The Chief Instructional Officer will collaborate with the VVCC Academic Senate and instructional departments to effectuate these improvements. In addition, new ARCC goals will be established for 2012.

ARCC 2009 Report: College Level Indicators

West Hills College Coalinga
West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	49.9%	46.0%	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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	65.2%	65.5%	65.1%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.9%	60.2%	65.8%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	65.9%	64.7%	66.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.5%	70.1%	69.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	10.9%	9.1%	15.7%
Basic Skills Improvement Rate	52.5%	54.7%	54.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Chancellor's Office
California Community Colleges

NA: This performance indicator is not applicable for schools of continuing education

Page 698

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State of California

West Hills College Coalinga
West Hills Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,914	4,383	5,074
Full-Time Equivalent Students (FTES)*	4,805	2,036	2,097

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.2%	34.4%	31.3%
20 - 24	29.8%	27.4%	28.3%
25 - 49	35.8%	34.9%	37.5%
Over 49	4.2%	3.4%	2.9%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.8%	59.3%	58.0%
Male	39.8%	40.1%	41.6%
Unknown	0.4%	0.7%	0.4%

Source: Chancellor's Office, Management Information System

West Hills College Coalinga
West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.2%	5.7%	7.0%
American Indian/Alaskan Native	1.1%	1.2%	1.1%
Asian	4.9%	3.6%	4.3%
Filipino	2.9%	1.4%	1.4%
Hispanic	42.4%	53.0%	52.0%
Other Non-White	1.2%	1.0%	0.8%
Pacific Islander	0.6%	0.5%	0.5%
Unknown/Non-Respondent	4.7%	4.7%	4.4%
White Non-Hispanic	36.0%	28.8%	28.6%

Source: Chancellor's Office, Management Information System

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	47.6	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	65.1	69.6	61.2	78.3	B3
C	Persistence Rate	65.8	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.4	74.5	66.1	82.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.7	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	54.6	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	15.7	53.6	15.7	75.0	G3

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

West Hills College Coalinga
West Hills Community College District

College Self-Assessment

West Hills College Coalinga (WHCC) has served the educational needs of the San Joaquin Valley's rural west side for seventy-five years. In 2002, West Hills College Coalinga was named by the MetLife Foundation as the best small community college in the nation for serving the needs of a diverse student population. In 2007, the Community College Survey of Student Engagement identified WHCC as being a high-performing institution in comparison to benchmark scores for other colleges in the survey.
West Hills College Coalinga demonstrates rates just slightly below the peer group average in the areas of percent of students who earned at least 30 units and persistence rates. It is noteworthy that the rate for student progress and achievement improved bringing the college near 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 structured, short term vocational programs such as Agriculture, Heavy Equipment, Peace Officer Academy, and Psychiatric Technician programs at WHCC have success rates well above the peer group average, yet the annual successful completion rate for vocational courses remains below the peer group average. College administrators began reviewing success and retention rates for vocational courses in spring of 2007 resulting in the following modifications: new courses were developed for the Child Development program to better meet the need of students and changes were made in the format and delivery of Administration of Justice courses. The college continues to explore new vocational course offerings with a focus on short term training in areas of high demand such as solar technician.

WHCC ESL courses have high success rates of approximately 86%; however, the college improvement rates for ESL courses are below the peer group average. All 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 basic skills level English courses have been restructured and will be offered in the new format beginning summer 2009 as a means of addressing this issue. ESL course revisions are being considered.

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.

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	. %	. %	68.2%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	. %	67.0%	66.1%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	. %	61.6%	64.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
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.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

West Hills College Lemoore
West Hills Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	.	6417.0	6914.0
Full-Time Equivalent Students (FTES)*	.	2914.0	2953.0

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	.%	26.8%	27.9%
20 - 24	.%	30.9%	30.2%
25 - 49	.%	38.1%	37.6%
Over 49	.%	4.1%	4.3%
Unknown	.%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	.%	61.9%	61.9%
Male	.%	37.1%	37.4%
Unknown	.%	1.1%	0.7%

Source: Chancellor's Office, Management Information System

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	.%	6.5%	7.8%
American Indian/Alaskan Native	.%	1.2%	1.2%
Asian	.%	5.7%	4.7%
Filipino	.%	3.7%	3.9%
Hispanic	.%	38.2%	39.4%
Other Non-White	.%	1.5%	1.2%
Pacific Islander	.%	0.4%	0.4%
Unknown/Non-Respondent	.%	5.3%	5.3%
White Non-Hispanic	.%	37.6%	36.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 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	66.1	74.5	66.1	82.4	*D3*
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 2009 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 the San Joaquin Valley since opening its doors to students in 2002. In 2002, West Hills Community College District (WHCCD) was named by the MetLife Foundation as the best small community college in the nation for serving the needs of a diverse student population and moving people into "livable wage jobs." In 2004, the California Community Colleges Chancellor's Diversity Award was presented to WHCCD and in 2006 WHCCD was selected as a national model for student engagement by the Campus Compact. In 2007, the Community College Survey of Student Engagement identified WHCCD as a high-performing institution in comparison to its cohort of 525 colleges. West Hills College Lemoore received full accreditation status from the Accrediting Commission of Community and Junior Colleges Western Association of Schools and Colleges in June 2006 becoming the second college in the WHCCD.

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 spring 2008 vocational programs. It remains obvious that business and computer science courses taught in our open entry format consistently generate low success rates. To address low success, the college: 1) implemented into the open entry lab some formalized lecture periods for students, 2) has tracked attendance more closely and dis-enrolled students if they allow too much time to lapse between visits, 3) is considering moving the open entry lab location creating an environment to encourage contact between staff and students, and 4) will work with the advisory committee to integrate these open entry courses into a degree/certificate. In the future, the college will utilize program review to assess the viability of the open entry format which might recommend the elimination of the unique format.

A second program with low success rates is the administration of justice program, particularly in the online courses. The dean of learning resources who administers online programs has started to implement a plan to utilize online teaching assistants and one-on-one instructor training in online best practices to improve success rates; improved rates should be seen within the next year's data. In addition, low success rates exist in the firearms class caused by students being unable to afford the purchase of firearms. The college has acquired firearms but encountered legal setbacks in attempting to store them. We anticipate having the legal issues resolved soon so that students can be provided with the firearms in the near future.

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 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	42.2%	41.9%	42.6%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	62.4%	62.8%	65.1%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.2%	52.4%	53.0%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	82.4%	81.0%	80.2%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	52.0%	51.2%	48.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	55.8%	34.9%	51.2%
Basic Skills Improvement Rate	38.2%	39.8%	39.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 710

West Los Angeles College
Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	15,624	15,810	18,578
Full-Time Equivalent Students (FTES)*	5,887	6,672	7,266

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	19.3%	20.8%	24.5%
20 - 24	25.7%	25.5%	24.3%
25 - 49	45.8%	44.4%	42.5%
Over 49	9.2%	9.2%	8.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	64.3%	63.0%	62.1%
Male	35.7%	37.0%	37.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	43.1%	41.5%	40.5%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	6.9%	7.1%	6.8%
Filipino	1.6%	1.6%	1.7%
Hispanic	23.7%	24.5%	24.6%
Other Non-White	2.3%	2.3%	2.5%
Pacific Islander	0.6%	0.4%	0.4%
Unknown/Non-Respondent	7.2%	8.0%	9.1%
White Non-Hispanic	14.2%	14.1%	13.8%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 712

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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	42.6	55.4	42.6	68.0	A4
B	Percent of Students Who Earned at Least 30 Units	65.1	67.0	56.2	74.0	B1
C	Persistence Rate	53.0	60.2	42.8	77.7	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.2	75.1	62.3	84.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.6	49.9	46.2	54.3	E6
F	Improvement Rate for Credit Basic Skills Courses	39.6	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	51.2	53.6	15.7	75.0	G3

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

West Los Angeles College
Los Angeles Community College District

College Self-Assessment

West Los Angeles College recently celebrated its 40th anniversary as one of the nine colleges of the Los Angeles Community College District. The College's location is unique in the nation: it is nearby the LAX airport and at the crossroads of a vibrant international economy. The main campus in Culver City is in the heart of the entertainment industry represented by Sony, Fox and many other media companies.

West's feeder high schools form a service region remarkable for its economic and ethnic diversity. The College's top ten feeder schools are: 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 30% 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 80.2%, among the very highest in its peer group. This excellent performance is due to a skilled and nurturing faculty and a curriculum of unique workforce programs such as aviation technology, entertainment industry trades training, ABA-approved paralegal, ADA-approved dental hygiene, and certified nursing assistant/geriatrics.

West's performance on other ARCC indicators is at or near its peer group averages. In 2007, West completed an Educational Master Plan to guide it through 2011. This plan included the deliberate effort to embrace West's feeder schools and expand student access, regardless of educational achievement. This outreach resulted in a booming enrollment: FTES increased in 2007-08 by 9% over 2006-07. This continuing boom also had the expected effect of increasing the number of entering students who assess at the precollegiate level in English and math: over 80% of the College's entering students do not assess at the freshman level. Despite this large increase in basic skills students our student progress indicators have held steady.

The College sees basic skills as an opportunity for service and has initiated new programs to assist its pre-collegiate students. These programs include improved counseling, tutoring and class scheduling under the umbrella of its Student Success Initiative. We expect indicators in this area to improve in the future.

West is also special for its physically beautiful campus. In 2009 the College will complete the construction of a state-of-the-art science/math building, a classroom building and a student services center. These new facilities, combined with West's innovative programs and responsive community services, will empower West's students to succeed.

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	61.7%	64.4%	61.0%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	72.4%	75.2%	73.5%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	77.0%	74.7%	77.4%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 715

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State of California

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	70.0%	71.2%	73.9%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	60.9%	58.2%	60.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	24.6%	28.9%	27.7%
Basic Skills Improvement Rate	59.4%	57.7%	58.4%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

ARCC 2009 Report: College Level Indicators

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,464	19,484	20,894
Full-Time Equivalent Students (FTES)*	9,231	9,017	9,112

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	26.3%	25.1%	21.8%
20 - 24	24.4%	22.7%	21.8%
25 - 49	28.9%	30.4%	33.4%
Over 49	19.8%	21.2%	22.5%
Unknown	0.6%	0.6%	0.5%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	59.2%	57.9%	56.0%
Male	38.3%	39.9%	41.9%
Unknown	2.4%	2.2%	2.1%

Source: Chancellor's Office, Management Information System

West Valley College
West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.1%	3.0%	3.3%
American Indian/Alaskan Native	0.7%	0.7%	0.6%
Asian	14.8%	14.2%	14.1%
Filipino	2.5%	2.2%	2.2%
Hispanic	13.0%	13.7%	14.8%
Other Non-White	1.8%	1.7%	1.7%
Pacific Islander	0.7%	0.6%	0.6%
Unknown/Non-Respondent	10.3%	11.1%	11.6%
White Non-Hispanic	53.1%	52.8%	51.1%

Source: Chancellor's Office, Management Information System

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	61.0	55.4	42.6	68.0	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.5	73.2	72.2	73.6	*B6*
C	Persistence Rate	77.4	71.3	63.0	78.1	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.6	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.4	55.3	42.2	62.3	*F5*
G	Improvement Rate for Credit ESL Courses	27.7	29.1	0.0	70.5	*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 2009 Report: College Level Indicators

West Valley College
West Valley-Mission Community College District

College Self-Assessment

West Valley College serves the Silicon Valley, a community with a diverse population and a broad range of educational needs. In addition to a substantial population of transfer-bound students, the College serves a significant number of students enrolled in career programs, as well as an increasing population of students in need of developmental education.

Overall, West Valley College's 2009 ARCC indicators are comparable to those received in the 2008 report. The College performed higher than the peer group average on the following indicators:
- student progress and achievement rate
- percent of students who earned at least 30 units
- persistence rate
- improvement rate for credit basic skills courses

Although the College ranked lower than the peer group average on successful course completion rate for credit vocational courses and successful course completion rate for credit basic skills courses, both rates reflect improvement from 2007, and the success rate in vocational courses has increased nearly 4% over three years.

The College's improvement rates in basic skills and ESL courses are inaccurate, and reflect problems with data coding. These are the identified issues:
- Errors in a course level field in the master course file have led to a "flattening" of ESL courses – for example, three courses with increasing levels of difficulty were coded as if they are the same level, so progress across these courses is not captured.
- In the district system, a number of developmental education courses are miscoded in the course level field, leading to a similar flattening and inability to measure improvement.

The College will correct these coding errors; faculty from involved departments will review both the master course file and the local data and amend as necessary, after which IS will resubmit the College data. This will lead to an increase in the College's improvement rates in both ESL and basic skills courses.

The College renewed its focus on student retention this year, making it a priority across all levels of the institution. Students participated in retention strategies sessions conducted at the spring Professional Development Day, and retention is now central to all aspects of student services, from tutorial services and outreach to the campus center.

Economic conditions have prompted West Valley College to focus on the needs of displaced workers; the College is exploring the possibility of creating new labor-market-driven certificate programs. The College is also preparing for an increase in the number of transfer-bound students who are "locked out" of UC and CSU campuses. The College will continue to provide excellent instruction and services to those students who intend to transfer to four-year institutions. The research office recently conducted an audit of IGETC-qualifying courses to ensure that students are able to progress toward transfer whether they attend during the day, at night, or are distance learners.

West Valley College is dedicated to the success of all our students, and will continue to pursue that success through excellence in teaching, institutional effectiveness, and student support services.

ARCC 2009 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	47.1%	46.1%	42.6%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	68.3%	68.1%	67.2%

Table 1.2:
Persistence Rate

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

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	62.3%	63.4%	65.9%

NA: This performance indicator is not applicable for schools of continuing education

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	71.4%	73.5%	73.3%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	55.3%	57.2%	55.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	28.9%	31.3%	26.4%
Basic Skills Improvement Rate	51.3%	52.3%	50.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Yuba College
Yuba Community College District

College Profile

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	13,764	14,436	15,911
Full-Time Equivalent Students (FTES)*	7,012	7,878	8,035

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

	2005-2006	2006-2007	2007-2008
19 or less	25.7%	27.5%	27.8%
20 - 24	27.9%	26.5%	26.4%
25 - 49	39.7%	39.0%	39.0%
Over 49	6.7%	6.9%	6.8%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

	2005-2006	2006-2007	2007-2008
Female	62.2%	63.1%	62.0%
Male	37.7%	36.9%	37.9%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Yuba College
Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.9%	4.0%	4.3%
American Indian/Alaskan Native	2.0%	1.9%	2.0%
Asian	9.4%	9.8%	9.9%
Filipino	1.4%	1.5%	1.5%
Hispanic	26.9%	27.4%	27.9%
Other Non-White	1.7%	1.8%	1.8%
Pacific Islander	0.8%	0.9%	0.8%
Unknown/Non-Respondent	2.4%	2.6%	3.2%
White Non-Hispanic	51.7%	50.2%	48.8%

Source: Chancellor's Office, Management Information System

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	42.6	47.7	41.4	55.6	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.2	69.6	61.2	78.3	*B3*
C	Persistence Rate	65.9	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	56.0	42.8	65.9	*E4*
F	Improvement Rate for Credit Basic Skills Courses	50.2	47.9	30.9	57.3	*F4*
G	Improvement Rate for Credit ESL Courses	26.4	41.3	7.9	80.5	*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.

Yuba College
Yuba Community College District

College Self-Assessment

The Yuba Community College District (YCCD) service area covers 4,192 square miles, and includes all or parts of eight counties in north central California. Yuba College (YC), located in Marysville in Yuba County, opened in 1927 and by 1928 had become the first countywide community college in the state. The college's goal of meeting higher educational needs of district residents in such a large geographic area led to the development of educational centers in Woodland and Clearlake, and outreach services in Colusa County and on Beale Air Force Base. This report is for a single college district, however next year the report will reflect a change because in July 2008 Woodland Community College achieved full accreditation status.

The demographic information reflects little change over time in ethnicity district-wide over the last three-year reporting period. A slight increase in 19 years or younger category is also reflected. Due to California's economic and unemployment state, YC is expected to show increases in the top two tiers of the age ranges over the next few years. Demographics within the individual college/campus areas mirror closely community demographics. Yuba College offers students comprehensive financial aid assistance. Expansion of the Distributive Education Program allows the college to provide diverse modes of instruction to students with geographic, time, and financial barriers.

Yuba College experienced a drop in the student progress and achievement rate for the most recent six year cohort. This mirrors the overall system-wide decline in total degree and certificate awards for the most recent year. A sharp enrollment decline shows for 2002-2003 academic year which would impact the cohorts included in these timeframes. Student persistence rates were up for the most recent fall to fall comparison, which coincide with the beginning of the economic downturn, being indicative of students entering college for retraining.

Improvement rates for ESL and basic skills dropped slightly for the most recent cohort comparison; however there is less of a decline when the three year comparison is taken into account. Yuba College Basic Skills Committee addresses improvement strategies for entering and returning students. Their efforts focus on the basic skills curriculum to identify student learning outcomes that increase pass rates and transition to college coursework. Vocational education was a focus prior to the ARCC study and the subsequent strength of these programs is reflected in our data.

Yuba College's accountability indicators show a level of performance within our peer groups that is close to the group average in most cases. As mentioned above, there are some valid reasons for observed drops in some of the indicators, with strategies mentioned to address other areas. The YCCD Board of Trustees continues to have beneficial dialogue when the ARCC reports are presented. Also, the Board's Strategic Directions for 2007-2011 list basic skills as a major district goal that requires annual updates. YCCD's commitment to student success and continuous improvement is affirmed in this ARCC report.

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

This appendix contains additional information about the composition of the peer groups that the main report cites in the college level analysis (Table 1.11: Peer Grouping). There is one table for each of the seven performance indicators. 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.

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.

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 border in each table. The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group.

Finally, the fourth type of data is the state level 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.

The statewide averages reported in Appendix A differ from the system averages that we present in the Introduction to the College Level Indicators (Introduction) 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.

Appendix A: Peer Groups

Users of this report may use these four types of information to help them establish a context for interpreting the peer group results in the main body of the report. The information about the uncontrollable factors, the performance indicators, and the peer group composition allows the user to weigh these different aspects of the peer grouping as they try to evaluate college performances.

Finally, we note some specific details for clarity's sake. The leftmost column of each table displays codes such as "A1" or "E5." These codes signify only a different peer group for each performance indicator. The letter in the code (A through G) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group "A1" are not higher or better than the colleges in group "A2" (and vice versa). 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 the state are not predictors of this outcome in our statistical analyses (see Appendix C). Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.11. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of this report's release. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups
Table A1: Student Progress & Achievement: Degree/Certificate/Transfer
Student Progress and Achievement Rate Peer Group

| Peer Group Number | Means of Predictors | | | | Student Progress and Achievement Rate | | | | Peer Group Colleges |
	Pct Students Age 25+ Fall 2005	Pct Basic Skills Fall 2005	Bachelor Plus Index		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	42%	15%	0.19		41.4	55.6	47.7	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		51.3	69.3	58.8	19	Crafton Hills; Cuesta; De Anza; Diablo Valley; Fullerton; Golden West; Grossmont; L.A. Pierce; Las Positas; Moorpark; Orange Coast; Pasadena City; Sacramento City; San Diego Mesa; Santa Barbara City; Santa Monica City; Sierra; Skyline; Ventura
A3	44%	31%	0.18		36.9	54.3	47.4	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern
A4	53%	11%	0.34		42.6	68.0	55.4	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		36.3	64.7	47.4	15	Allan Hancock; Barstow ; Cerro Coso; Coastline; Columbia; Feather River; Hartnell; Lake Tahoe; Lassen; Mendocino; Napa Valley; Palo Verde; Santa Bernardino; Siskiyous; Taft
A6	57%	23%	0.20		25.7	52.6	42.0	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				50.8	N = 108	

Appendix A: Peer Groups
Table A2: Student Progress & Achievement: Degree/Certificate/Transfer
Students Who Earned at Least 30 Units Rate Peer Group

| Peer Group Number | Means of Predictors | | | Students Who Earned at Least 30 Units Rate | | | | Peer Group Colleges |
	Student Count Fall 2005	Average Unit Load Fall 2004	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	8,212	7.2	$22,057	56.2	74.0	67.0	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; Siskiyous; Skyline; Southwest L.A.; West L.A
B2	15,849	8.4	$19,869	63.2	78.4	71.1	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	61.2	78.3	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	67.9	82.7	73.9	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	60.4	71.9	64.5	4	Coastline; Lake Tahoe; Palo Verde; Taft
B6	10,758	7.2	$37,321	72.2	73.6	73.2	5	Canada; Foothill; Marin; San Mateo; West Valley
Statewide Average	**13,613**	**7.9**	**$21,662**			**70.1**	**N = 108**	

Appendix A: Peer Groups
Table A3: Student Progress & Achievement: Degree/Certificate/Transfer Persistence Rate Peer Group

	Means of Predictors				Persistence Rate				Peer Group Colleges
Peer Group Number	Pct Students Age 25+ Fall 2006	Student Count Fall 2006	ESAI Household Income		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	54%	7,534	$37,027		42.8	77.7	60.2	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; Siskiyous; Southwest L.A.; West L.A.
C2	48%	31,304	$49,184		67.9	77.7	72.5	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		53.8	80.6	69.3	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		37.6	72.0	58.3	9	Berkeley City College; Cerro Coso; Coastline; Lake Tahoe; Merritt; Monterey; Napa Valley; Palo Verde; Taft
C5	41%	10,547	$45,974		57.1	78.1	67.6	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		63.0	78.1	71.3	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				66.7	N = 108	

Appendix A: Peer Groups

Table A4: Student Progress & Achievement: Vocational/Occupational/Workforce Development Vocational Course Completion Rate Peer Group

Peer Group Number	Means of Predictors				Vocational Course Completion Rate				Peer Group Colleges
	Pct Male Fall 2007	Pct Students Age 30+ Fall 2007	Miles to Nearest UC		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	40%	46%	43.2		62.3	84.6	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		67.0	85.4	74.5	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		66.1	82.4	74.5	10	Bakersfield, Butte, Coalinga, Cuesta, Imperial Valley, Lemoore, Porterville, Reedley, Sequoias, Shasta
D4	46%	34%	25.6		62.8	89.4	75.7	23	Alameda, American River, Cabrillo, Cerritos, Chabot, Cosumnes River, East L.A., Foothill, Hartnell, L.A. Trade-Tech, Las Positas, Long Beach City, Mira Costa, Mt. San Antonio, Ohlone, Palomar, San Bernardino, San Diego Miramar, San Francisco City, San Jose City, San Mateo, Sierra, Skyline
D5	45%	46%	240.3		79.5	84.3	81.4	3	Lassen, Redwoods, Siskiyous
D6	65%	47%	60.9		84.1	97.2	91.2	6	Canyons, Palo Verde, Rio Hondo, Santa Ana, Santiago Canyon, Taft
Statewide Average	43%	34%	48.3				76.0	N = 110	

Table A5: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Course Completion Rate Peer Group

| Peer Group Number | Means of Predictors | | | Basic Skills Course Completion Rate | | | | Peer Group Colleges |
	Student Count Fall 2007	Nearest CSU SAT Math 75th Pctl. 2007	Poverty Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	11630.1	569.2	0.09	52.0	72.0	62.1	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	15283.4	545.9	0.20	48.9	69.7	59.5	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	26209.6	563.8	0.09	53.9	81.5	63.7	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	6571.0	537.7	0.15	42.8	65.9	56.0	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, Siskiyous, Victor Valley, Yuba
E5	23893.5	503.8	0.15	48.6	65.7	59.1	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	7707.0	450.0	0.22	46.2	54.3	49.9	4	Compton, L.A. Harbor, Southwest L.A., West L.A.
Statewide Average	**14511.9**	**546.1**	**0.13**			**60.0**	**N = 108**	

Appendix A: Peer Groups
Table A6: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Improvement Rate Peer Group

Peer Group Number	Means of Predictors			Basic Skills Improvement Rate				Peer Group Colleges
	Pct. on Financial Aid Fall 2006	Avg Unit Load Fall 2006	Selectivity of Nearest 4-Year 2006	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	8.5%	7.6	28.5	31.4	64.6	48.3	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	36.5	62.0	52.6	47	Antelope Valley, Bakersfield, Barstow, Cabrillo, Canyons, Chaffey, Citrus, Columbia, Cosumnes River, Crafton Hills, Cypress, De Anza, Desert, Evergreen Valley, Fullerton, Gavilan, Golden West, Grossmont, L.A. City, L.A. Mission, L.A. Pierce, L.A. Valley, Las Positas, Lassen, Long Beach City, Mira Costa, Modesto, Moorpark, Mt. San Antonio, Mt. San Jacinto, Napa Valley, Orange Coast, Oxnard, Palo Verde, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Bernardino, San Francisco City, San Jose City, Santa Barbara City, Shasta, Sierra, Solano, Southwestern
F3	28.7%	12.4	43.9	59.7	59.7	59.7	1	Imperial Valley
F4	18.4%	8.9	67.1	30.9	57.3	47.9	15	Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, San Joaquin Delta, Sequoias, Siskiyous, Victor Valley, Yuba
F5	6.5%	6.9	63.3	42.2	62.3	55.3	17	Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A. Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley
F6	3.7%	4.1	56.9	38.4	51.6	47.1	4	Coastline, Lake Tahoe, Santa Ana, Taft
Statewide Average	9.8%	7.9	54.9			51.3	N = 109	

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		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
G1	7414.2	49.2%	0.07		0.0	70.5	29.1	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, Siskiyous, Taft, West Valley
G2	11213.9	30.2%	0.06		7.9	80.5	41.3	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		15.7	75.0	53.6	22	Citrus,Coalinga, Compton, Cypress, Desert, Evergreen Valley, Glendale, Golden West, Hartnell, Imperial Valley, L.A. Harbor, L.A. Mission, L.A. Valley, Merced, Porterville, Reedley, Rio Hondo, San Jose City, Santiago Canyon, Sequoias, Southwest L.A., West L.A.
G4	27182.8	42.2%	0.09		32.4	68.2	49.7	8	American River,Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa
G5	22833.0	25.5%	0.12		33.1	79.2	58.4	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		28.6	67.2	50.9	3	East L.A., L.A. City, L.A. Trade-Tech
Statewide Average	13788.3	35.1%	0.10				46.0	N = 108	

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APPENDIX B:
METHODOLOGY FOR DERIVING COUNTS AND RATES FOR SYSTEMWIDE AND
COLLEGE LEVEL PERFORMANCE INDICATORS

METHODOLOGY FOR SYSTEMWIDE INDICATORS

TABLES 1-3: ANNUAL NUMBER AND PERCENTAGE OF BACCALAUREATE STUDENTS WHO ATTENDED A CCC

Definition: The annual number and percentage of Baccalaureate students graduating from CSU and UC from 2002-2003 to 2007-2008 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 2007-2008.

Total from CCC:
Number of Baccalaureate students who attended a CCC from 2002-2003 to 2007-2008 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus, 2007-2008.*

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 2002-2003 to 2007-2008 from the
On-Line Data System reports: *Degrees/Completion-Total Degrees.*

Total from CCC:
Number of Bachelor degrees received at UC from 2002-2003 to 2007-2008 from the
On-Line Data System reports: *Degrees/Completion-Total Degrees-Community Colleges.*

Calculation: UC Percent = Total from CCC/Total BA/BS

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4-7: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (CSU/UC)

Definition: The annual number of community college transfers to CSU and UC from 2002-2003 to 2007-2008.

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total Transfers:
Number of transfers from 2002-2003 to 2007-2008 is from the tables titled: *California Community College Transfers to CSU.*

Note: The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

B. University of California (UC)

Data Source: University of California (UC), Office of the President, StatFinder

Total Transfers:
Number of transfers from 2002-2003 to 2007-2008 is from the table 51 titled *Full-year enrollees: California community college transfers.*

Note: The full-year enrollees of California community college transfers are from all campuses combined and reflect an unduplicated count. .

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4, 5 AND 8: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (ISP/OOS)

Definition: The annual number of community college transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions from 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 >= 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 2000-2001 (Cohort 1), 2001-2002 (Cohort 2) and 2002-2003 (Cohort 3) who completed at least 12 units by 2005-2006 (Cohort 1), 2006-2007 (Cohort 2) and 2007-2008 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:

    1. Math Course
    Attempted Enrollment in course(s) where:
    CB03 COURSE-TOP-CODE = 17*
    CB05 COURSE-TRANSFER-STATUS = A, B

    2. English Course
    Attempted Enrollment in course(s) where:
    CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*
    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 (2005-2006, 2006-2007, and 2007-2008). 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 2000-2001 (Cohort 1), 2001-2002 (Cohort 2), or 2002-2003 (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 2000-2001 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2001-2002 cohort, and four years of post-award wage data were available for the 2002-2003 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 2000-2001 (Cohort 1), 2001-2002 (Cohort 2), or 2002-2003 (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 2000-2001 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2001-2002 cohort, and four years of post-award wage data were available for the 2002-2003 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 (2003-2004 to 2005-2006, 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008) 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: R&P extracted statewide population data with demographic breakdowns by ethnicity, gender, and age from the Department of Finance's (DOF) website for 2005, 2006, 2007, and 2008.

The Systemwide Participation Rate is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system through the Chancellor's Office Data Mart for Academic Years 2005-2006, 2006-2007, and 2007-08.

R&P calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

(Community College Enrollment for Academic Year/DOF Population for Year) x 1,000.

R&P used the DOF data that corresponds to the Fall term of the academic year. For example, for CCCCO academic year 2005-2006, we used DOF annual data for 2005.

Data Sources: Chancellor's Office Management Information System (COMIS) Data Mart and State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000–2050.* Sacramento, CA, July 2007.

http://www.dof.ca.gov/html/DEMOGRAP/Data/RaceEthnic/Population-00-50/RaceData 2000-2050.asp

Appendix B: Methodology for Systemwide and College Performance Indicators

METHODOLOGY FOR COLLEGE LEVEL INDICATORS

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer 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 2000-2001 (Cohort 1), 2001-2002 (Cohort 2) and 2002-2003 (Cohort 3) who achieved outcomes by 2005-2006 (Cohort 1), 2006-2007 (Cohort 2) and 2007-2008 (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 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 2000-2001 (Cohort 1), 2001-2002 (Cohort 2) and 2002-2003 (Cohort 3) who achieved outcomes by 2005-2006 (Cohort 1), 2006-2007 (Cohort 2) and 2007-2008 (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 >= 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 >= 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 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 2004 (Cohort 1), Fall 2005 (Cohort 2) and Fall 2006 (Cohort 3). Persistence was measured by their enrollment in Fall 2005 (Cohort 1), Fall 2006 (Cohort 2) and Fall 2007 (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 >= 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 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 (2005-2006, 2006-2007, 2007-2008). 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/P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, 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 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 (2005-2006, 2006-2007, 2007-2008). 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/P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, 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 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/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). 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 2003-2004 to 2005-2006, 2004-05 to 2006-2007, and 2005-2006 to 2007-2008.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort

All of the following must be true for cohort selection: 1. SB11 STUDENT-EDUCATION-STATUS NE 10000 2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.91, 4931.00 3. CB04 COURSE-CREDIT-STATUS = C 4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A 5. SX04 ENROLLMENT-GRADE = A, B, C, CR/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 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 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008.

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 2009 ARCC draft).
- Achieved "Transfer Directed" (successfully completed <u>both</u> 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 2003-2004 (Cohort 1), 2004-2005 (Cohort 2), and 2005-2006 (Cohort 3) who achieved outcomes by 2005-2006 (Cohort 1), 2006-2007 (Cohort 2) and 2007-2008 (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 CDCP course(s) with CB11 COURSE-CLASSIFICATION-STATUS = J (workforce preparation) or K (basic skills, ESL, short-term vocational) 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**
   CB03 COURSE-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 2009 ARCC report 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 2009, data were available for one or more of the ARCC CDCP cohorts for the 32 colleges listed below.

Allan Hancock	Merced
Butte	Modesto
Canyons	Mt. San Antonio
Cerritos	Mt. San Jacinto
Citrus	North Orange Adult
Cuesta	Palomar
Desert	Pasadena City
East L.A.	Rancho Santiago CED
Glendale	Saddleback
L.A. City	San Diego Adult
L.A. Mission	San Francisco Centers
L.A. Trade-Tech	Santa Barbara CED
L.A. Valley	Santa Monica City
Lake Tahoe	Santa Rosa
Long Beach City	Southwest L.A.
Mendocino	Southwestern

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

Definition:

Annual Unduplicated Headcount: Annual unduplicated headcount for Table 1.7 is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year. 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 crieria 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 2005-2006, 2006-2007, and 2007-2008 (Summer, Fall, Winter, and Spring terms).

FTES: Fiscal Services calculates FTES under four different attendance accounting formulas:

- Positive attendance (actual attendance of each class meeting)
- Census week (e.g., weekly census) (coterminous course that lasts the full term)
- Daily census (a course that does not last the full term--example: summer and winter intersession)
- Independent study (distance education/work experience education)

Each method of attendance accounting ultimately calculates to a number of FTES (workload in hours) based on the number of students enrolled, the length of the course, and divided by 525.

The major number of FTES reported by the colleges are generated in weekly census procedure courses that are scheduled in the primary terms (quarter or semester system).

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (continued)

Courses that are scheduled as "weekly census" must be scheduled the same number of hours each week of the primary term. The terms usually equate to 35 weeks, but in some instances there are more weeks, or fewer weeks, than 35. However, in the calculation of FTES for any primary term weekly census course, the term-length-multiplier (TLM) may not exceed 17.5 (one-half of two terms totaling 35).

As per requirements in the California Code of Regulations, for weekly census courses, a census point is determined for purposes of accounting for enrolled students. To calculate FTES, the number of actively enrolled students in each course are multiplied by the number of scheduled hours as of the census day, the number of hours are then multiplied by 17.5 and divided by 525. (This calculation is made for each primary term.)

Data Source:

Annual Unduplicated Headcount: Chancellor's Office Management Information System (COMIS) 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 2005-2006, and 2006-2007, and 2007-2008.

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 2005-2006, and 2006-2007, and 2007-2008.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.10: ETHNICITY OF STUDENTS

Methodology: Counts of students by ethnicity for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2005-2006, and 2006-2007, and 2007-2008.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

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Appendix C: Uncontrollable Factors: Selection and Regression Methods

Introduction to Regression Methods

As a preliminary step to finding the peer group for each college and for each college performance indicator, the 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 researchers helped us to identify a large set of potential predictor variables. The variable set was further limited by the availability of data for the predictor variables. The predictor variables that we tested for the models are listed in Table C1. Statistically significant correlations (where $p < .05$) with the most current outcome variable (the most recent cohort) provided a reduced set of variables considered for model development. For those predictor variables that included several years of data, the most appropriate time frame to the outcome variable was selected. For example, the 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 this year's 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 Improve. 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							

		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improve. Rate	ESL Improve. Rate
		Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling						
		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

		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 with HS Diploma (ENI Indicator)	o				o		
136 Rate 18-64 with AA Degree (ENI Indicator)	o						
137 Rate 18-64 with 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
Progress Rate for 2007-08	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
Plus 30 Units Rate for 2007-08	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
Persistence Rate from Fall06 to Fall07	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
Rate of Successful Vocational Course Completion 2007-2008	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
Rate of Successful Basic Skills Course Completion 2007-2008	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
Basic Skills Improvement Rate 2005-06 to 2007-08	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
ESL Improvement Rate 2005-06 to 2007-08	103	
Student Count Fall 2006	110	
Pct Students Age 30+ Fall 2006	110	
English Not Spoken Well Index	108	
Valid N (listwise)	102	

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 neglible 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 neglible 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 CCCCO 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 CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C5 illustrates the regression weights for each stage of the model. We transformed the persistence rate by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation changes the interpretation of the unstandardized coefficients (B) that we list below in Table C5, and this explains the relatively large number displayed for the unstandardized coefficient for the percentage of students age 25 or older (Pct Age25+). 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 CCCCO MIS.

- Pct_30_F07_Root: The percentage of students age 30 years or older as of Fall 2007, 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.

- 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.

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

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).

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 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.

- 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 CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with the proportion of individuals under the age of 65 living in poverty for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

Table C7 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .25$, $F(3, 104) = 12.78$, $p < .001$. 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 CCCCO MIS.   Analysis of this variable indicated a skewed distribution. Thus, we used a square root transformation for the version of this variable included in the regression model.

- Pct_30_F06_Root: The percentage of students age 30 years or older as of Fall 2006, the "middle year" for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- SpkEngNotWellIndex_Root: The "English Not Spoken Well or Not At All" Index represents the self-rating of ability to speak English of a Census sample in the college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with English language ability self-ratings data for ZCTA (ZIP Census Tabulation Area) codes obtained from Census 2000. The data used to create this index are based on the percentage of Census respondents who reported that they spoke a language other than English and were then asked to indicate their ability to speak English in one of the following categories: "Very well," "Well," "Not well," or "Not at all." The index includes only those who reported "Not Well" or "Not at all" in the 18 to 64-year old group. We used a square root transformation for the version of this variable included in the regression model.

Table C9 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .31$, $F(3,98) = 16.22$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Student Count predictor provides the largest contribution to the model relative to the other variables.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.
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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 CCCCO 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 CCCCO 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 CCCCO 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:

$$d_{ij} = \left[\sum_{k=1}^{p} (x_{ij} - x_{jk})^2 \right]^{1/2}$$

where x_{ik} and x_{jk} are, respectively, the kth 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, CCCCO 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 obje*ct 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).

4. 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 = (raw score for a case – mean of the sample) / (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	Associate of Arts Degree Associate of Science Degree 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)
AB 1417	Assembly Bill (AB) 1417 legislation sponsored by Pacheco, Chapter 581, Statutes of 2004, that established ARCC.
Academic Year	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).
ARCC	Accountability Reporting for the Community Colleges, initially established by AB 1417 (Pacheco, Chapter 581, Statutes of 2004).
BA Plus Index	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.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
BA	Bachelor of Arts Degree 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)
BS	Bachelor of Science Degree 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)

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.	CDCP courses are noncredit courses that receive additional funding. The CDCP programs/sequences of courses are designed to achieve the following outcomes: 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. (California Code of Regulations, Title 5, §55151)
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office (also referred to as the System Office)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Certificate	The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered. (California Code of Regulations, Title 5, §55808)
CCLC	Community College League of California The non-governmental, non-profit entity that serves community college districts, locally-elected governing boards, and college chief executive officers statewide.
Cohort	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)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Derived Data Elements	A data element that has been modified in programming to achieve some desired end
DOF	Department of Finance, State of California
Domain	The criteria describing the type of records included in a particular report or study.
EDD	Employment Development Department, State of California
Educational Needs Index (ENI)	The ENI is a county-level index representing the education, economic, and population pressures that influence education policy and planning. It uses fifteen unique indicators collapsed into three factor categories, as well as one measure of relative population size.
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 CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.
ESL	English as a Second Language
Fiscal Year	One year, beginning July 1 and ending June 30
FTES	Full-time equivalent student (FTES) is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges.
ISP	In-State Private Institution (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, CCCCO
SAAP	The Student Average Academic Preparation Index, created by CCCCO, 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 *The California Community Colleges Taxonomy of Programs*, available at the CCCCO Web site.
Uncontrollable Factors	These are the variables in the ARCC analyses that "level the playing field" in the inter-institutional comparisons of performance (i.e., the peer group tables). People often also refer to these uncontrollable factors as "environmental factors," or "adjustment factors," or "exogenous variables." These factors are the variables that theoretically affect an outcome (i.e., a performance indicator) but fall outside of the control of college administrators. The ARCC analyses identify the most salient uncontrollable factors for each ARCC outcome, and the ARCC peer grouping uses these factors to create comparison groups of colleges that share similar environments. This process to "control" or adjust comparisons for these factors reduces the chance that a particular peer group will lead to a comparison of "apples to oranges."

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Unduplicated Annual Headcount	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). 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.
UC	University of California
320 Report	Report used by districts to report FTES to CCCCO Fiscal Services

Appendix F: Legislation Summary

2004-05 Final Budget Summary (Chapter 208, Statutes of 2004), September 16, 2004

Summary: The Governor reduced the funding for the Partnership for Excellence program by $31,409,000 to require the Chancellor's Office to produce a new accountability system.

Item 6870-101-0001—For local assistance, Board of Governors of the California Community Colleges (Proposition 98). I reduce this item from $2,810,212,000 to $2,778,803,000 by reducing: (4) 10.10.040-Partnership for Excellence from $225,000,000 to $193,591,000; and by revising Provision 4.

I am reducing this item by reducing the funding for the Partnership for Excellence program by $31,409,000 to maintain the May Revision Proposition 98 spending level for community colleges. Instead, funds were provided to support additional student enrollments and to maintain lower fees for Bachelor degree holders. With this reduction, $193,591,000 will still be available for this program through the general apportionments pursuant to Provision 4(a) of this item. The Legislature reduced the rigor of the accountability structure for this program proposed in the Governor's Budget. Because this program lacks accountability at the district level, it is appropriate that this funding be reduced. However, given my strong commitment to the Community Colleges and the extraordinary work they do in educating over a million full-time equivalent students seeking transfer, technical and basic skills every year, I am willing to restore this funding in the 2005–06 budget provided that district level goals and performance evaluations are incorporated into the accountability structure as had been proposed.

I revise provision 4(a) as follows to conform to this action: ''4. (a) The amount appropriated in Schedule (4) shall be made available to districts in the same manner as the general apportionment funding in Schedule (1), and shall be made available in the same amount provided to each district for the Partnership for Excellence program in the 2003–04 fiscal year, including the funding deferred for this program pursuant to Section 84321 of the Education Code, and notwithstanding the basic aid status of any district. As a condition of receiving these funds, the districts shall first agree to assure that courses related to student needs for transfer, basic skills, and vocational and workforce training are accorded the highest priority and are provided to the maximum extent possible within the budgeted funds.''

Appendix F: Legislation Summary

> **Assembly Bill 1417, Pacheco (Chapter 581, Statutes of 2004), September 18, 2004**
>
> **Summary:** Assembly Member Pacheco authored the bill that created ARCC.

BILL NUMBER: AB 1417   CHAPTERED
        BILL TEXT

        CHAPTER 581
        FILED WITH SECRETARY OF STATE SEPTEMBER 18, 2004
        APPROVED BY GOVERNOR SEPTEMBER 18, 2004
        PASSED THE SENATE AUGUST 27, 2004
        PASSED THE ASSEMBLY AUGUST 27, 2004
        AMENDED IN SENATE AUGUST 23, 2004
        AMENDED IN SENATE JANUARY 13, 2004
        AMENDED IN SENATE JANUARY 5, 2004
        AMENDED IN ASSEMBLY JUNE 4, 2003

INTRODUCED BY   Assembly Member Pacheco

        FEBRUARY 21, 2003

   An act relating to community colleges, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

        LEGISLATIVE COUNSEL'S DIGEST

AB 1417, Pacheco. Community colleges: funding.
(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, $193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding.

This bill would require the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

Appendix F: Legislation Summary

(2) An item of the Budget Act of 2004 appropriated, among other amounts, $27,345,000 from the General Fund to the board of governors for allocation to community college districts for physical plant and instructional support.

This bill would set forth criteria in accordance with which a community college district could utilize a portion of these funds for the purpose of maintaining prior investments made for program enhancements for student success, provided that the district reports its planned expenditures to the chancellor on or before November 30, 2004, as prescribed.

(3) An item of the Budget Act of 2004 appropriated, among other amounts, $50,828,000 from the General Fund to the board of governors for allocation to community college districts for part-time faculty compensation.

This bill would require that the amount appropriated in the Budget Act of 2004 for allocation to community college districts for part-time faculty compensation be allocated, as prescribed, solely to increase the compensation of part-time faculty from the amounts previously authorized. The bill would prohibit the use of these funds by a district to exceed the achievement of parity of compensation for part-time and full-time faculty in that district. The bill would authorize a district that has achieved parity to use
these funds for any educational purpose.

(4) Because this bill would authorize the expenditure of funds previously appropriated to the board of governors for new purposes, it would make an appropriation.
(5) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Board of Governors of the California Community Colleges shall provide recommendations to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including priorities consistent with Provision (4) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004. These recommendations shall be based on information and data provided by a study to be completed by the Chancellor of the California Community Colleges, with the input of institutional representatives of community college districts.

(b) In preparing the study referenced in subdivision (a), the Chancellor of the California Community Colleges may, as he or she judges necessary, consult with individuals with demonstrated expertise in higher education accountability and evaluation. The chancellor also shall consult with the Department of Finance and the Legislative Analyst's Office on an ongoing basis during the conduct of the study. The study process shall also afford community college organizations, and interested parties and individuals, the opportunity

Appendix F: Legislation Summary

to review and comment on the proposed recommendations before their consideration and adoption by the Board of Governors of the California Community Colleges. The board of governors shall provide copies of the study and recommendations on or before March 25, 2005, to the Governor, the fiscal committees of the Legislature, and the higher education policy committees of the Legislature.

SEC. 2. (a) Notwithstanding any other provision of law, this section shall apply only to a community college district that meets either of the following criteria:

(1) The sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, equals zero.

(2) The amount of the reduction in the district's Partnership for Excellence funds during the 2004-05 fiscal year, divided by the sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, exceeds 50 percent.

(b) A district meeting the criteria in subdivision (a) may use all or a portion of the funds allocated to that district from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 for the purpose of maintaining prior investments made for program enhancements for student success that otherwise would be jeopardized by the reduction in Partnership for Excellence funding, notwithstanding any other restriction upon the use of these funds. In no event may the amount of funds used by an applicable district for maintaining program enhancements exceed the amount of the reduction in Partnership for Excellence allocations realized by the district in the 2004-05 fiscal year.

(c) As a condition of utilizing the flexibility authorized by this section, each participating community college district shall report to the chancellor on its planned expenditures from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 on or before November 30, 2004, in a format prescribed by the chancellor. The chancellor shall provide a summary report of these planned expenditures to the Governor, the Director of Finance, and the fiscal committees of the Legislature on or before December 31, 2004.

SEC. 3. (a) The funds allocated in Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 shall be allocated solely to increase the compensation of part-time faculty from the amounts previously authorized. These funds shall be distributed to community college districts based on the total of actual full-time equivalent students served in the previous fiscal year, and shall include a small district factor as determined by the chancellor. These funds shall be used to assist districts in making part-time faculty salaries more comparable to full-time salaries for similar work, as determined through each district's local collective bargaining process.

Appendix F: Legislation Summary

(b) The funds shall not supplant the amount of resources each district uses to compensate part-time faculty, and shall not be used to exceed the achievement of parity in compensation for each part-time faculty employed by each district with regular full-time faculty of that district, as certified by the chancellor. If a district has achieved parity, its allocation under Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 may be used for any other educational purpose.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to implement, in a timely fashion, a necessary revision to the community college funding priorities adopted pursuant to the Budget Act of 2004, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Budget Act of 2005 (AB 90), May 27, 2005

Summary: The Budget Act of 2005 provided four positions to the 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

Appendix F: Legislation Summary

chancellor to withhold, delay, or reduce specified funds provided in the annual Budget Act to encourage district-level accountability efforts.

SEC. 21. Section 84754.5 is added to the Education Code, to read: 84754.5. Pursuant to provisions of Chapter 581 of the Statutes of 2004, the board of governors provided the Governor and the Legislature recommendations regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities. The Legislature recognizes that these recommendations were based on a study process that included input from institutional representatives of community college districts, nationally regarded experts in community college accountability, the Department of Finance, the Office of the Legislative Analyst, community college organizations, and other interested parties. In enacting this section the
Legislature hereby establishes a program for the annual reporting and evaluation of district-level performance in achieving priority educational outcomes consistent with the intent of Chapter 581 of the Statutes of 2004.

The program includes the following components:
(a) As a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts shall provide data, in a format and according to a schedule to be specified by the Office of the Chancellor of the California Community Colleges, for the purpose of the annual report to the Legislature specified in subdivision (b) and for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The chancellor shall withhold, delay, or reduce funds specified in the annual Budget Act to encourage district-level accountability efforts from a district that fails to provide needed data by specified deadlines. If a district's failure to report by specified deadlines results in the omission of required data from, or inclusion of erroneous data in, the annual report required by subdivision (b), the chancellor shall reduce that district's funding as specified in regulations for the implementation of this section.

(b) With data available through its management information system and other data provided pursuant to subdivision (a), and utilizing resources provided for this purpose in the annual Budget Act, the chancellor shall prepare an annual report to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst evaluating the achievement of educational outcomes for each community college district and, as warranted, each college. This report shall be provided to the Legislature annually on or before March 31, beginning in 2007. Preliminary data reported from the districts shall be provided to the Department of Finance and the Office of the Legislative Analyst by January 31 of each year, beginning in 2007. For each district, and college as warranted, the report shall: (1) include performance data for the immediately preceding fiscal year, reflecting all measures specified in subdivision (c); (2) compare each district's and college's achievement with peer groups within the system as applicable to specific metrics; and (3) compare each district's and college's achievements with that of

Appendix F: Legislation Summary

the system as a whole. The report shall further include a profile with summary background information on each district's or college's educational programs, missions, students, and service area demographics.

(c) (1) The report shall include, but not be limited to, district or college-level performance on outcome measures in the following categories:
(A) Student progress and achievement: degrees, certificates, and transfers.
(B) Student progress and achievement: vocational, occupational, and workforce development.
(C) Pre-collegiate improvement, including basic skills and English-as-a-second language.

(2) The specific measures to be included in the report shall reflect the April 2005 board of governors recommendations as refined and amended in consultation with the Department of Finance and the Office of the Legislative Analyst, and shall be periodically reviewed, in consultation with the Department of Finance and the Office of the Legislative Analyst, and, if necessary, modified by the chancellor. It is the intent of the Legislature that specific performance metrics and annual reporting requirements may be specified in annual Budget Acts, if warranted, by changes in state needs, legislative priorities, or the availability of data.

(d) As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segmentwide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.

(e) The board of governors shall adopt regulations that it deems necessary to carry out this section no sooner than 30 days after notification in writing by the chancellor to the Director of Finance and the Chairperson of the Joint Legislative Budget Committee.

Appendix F: Legislation Summary

Senate Bill 361, Chapter 631, Statutes of 2006, September 29, 2006

Summary: SB 361 requires the 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,

Appendix F: Legislation Summary

mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

(3) Short-term vocational programs with high employment potential, as determined by the chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department.

(4) Classes and courses in English as a second language and vocational English as a second language.

(b) The board of governors shall adopt criteria and standards for the identification of career development and college preparation courses and the eligibility of these courses for funding, including the definition of courses eligible for funding pursuant to subdivision (a). The criteria and standards shall be based on recommendations from the chancellor, the statewide academic senate, and the statewide association of chief instructional officers. The career and college preparation courses to be identified for this higher rate of funding should include suitable courses that meet one or more of the qualifications described in subdivision (a).

(c) A district that offers courses described in subdivision (a), but that is not eligible for funding under subdivision (b), shall be eligible for funding under Section 84757.

(d) The chancellor, in consultation with the Department of Finance and the Office of the Legislative Analyst, shall develop specific outcome measures for career development and college preparation courses for incorporation into the annual report required by subdivision (b) of Section 84754.5.

(e) The chancellor shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2007, and March 1 of each year thereafter, a report that details, at a minimum, the following:

(1) The amount of FTES claimed by each community college district for career development and college preparation courses and classes.

(2) The specific certificate programs and course titles of career development and college preparation courses and classes receiving additional funding pursuant to this section, as well as the number of those courses and classes receiving additional funding.

SEC. 5. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to allocate funds appropriated in the Budget Act of 2006 to community college districts for the 2006-07 academic year, which has already commenced, in a manner that is consistent with the community college funding reforms made by this act, and in order for the districts to incorporate these allocations, as soon as is feasible, into their operating budgets, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Assembly Bill 798, Chapter 272, Statutes of 2007, October 5, 2007 **Summary: AB 798 amends the Unemployment Insurance Code to allow the Employment Development Department to perform a wage match for ARCC.**

BILL NUMBER: AB 798   CHAPTERED
     BILL TEXT

     CHAPTER 272
     FILED WITH SECRETARY OF STATE OCTOBER 5, 2007
     APPROVED BY GOVERNOR OCTOBER 5, 2007
     PASSED THE SENATE SEPTEMBER 5, 2007
     PASSED THE ASSEMBLY SEPTEMBER 7, 2007
     AMENDED IN SENATE AUGUST 21, 2007
     AMENDED IN SENATE JULY 18, 2007
     AMENDED IN SENATE JUNE 20, 2007

INTRODUCED BY   Committee on Insurance Coto (Chair), Benoit (Vice Chair), Berg, Carter, De Leon, Duvall, Garrick, and Parra)

       FEBRUARY 22, 2007

An act to amend Sections 1095 and 1281 of the Unemployment Insurance Code, relating to unemployment insurance.

[Excerpt of AB 798 follows]

(y) To enable the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data, commencing January 1, 1993, on students who have attended one or more community colleges, to assess the impact of education on the employment and earnings of students, to conduct the annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

Appendix G: Record of Interactions by Boards of Trustees

As required by Education Code 84754.5(d) (Pursuant to provisions of Chapter 581 of the Statutes of 2004), the California Community College Chancellor's Office provides below a summary of the presentation dates of the 2008 ARCC report to the colleges' boards of trustees. This documents the System's fulfillment of the above requirement for the 2008 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	5/20/2008	10/6/2008
2	American River College	3/8/2008	3/12/2008
3	Antelope Valley College	6/9/2008	8/11/2008
4	Bakersfield College	4/3/2008	1/20/2009
5	Barstow Community College	1/21/2009	1/30/2009
6	Berkeley City College	2/24/2009	2/26/2009
7	Butte College	2/18/2009	3/10/2009
8	Cabrillo College	2/4/2008	1/16/2009
9	Canada College	2/25/2009	3/12/2009
10	Cerritos College	2/4/2009	2/10/2009
11	Cerro Coso Community College	4/3/2008	1/20/2009
12	Chabot College	2/3/2009	3/18/2009
13	Chaffey College	3/27/2008	1/22/2009
14	Citrus College	5/6/2008	9/23/2008
15	City College of San Francisco	3/13/2008	4/4/2008
16	Coastline Community College	1/21/2009	2/10/2009
17	College of Alameda	2/24/2009	2/26/2009
18	College of Marin	2/17/2009	3/19/2009
19	College of San Mateo	2/25/2009	3/12/2009
20	College of the Canyons	7/9/2008	1/22/2009
21	College of the Desert	12/12/2008	1/29/2008
22	College of the Redwoods	3/4/2008	1/22/2009
23	College of the Sequoias	8/11/2008	1/21/2009
24	College of the Siskiyous	3/4/2008	4/15/2008
25	Columbia College	11/12/2008	12/14/2008
26	Compton Community Educational Center	4/15/2008	1/21/2009
27	Contra Costa College	9/24/2008	11/26/2008
28	Copper Mountain College	2/14/2008	1/28/2009
29	Cosumnes River College	3/8/2008	3/12/2008
30	Crafton Hills College	2/12/2009	3/10/2009
31	Cuesta College	3/5/2008	1/22/2009
32	Cuyamaca College	2/17/2009	3/10/2009
33	Cypress College	5/13/2008	1/15/2009
34	DeAnza College	2/2/2009	3/4/2009
35	Diablo Valley College	9/24/2008	11/2/2008
36	East Los Angeles College	10/22/2008	1/22/2009
37	El Camino College	4/21/2008	1/21/2009
38	Evergreen Valley College	2/10/2009	3/11/2009
39	Feather River College	4/17/2008	1/21/2009
40	Folsom Lake College	3/8/2008	3/12/2008

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
41	Foothill College	2/2/2009	3/4/2009
42	Fresno City College	4/1/2008	5/14/2008
43	Fullerton College	5/13/2008	1/15/2009
44	Gavilan College	3/11/2008	1/23/2009
45	Glendale Community College	12/15/2008	2/4/2009
46	Golden West College	1/21/2009	2/10/2009
47	Grossmont College	2/17/2009	3/10/2009
48	Hartnell College	11/4/2008	1/23/2009
49	Imperial Valley College	3/19/2008	1/22/2009
50	Irvine Valley College	11/17/2008	12/17/2008
51	Lake Tahoe Community College	3/11/2008	1/22/2009
52	Laney College	2/24/2009	2/26/2009
53	Las Positas College	2/3/2009	3/18/2009
54	Lassen College	3/10/2009	3/13/2009
55	Long Beach City College	8/26/2008	1/22/2009
56	Los Angeles City College	10/22/2008	1/22/2009
57	Los Angeles Harbor College	10/22/2008	1/22/2009
58	Los Angeles Mission College	10/22/2008	1/22/2009
59	Los Angeles Pierce College	10/22/2008	1/22/2009
60	Los Angeles Southwest College	10/22/2008	1/22/2009
61	Los Angeles Trade-Technical College	10/22/2008	1/22/2009
62	Los Angeles Valley College	10/22/2008	1/22/2009
63	Los Medanos College	9/24/2008	11/26/2008
64	Mendocino College	9/10/2008	1/7/2009
65	Merced College	3/4/2009	3/19/2009
66	Merritt College	2/24/2009	2/26/2009
67	MiraCosta College	3/18/2008	1/15/2009
68	Mission College	3/6/2008	2/5/2009
69	Modesto Junior College	11/12/2008	12/14/2008
70	Monterey Peninsula College	3/18/2008	4/23/2008
71	Moorpark College	3/11/2008	1/15/2009
72	Mt. San Antonio College	4/23/2008	12/3/2008
73	Mt. San Jacinto College	10/9/2008	2/5/2009
74	Napa Valley College	5/15/2008	6/9/2008
75	Ohlone College	10/8/2008	1/15/2009
76	Orange Coast College	1/21/2009	2/10/2009
77	Oxnard College	3/11/2008	1/15/2009
78	Palo Verde College	2/24/2009	3/10/2009
79	Palomar College	3/11/2008	1/22/2009
80	Pasadena City College	4/23/2008	5/8/2008

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
81	Porterville College	4/3/2008	1/20/2009
82	Reedley College	4/1/2008	5/14/2008
83	Rio Hondo College	8/13/2008	9/23/2008
84	Riverside Community College	3/11/2008	9/19/2008
85	Sacramento City College	3/8/2008	3/12/2008
86	Saddleback College	11/17/2008	12/17/2008
87	San Bernardino Valley College	2/12/2009	3/10/2009
88	San Diego City College	2/12/2009	2/19/2009
89	San Diego Mesa College	2/12/2009	2/19/2009
90	San Diego Miramar College	2/12/2009	2/19/2009
90	San Diego Miramar College	2/7/2008	3/3/2008
91	San Joaquin Delta College	3/4/2008	1/15/2009
92	San Jose City College	2/10/2009	3/11/2009
93	Santa Ana College	12/10/2007	1/23/2008
94	Santa Barbara City College	12/3/2008	2/18/2009
95	Santa Monica College	10/7/2008	1/21/2009
96	Santa Rosa Junior College	3/11/2008	5/2/2008
97	Santiago Canyon College	12/10/2007	1/23/2008
98	Shasta College	7/9/2008	8/28/2008
99	Sierra College	4/8/2008	5/21/2008
100	Skyline College	2/25/2009	3/12/2009
101	Solano Community College	4/5/2008	1/21/2009
102	Southwestern College	3/11/2009	3/17/2009
103	Taft College	2/19/2009	3/10/2009
104	Ventura College	3/11/2008	1/15/2009
105	Victor Valley College	3/10/2009	3/19/2009
106	West Hills College	2/6/2009	3/10/2009
107	West Los Angeles College	10/22/2008	1/22/2009
108	West Valley College	3/6/2008	2/5/2009
109	Yuba College	11/14/2008	1/22/2009

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Appendix H: Acknowledgements

We would like to acknowledge the following individuals who have contributed their knowledge and time towards creating the ARCC report.

Representatives from the Research and Planning Group for California Community Colleges (RP Group) developed the initial framework.

Research and Planning Group/Center for Student Success
Panel for California Community College Performance Framework Study

Judith A. Beachler, Cosumnes River College
Robert Gabriner, City College of San Francisco
Craig Hayward, Cabrillo College
Kenneth Meehan, Fullerton College
Brad C. Phillips, Cal-PASS
Andreea M. Serban, South Orange County Community College District
Patrick Perry, 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
Joseph Burke, State University of New York
Peter Ewell, National Center for Higher Education Management Systems
Andrew M. Gill, California State University, Fullerton
James Jacobs, Columbia University

Appendix H: Acknowledgements

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(The list below only represents the active participants in 2008)
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Appendix H: Acknowledgements

Other CCCCO Staff Who Contributed to the ARCC Report

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